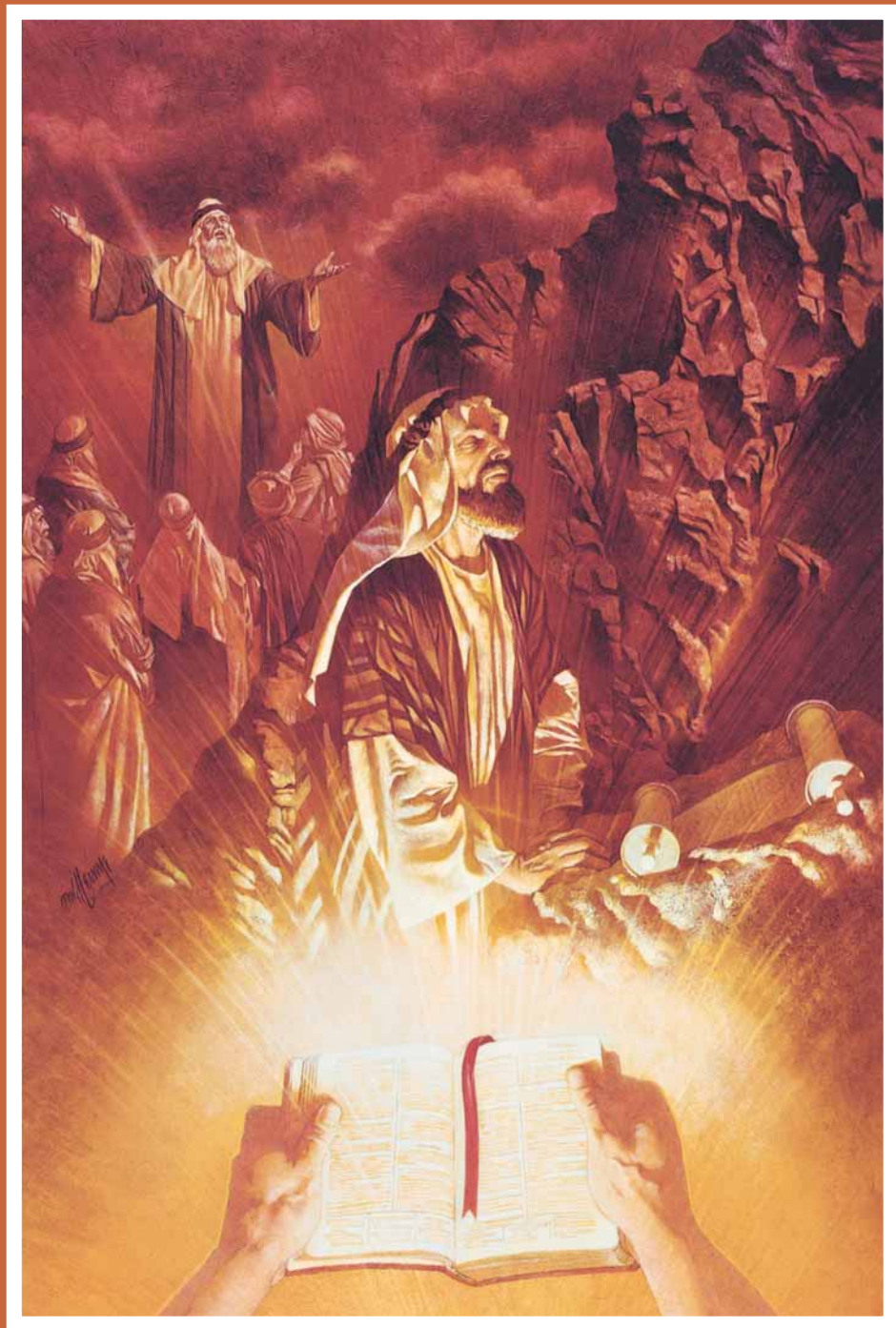


Old Testament Video Guide



Old Testament Video Guide

Prepared by the
Church Educational System

Published by
The Church of Jesus Christ of Latter-day Saints
Salt Lake City, Utah

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Printed in the United States of America

English approval: 8/01

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Introduction

The Old Testament video materials consist of two videocassettes and this guide. They have been prepared by the Church Educational System for use in the Old Testament seminary course.

The two videocassettes contain presentations designed to help you teach the Old Testament. This guide provides suggestions for using the presentations effectively.

QUESTIONS YOU MAY ASK

WHAT IS THE RELATIONSHIP BETWEEN THIS GUIDE AND THE TEACHER RESOURCE MANUAL?

Because video presentations are updated more frequently than printed materials, the video guide is packaged separately from the teacher resource manual.

The teaching suggestions in the video guide may be used instead of or in addition to those in the teacher resource manual. Carefully read both the video guide and the teacher resource manual to be sure you cover the entire scripture block.

The teacher resource manual includes reminders when a video presentation is available for a given scripture block.

As you prepare, you may discover additional ways to use the videos. Feel free to incorporate your own teaching ideas, but maintain the continuity and flow of the principles being taught.

HOW DO I PREPARE TO USE THESE MATERIALS?

It is important that you seek the Spirit of the Lord through prayer, scripture study, and pondering.

Successful teaching of the scriptures begins as you become familiar with the scripture block and with the printed and video resources available. Then, under the direction of the Spirit, select and organize appropriate instructional activities that will meet the needs of your students.

The video presentations have materials and methods that require advance preparation. Read through all the suggestions in the video guide and make the necessary preparations before showing the video. Preview the video presentation more than once if possible.

The video guide suggests things to do before, during, and after the video.

Remember that each video presentation serves as only a part of the instructional activities for teaching a scripture block. Give careful attention to how and when to use the video in the overall lesson for the day.

The video's effectiveness ultimately depends on how you use it. A video presentation may not make sense to the students or its power may be diminished if you do not use it as designed.

PURPOSE

To present an overview of the content and structure of the Old Testament.

BEFORE THE VIDEO

STUDENT ACTIVITY Introduce students to the idea of a time capsule, a container holding records and other objects that represent the culture of a specific time period. Time capsules are preserved so they can be opened at a future date. You could refer to a local event regarding a time capsule.

DISCUSSION Ask your students to help you create a time capsule that would be opened in the year 2050. Draw a large box on the board to represent the time capsule. List in the box ten items the students feel would best represent the last five years in your country. Allow for brief discussion of what each item would reveal about your society.

TEACHER INSIGHT Help your students understand that the Old Testament is much like a time capsule. It is a collection of many different types of things from the past, and these things have been preserved for our discovery today.

USING THE VIDEO

Introduction: Time Capsule 12:16

“LOOK FOR” ACTIVITY As students watch the video, ask them to look for the different types of elements that are in the Old Testament and the difference that attitude and effort make in a student’s study of the Old Testament.

SHOW THE VIDEO The video introduces a variety of elements found in the Old Testament. The attitude and effort of several students determine the discoveries they make as they study the Old Testament.

AFTER THE VIDEO

DISCUSSION Discuss the feelings and attitudes of the students at the beginning of the class. Why did some of the students get more out of the Old Testament than others? (Good attitude about the study, understanding of the organization, effort made, and so on.)

SCRIPTURE MARKING Have students open their scriptures to the contents page. Suggest that they mark the major divisions of the Old Testament by drawing lines separating the books into four groups:

- Law (Genesis–Deuteronomy)
- History (Joshua–Esther)
- Poetry (Job–Song of Solomon)
- Prophets (Isaiah–Malachi)

Have your students label each group. *Note:* For this lesson it is not necessary to divide the prophets into “major” and “minor.” While these terms are meant to refer to the

length of the books, students can get the mistaken idea that they refer to their relative importance. The messages of all the Lord’s prophets are important.

DISCUSSION Have students indicate the part of the Old Testament to which each element in the video belongs.

- Noah and the ark (law)
- Joel (prophets)
- Solomon’s Temple (history)
- Jericho (history)
- Moses and Joshua (law)
- Daniel (prophets)
- Abraham (law)

STUDENT ACTIVITY After students have become acquainted with the books of the Old Testament, have them close their scriptures and hold them in their hands with the spine of the book down and their thumbs across the pages. Name one of the books of the Old Testament, and count “one, two, three, down.” When you say “down,” have the students open their Old Testaments with their thumbs, trying to come as close as possible to the book you named. Do not allow the students to look in their books before they open them. Have the students who opened to the correct book raise their hands. Review with your students where this book fits in the Old Testament. This activity can be repeated over several weeks to help students learn the books of the Old Testament and where they are found.

DISCUSSION Return to the time capsule on the board. Ask students why they selected each item on the list. Have the students list the elements in the video, and suggest a category for each element. Your list should look like the following:

- Noah and the ark (story)
- Joel and the Second Coming (prophecy)
- Solomon’s Temple (building plan)
- The fall of Jericho (war and battle)
- Moses and Joshua (priesthood ordination)
- Daniel (story)
- Abraham and Christ (symbolism)

Tell students that this is just a selection of items from the Old Testament, not a complete list. Ask, “Why do you suppose these items are included in the Old Testament?” (We may not always know the specific reason, but we know that items in the scriptures often were included to benefit us in our day.)

QUOTATION The following statement by President Spencer W. Kimball may be helpful: “To know the patriarchs and prophets of the ages past and their faithfulness under stress and temptation and persecution strengthens the resolves of youth. All through the scriptures almost every weakness and every strength of man has been portrayed, and rewards and punishments have been recorded. One would surely be blind who

could not learn to live life properly by such reading" (*Men of Example* [address to religious educators, 12 Sept. 1975], 2; or *Charge to Religious Educators*, 3rd ed. [1994], 23).

SCRIPTURE INSIGHT You may want to share additional stories, prophecies, and other elements from the Old Testament and consider with the students why they were included.

CONCLUSION Summarize the time capsule analogy. Remind students that although the contents of a time capsule represent the past, the Old Testament doctrines,

histories, and stories are of great value today. The Old Testament was organized and preserved for our day for our personal benefit.

Instruct students that to discover and understand the contents of a time capsule, or the Old Testament, we must open and analyze it carefully. Ask the class to comment on how our attitudes toward the Old Testament relate to our ability to understand the gospel principles it teaches. Encourage the class to approach their study of the Old Testament with sincere effort and a positive attitude.

2 Moses 1:41

"MANY PLAIN AND PRECIOUS THINGS"

PURPOSE

To understand why the Lord gave us the Joseph Smith Translation of the Bible.

BEFORE THE VIDEO

DISCUSSION Invite the students to turn to Genesis 17 in the Latter-day Saint edition of the King James Version of the Bible and find footnote 4*d*. Ask, "What does JST stand for?" (Joseph Smith Translation.) "What is the Joseph Smith Translation?" (Joseph Smith's inspired revision or translation of the Bible.) Explain that today's video will show why the Lord instructed Joseph Smith to retranslate the Bible and how the Joseph Smith Translation increases our understanding.

USING THE VIDEO

"Many Plain and Precious Things" 6:26

SHOW THE VIDEO The video shows what happens when something is missing from a map (two boys become lost), from a set of instructions (a man cannot fix his car), and from a chemistry formula (an explosion results). The video compares these situations to the Bible. Since plain and precious things have been removed, many of God's doctrines are not taught clearly in the Bible. The Joseph Smith Translation restores many of these doctrines.

AFTER THE VIDEO

DISCUSSION Why did the Lord instruct Joseph Smith to retranslate the Bible? (Important doctrines had been removed.) Read Moses 1:40–41 with the class. Discuss the following phrases: (1) "The children of men shall esteem my words as naught." (The people would no longer value the word of God.) (2) "And take many of them from the book." (The people would remove doctrines from the Bible.)

QUOTATION The Prophet Joseph Smith said: "I believe the Bible as it read when it came from the pen of the original writers. Ignorant translators, careless transcribers, or designing and corrupt priests have

committed many errors" (*Teachings of the Prophet Joseph Smith*, sel. Joseph Fielding Smith [1976], 327).

DISCUSSION Consider the following phrases from Moses 1:41: (1) "I will raise up another [Joseph Smith] like unto thee [Moses]." (2) "They shall be had again among the children of men." (Truths would be restored through Joseph Smith.)

SCRIPTURE ACTIVITY Invite the students to turn to "Joseph Smith Translation" in the Bible Dictionary (p. 717) and read the first and last paragraphs. The last paragraph points out that the Joseph Smith Translation is not the Church's official version of the Bible.

SCRIPTURE CHAIN Compare the following scriptures, and ask the students to point out the insights gained through the Joseph Smith Translation. (You may choose to use different or additional scriptures.)

- Compare Genesis 17:17 with JST, Genesis 17:23. (See footnote *a*.)
- Compare Exodus 10:20 with JST, Exodus 10:20. (See footnote *a*.)
- Compare Genesis 9:15 with JST, Genesis 9:20. (See footnote *b*.)
- Compare Genesis 8:20 with JST, Genesis 9:4–6. (See footnote *a*, and then have the students turn to page 797 in the back of their Bibles. Explain that the appendix includes Joseph Smith Translation excerpts that are too long to give in the footnotes.)

SCRIPTURE ACTIVITY Invite the students to turn to Moses 1. Point out that the book of Moses is "an extract from the translation of the Bible as revealed to Joseph Smith the Prophet" (headnote) and a retranslation of Genesis 1:1–6:13.

Have students compare Genesis 1 with Moses 1 (the entire first chapter of Moses is not in Genesis).

Compare Genesis 5:21–25 with Moses 6:25–8:5 (more than one hundred consecutive verses have been restored).

If time permits, have students skim Genesis 1–5 and discover added insights from Moses 1–6. You could

divide the class in groups and assign each a chapter in Genesis and the corresponding chapter in Moses.

CONCLUSION You may want to bear your testimony and express appreciation for the Joseph Smith Translation of the Bible.

3 Moses 1

The Way to Eternal Life, Part 1: GOD'S WORK AND GLORY

PURPOSE

To teach the divine nature of the plan of life.

Note: The plan of salvation is both simple and profound. The video series “The Way to Eternal Life” (presentations 3–8) can help you teach the plan of salvation from Moses 1–6.

BEFORE THE VIDEO

DISCUSSION Briefly discuss the following question: What is the purpose of life? Let students express their own ideas. Ask what difference it makes when a person has an understanding of life’s purpose. Suggest that knowing who we are is a key to understanding the purpose of life.

OPTIONAL ACTIVITY If the Church videocassette *Our Heavenly Father’s Plan* (53604) is available from your ward library, you may want to show the opening part (2:48). This segment includes a series of candid responses to the question, What is the purpose of life? It also includes the song, “I’ll Be All I Can When I Find Out Who I Am,” which is also featured in the seminary video.

SCRIPTURE SEARCH Have students quickly search Moses 1:1–11 to find anything that answers the question, Who am I? If they do not mention it, point out that the Lord told Moses, “Thou art my son” (v. 4).

USING THE VIDEO

God’s Work and Glory 9:10

“LOOK FOR” ACTIVITY As the students watch the video, have them look for the connection between understanding who we are and understanding our relationship to Heavenly Father.

SHOW SEGMENT 1 Segment 1 (6:03) uses the analogy of a small seed growing into a large tree to help us understand that we have inherited divine potential from our Heavenly Father.

DISCUSSION Review the words to the song, “I’ll Be All I Can.”

*I’ve got to find out who I am.
And when I do, I know
I’ll be what I can,
When I find out who I am.
I’ll be all I can,
When I find out who I am.*

Write the following phrases from Moses 1 on the board: *I am the Lord God Almighty* (v. 3). *Thou art my son (daughter)* (v. 4). *Now . . . I know that man is nothing* (v. 10). Ask students to explain the relationship between these three phrases. (Compared to God’s power and glory we are nothing, but as His children we have the potential to become like Him.)

How does the analogy of the tree and seed compare to man being a son of God? (Compared to the sequoia tree, the seed is nothing. But the seed has the potential to become a sequoia tree. Compared to the Lord, we are nothing, but we have the potential to become like the Father.)

SCRIPTURE ACTIVITY

Scan Moses 1:12–22 with your class. Find the answers to the following questions:

Moses 1:12 What would Satan’s answer be to the question, Who am I? (Thou art a son of *man*, worship me.)

Moses 1:13 What had Moses learned from the Lord that enabled him to respond to Satan? (“I am a son of God, in the similitude of his Only Begotten.”)

Moses 1:20–21 We know that God has all power. What evidence is there that Satan has power? (Moses began to fear exceedingly. The earth shook.)

Moses 1:20–22 How can we gain power over Satan? (Call upon God and receive strength from Him. Satan can take advantage of our nothingness if we cease to call upon God.)

SCRIPTURE INSIGHT Scan Moses 1:24–30 with your students and help them understand the second vision that Moses saw. Focus on his question in verse 30: “Tell me, I pray thee, why these things are so . . . ?”

“LOOK FOR” ACTIVITY Instruct students to look for two things as they watch segment 2: what the Lord taught Moses before He answered Moses’ question, and the answer to Moses’ question.

SHOW SEGMENT 2 Segment 2 (3:07) illustrates the importance of Heavenly Father’s work to “bring to pass the immortality and eternal life of man” (Moses 1:39).

AFTER THE VIDEO

CONCLUSION We are children of the Almighty God. Although He created the heavens and the earth, His

children are His most glorious work. He has placed in us the potential to become like Him. Remind your students once again of the song lyrics, and then review with them how knowing *who* we are can influence *what* we are.

4 Moses 2–6

The Way to Eternal Life, Part 2: THE PLAN OF SALVATION

PURPOSE

To give an overview and explain the major elements of the plan of salvation.

BEFORE THE VIDEO

Note: This video uses a metaphor of a bridge to teach the plan of salvation. The Creation, the Fall, and the Atonement are called the “three pillars of eternity.” They are the pillars of the bridge. The three pillars represent *God’s* part in the plan. The span of the bridge represents what *we* must do for the plan to save us.

DISCUSSION In Moses 1:39 the Lord tells His primary purpose for man. Read this verse again and ask students to define *immortality* and *eternal life*. (*Immortality* means to live forever. *Eternal life* means to be with God and be like Him.)

Note: As your students study the book of Moses, they will find the answers to some basic questions pertaining to the plan of salvation. Watch for the answers to these questions as they appear in the lessons:

- If we once lived with God, why didn’t we just stay with Him?
- Why did God allow Satan to go to the earth and tempt mankind?
- Why was a fallen world necessary for our progression?
- Why was it necessary for a member of the Godhead to come to earth as a mortal?
- What must we do to let the plan work for us?

USING THE VIDEO

The Plan of Salvation 7:35

SHOW THE VIDEO After reviewing the seed analogy, the video defines *eternal life* as “God’s life.” An examination of God’s nature shows the need for a plan that helps us become like God. The video compares the plan of salvation to a bridge. The Creation, the Fall, and the Atonement are the three supporting pillars of the bridge, and the gospel principles and ordinances are the span of the bridge. This comparison will help students remember the plan and see how the parts are interrelated.

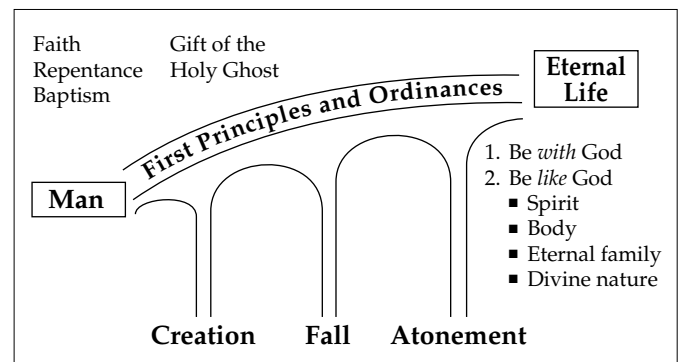
AFTER THE VIDEO

DISCUSSION Write *Man* on the left side of the board. Write *Eternal Life* on the right side of the board. Explain

that eternal life consists of being *with* God and being *like* God. Write “Be with God” and “Be like God” under *Eternal Life*. Recall with the class the four major aspects of God’s nature (from the video), and list them on the board under *Be like God* (spirit, body, eternal family, and divine nature).

- Our Heavenly Father has both a spirit and a body. What is His body like? (He has a glorified, immortal, physical body of flesh and bone.)
- Our Heavenly Father has an eternal family.
- What does divine nature mean? (To be perfect in every way. For example, to have perfect love and all power, know all things, and be merciful and long-suffering.)
- What is the meaning of the phrase, “man is nothing”? (Moses 1:10). (Mortal man is nothing in comparison to our Heavenly Father’s glory, power, and perfection.)
- There is a vast difference between us and our Heavenly Father. What has our Father done to enable us to become like Him? (He has provided a perfect plan to enable us to achieve eternal life.)

Draw on the board a bridge with three pillars stretching from *Man* to *Eternal Life*. Label the pillars *Creation*, *Fall*, and *Atonement*. Label the span *First Principles and Ordinances*. Above the span write *Faith*, *Repentance*, *Baptism*, and *Gift of the Holy Ghost*. Your illustration should look similar to the following:



- What part of Heavenly Father’s plan do the pillars represent. (The Creation, the Fall, and the Atonement.)
- What is our part in the plan? (To live the principles and ordinances of the gospel.)

- How do we know our Heavenly Father will help us succeed in His plan? (It is His work and glory to bring to pass our immortality and eternal life.)

SCRIPTURE CHAIN Moses 1–6 contains an outline of the plan of salvation. The book of Moses has many plain and precious truths not found in the book of Genesis. Students may wish to mark the following passages in their scriptures:

Moses 1:4 We are children of God.

Moses 1:39 The purpose of life is to gain immortality and eternal life.

Moses 2–3 These chapters describe the Creation. What do we learn from Moses 3:5? (All things were created spiritually before they were created naturally on the face of the earth.)

Moses 4 This chapter tells about the Fall. What do we learn in verses 1–4 about Satan’s role? (Satan rebelled against God, became the devil, and was cast down to earth to deceive men.)

Moses 5 This chapter refers to the Atonement. What does Adam’s sacrifice teach us in verses 5–7? (His sacrifice was in similitude of the sacrifice of the Only Begotten.)

Moses 6 The first principles and ordinances of the gospel are found in this chapter. What do we learn about Adam from verses 64–66? (Adam was baptized and received the gift of the Holy Ghost.)

SUMMARY Review the following points about the plan of salvation:

- Our Heavenly Father has provided a perfect plan for us to gain eternal life.
- If we live our part of the plan, Heavenly Father has promised us eternal life.
- God’s work and glory is to help us gain immortality and eternal life.
- Adam and Eve and their posterity were taught the fulness of the plan of salvation from the beginning.

CONCLUSION Stress the need for every student to learn, understand, and live according to the plan of salvation.

5 Moses 2–3

The Way to Eternal Life, Part 3: THE CREATION

PURPOSE

To illustrate that the Creation was a necessary part of God’s work to bring to pass our immortality and eternal life.

BEFORE THE VIDEO

SCRIPTURE SEARCH AND DISCUSSION Read Genesis 1:1 and have students follow in Moses 2:1. What are some of the differences between these verses? (God speaks to man. This revelation is the continuation of the answer to Moses’ question [see Moses 1:30]. Jesus Christ created the earth under the direction of the Father.)

Have students scan Moses 2 for phrases that are repeated. You may need to give some direction.

- Look for a phrase repeated in verses 11–12, 21, and 25. List the common phrases on the board: (1) *And I, God,* (2) *All things . . . were good,* (3) *After his (their) kind.*
- Ask why the scriptures repeat words and phrases. (One reason is to draw our attention to significant ideas. *And I, God* is repeated twenty-nine times in Moses 2.)
- Compare Moses 2 with the phrase in Genesis 1–3, *And God*. What is the difference? (The Moses account is in first person. God is bearing witness that He is the Creator. The third-person account in Genesis is sometimes misconstrued as a story told about God that we may believe or disbelieve.)

- What is the significance of the phrase *it was so even as I spake* (Moses 2:11). (All things are governed by the voice of the Lord.)
- What is the significance of the phrase *after his (their) own kind*. (There was order in the Creation; living things reproduce themselves. The Creation did not come about by chance.)
- After whose kind were we created? (see Moses 2:26–27). (We were created after our own kind—our heavenly parents.)

USING THE VIDEO

The Creation 7:06

SHOW THE VIDEO The video illustrates how the events of the physical and spiritual creation help us progress toward eternal life. The physical creation provided a place where we can dwell and a way to obtain a physical body created in the image of God. In the spiritual creation, which was accomplished before the creation of the world, we obtained our spirit bodies. Agency plays an important role in both the premortal spirit life and in mortality.

AFTER THE VIDEO

DISCUSSION What difference does it make in people’s lives if they accept God as the Creator? (They are more likely to receive the witnesses of God in the world around them, listen to the Lord’s voice, live by the Spirit, and use their agency to keep God’s commandments.)

REVIEW Review the five major points made about the Creation in the video: (1) God is the Creator; things did not happen by chance. (2) Earth gave us a place to dwell. (3) We gained a spirit body. (4) We gained a physical body. (5) We were given agency. Review what we should learn from each of these that will benefit us personally. (See the final portion of the video for help.)

DISCUSSION Write on the board the following list, which was introduced in lesson 4, “The Plan of Salvation.”

Eternal Life

1. Be *with* God
2. Be *like* God
 - Spirit
 - Body
 - Eternal family
 - Divine nature

Ask students, “If we lived with God in a celestial place, why couldn’t we just stay there?” (We were *with* God, but we were not yet *like* Him. We had only a spirit. We needed to leave His presence to get a body, gain experience, and prove ourselves worthy of becoming like Him.) Conclude with these questions: How did the Creation help us progress? Why wasn’t the Creation alone enough? (We gained a body for our spirit in the Creation and a place to prove we could live by faith, but we still did not have an eternal family or a divine nature.)

6 Moses 4

PURPOSE

To understand that the Fall was necessary and can be a blessing in gaining eternal life.

BEFORE THE VIDEO

DISCUSSION Review how the Creation (spiritual and physical) helped Adam and Eve become more like the Father. Write on the board the following information from lesson 5, adding the material in parentheses:

Eternal Life

1. Be *with* God
2. Be *like* God
 - Spirit (spiritual creation)
 - Body (physical creation)
 - Eternal family (given a companion)
 - Divine nature (given agency)

Ask, “Could Adam and Eve have remained in the Garden of Eden and still become like God?” (No.) Read 2 Nephi 2:22–24. On the board, add “no children” to “eternal family” and “no knowledge of good and evil” to “divine nature.” Explain that the purpose of today’s lesson is to discover how the Fall helped Adam and Eve and their posterity become more like Heavenly Father.

SCRIPTURE INSIGHT Read Moses 4:1–4 and ask:

- In the pre-earth life, what did Satan propose to do? (Save every soul.)

- What was his motivation? (He wanted God’s honor.)
- How was Satan going to save every soul? (By taking away man’s agency.)
- Why was Satan’s proposal rejected? (Without the use of agency, man cannot become like God.)

Read Moses 4:5–13 and ask:

- What do the scriptures say would happen if Adam and Eve ate of the fruit? (They would die.)
- Why would Satan want Adam and Eve to partake of the fruit? (Satan wanted to destroy the world. Until they knew good and evil they could not do evil.)
- If the Fall was necessary, why did God forbid Adam and Eve to partake of the fruit? (By His very nature God cannot entice men to sin or do evil. Had He recommended they partake of the fruit, He would be directly responsible for the Fall and for sin and evil in the world.)

USING THE VIDEO

The Fall 5:00

“LOOK FOR” ACTIVITY Ask students to watch for ways the knowledge of good and evil helped Adam and Eve and their posterity become more like God. Have them watch also for how changes that came as a result of the Fall are for our sakes.

SHOW THE VIDEO In the video, three teenagers explain the value of work, trials, and adversity.

AFTER THE VIDEO

DISCUSSION Ask your class the following questions:

- How does the knowledge of good and evil help us become more like God? (When we understand the difference between good and evil, we can exercise our agency to do good.)
- How can the knowledge of good and evil be dangerous? (We can exercise our agency to choose evil.)

SCRIPTURE INSIGHT Read Moses 4:14–32. Ask students to look for how the changes God made after the Fall were for our sake. (These changes include sorrow, pain, conception, cursed ground, work, death, and Adam and Eve being cast out of the garden.)

DISCUSSION Ask the following questions:

- What did Mike say about the value of work? (He learned about responsibility and self-discipline and began to feel better about himself.)
- What had Rebecca learned from her trials? (Patience, endurance, kindness, and understanding.)
- What did Jane say was the purpose of trials? (Through Heavenly Father's help, our trials can make us more like Him.)

QUOTATION Read the following statement by Elder Orson F. Whitney: "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. All that we suffer and all that we

endure, especially when we endure it patiently, builds up our characters, purifies our hearts, expands our souls, and makes us more tender and charitable, more worthy to be called the children of God . . . and it is through sorrow and suffering, toil and tribulation, that we gain the education that we come here to acquire and which will make us more like our Father and Mother in heaven" (in Spencer W. Kimball, *Faith Precedes the Miracle* [1972], 98).

DISCUSSION Ask, "How did the Fall make Adam and Eve unlike God?" (They became mortal and would die [see Moses 4:25]. They transgressed and were shut out of God's presence [see Moses 4:31].)

DISCUSSION Make the following changes to the illustration on the board:

Eternal Life

1. Be *with* God
2. Be *like* God
 - Spirit (spiritual creation—spiritual death, cast out of God's presence)
 - Body (physical creation—mortal, they would die)
 - Eternal family (given a companion—could have children)
 - Divine nature (given agency—knowledge of good and evil, and opportunity to develop godly attributes)

CONCLUSION The Fall of Adam and Eve was truly for our sake.

7 Moses 5

PURPOSE

To teach how the Atonement overcomes the effects of the Fall and is a source of hope and joy in this life.

Note: You may want to draw the diagram on the board before class begins.

BEFORE THE VIDEO

REVIEW Briefly review with your students where you are in studying the plan of salvation. Students have seen how the Creation and the Fall moved men toward eternal life. They have also seen how the Fall introduced new problems. Remind students that they have looked at only two of the pillars on the bridge. Today they will look at the third pillar.

OBJECT LESSON Use an overhead projector or flashlight and a paper cutout to create a shadow image

on the screen or wall. (Your cutout could be in the shape of a key, house, or tree.) Have the class identify the object. Explain that shadows are images of objects and enable us to identify things that we cannot see. A shadow is similar to the original object but is not the same. Sometimes the Lord uses types and shadows, or similitudes, to teach important truths. These similitudes project certain events in the future so we can identify them when they take place. Ask students to look for such a similitude in Moses 5:5–7. (The lamb on the altar was a similitude of Christ on the cross.)

USING THE VIDEO

The Atonement 3:43

SHOW THE VIDEO Moses 5 introduces the Atonement through the use of a type and shadow. The video briefly dramatizes Adam's sacrifice in preparation for you to teach the doctrine of the Atonement.

AFTER THE VIDEO

SCRIPTURE ACTIVITY Review Moses 5:1–15 with your class, asking the following questions:

- What did Adam and Eve do before the angel appeared to them? (see Moses 5:4–5). (They were obedient.)
- What did the angel tell them to do after he explained why they were offering sacrifices? (see v. 8). (To do all things in the name of Christ; to repent and call upon God forevermore.)
- What did Adam learn from the Holy Ghost? (see v. 9). (That they could be redeemed from the Fall.)
- How many of mankind would be redeemed? (see v. 9). (“As many as will.”)
- How did Adam and Eve respond to this? (see vv. 10–12). (They blessed God and rejoiced. They also understood the purpose of the Fall.)
- What did they do next? (see v. 12). (They taught these things to their children.)
- What would be the result? (see v. 15). (Those who believed in Christ and repented would be saved; those who did not would be damned.)
- What was the result of all this for Adam and Eve? (see vv. 10–11). (Joy.)

DISCUSSION In the Fall, new conditions were introduced that, if nothing more were done, put man in a position where he would lose eternal life (see lesson 6). This is why the third pillar—the Atonement—is necessary. Draw the following chart on the board to help your students see how the Atonement overcomes the negative effects of the Fall.

Results of Fall	Results of Atonement
Unconditional (from Adam)	Unconditional (from the Savior)
<ul style="list-style-type: none"> ▪ Fallen world ▪ Physical death ▪ Separation from God 	<ul style="list-style-type: none"> ▪ Celestialized world ▪ Resurrection ▪ Judgment in God’s presence
Conditional (our fall)	Conditional (from the Savior)
<ul style="list-style-type: none"> ▪ Sinful ▪ Unclean 	<ul style="list-style-type: none"> ▪ Atones for sin ▪ Cleanses and sanctifies

Discuss with your class the results of Adam’s Fall. The following information may be helpful:

Fallen world Remind your students that the Fall resulted from Adam’s transgression in the Garden of Eden. While we did not bring about the Fall, we are born into a fallen world with all of its trials and adversity. (For further information refer to the Bible Dictionary, “Fall of Adam,” 670.)

Physical death Death is the separation of the body and the spirit and was introduced in the world through the Fall of Adam (see Bible Dictionary, “death,” 655).

Separation from God Separation from God is one aspect of spiritual death. Adam and Eve were driven out of the Garden of Eden and out of God’s presence. We are born into this fallen world and out of God’s presence (see Bible Dictionary, “death”).

Sinful All those who have reached the age of accountability have sinned (see Romans 3:23; 5:12–13).

Unclean Because man is sinful, he becomes unclean and unworthy to be in the presence of the Lord. This is another aspect of spiritual death (see Moses 6:55–57). “We make our own spiritual death by our works, our thoughts, and our actions” (Bible Dictionary, “death”).

If nothing had changed these conditions, what would have been the results for mankind? (We would have become subject to Satan forever [see 2 Nephi 9:8–10].)

Discuss with your class the results of the Atonement. The Atonement pays for the effects of Adam’s transgression unconditionally. It pays for our sins on condition of repentance.

Celestialized world This earth is to become the celestial kingdom (see D&C 77:1).

Resurrection In the Resurrection our spirit body and our body of flesh and bones are reunited, never again to be divided. All mankind will be resurrected (see Bible Dictionary, “Resurrection,” 761).

Judgment in God’s presence All men are brought to the presence of God to be judged (see Revelation 20:11–15).

Atones for sin For those who repent, the Savior pays the price for their sins and satisfies the demands of justice (see Bible Dictionary, “Atonement,” 617).

Cleanses and sanctifies To become clean, pure, and spotless is to become worthy to be in the presence of the Lord. For those who repent, the Atonement has the power to cleanse and sanctify (see Moses 6:59).

CONCLUSION Students should now see how the Lord has taken care of the effects of the Fall of Adam. Point out that no individual suffers loss because of the Fall (see the second article of faith). But to gain eternal life there are conditions that we must meet if we are to be cleansed from our sins. What are those conditions?

Remind students of the bridge. God’s part in the plan shows that the Creation, the Fall, and the Atonement—the pillars of the bridge—are what everything else rests on. But have we crossed the gap and become like God, acquired the divine nature, and so on? (No.) What else is necessary? The span of the bridge is the final stage of the plan and is the subject of the next lesson.

PURPOSE

To teach students the first principles and ordinances of the gospel that will enable them to gain eternal life.

BEFORE THE VIDEO

SCRIPTURE DISCUSSION Have half the class turn to Alma 18:36, 39 and the other half to Alma 22:12–13. Ask what the two missionaries in these verses (Ammon and Aaron) taught their Lamanite investigators. (The Creation, the Fall, and the Atonement—the plan of salvation.) Ask, “Why begin there with unbelievers?” (It seems to be fundamental to teaching anyone about God.) Note that this is what we have been studying for the past several lessons.

DISCUSSION Draw on the board a bridge with three pillars (see lesson 4). Review the plan of salvation with your class, as studied to this point. (Eternal life is to be *with* and *like* God, which means we need a spirit, a body, an eternal family, and a divine nature.) Label the three pillars and remind your class that these pillars represent what God did for us. The span across the pillars represents what we must do. Ask, “How should we label the span?” Allow discussion, but do not label it yet. Point out that today’s lesson will answer that question.

SCRIPTURE ANALYSIS Turn with your students to Moses 6:48–62. Have them look for and underline a phrase in verse 62 that is related to the lesson. (The Lord says, “This is the plan of salvation.”) Explain that you are going back to see what the word *this* refers to. Begin in verse 48 and lead the students through the verses. The following list may help. Have students write the various elements of the plan of salvation in the margins of their scriptures as you note them.

Moses 6:48 Enoch began with the Fall of Adam and gave the results. (Adam’s Fall and the results.)

Moses 6:49 Men yield to temptation and are cut off from the presence of God. (Our fall.)

Moses 6:51–53 The way back is through faith (“turn unto me, . . . and believe”), repentance, baptism, and the gift of the Holy Ghost. (First principles and ordinances.)

Moses 6:53 Adam asked, “Why is it that men must repent and be baptized . . . ?”

Moses 6:53–54 The Lord told Adam that his transgression in the garden was forgiven. In other words, the effects of the Fall were already taken care of (see lesson 7 on the Atonement). (The Atonement covers Adam’s Fall.)

Then the Lord answered the question Adam asked in Moses 6:53:

Moses 6:55 Children come, with their agency, into a fallen world. When they reach the age of accountability and transgress the law they become unclean.

Moses 6:57 No unclean thing can enter God’s presence. (Need for the plan.)

Moses 6:59–60 Therefore all mankind must repent. If they do, a process like birth takes place. This spiritual rebirth brings about sanctification from sin. (Rebirth.)

Moses 6:61, 65 Once we are clean we can receive the presence of a member of the Godhead (a partial overcoming of spiritual death) and thus begin to acquire the divine nature. (Eternal life.)

USING THE VIDEO

First Principles and Ordinances 11:58

“LOOK FOR” ACTIVITY Read Moses 6:59 carefully with your class, noting how the Lord compares being spiritually reborn with our physical birth. Have the students look for clues in the video for what title should go on the span of the bridge.

SHOW THE VIDEO The video explores the imagery of physical birth as a similitude of spiritual rebirth. The relationship of the first principles and ordinances to rebirth is shown through the story of Aaron Spencer.

AFTER THE VIDEO

DISCUSSION AND REVIEW Allow the students to briefly discuss what they have learned from the video. Ask them to label the bridge span. Some may want to put *Rebirth*. Ask:

- What else belongs there? Refer them again to Moses 6:51. Review the story of Aaron Spencer. Show how the first principles—faith and repentance—are part of the rebirth process.
- Why are faith and repentance required before we can be born again? (The ordinance of baptism is essential, but it is a symbol of what takes place in the heart. Faith and repentance describe that change of heart. Again use examples from Aaron Spencer’s story to illustrate.)
- Why does baptism have to precede the gift of the Holy Ghost? (The Holy Ghost is a member of the Godhead. We must be clean to begin to receive His companionship.)
- What is the best label for the bridge span? (*First Principles and Ordinances*.)

DISCUSSION Remind students that the span of the bridge represents man’s part in the plan. Unless we do what is required, the plan of salvation will not work for us. Ask, “Since most of you have been baptized, does this mean everything is done?” (No. Living the first principles of faith and repentance so that your spiritual rebirth remains in force is a lifelong process. We must endure to the end.)

SUMMARY We have now completed the lessons on the plan of salvation. We have seen what God put in place

to move us toward eternal life (the Creation, the Fall, and the atoning sacrifice of His Only Begotten Son). We have also seen what we must do to make the Atonement work in our behalf (the first principles and ordinances). When we do our part, God’s grace and mercy cleanse us from sin and give us immortality and eternal life.

TESTIMONY Invite students who would like to bear testimony of how they feel about the plan of salvation to do so. It would also be appropriate for you to do the same as you are moved by the Spirit.

9 Genesis 12–17

THE ABRAHAMIC COVENANT

PURPOSE

To show students that the Lord uses covenants to help us gain immortality and eternal life.

Note: Classes that meet daily may need two class periods to show the video and complete the related activities for this lesson.

BEFORE THE VIDEO

DISCUSSION Tell students: “Everyone in the class has at least five fathers. Who can name them?” (Our earthly father; our Father in Heaven; Adam, the father of the human race; Jesus Christ, the Father of our salvation through the Atonement; and Abraham.) Today’s lesson will help your students understand why we call Abraham our father.

Read as a class Genesis 12:1–3 and ask, “What did the Lord promise Abraham?” (A great nation, blessings, a great name, all the families of the earth would be blessed through him.) Read verse 7 and ask, “What promise did the Lord make in this verse?” (To give the land to Abraham’s posterity.) Ask students why they think Abraham received these promises from the Lord? Tell students that the promises are part of something very special between the Lord and father Abraham, and that this lesson will help them understand what they mean.

DISCUSSION Turn with the students to “Abraham” in the Bible Dictionary (p. 601). Have them find the answers to the following questions, and list them on the board:

- What do the names *Abram* and *Abraham* mean? (Exalted father, father of a multitude.)
- What is Abraham the founder or father of? (Father of the covenant, or the house of Israel.)
- Abraham is the “father of the _____.” (Faithful.)
- What does *covenant* mean? (An agreement between God and man.)

Turn with the students to “covenant” in the Bible Dictionary (p. 651). The promises the Lord made to Abraham are part of His covenant with Abraham.

Explain that *covenant* can be a noun or a verb. We can talk about the covenant of baptism (noun), or we can

covenant with the Lord to live His commandments (verb). The Lord uses covenants to bring about His eternal purposes. Ask, “What is the Lord’s eternal purpose for us?” (To bring to pass our immortality and eternal life.)

REVIEW Review with the class the Lord’s plan for us to gain eternal life. Emphasize how the Atonement and first principles of the gospel overcome the effects of the Fall. Point out that to be like God includes having a divine and perfect nature. You may want to draw on the board the bridge from the plan of salvation series (see p. 4).

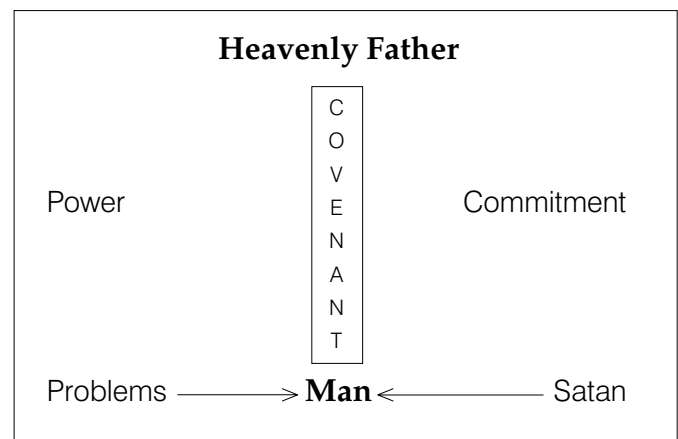
DISCUSSION Ask, “Why aren’t all of our Father’s children on earth becoming like Him?” (Answers might include: Many do not know the plan. The process is not automatic. Satan has the power to deceive many.)

USING THE VIDEO

The Abrahamic Covenant 10:30

SHOW SEGMENT 1 Segment 1 (3:04) uses an illustration to show that man may establish a covenant relationship with the Lord. Those who keep their covenants are entitled to the Lord’s divine help as they pursue the goal of eternal life.

DISCUSSION AND SCRIPTURE CHAIN Write the word *covenant* vertically on the board. Complete the following diagram during your discussion. Use the scripture chain to reinforce each of the concepts.



Moses 1:39 Why is the Lord willing to enter into a covenant relationship with each of us? (Because His work and glory is to bring to pass our eternal life.)

Genesis 17:7 What is the covenant relationship the Lord is willing to establish? (He will be our God, and we will be His people.)

Moses 6:52 What does the Lord expect us to do to enter into His covenant? (Believe in Jesus Christ, repent, be baptized, receive the Holy Ghost, and live by the Spirit.)

Moses 1:20–22 What power did the Lord give Moses? (Power to command Satan to leave.) How did Moses obtain it? (He called on the Lord and received strength from Him.)

Moses 6:31–32 What power did the Lord give Enoch? (No man would be able to kill Enoch. He was able to speak with power.) Why did the Lord give this to him? (Enoch thought the people hated him, and he was slow of speech.)

DISCUSSION What is a covenant you have already made? (Baptism.)

We renew our baptismal covenant when we take the sacrament. What do the sacrament prayers say we must do as our part of the covenant? (see D&C 20:77–79). (Take upon us the name of Christ, always remember Him, and keep His commandments.)

What is the Lord’s part of the baptismal covenant? (The Lord’s Spirit will be with us.)

What additional promise does the Lord make in Moses 6:59? (We will inherit eternal life.)

What is a covenant that you are preparing to make? (Temple marriage.)

Ask if any students would like to share ways that their membership in the Church or their relationship with their Father in Heaven has been a strength to them.

Note: If you are teaching this lesson over two days, this is the best place to end the first day’s discussion. As you begin day two, briefly review the significance of covenants.

EXPLANATION Ask, “Did covenants start with Abraham?” (No.) Explain that the Lord’s covenants are eternal. The Lord established His covenant with Adam, Enoch, Noah, and all the other faithful patriarchs and their righteous followers. Around 1900 B.C., Abraham was selected to head the covenant people from that time forward.

DISCUSSION Write the headings *Promises to Abraham* and *Eternal Significance* on the board. Have students read the following verses, and place the answers under the appropriate headings (see the chart below).

Genesis 13:14–15 What did the Lord promise to give Abraham and his seed or children? (Land.) Write *Land* in the first column.

Genesis 13:16 What will be as numerous as the dust of the earth? (Abraham’s children or seed.) Add *Seed* to the chart.

Genesis 12:3 How will all the families of the earth be blessed through Abraham? (see footnote 3e, which suggests missionary work). What do missionaries teach? (The gospel of Jesus Christ.) Add *Gospel* to the chart.

Promises to Abraham	Eternal Significance
Land	Celestial inheritance
Seed	Eternal increase
Gospel	Eternal life

The three essential elements of the Abrahamic covenant were a promised land, numerous posterity, and the blessings of the gospel. Turn with the students to Abraham 2:11 to discover the eternal significance of the promises made to Abraham.

Abraham 2:11 Eternally, what do we gain if we live the gospel? (Life eternal.) Write *Eternal life* across from *Gospel* in the second column of the chart.

Abraham 2:10 Who is included in the seed of Abraham? (All who receive this gospel.) The gospel term for having posterity or children in the eternities is “eternal increase.” Write *Eternal increase* across from *Seed*.

Abraham 2:6 How long would Abraham and his children have the promised land? (It was given for an everlasting possession.) What will ultimately become of this earth? (It will become the celestial kingdom.) Eternally, what could this promise mean? (An inheritance in the celestial kingdom.) Add *Celestial inheritance* across from *Land*.

Abraham 2:11 Tell the class that the phrase “this right shall continue in thee, and in thy seed after thee” means that all of the blessings promised to Abraham are promised to us, including a celestial inheritance, eternal increase, and eternal life.

“LOOK FOR” ACTIVITY Tell the class that the next part of the video tells a story with pictures. Have the students watch the video closely to discover the meaning of the visual story.

SHOW SEGMENT 2 In segment 2 (7:26) a large family is gathered at a picnic area and is enjoying fun and food. A family of strangers arrives at the picnic grounds in an old car that has mechanical problems. They have little food. The people at the family gathering see the needs of the struggling family.

AFTER THE VIDEO

DISCUSSION Ask the following questions:

- What seems to be taking place in the video? (A family gathering, a reunion, or ward party.)
- What might some of the people from the large group be thinking as they watch the struggling family? (They might be bothered by the interruption, they might not want to associate with the other family, they might not want to share, or they might feel concern for the family's situation.)
- What are some of the ways the large group could respond to the family? (Ignore them, send over some food, invite the family to join them, help them with their car.)
- What is the meaning of this segment? (Tell the students that in order to understand the video, they must imagine that they are part of the large family gathering. We need to share the blessings of the gospel with others.)

DISCUSSION Refer to Abraham 2:9 with your students. Ask:

- What will Abraham and his descendants do to bless all nations? (Bless them with the blessings of the priesthood and the gospel.)
- How is this being accomplished today? (Through missionary work.)
- What about people who die and never hear about the gospel? (They are taught in the spirit world, and the ordinances are performed for them in temples.)
- How do the priesthood and the gospel help perfect the Saints? (Answers could include through teaching and service.)

- What do missionary work, work for the dead, and perfecting the Saints remind you of? (The mission of the Church.)
- What can you do to help fulfill the Abrahamic covenant? (Live the commandments, be a missionary, do temple work or family history research, and fulfill Church callings.)

QUOTATION Share the following statement by Elder John A. Widtsoe, who was a member of the Quorum of the Twelve. (You may want to give it to students as a handout.)

"In our preexistent state, in the day of the great council, we made a certain agreement with the Almighty. The Lord proposed a plan, conceived by him. We accepted it. Since the plan is intended for all men, we became parties to the salvation of every person under that plan. We agreed, right then and there, to be not only saviors for ourselves but measurably, saviors for the whole human family. We went into a partnership with the Lord. The working out of the plan became then not merely the Father's work, and the Savior's work, but also our work. The least of us, the humblest, is in partnership with the Almighty in achieving the purpose of the eternal plan of salvation.

"That places us in a very responsible attitude towards the human race. By that doctrine, with the Lord at the head, we become saviors on Mount Zion, all committed to the great plan of offering salvation to the untold numbers of spirits. To do this is the Lord's self-imposed duty, this labor his highest glory. Likewise, it is man's duty, self-imposed, his pleasure and joy, his labor, and ultimately his glory" ("The Worth of Souls," *Utah Genealogical and Historical Magazine*, Oct. 1934, 189).

10 Genesis 24**"THOUSANDS OF MILLIONS"****PURPOSE**

To teach the importance of marriage in the covenant.

BEFORE THE VIDEO

SCRIPTURE INSIGHT Teach the story of the marriage of Isaac and Rebekah in Genesis 24 (use the scriptures and the teacher resource manual). Emphasize the importance of marriage in the covenant.

ACTIVITY Refer to Genesis 24:60. Have the students take the number of children in their own family and multiply the number by itself. If any of your students are only children, have them multiply the number by two. Explain that this represents one generation. Have them repeat the operation until the answer is greater than

a thousand. Explain that because of the ways families multiply, one set of parents over several generations can influence many people. Genesis 24:60 applies to the promises that accompany eternal marriage.

SCRIPTURE CHAIN Read and discuss the following references:

Genesis 26:34–35; 27:46 Note Isaac and Rebekah's feelings about their sons' marriages.

Deuteronomy 7:3–4 The Lord commanded the children of Israel not to marry the inhabitants of Canaan, who were not of their faith.

1 Kings 11:1–9 Examine the results of interfaith marriages in the life of King Solomon.

Nehemiah 13:23–27 Nehemiah taught the seriousness of disobeying the Lord's command and used King Solomon as an example.

USING THE VIDEO

"Thousands of Millions" 4:48

SHOW THE VIDEO The video uses dominoes to illustrate that our marriages have an effect on us and on our posterity.

AFTER THE VIDEO

DISCUSSION Discuss the domino analogy and the importance of marriage in the covenant. Discuss the relationship between marriage in the covenant and the promises made to Abraham, Isaac, and Jacob. Those promises are ours if we marry in the covenant and faithfully keep our marriage covenants throughout our lives. The following questions may be helpful:

- In what ways are our decisions about marriage in the covenant like dominoes? (Our decisions about marriage affect many people who come after us.)
- What effect did the dominoes that would not move have on other dominoes? What effect does marriage outside the covenant have on others? How could that line of dominoes get started again? (When someone marries in the covenant.)

- Do you know of any examples where people have married in the covenant and symbolically started the domino reaction again?
- How can we help our ancestors who were not married in the covenant have the blessings of temple marriage? (Working on our family history and having our ancestors sealed in the temple.)
- How could you explain to a friend who is considering marriage outside the temple that such a decision has eternal consequences?

CONCLUSION Isaac and Rebekah's marriage has had a tremendous impact on them and on millions of others. The decisions we make regarding our own marriage will impact us and many others.

You may want to conclude with President Spencer W. Kimball's statement, used in the video: "Marriage is perhaps the most vital of all the decisions and has the most far-reaching effects, for it has to do not only with immediate happiness, but also with eternal joys. It affects not only the two people involved, but their families and particularly their children and their children's children down through the many generations" ("Marriage and Divorce," in *1976 Devotional Speeches of the Year: BYU Bicentennial Devotional and Fireside Addresses* [1977], 143).

11 Genesis 37; 39–45

"FOR GOD DID SEND ME"

PURPOSE

To illustrate that the Lord has a divine design for each of His children, so we should trust in Him.

BEFORE THE VIDEO

SCRIPTURE INSIGHT Joseph's dreams of the sheaves of the field bowing down to his sheaf (see Genesis 37:5–8) and of the sun, moon, and eleven stars making obeisance to him (see vv. 9–10), showed that Joseph was destined for greatness. Later he encountered a series of devastating setbacks: (1) his brothers' conspiracy against him (see vv. 18–36); (2) the false accusations of Potiphar's wife (see Genesis 39:1–20); and (3) the butler failing to work for Joseph's release from prison (see Genesis 40). Ask, "In light of the dreams Joseph had as a youth, what is the key to his continued faith and reliance on God?"

DISCUSSION Explain to the students that they will be discussing an analogy about the life of Joseph. An analogy takes a familiar object and compares it to something else. For example, we might say that Jesus is like a lamb

(humble and meek). We might say that Satan is like a snake or a dragon (dangerous and deadly).

Ask if anyone can describe a loom and its purpose. If no one is familiar with a loom, explain what it is and how it is used to weave rugs and tapestries. (*Note:* Watch the video prior to class so you are able to give an adequate explanation.)

"LOOK FOR" ACTIVITY As students view the video, ask them to watch closely and be ready to explain how the making of a tapestry is like the life of Joseph.

USING THE VIDEO

"For God Did Send Me" 2:25

SHOW THE VIDEO The video compares Joseph's life to a tapestry and the weaver to Heavenly Father. The positive and negative experiences of Joseph's life are represented in the light and dark threads of the tapestry design. Although Joseph could not always see the Lord's design for his life, he trusted in the Lord.

AFTER THE VIDEO

ACTIVITY List the following symbols on the board, and have the students give their meaning:

Symbol	Meaning
The Weaver	Heavenly Father
The tapestry	Joseph's life
Dark and light threads	Life's experiences
The pattern	The divine design God planned for Joseph and is planning for each of us
Rolled tapestry	We do not always see what God is planning for us
Sun, moon, stars	The fulfillment of Joseph's dream—God's design for Joseph's life

DISCUSSION Examine the following questions:

- Who designed the pattern in Joseph's life? (Heavenly Father.) Review the following poem:

*My life is but a weaving
Between my God and me
I let Him choose the colors
He worketh steadily.
Ofttimes He worketh sorrow
And I, within my heart,
Forget He sees the pattern
While I see only part.
The dark threads were as needful
In the Weaver's skillful hand,
As the threads of gold and silver
In the pattern He had planned.*

*Not till the loom is silent
And the shuttles cease to fly
Shall God unroll the canvas
And explain the reason why.
(Anonymous)*

- Why is the video entitled "For God Did Send Me"? (Joseph eventually saw the Lord's design for his life; see Genesis 45:5–8.)
- Could Joseph have resisted God's plan for him? Can we? (Yes, because we have our agency.) Read the following poem:

*With thoughtless and impatient hands
We tangle up the plans
The Lord has wrought.
And when we cry in pain He saith,
Be quiet, man, while I untie the knot.
(Anonymous)*

- Do you think the Lord has a divine design for all of His children? (Yes.) Read the following statement by Elder Neal A. Maxwell:

"Now, as you and I look at our lives . . . , we sometimes do not understand that through which we are passing, but, being submissive, we can trust Him.

"The day will come, brothers and sisters, when the tapestry of your life will be unfolded, and you will see divine design all through it, and praise God for the experience and the tutoring which, in His goodness, He has given you" ("Willing to Submit" [address given at BYU—Hawaii devotional, 9 Feb. 1988], 8).

CONCLUSION Though we cannot always see it, God does have a divine design for each of our lives. By trusting in Him we can accomplish that design.

12 Moses 6:63

SCRIPTURE SYMBOLISM

PURPOSE

To better understand the Lord's use of symbolism and imagery in the scriptures.

BEFORE THE VIDEO

SCRIPTURE DISCUSSION Begin the class by reading Moses 6:63 together. Ask questions such as the following:

- What does *likeness* mean? *bear record? all things?*
- Why does the Lord use so much imagery in the scriptures?

- If the information is important, why doesn't He just tell us?
- How do we learn to interpret scriptural symbols correctly?

Have your students watch for the answers in the video.

USING THE VIDEO

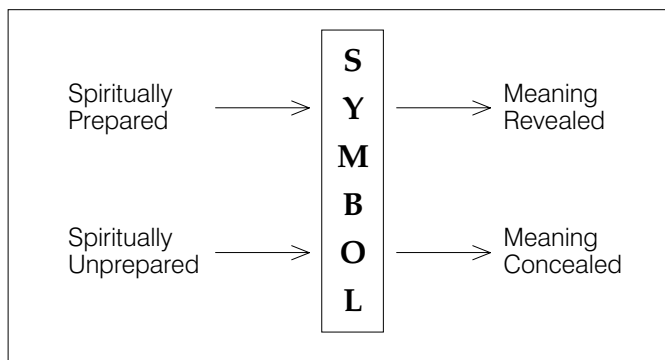
Scripture Symbolism 10:52

SHOW SEGMENT 1 Segment 1 (4:03) acquaints students with symbolism and explains why the Lord uses it.

DISCUSSION We live in a world of symbols. After watching segment 1, review some of the reasons the Lord uses symbols, including the following:

- Symbols convey meaning and truth with great power.
- Symbols can communicate across time, culture, and language.
- Symbols help teach abstract ideas or doctrines, such as faith, love, and forgiveness.
- Symbols both reveal and conceal meaning.

You could use the following diagram to help your discussion:



SHOW SEGMENT 2 Segment 2 (6:49) explores three guidelines for interpreting scriptural symbols.

AFTER THE VIDEO

DISCUSSION In discussing segment 2, point out the three guidelines for interpreting symbols, using some of the examples from the video:

1. Do not let the outward symbol become the focus. What the symbol stands for is more important.
2. Bible dictionaries or other sources can be helpful in learning more about the nature of symbols, since some things are no longer familiar to modern readers.
3. The Prophet Joseph Smith said, “I make this broad declaration, that whenever God gives a vision of an image, or beast, or figure of any kind, He always holds Himself responsible to give a revelation or interpretation

of the meaning thereof, otherwise we are not responsible or accountable for our belief in it” (*Teachings of the Prophet Joseph Smith*, sel. Joseph Fielding Smith [1976], 291).

In a few cases, the interpretations for symbols are given in the same place as the symbol. Most often the interpretation is found elsewhere in scripture. Interpretations are also given by living apostles and prophets. Scriptural footnotes and cross-references can also help us interpret symbols.

PRACTICE SESSION Practice putting the guidelines for interpreting symbols into use with actual scriptures. The examples below give an idea of what can be done. Let the students find examples of their own. Use the Topical Guide for ideas.

- *Gold* is used in all furnishings inside the tabernacle (see Exodus 28). Gold is beautiful, valuable, does not corrode (no corruption), and has the color of the sun (see guideline 2). It serves as a symbol of celestial things or godliness.
- To show strength, a person flexes his biceps. Therefore, the *arm* (see guideline 3) is a symbol of strength or power (see Exodus 6:6; Isaiah 40:11).
- The burning of the sacrifices by *fire* (see guidelines 2–3) symbolizes the cleansing power of the Holy Ghost. “All the fires on all the altars of the past . . . were signifying that spiritual purification would come by the Holy Ghost” (Bruce R. McConkie, *The Promised Messiah: The First Coming of Christ* [1978], 432).
- *Abraham’s sacrifice of Isaac* (see guidelines 1–3) was a similitude of the Father’s sacrifice of His Only Begotten Son (see Jacob 4:5).

Other scriptural symbols you could discuss include salt, various parts of the body (such as the eyes, ears, shoulders, or heart), bitter herbs, and bread (manna).

CONCLUSION Express your feelings about how understanding symbols can help us understand the scriptures.

13 Exodus 12–13

THE PASSOVER

PURPOSE

To show that the Passover is a type and shadow of the Atonement of Christ and of man’s deliverance from the bondage of sin.

BEFORE THE VIDEO

REVIEW Quickly review the events of Exodus 1–11, including how Israel came into bondage, the bitter conditions they found themselves in, and the first nine

plagues. Emphasize that in spite of these miracles, nothing to this point had softened Pharaoh’s heart.

USING THE VIDEO

The Passover 7:16

SHOW SEGMENT 1 Segment 1 (4:00) shows the events of the Passover with scriptural narration.

SCRIPTURE ACTIVITY Read Exodus 12 with your students. Help them identify the major elements of the

Passover and underline them in their scriptures. Refer to the second column of the chart below.

“LOOK FOR” ACTIVITY Have students watch for clues in the video of what the elements of Exodus 12 are meant to teach.

SHOW SEGMENT 2 Segment 2 (3:16) uses the same images but with modern narrators making statements in a way that will help students liken the Passover to themselves.

AFTER THE VIDEO

Note: Students may need a review of the guidelines for interpreting scriptural symbols (see lesson 12, “Scripture Symbolism”). Through the interpretation of symbols, we learn the significance of the Passover for us. This may be a good time to help students practice their scripture-symbolism skills.

DISCUSSION Turn to Exodus 12. Have students write the symbolic meaning of each element in the margin of their scriptures. Refer to the third column of the Passover chart. For younger students you may wish to do only the more important elements.

SUMMARY AND CONCLUSION Exodus 12:17 says that the Passover feast shall be observed forever. Ask students how we observe it today (see Luke 22:7–23). (Just before His death, the Lord changed the Passover symbols to the sacramental symbols.) Discuss how we can still honor the events of the Passover.

The Passover (Scripture Marking Guide)		
Reference	Elements	Significance
12:1	Slaves in Egypt	Bondage of sin
12:2	New calendar	New beginning
12:3	Lamb	Jesus Christ
12:5	Male, yearling, no blemish	Christ and His perfect life
12:7	Blood	Christ’s Atonement
12:7	Doorposts	The events of our daily lives (compare D&C 109:9)
12:8	Roast with fire	The Holy Ghost’s power*
12:8	Unleavened bread	Spiritual purity; the Bread of Life (Jesus Christ)
12:8	Bitter herbs	Bitterness of sin
12:10	Whole lamb eaten	Fully accept Christ
12:11	Loins girded, shoes on, staff in hand	Do not tarry in sin
12:13	Angel of death passes over	We escape spiritual death

*See Bruce R. McConkie, *The Promised Messiah*, 431–32.

14 Exodus 25–30

THE TABERNACLE

PURPOSE

To understand the purpose and symbolism of the tabernacle in ancient Israel.

BEFORE THE VIDEO

ACTIVITY Have your students search the chapter headings of Exodus 25–30 to find the objects that were placed in the tabernacle and its courtyard. List the objects on the board. *Note:* The *laver* is not mentioned in the chapter headings; see Exodus 30:18.

USING THE VIDEO

The Tabernacle 9:14

“LOOK FOR” ACTIVITY As the students watch the video, suggest that they look for the divisions of the

tabernacle, the furnishings, and the symbolic meanings of each.

SHOW THE VIDEO The video takes the viewer on two tours of the tabernacle. The first shows the furnishings. The second explores the symbolic meaning of the tabernacle and its furnishings.

AFTER THE VIDEO

SCRIPTURE ACTIVITY Turn to Exodus 25–30. Have students underline each of the following elements from the tabernacle and write the significance in the margin of their scriptures.

Exodus	Element	Significance
27 (heading)	Altar of burnt offering	Savior's Atonement
30:18	Laver of brass	Wash and cleanse from sin
26:35	Candlestick	Holy Ghost
25:30	Table of shewbread	Bread recalls the Atonement
30 (heading)	Altar of incense	Prayer
25:22	Ark of testimony	Covenants

DISCUSSION Recall with the students that the outer courtyard could represent the terrestrial world, the Holy

Place the terrestrial world, and the Holy of Holies the celestial world. Ask the following questions:

- If we are in the world, what principles must we follow to come into the Church? (Believe in Christ, repent, be baptized, and receive the Holy Ghost.)
- If we are in the Church, what principles must we follow to enter the temple? (Live the principles of the gospel and live by the Spirit.)

The temple teaches us the principles we need to follow to gain eternal life, or the celestial world.

CONCLUSION Express your feelings about the importance of the tabernacle's teachings to the Israelites and how those teachings relate to us today.

15 *Leviticus*

THE LAW OF MOSES

PURPOSE

To help teachers more effectively teach the law of Moses.

BEFORE THE VIDEO

Note: This video is intended to train you, the teacher, and is not intended to be shown in the classroom. Be sure to have your scriptures with you as you proceed.

WHAT TO TEACH The content of your lesson is listed below. Study these materials carefully so you are comfortable with them as you begin your class.

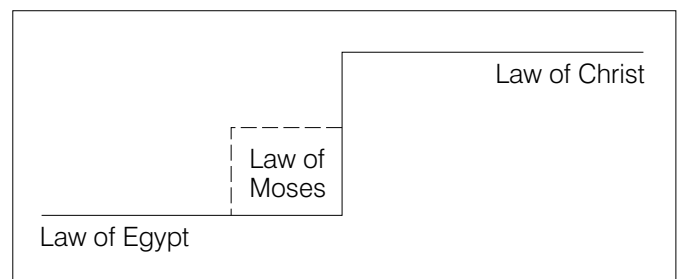
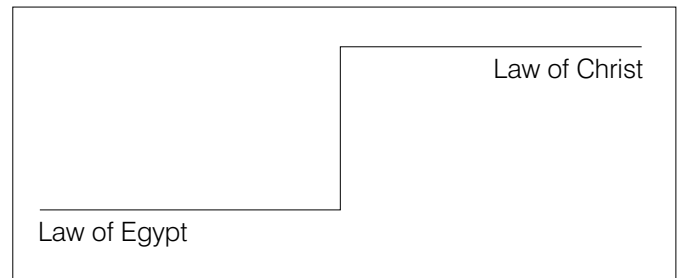
HOW TO TEACH Suggestions on how to teach the lesson are given in the video. Not every point is covered—only areas where clarification may be helpful. Make this lesson fit the needs of your students. Also note that the three guidelines for interpreting scriptural symbols, introduced in lesson 12, will be used as you teach types and symbols of the law of Moses. You may want to review these guidelines.

LESSON MATERIALS The lesson gives three important concepts that will help your students better understand the law of Moses. Scripture references, supporting concepts, and diagrams are also included.

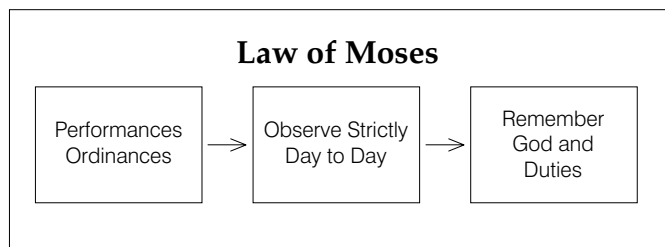
DISCUSSION The *first concept* is that the law of Moses is a preparatory gospel designed to lead people to Christ. Students may have misconceptions about the law of Moses such as the following: (1) The law of Moses is best summarized by the phrase "an eye for an eye, and a tooth for a tooth" (see Matthew 5:38–39). (2) The law of Moses was a primitive code of conduct that had little relationship to the gospel of Jesus Christ. Contrary to these misconceptions, the scriptures teach that the law of Moses was given to help people come to Christ.

Doctrine and Covenants 84:25–27 The higher (Melchizedek) priesthood was taken from the people. The Aaronic Priesthood continued. The Aaronic Priesthood holds the keys of the preparatory gospel, which include faith, repentance, baptism for the remission of sins, and a law of carnal (physical) commandments. A preparatory gospel helps people come to Christ.

Galatians 3:8, 19, 24 Abraham had the gospel. Because of transgression, the law of Moses was added to the gospel. The law of Moses was a schoolmaster to bring Israel to Christ. (*Schoolmaster* in Greek is *pedagogue*, a personal tutor; JST, Galatians 3:24 says "schoolmaster until Christ"; see Galatians 3:24b). The following diagrams help show how the law of Moses was added to bring the Israelites to Christ:



DISCUSSION The *second concept* is that the law of Moses included daily performances and ordinances to help bring the children of Israel to Christ. Draw on the board the following illustration, which is based on Mosiah 13:30:



For the spiritually less mature, the law of Moses was an effective way to bring Israel to Christ.

SCRIPTURE INSIGHT The following are some Old Testament examples of performances:

Leviticus 1:2–4 Israel was not to use a blemished animal for sacrifice. Animal sacrifice was in similitude of the Only Begotten Son.

Leviticus 23:22 The Old Testament gives specific instructions about how Israel was to care for the less fortunate.

Deuteronomy 6:6–9 Israel was to bind the words of God on their hands and forehead and also the doorways of their homes (see *Old Testament: Genesis–2 Samuel* [Religion 301 student manual], 218).

Deuteronomy 22:1–3 Israel was to care for their brother's animals and return them if they were found wandering. Do unto others as you would have them do unto you.

SCRIPTURE INSIGHT The *third concept* is that the law of Moses was filled with types and symbols that pointed Israel to Christ.

Mosiah 13:31 Abinadi taught that all things in the law were types (were symbolic) of things to come. There are many types and symbols in the law of Moses.

Leviticus 17:11 Shedding the blood of an animal in sacrifice is a type of the Atonement of Jesus Christ.

Leviticus 23:5 The Passover symbolizes the Savior's deliverance of Israel from the bondage of sin.

Exodus 28:9–10, 12 The high priest bearing the stones on his shoulders symbolizes the Savior bearing the house of Israel on His shoulders.

USING THE VIDEO

The Law of Moses 12:40

WATCH THE VIDEO The video shows an instructor teaching an inservice class on how to effectively teach the law of Moses.

Note: The video is not designed to be shown to seminary students.

AFTER THE VIDEO

TEACHING THE LESSON Your lesson should focus on the three fundamental principles of understanding the law of Moses. Once you have thoroughly reviewed the video and prepared your lesson, teach it to your students.

CONCLUSION Remember that the video is meant primarily as a training tool to help you in your preparation to teach this lesson. The lesson should focus on the three fundamental concepts for understanding the law of Moses. In your lesson, help the students see that the law of Moses was intended to bring Israel to Christ.

16 Deuteronomy 29–34

THE HOUSE OF ISRAEL

PURPOSE

To give an overview of the history of the Lord's gospel covenant.

BEFORE THE VIDEO

DISCUSSION Read the chapter heading and verse 1 of Deuteronomy 29 with your students. Ask the following questions:

- What do you think of first when you hear the term *Israel*?
- Why can the term *Israel* be confusing? (Not only are there multiple terms referring to Israel, but each term can have several meanings. For example, *children of*

Israel could mean the Jews, descendants of Israel scattered around the world, those presently living in Israel, or members of The Church of Jesus Christ of Latter-day Saints.)

- Which of the terms referring to Israel apply to our class? (Covenant Israel, spiritual Israel, house of Israel, and children of Israel.)

Note: Part of the purpose of this lesson is to find out what these terms mean to members of the Church (see specific definitions at the end of the lesson).

TERMS Tell your students that knowing several terms will help them better understand the video. Look up the following words in the Bible Dictionary:

- *Birthright.* (The right of inheritance of the firstborn under the patriarchal order.)
- *Firstborn.* (The firstborn son is the heir and, under the patriarchal order, inherits the leadership of the family on the death of the father.)
- *Patriarch.* (An ordained office in the Melchizedek Priesthood. The fathers from Adam to Jacob were all patriarchs of this kind.)

USING THE VIDEO

The House of Israel 9:28

“LOOK FOR” ACTIVITY Give students the handout “The House of Israel” (p. 32). Have them look at the time line on the handout. Suggest they look for information in the video that will help them complete their handout.

SHOW SEGMENT 1 Segment 1 (2:00) summarizes major events from the Fall to the Tower of Babel. After viewing segment 1, have the students fill in the missing information on the time line up to 2000 B.C.

SHOW SEGMENT 2 Segment 2 (2:05) summarizes events from Abraham to Ephraim and Manasseh. After viewing segment 2, have students update their time lines.

DISCUSSION Ask the following questions:

- During the time of the patriarchs, who were the Lord’s covenant people? (Those who entered into the gospel covenant and were righteous.)
- Whose name was changed to Israel? (Jacob, grandson of Abraham.)
- According to bloodline, who belongs to the house of Israel? (Anyone who is a literal descendant of Israel.)
- Spiritually, who qualifies for the blessing of Israel? (Only the righteous who live up to their covenants.)

“LOOK FOR” ACTIVITY Have students look in the video for some of the reasons Israel was scattered.

SHOW SEGMENT 3 Segment 3 (3:13) summarizes events from the Egyptian bondage to the Roman conquest. After viewing segment 3, have students update their time lines with information from the video.

DISCUSSION Ask the following questions:

- Why did the Lord allow the Israelites to be scattered? (Because they broke their covenants.)
- Why didn’t the kingdom of Judah become righteous when they saw what happened to the kingdom of Israel? (They were not willing to repent and remain righteous.)
- What must the Lord’s covenant people do if they are to be blessed and preserved? (Keep their covenants with the Lord.)

SHOW SEGMENT 4 Segment 4 (2:10) depicts the latter-day gathering of Israel.

AFTER THE VIDEO

DISCUSSION The following questions may be helpful as you discuss segment 4:

- Why is it important to be of the house of Israel today? (Because Israel is the Lord’s covenant people.)
- Are all members of the Church of the house of Israel? (Yes. Most are literal descendants of Israel, but a few are adopted into the house of Israel when they join the Church.)
- What is our obligation to the descendants of Israel who do not know about the gospel covenants of the Lord? (To share the knowledge of those covenants with all who will hear.)
- Are all the descendants of Israel living the gospel covenant today? (No. Many are not, but we hope that all will eventually.)
- What happens to those who die without a knowledge of the Lord’s covenants? (The gospel is preached to them in the spirit world, and if they accept the gospel, their ordinances are performed in temples around the world.)
- What will happen to the lost ten tribes? (They will be gathered and return to the Holy Land.)

DEFINITIONS Discuss the following definitions, if you have not already covered them in your lesson. You may want to write the phrases on the board.

Land of Israel Geographic Israel. Boundaries have changed over the centuries.

Children of Israel Literal descendants of Israel and anyone living the Lord’s gospel covenant.

Spiritual Israel Anyone living the gospel covenant.

Nation of Israel Political Israel, past or present.

State of Israel The nation of Israel since 1948.

Covenant Israel Scattered Israel and those who are living the gospel covenant.

House of Israel Literal descendants of Israel and anyone who is living the gospel covenant.

Kingdom of Israel United Israel, the Northern Kingdom after the division of United Israel, The Church of Jesus Christ of Latter-day Saints today, millennial Israel.

CONCLUSION The Lord has chosen the house of Israel as His covenant people. As Israel is gathered in the latter days, the righteous who live the Lord’s gospel covenant become His chosen people and heirs of salvation.

THE HOUSE OF ISRAEL

Circa 4000 B.C.

Adam and Eve

Abel/Seth

Circa 3000 B.C.

Enoch

four generations

Circa 2400 B.C.

Noah

two generations

four generations

Jaredites

Circa 2000 B.C.

Abraham and Sarah

five generations

Isaac

Jacob (or Israel)

Reuben Simeon Levi Judah Issachar Zebulun Joseph Benjamin Dan Naphtali Gad Asher

several generations

Ephraim/Manasseh

Circa 1500 B.C.

Moses

several generations

many generations

several generations

Joshua

Circa 1050 B.C.

David

many generations

Solomon

many generations

Ishmael

Lehi

Circa 600 B.C.

Mulek

several generations

Jesus Christ

PURPOSE

To illustrate the blessings of putting the Lord above any other person, thing, or idea in our lives.

BEFORE THE VIDEO

READINESS ACTIVITY Ask one or more students to prepare a short devotional. Have them suppose that because of a terminal illness or a coming disaster, this will be their last chance to speak to the class. They will be given a few minutes to give their “last lecture,” a short summary of the most important principles they have learned on earth.

SCRIPTURE SEARCH Joshua 23–24 is Joshua’s “last lecture.” Stricken in age, Joshua called Israel’s leaders together and gave them his last words of counsel.

Joshua 23:6–8 Read Joshua 23:6–8 as a class, and have a student restate Joshua’s thoughts. (Be courageous in doing everything the Lord has told you to do.)

Joshua 23:10 What kind of odds can a person overcome with the Lord on his side? (One against a thousand.)

Joshua 23:14 What was the success rate of the Israelites when they served on the Lord’s side? (Not one failure. All the good things the Lord promised them had come to pass.)

Joshua 23:16 What would happen if Israel ever served other gods? (They would perish quickly.)

DISCUSSION Ask the following questions:

- Why did Abraham leave the country of his birth? (To escape idolatry; see Abraham 1–2.)
- Why does the commandment “No other gods before me” (Exodus 20:3) come first? (It is critical that we place the Lord first in our lives.)

SCRIPTURE INSIGHT When the Israelites put the Lord first, they prospered. The Lord gave them a land they had not labored for, cities they had not built, and vineyards and orchards they had not planted (see Joshua 24:13–15). Considering all that the Lord did for Israel, why would they want to put anything before Him?

USING THE VIDEO

“No Other Gods before Me” 10:22

“LOOK FOR” ACTIVITY Have students look in the video for the false gods we worship today and the reasons people put their faith in something other than God.

SHOW THE VIDEO The video begins with an explanation of how carbon-monoxide poisoning works in the body. Red blood cells bind with the carbon monoxide in place of oxygen. The blood is delivering what it supposes to be life-giving oxygen, but as a result, cells die.

Some forms of idolatry follow the same pattern as poisoning. The spirit is weakened when we place things ahead of the Lord. The video briefly illustrates some of the things we worship in place of the Lord. An excerpt from President Ezra Taft Benson’s April 1988 general conference talk stresses the need to put God first in our lives.

AFTER THE VIDEO

DISCUSSION Discuss the following questions:

- What is idolatry? (Worshiping someone or something in the place of God.)
- What is the meaning of *worship*? (To worship does not just include religious ritual, like bowing down before God or idols. Our god is whatever we trust and believe has the greatest power. It is whatever we set our heart on most.)
- How is idolatry like dying from carbon-monoxide poisoning? (False gods take the place of the Lord and His saving power, and we either weaken or die spiritually.)
- What are some of the false gods we worship today? (Obvious examples include money, clothes, cars, and material things. Less obvious examples include pride, success in school, and social acceptance.)
- Why do people turn from God and put their trust in other things? (They think these things can fulfill their needs and desires.)

SCRIPTURE ACTIVITY Have students rewrite Joshua 24:15 in their own words. Ask them to identify the kinds of false gods we worship today. Share some of these with the class.

CONCLUSION There is no god besides the living God. Any false god we choose to worship has no power to save (see Isaiah 45:18–22). Elder Neal A. Maxwell said:

“I testify that what a wise man wrote is true: ‘If you have not chosen the Kingdom of God first, it will in the end make no difference what you have chosen instead.’” (in Conference Report, Apr. 1974, 163; or *Ensign*, May 1974, 112).

PURPOSE

To understand the divine calling of motherhood.

BEFORE THE VIDEO

DISCUSSION Ask, “What do you think is the world’s greatest need?” After a brief discussion, give the following statement by David O. McKay:

“If I were asked to name the world’s greatest need, I should say unhesitatingly; wise mothers and . . . exemplary fathers” (in Richard L. Evans, comp., *Richard Evans’ Quote Book* [1971], 20).

Ask the students why they think President McKay would feel that way about mothers and fathers. (People’s lives are strongly influenced by their parents.)

SCRIPTURE INSIGHT Ask the following questions and have students scan the verses indicated to find the answers:

- What was Hannah’s greatest desire? (see 1 Samuel 1:1–10). (To have a son.)
- What promise did she make to the Lord? (see 1 Samuel 1:9–11). (If the Lord gave her a son, she would consecrate him to the Lord. Refer to footnote 11*d* for help concerning “shall no razor come upon his head.” Explain that the Lord heard Hannah and blessed her with a son.)
- In what way did Hannah consecrate Samuel to the Lord? (see 1 Samuel 1:24–28). (She allowed him to serve in the tabernacle as a servant to Eli, the high priest.)
- Why were Eli’s sons considered “sons of Belial”? (see Bible Dictionary, “Belial,” 620; 1 Samuel 2:12–17). (They performed unrighteously as priests at the tabernacle.)
- Why was the Lord angry with Eli? (see 1 Samuel 2:27–29). (He honored his sons above the Lord.)
- What prophecy was given to Eli concerning his posterity? (see 1 Samuel 2:30–34). (They would be removed from their positions as priests and die in their youth.)
- How did the way Eli raised his sons affect Israel? (see 1 Samuel 2:27–30). (The people looked on the offerings of the Lord with disgust.)
- What effect did Hannah’s righteousness have on Israel? (see 1 Samuel 3:19–20). (Hannah’s son was obedient, served the Lord, became the prophet and judge, and helped turn Israel back to Jehovah.)

USING THE VIDEO

“For This Child I Prayed” 12:16

“LOOK FOR” ACTIVITY As students watch the video, have them try to discover the question that is bothering Kellie and decide how they would answer her question.

SHOW THE VIDEO Kellie Christopherson is academically gifted and is being encouraged to make something of her life. She wonders what she could do to have the biggest influence on the world.

AFTER THE VIDEO

DISCUSSION Ask the following questions:

- How does the world see the role of women?
- What insights does Kellie’s mother give concerning the role of women?
- What have the prophets taught us concerning the true role of women? (see the following quotations).

QUOTATIONS Share the following quotations with your class. You may want to prepare a handout of the statements for each student.

President Ezra Taft Benson taught:

“Now, my dear mothers, knowing of your divine role to bear and rear children and bring them back to Him, how will you accomplish this in the Lord’s way? I say the ‘Lord’s way,’ because it is different from the world’s way.

“The Lord clearly defined the roles of mothers and fathers in providing for and rearing a righteous posterity. In the beginning, Adam—not Eve—was instructed to earn the bread by the sweat of his brow. Contrary to conventional wisdom, a mother’s calling is in the home, not in the marketplace” (*To the Mothers in Zion* [pamphlet, 1987], 5).

“No career approaches in importance that of wife, homemaker, mother. . . . Wrap the motherly cloak about you and, unembarrassed, help in a major role to create the bodies for the immortal souls who anxiously await” (*To the Mothers in Zion*, 7–8).

President Spencer W. Kimball said:

“Every girl, and I say every girl, should prepare herself for marriage and for domestic responsibilities. You are not reading that in the magazines today, but it’s true nevertheless. She should be encouraged to be proud to prepare for true womanly service. She should become skilled in things that are useful and enriching to her family life. She should develop her talents, strengthen her knowledge and testimony of the gospel, and be eager to serve others. Some girls may be called on full-time missions, and all will have the opportunity to be highly useful in the kingdom of God if they prepare themselves. . . . We want our women to be well educated, for children may not recover from the ignorance of their mothers” (*Teachings of Spencer W. Kimball*, ed. Edward L. Kimball [1982], 320).

“Much of the major growth that is coming to the Church in the last days . . . will happen to the degree that the women of the Church reflect righteousness and

articulateness in their lives and to the degree that the women of the Church are seen as distinct and different—in happy ways—from the women of the world” (“The Role of Righteous Women,” *Ensign*, Nov. 1979, 103–4).

“LOOK FOR” ACTIVITY Have your students listen for the two main responsibilities the Lord has given fathers as you read the following statement. President Ezra Taft Benson said:

“I say to all of you, the Lord has charged men with the responsibility to provide for their families in such a way that the wife is allowed to fulfill her role as mother in the home. . . .

“ . . . You have a sacred responsibility to provide spiritual leadership in your family. . . .

“Mothers play an important role as the heart of the home, but this in no way lessens the equally important role fathers should play, as head of the home, in nurturing, training, and loving their children.

“As the patriarch in your home, you have a serious responsibility to assume leadership in working with your children. You must help create a home where the Spirit of the Lord can abide. Your place is to give direction to all family life. You should take an active part in establishing family rules and discipline” (in Conference Report, 3 Oct. 1987, 61–62; or *Ensign*, Nov. 1987, 49–50).

CONCLUSION Encourage your students to resolve to be good mothers and fathers.

19 2 Kings 24–25

EYEWITNESS NEWS AT SIX (HUNDRED B.C.)

Note: For this video and lesson, your students will need to have access to the study aids in the back of the triple combination.

PURPOSE

To help students understand the historical setting of 600 B.C. so they will understand the related scriptures better.

BEFORE THE VIDEO

Note: The dates of specific events during this time period are approximate. The dates used are only to help show relationships of events and people. This presentation may take more than one day. You could also choose to use this video presentation again when you study the prophets Jeremiah, Ezekiel, and Daniel.

MAP ACTIVITY Tell the students that they will be watching two television newscasts from about 600 B.C. In order to understand the newscasts, they will need to know about four prophets, two kings, and two cities. Have the students find maps 5–7 in the map section of the Bible. From the maps, make a list on the board of the major empires or kingdoms of the time. (This lesson focuses on the Babylonian, Assyrian, and Egyptian empires.)

Have the students locate Jerusalem and Babylon on the maps. Explain that Babylon is the city, and Babylonia is the country. Using the key on map 6, have the students estimate the distance between Jerusalem and Babylon.

BIBLE DICTIONARY ACTIVITY Have the students turn in the Bible Dictionary to the chronological table that includes the time period around 600 B.C. (p. 639). Ask them to find the dates for the prophets Jeremiah (628 B.C.), Daniel (606 B.C.), and Ezekiel (598 B.C.). Ask them to also find the dates for Kings Zedekiah (598 B.C.)

and Nebuchadnezzar (604–561 B.C.). Ask the students where Lehi would be placed on the chronology table (Lehi left Jerusalem in 600 B.C.).

Have the students find the entries for Daniel, Ezekiel, and Jeremiah in the Bible Dictionary. Have a student read the second paragraph under Daniel, the first paragraph under Ezekiel, and the first paragraph under Jeremiah.

Draw on the board the chart from the end of this lesson. Include the headings and the names of the prophets. Explain to the students that they will fill in the 600 B.C. column of the chart after viewing the first segment of the video.

USING THE VIDEO Eyewitness News at Six (Hundred B.C.) 14:56

SHOW SEGMENT 1 This segment (5:23) is a newscast set in 600 B.C. News stories let the viewers know where the prophets Jeremiah, Daniel, and Lehi are at this time in history. There is also a political story about Babylonia’s rise to power. The students should pay careful attention to the prophets’ names and activities. There is insufficient information about Ezekiel to positively answer these questions about him at 600 B.C.

DISCUSSION Discuss the video segment, and with students fill out the 600 B.C. column of the chart.

SCRIPTURE STUDY Discuss 2 Kings 24–25 with your students and summarize the history found there.

2 Kings 24:14–17 Captives were taken to Babylonia sometime between 600 and 597 B.C. Ten thousand captives are mentioned in 2 Kings 24:14. Ezekiel was one of them. Zedekiah was placed on the throne.

2 Kings 25:1–3 The Babylonians besieged Jerusalem for eighteen months.

2 Kings 25:4–7 Zedekiah escaped but was later captured by the Babylonians. His sons were killed, his eyes were put out, and he was taken to Babylon.

2 Kings 25:8–11 Jerusalem was destroyed, Solomon’s Temple burned, and people were carried captive into Babylonia.

2 Kings 25:26 Some of the people who were not taken to Babylon went to Egypt. “Chaldees” refers to the Babylonians.

SHOW SEGMENT 2 Segment 2 (9:33) is set in 586 B.C. This newscast shows the changes that took place from 600 B.C. until then. Again there are stories about the prophets that will show where each one was and tell a little of what happened during the intervening years. The political story focuses on the siege of Jerusalem, its destruction by the Babylonians, and the fate of the Jews as they were taken into bondage. There is an editorial segment about the fulfillment of the prophets’ words. Have the students watch for the changes that have taken place since 600 B.C. and the location and activities of the prophets.

AFTER THE VIDEO

DISCUSSION With students, fill out the 586 B.C. column of the chart on the board. Discuss the historical changes that took place between the two newscasts and the changes in the lives of the four prophets.

ACTIVITY Have the students vote for the prophet’s assignment they would have chosen for themselves and give reasons for their choice. Your students might also share their feelings about the prophets and the hardships

they endured. You may want to discuss the differences in mission calls and other Church callings today.

Note: Lehi was called to a distant land, while Jeremiah remained in Jerusalem to preach. Daniel lived in the courts of the king of a mighty nation, and Ezekiel preached in that same nation but among the refugees.

SCRIPTURE ACTIVITY You may want to have your students record background information about Jeremiah, Ezekiel, and Daniel on the first pages of these prophets’ books. They could use information they learned from the Bible Dictionary, your lesson, or the video.

The completed chart should look similar to this:

Prophet	600 B.C.		586 B.C.	
	Location	Major Activity	Location	Major Activity
Jeremiah	Jerusalem	Preaching to the people	Egypt	Captive
Ezekiel	(Not known)		Babylon	Preaching and prophesying
Daniel	Babylon	Advising the king	Babylon	Advising the king
Lehi	Jerusalem	Preaching and prophesying	Americas	Leading his people

20 Proverbs 3:5–6

“TRUST IN THE LORD”

PURPOSE

To encourage students to trust in the Lord and not in their own understanding.

BEFORE THE VIDEO

DISCUSSION Read and mark Proverbs 3:5–6 with the students. Emphasize the phrases “trust in the Lord,” “lean not unto thine own understanding,” and “he shall direct thy paths.” On the left side of the board, write the following headings: *Trust in the Lord* and *Lean on Own Understanding*. Ask the students to suggest Old Testament characters studied this year who placed their trust in the Lord and those who leaned on their own understanding. Write each name under the appropriate column, and ask the students for a brief review of that character’s story. On the right side of the board, write the heading *Ways to Trust in the Lord*.

Help students reach the conclusion that the Lord eventually directs the paths of those who trust in Him. Bear testimony that trusting in the Lord is as important today as it was in Old Testament times. Invite the students to look, as they watch the video, for three ways the Lord directs our paths as we trust in Him.

USING THE VIDEO

“Trust in the Lord” 19:56

OVERVIEW The video consists of four segments. The first three present ways of trusting in the Lord. The fourth is a music video.

SHOW SEGMENT 1 Segment 1 (5:36) compares the training of Arabian horses to trusting in the Lord by hearkening to the promptings of the Spirit.

REVIEW AND DISCUSSION Tell the students that those horses that trusted in their master by responding immediately to the bell and going to him before satisfying

their thirst were kept as thoroughbreds, as his personal horses. Ask students what the brass bell might represent in their lives (the Holy Ghost). The following statement by Elder Boyd K. Packer should help students see the importance of learning early to respond to the promptings of the Spirit.

“Some answers will come from reading the scriptures, some from hearing speakers. And, occasionally, when it is important, some will come by very direct and powerful inspiration. The promptings will be clear and unmistakable.

“You can learn now, in your youth, to be led by the Holy Ghost.

“As an Apostle I listen now to the same inspiration, coming from the same source, in the same way, that I listened to as a boy. The signal is much clearer now” (in Conference Report, Oct. 1979, 30; or *Ensign*, Nov. 1979, 21).

Have students list blessings that come when we respond to the promptings of the Spirit. Invite them to share examples in which they or others were blessed as they trusted in the Lord and listened to the promptings of the Spirit. Write *Hearken to the Spirit* on the board under *Trust in the Lord*.

SHOW SEGMENT 2 In segment 2 (5:36) three young people pack their own parachutes.

REVIEW AND DISCUSSION Discuss with the students the different degrees of attention the three young people gave to the instructions for packing parachutes. Compare this with the attitudes people have toward the scriptures. Discuss how the written instructions for packing parachutes are like the scriptures. Explain that to trust in the Lord and lean not on our own understanding, we must accept scriptural guidelines. Help students consider how our attitude toward the scriptures relates to our attitude toward the Author of the scriptures.

Have students reflect on the hazards of leaning on our own understanding without allowing the scriptures to direct our paths. List *Accept scriptural guidelines* on the board under *Trust in the Lord*.

SHOW SEGMENT 3 This segment (4:38) illustrates trusting in the Lord through following leaders. It shows how a young man on a skiing expedition learns to trust his seventy-year-old guide.

REVIEW AND DISCUSSION Discuss how trusting in the Lord involves following the inspired counsel of leaders. Explore with the class the relationship between the guide in the story and our living prophet, local Church leaders, and students’ parents.

Read the following statement by President Wilford Woodruff: “The Lord will never permit me or any other man who stands as President of this Church to lead you astray. It is not in the programme. It is not in the mind of God” (“Excerpts from Three Addresses by President Wilford Woodruff Regarding the Manifesto,” following Official Declaration 1 in the Doctrine and Covenants).

Help students see the relationship between obedience to the prophet’s directions and those of other Church leaders. Elder Boyd K. Packer said: “A man who says he will sustain the President of the Church or the General Authorities, but cannot sustain his own bishop is deceiving himself. The man who will not sustain the bishop of his ward and the president of his stake will not sustain the President of the Church” (*Follow the Brethren*, Brigham Young University Speeches of the Year [23 Mar. 1965], 4–5). Add *Follow leaders* to the board under *Trust in the Lord*.

SHOW SEGMENT 4 This segment (4:06) is based on the song “I’ll Trust in the Lord.”

AFTER THE VIDEO

ACTIVITY Return to the list of Old Testament characters on the board. Have the students match one or more of the ways of trusting in the Lord with characters listed on the board.

SCRIPTURE MARKING Help the students cross-reference Proverbs 3:5–6 to scriptures associated with characters of their choice listed on the board. You may choose to have students write these three ways of trusting in the Lord—Spirit, scriptures, leaders—in the margins of their scriptures next to Proverbs 3:5–6.

21 *Isaiah 1*

ISAIAH HELPS

PURPOSE

To give students practical helps they can use to better understand Isaiah.

BEFORE THE VIDEO

READINESS ACTIVITY Choose several of the following phrases and ask students if they have heard

any of them. (Do not tell students that the phrases come from Isaiah.)

- “A drop of a bucket” (Isaiah 40:15).
- “Line upon line” (Isaiah 28:10).
- “Holier than thou” (Isaiah 65:5).
- “The hollow of his hand” (Isaiah 40:12).
- “A little child shall lead them” (Isaiah 11:6).
- “The top of the mountains” (Isaiah 2:2).

- “A marvellous work and a wonder” (Isaiah 29:14).
- “The desert shall . . . blossom as the rose” (Isaiah 35:1).
- “Draw near me with their mouth, . . . but have removed their heart far from me” (Isaiah 29:13).
- “Set thine house in order” (Isaiah 38:1).
- “Run, and not be weary; . . . walk, and not faint” (Isaiah 40:31).
- “As a lamb to the slaughter” (Isaiah 53:7).
- “The furnace of affliction” (Isaiah 48:10).
- “World without end” (Isaiah 45:17).

Ask the class where these phrases come from. Explain that they all come from Isaiah. Isaiah is the most quoted prophet in scripture.

DISCUSSION Read and discuss 3 Nephi 23:1–3 with your students. The Savior told the Nephites the importance of Isaiah’s words.

INTERPRETATION ACTIVITY Write *Jtbjbi jt b qspqifu* on the board. Ask students to interpret the sentence (“Isaiah is a prophet”). As they are working on the interpretation, give a few students the following key on a piece of paper: “Use the letter of the alphabet that comes just before the letter given. If you see a *b*, change it to an *a*.” (For a harder puzzle, write *Cjcmf ifmqt bsf b lfz up voefstuboiejoh Jtbjbi*, “Bible helps are a key to understanding Isaiah.”)

After a few students figure out the message, discuss the difference the key made. Do not spend too much time on this activity. Explain that students will gain a better understanding of Isaiah if they learn to use the study helps provided in the Bible.

USING THE VIDEO

Isaiah Helps 7:38

SHOW SEGMENT 1 Segment 1 (3:25) shows how to use chapter headings.

SCRIPTURE ACTIVITY After watching segment 1, review with your class the chapter headings shown in the video (Isaiah 2; 5; and 9). Try a few more chapter headings (such as Isaiah 1; 3; and 4). For each chapter heading, look for the chapter overview, the time period, any parallel Book of Mormon chapters, and interpretive insights. Students may want to mark significant items in the headings.

SHOW SEGMENT 2 Segment 2 (1:32) shows how to use footnotes.

SCRIPTURE ACTIVITY Have students read and mark the footnotes they just watched in segment 2 (see Isaiah 29:1, footnotes *a*, *b*, and *c*). As a class, study Isaiah 29:3*a* and 4*a*, looking up the cross-references, interpreting the insights, and marking significant points.

SHOW SEGMENT 3 Segment 3 (2:41) starts with Isaiah 29:1, 3.

AFTER THE VIDEO

CLASS SKILL PRACTICE As a class, practice using the chapter headings and footnotes. Choose a chapter in Isaiah and study it, paying particular attention to the skills modeled in the video.

Note: Isaiah 4 is short and has a lot of help in the chapter heading and footnotes. You might want to study Isaiah 4:1–3 as a class and use Isaiah 4:4–6 for individual skill practice.

INDIVIDUAL SKILL PRACTICE After students have practiced the skills as a group, have them try their individual skills on a specific Isaiah passage. Answer questions during the students’ practice session.

CONCLUSION Encourage your students to get in the habit of checking the chapter headings and footnotes for help as they study Isaiah.

22 Isaiah 55–58

“WHEREFORE HAVE WE FASTED”

PURPOSE

To teach how daily worship, Sabbath observance, and fasting help us draw near to the Lord and receive His power.

BEFORE THE VIDEO

Note: This lesson is on principles of worship, not just Sabbath observance, fasting, or daily religious practice.

OBJECT LESSON Before class, secure a picture of the Savior on the ceiling of your classroom near the door. When class begins, ask students how many saw the new picture of the Savior in the room. Ask why some did not see it. (It is not in a place where we normally look.)

Many people do not find the Savior because they are looking in the wrong places.

SCRIPTURE INSIGHT Read Isaiah 55:6–9. What are some of the ways to find the Lord? (Call upon Him [v. 6]; forsake any wickedness and return to Him [v. 7].) What is a key in submitting our will to His? (His ways and thoughts are higher than ours [vv. 8–9].)

DISCUSSION Draw on the board a diagram like the one below, and ask, “How is the Lord’s way of gaining happiness above the ways of man?” (Sample answers are in parentheses. Do not let this grow into a lengthy discussion.)

Happiness

Lord’s ways	(Righteousness, service, spirituality, love)
Man’s ways	(Pleasure, material possessions, worldliness, lust)

Erase the answers and write *Success* as the title in place of *Happiness*. Ask how the Lord’s way of gaining success is above the ways of man. (The Lord emphasizes spiritual growth and eternal families, while the world emphasizes ambition, wealth, and power.)

Change the title *Success* to *Worship*, and ask the question again. (The Lord’s way is to have us worship Him through prayer, scripture study, Sabbath observance, and so forth. In the world people worship themselves or idols such as money, celebrities, power, and wealth.)

Point out that the adversary may try to get us to pollute the ways of the Lord by practicing them in our own way instead of the Lord’s way. This deceptive form of idolatry can become a stumbling block to the Lord’s followers.

SCRIPTURE INSIGHT Scan Isaiah 56–57 with your students. Look for examples of how men practiced the Lord’s ways for their own purposes instead of His.

Isaiah 56:1–2, 6 What practice of the Lord was being polluted? (The Sabbath.) One of the obvious ways to pollute the Sabbath is to break it, to do something contrary to the spirit of the day. A more subtle way of polluting the Sabbath is to go through the motions of keeping it without real intent or purpose.

Isaiah 57:14 Mechanical observance of the Lord’s laws can become a stumbling block to the Lord’s people.

Isaiah 57:15 What must God’s people have in order to dwell with Him in the high and holy place? (A contrite and humble spirit.)

USING THE VIDEO

“Wherefore Have We Fasted” 7:31

“LOOK FOR” ACTIVITY As students watch the video, have them look for the difference it makes to “go through the motions” of worship or to practice the Lord’s ways with a contrite and humble spirit.

SHOW THE VIDEO The video shows how a young man who was reluctantly living the law of the fast learned to observe it the Lord’s way. His misguided feelings about the fast are identified and his conversion process is traced. The young man’s life is then compared to the conditions that existed in the days of Isaiah.

AFTER THE VIDEO

DISCUSSION Review Larry’s faulty attitudes about fasting and the conversion that came from humbling himself. Allow for student discussion of their own attitudes about fasting.

SCRIPTURE CHAIN Change the title in the diagram on the board to *Fasting*. List the Lord’s ways and man’s ways of keeping the fast.

Isaiah 58:3–5 Man’s ways of keeping the fast are finding pleasure, making work for others (see v. 3), and fasting without spiritual motivation (see vv. 4–5).

Isaiah 58:6–7 What are the Lord’s purposes for the fast? (To repent of our sins, relieve pressures and burdens [see v. 6], feed the hungry, and help the needy through fast offerings [see v. 7].)

Isaiah 58:8–12 What are the blessings of the fast? (Health, righteousness [see vv. 8–9], inspiration, spiritual light [see v. 10], and prosperity [see v. 11].)

Change the title of the diagram on the board to *Sabbath Day*.

Isaiah 58:13 What are man’s ways of keeping the Sabbath? (see Isaiah 58:13). (Doing his own ways, finding his own pleasure, and speaking his own words.) Identify ways, pleasures, and words that get in the way of Sabbath worship.

What is the Lord’s way? (Turn from your own pleasures and make the day a delight by honoring the Lord.) Find out from your students what they do on the Sabbath to make it a delight, such as scripture study, journal writing, Church attendance, gospel discussions, time with family, and missionary work.

Isaiah 58:14 What are the blessings the Lord promises to those who keep His day holy? (“To ride upon the high places of the earth,” which could mean to rise above the worldliness and enjoy spiritual things, and to be fed “with the heritage of Jacob,” which could mean to enjoy all the blessings of being a covenant person.)

Note: For this video and lesson, your students will need to have access to the study aids in the back of the triple combination.

PURPOSE

To give an overview of the prophets in the last section of the Old Testament and help students understand their role.

Note: Classes that meet daily may need two class periods to show the video and do the related instructional activities.

BEFORE THE VIDEO

STRATEGY OVERVIEW This lesson is designed so that the students will use the study aids in the Latter-day Saint edition of the King James Version of the Bible extensively. You may wish to have your students work in groups. The video consists of five segments. In segment 1 the students are applying for a job at a detective agency. The boss has a screening test for all job applicants. In order to get the job, applicants must investigate clues to discover which three prophets the boss has chosen.

Distribute to each of your students copies of the handouts “Isaiah–Malachi” and “Findem Detective Agency” (pp. 33–34). Using their Bible study aids, students will add information to these handouts throughout the lesson.

Segments 2–4 give clues that narrow down the search for the three prophets. Each of the segments narrows the search down to two possible choices. After each segment the teacher gives clues that determine who the prophet is for that segment. Segment 5 portrays the students getting the job at the detective agency.

DISCUSSION Discuss with the class what an Old Testament prophet was and what he did (see Bible Dictionary, “prophet,” 754). (A prophet acted as God’s messenger and made the Lord’s will known to the people.)

USING THE VIDEO

Isaiah–Malachi: An Overview 19:10

SHOW SEGMENT 1 In segment 1 (5:38) students visit a detective agency, where they are applying for a job.

SEARCH ACTIVITY Have students fill in the blanks in the “Isaiah–Malachi” handout by using the Bible study aids: the Bible Dictionary, including the chronology tables (pp. 635–45) and entries on each of the prophets, and the Bible itself. The “other information” column is for miscellaneous information the students may find about the prophets. If students have not completed the chart in about fifteen minutes, give them the answers and have them fill in the blanks. The completed chart should look something like the one on page 29.

SHOW SEGMENT 2 In segment 2 (4:22) students visit an archeologist to get clues concerning one of the prophets they are trying to find.

SEARCH ACTIVITY The first clue students received in segment 2 was that this prophet preached in the kingdom of Judah. By looking at their “Isaiah–Malachi” chart, they can narrow the search down to ten prophets. The second clue was that the prophet preached during King Hezekiah’s reign. By using the chronology chart in the Bible Dictionary, students can find that Hezekiah reigned from 726 B.C. until Manasseh’s reign in 697 B.C. By using their charts, students can narrow their search to Isaiah and Micah. You, the teacher, control which of these two prophets the students find by the final clue. Give the students the last clue for the first prophet.

The Micah clue is: This prophet named Bethlehem as the birthplace of the Savior (see Micah 5:2). (Students can find this by scanning the chapter headings for Micah or by looking in the Bible Dictionary under “Bethlehem” or “Micah.” The Topical Guide entry for “Bethlehem” will lead them to the Bible Dictionary.)

The Isaiah clue is: This prophet prophesied about an ensign being lifted up to the nations (see Isaiah 5:26). (Students can find this by looking up “ensign” in the Topical Guide or by scanning the chapter headings of Isaiah.)

WRITING ACTIVITY When the students have identified the correct prophet, have them fill out the information about him on the “Findem Detective Agency” handout. Scanning chapter headings in the prophets’ writings can help students find additional information about his major messages or memorable scriptures.

SHOW SEGMENT 3 In segment 3 (3:50) students visit a historian for clues concerning the second prophet.

SEARCH ACTIVITY Two clues were given in segment 3. With the 520 B.C. clue, students can look at their “Isaiah–Malachi” chart and narrow the choices down to Haggai and Zechariah. The other clue telling the people to continue with the rebuilding of the temple does not narrow the search further because both prophets gave that message.

If you want the class to find Haggai, give this clue: He prophesied that “the desire of all nations shall come” (Haggai 2:7), meaning that the Savior would come. (Students can find this in the Topical Guide under “desire” or by scanning the chapter headings of Haggai.)

The Zechariah clue is: He prophesied of the Second Coming and told of Jesus going to the Mount of Olives (see Zechariah 14). (This can be found in the Topical Guide under “Jesus Christ, Second Coming” or under “mount” or in the chapter headings of Zechariah.)

WRITING ACTIVITY After the students have identified the correct prophet, have them fill out the information about the second prophet on the “Findem Detective Agency” handout.

Prophet	Time Period	Where He Preached	Major Messages or Memorable Scriptures	Other Information
Isaiah	740–701 B.C.	Judah (Jerusalem)	Coming of Christ (First and Second).	Most quoted prophet.
Jeremiah	628–587 B.C.	Judah (Jerusalem)	Jeremiah 16:16. “Hunters” and “fishers” (the gathering).	Scribe was named Baruch.
Ezekiel	592–570 B.C.	Babylonia	Ezekiel 37:15–17. Stick of Joseph, stick of Judah.	Was a captive in Babylon.
Daniel	606–530 B.C.	Babylon	Daniel 2:34–35	Lion’s den. Interpreted dreams.
Hosea	790 B.C.	Northern Kingdom	Love God has for His people.	Only prophet from the North to have a book.
Joel	830 B.C. (probably)	Judah	Joel 2:28–29. “Your young men shall see visions.”	Quoted in New Testament and to Joseph Smith.
Amos	792 B.C.	Northern Kingdom	Amos 3:7	Shepherd. Hometown: Tekoa.
Obadiah	850 or 609 B.C.	Judah	Obadiah 1:21. “Saviours . . . on mount Zion.”	Name means “servant of the Lord.”
Jonah	790 B.C.	Nineveh	Jehovah reigns everywhere.	Swallowed by a great fish.
Micah	722 B.C.	Judah	Micah 5:2. Savior will be born in Bethlehem.	Prophesied under Hezekiah.
Nahum	642 B.C. (probably)	Nineveh (probably)	Preached against Nineveh.	Name means “consoler.”
Habakkuk	598 B.C.	Judah	Warned Judah.	Preached under Jehoiakim.
Zephaniah	630 B.C.	Judah	Universal judgment	Preached under Josiah.
Haggai	520 B.C.	Judah (Jerusalem)	Rebuild the temple.	The people listened to his message.
Zechariah	520 B.C.	Judah (Jerusalem)	Zechariah 13:6. “What are these wounds in thine hands?”	Son of Berechiah.
Malachi	433 B.C.	Judah (Jerusalem)	Malachi 3:8–10. “Windows of heaven.”	Last prophet of the Old Testament.

SHOW SEGMENT 4 Segment 4 (2:46) visits a librarian in order to obtain clues about the third prophet.

SEARCH ACTIVITY The clues given in segment 4 narrow the search down to Isaiah and Malachi. Students learned that the prophet preached in Jerusalem, which narrows the search to five (see the handout). They also learned that chapters 3–4 of the prophet’s writings are found in the Book of Mormon. By looking at the chapter headings, students can discover that Isaiah 3–4 are found in the Book of Mormon. To find out about Malachi, students can look in the footnotes or in the Bible Dictionary under “Malachi.” After students have narrowed their choices to these two prophets, give your last clue.

The Malachi clue is: He prophesied of the return of Elijah before the Second Coming (see Malachi 4:5). (This can be found in the chapter headings of Malachi or in the Topical Guide under “Jesus Christ, Second Coming.”)

The Isaiah clue is: He prophesied that in the latter days the Lord’s house would be established in the top of the mountains (see Isaiah 2:2). (This can be found in the Topical Guide, or students can get a hint from the chapter heading for Isaiah 2.)

WRITING ACTIVITY After the students have identified the correct prophet, have them fill out the information on the “Findem Detective Agency” handout about the third prophet.

SHOW SEGMENT 5 Segment 5 (2:34) shows students getting the job at the detective agency.

AFTER THE VIDEO

ACTIVITY List the prophets in chronological order on the board. Have the students use the list to help complete their charts. Circle groups of prophets that preached during the same time period.

SCRIPTURE MARKING On the title page of each prophet’s book, have the students write information that would help them remember each of the prophets, such as where he lived, when he preached or wrote, and his main message. They can get information from their charts or from the Bible Dictionary.

CONCLUSION Read the Bible Dictionary entry for “prophet” to your class. Emphasize the importance of the role of prophets in the Old Testament and the role of prophets today. Our salvation rests on how well we listen to and follow the living prophet.

24 Joel 2

THE SECOND COMING

PURPOSE

To show that through preparation we can develop an attitude of anticipation rather than apprehension toward the Second Coming of the Savior.

BEFORE THE VIDEO

Segment 1 of the video is a readiness tool. It should be shown at the beginning of class. Segment 2 should be shown near the end of the lesson. Segment 3 is a music video.

USING THE VIDEO

The Second Coming 15:05

“LOOK FOR” ACTIVITY During segment 1 have the students watch for the differences in Alan’s and Jenny’s feelings as they approach the same event.

SHOW SEGMENT 1 Segment 1 (7:46) contrasts the feelings of two young people, Alan and Jenny, as they approach a piano recital. Jenny has practiced extensively. Alan has been lax in his preparation. As the crucial time to perform arrives, Jenny is confident and eager, while Alan is filled with apprehension and regret.

DISCUSSION Discuss segment 1 with your students. Some of the following questions might be helpful:

- How did Jenny feel the night of the recital? (Confident.) How did Alan feel? (Unprepared and apprehensive.)
- Why do you think they viewed the same event so differently? (Because of the difference in their preparation.)
- Can you think of any other examples where people view the same event with completely different attitudes?
- Read Doctrine and Covenants 38:30. How does this scripture relate to Alan and Jenny in the video? (“If ye are prepared ye shall not fear.”)
- Can you think of other examples where preparation affects one’s attitude about an event?
- How does preparation affect the outcome?
- What can we learn if we compare the recital to the Second Coming? (Preparation makes a difference.)
- All people of the earth will be affected by the events preceding the Second Coming. What could make the difference in people’s attitudes and experiences? (Preparation.)

SCRIPTURE SEARCH AND DISCUSSION Why would Joel describe the Second Coming as “great and very terrible”? (Joel 2:11). Explain to the students that they will be reading about some events that precede the Second

Coming. List the events on the board under two columns: *Great* and *Terrible*. Suggest to the students that “great” in Joel 2:11 probably refers to the magnitude of the Second Coming. For the purpose of this list, “great” will represent the positive events associated with the Second Coming, and “terrible” will represent the negative.

Have the students read Joel 2:1–11, 19–32 and respond as soon as they find an event. Write their answers on the board. The following are possible answers:

Great	Terrible
The Lord will have His own army (v. 11).	Darkness (v. 2)
The Lord will answer and direct us (v. 19).	Gloominess (v. 2)
The Saints will no longer be looked down on (v. 19).	Great army (vv. 2–3)
The enemy will be removed (v. 20).	Destruction by fire (v. 3)
There will be rejoicing (v. 21).	None to escape (v. 3)
He will send food (v. 24).	Much pain (v. 6)
We will know that the Lord is with us (v. 27).	Earthquakes (v. 10)
The Spirit will be upon all flesh (v. 28).	Heavens tremble (v. 10)
Sons and daughters will prophesy (v. 28).	Sun, moon, and stars darkened (v. 10)
Old men will dream dreams (v. 28).	
Young men will see visions (v. 28).	
Many wonders will be shown (v. 30).	
Righteous will be delivered (v. 32).	

- When you think of the Second Coming, do you view it as a “great” day or a “terrible” day?
- What can help you become more positive about the Second Coming? (see D&C 38:30). (Being prepared.)

SCRIPTURE INSIGHT Read Joel 2:12 with students and ask:

- Who is speaking? (The Lord.)
- What does the Lord teach us we can do to be more prepared? (We can turn to Him with all our heart, we can fast, we can weep, and we can mourn.)
- Joel talks about weeping and mourning. What gospel principle might include weeping and mourning? (Repentance.)

Read verse 13 and ask:

- What other things must we do to prepare? (Rend our hearts.)
- What does it mean to rend your heart? (Lose your pride and become submissive to the Lord.)

Read verse 16 and ask: What does the Lord tell us to do in Joel 2:16? (Gather and sanctify ourselves.) Read verse 18 and ask:

- What is the first word in this verse? (*Then.*)
- When will the blessings listed under “great” become ours? (After we repent.)
- How will the attitude of the righteous be different if they have followed the Lord’s instructions? (They will be confident and prepared.)
- Is Joel 2 telling us about spiritual or physical preparation? (Spiritual.)

“LOOK FOR” ACTIVITY As the students watch segment 2, have them look for other ideas about being prepared.

SHOW SEGMENT 2 Segment 2 (4:12) is a story of a gardener who works for a wealthy employer. The gardener keeps the grounds of the property immaculate even though the employer has not been at the site for several years. When asked why he is so diligent, he replies that he has to have it ready as if the employer were coming today. Segment 2 is designed to encourage students to prepare now. It can also be used to teach students how to overcome discouragement or the role of the Lord’s servants in helping us prepare.

SHOW SEGMENT 3 This segment (3:07) is based on the song “Today.”

AFTER THE VIDEO

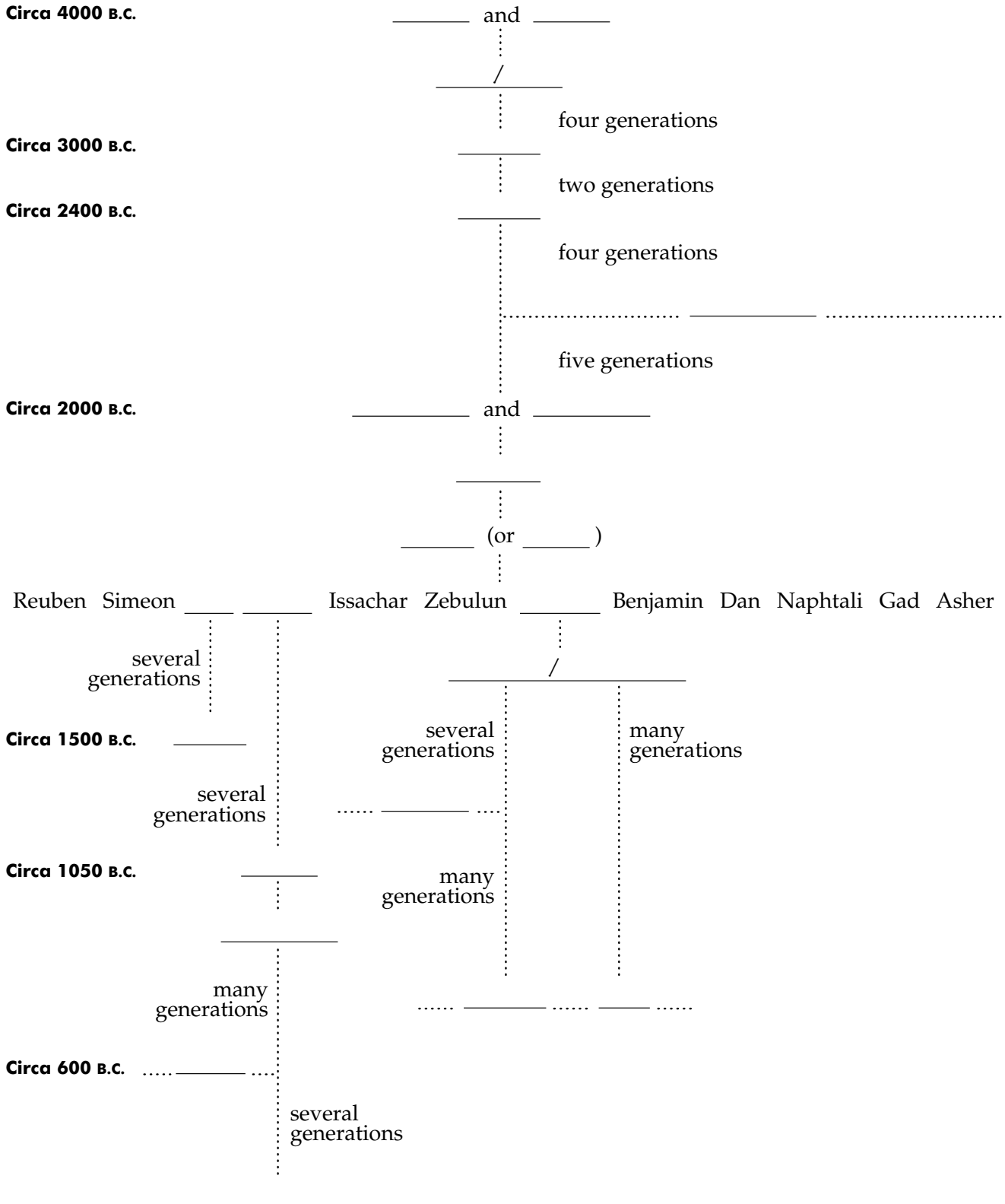
DISCUSSION Lead a discussion on the importance of preparing now for the events of the Second Coming. The following questions may be helpful:

- What have you done today that could help you prepare for the Second Coming?
- What could you do to increase your confidence for the events to come? (Prepare now.)
- How long could the gardener neglect the garden and not have it show?
- How do you think the owner would feel about the gardener as he came to visit his home? Why?
- If you were the gardener, how would you feel if you were as prepared as he was when the owner came to visit? Why?

Note: If time permits you may want to explore ways to overcome discouragement while preparing for the Second Coming.

CONCLUSION We can abide the day of the Second Coming if we are prepared.

THE HOUSE OF ISRAEL



Prophet	Time Period	Where He Preached	Major Messages or Memorable Scriptures	Other Information
Isaiah	740–701 B.C.	Judah (Jerusalem)	Coming of Christ (First and Second).	
Jeremiah	628–587 B.C.		Jeremiah 16:16. “Hunters” and “fishers” (the gathering).	Scribe was named Baruch.
Ezekiel		Babylonia	Ezekiel 37:15–17. Stick of Joseph, stick of Judah.	Was a captive in Babylon.
Daniel	606–530 B.C.		Daniel 2:34–35	Lion’s den. Interpreted dreams.
Hosea		Northern Kingdom	Love God has for His people.	Only prophet from the North to have a book.
Joel	830 B.C. (probably)	Judah	Joel 2:28–29. “Your young men shall see visions.”	
Amos	792 B.C.	Northern Kingdom	Amos 3:7	Shepherd. Hometown: Tekoa.
Obadiah	850 or 609 B.C.		Obadiah 1:21. “Saviours . . . on mount Zion.”	Name means “servant of the Lord.”
Jonah		Nineveh	Jehovah reigns everywhere.	Swallowed by a great fish.
Micah	722 B.C.	Judah		Prophesied under Hezekiah.
Nahum	642 B.C. (probably)	Nineveh (probably)		Name means “consoler.”
Habakkuk		Judah	Warned Judah.	Preached under Jehoiakim.
Zephaniah	630 B.C.		Universal judgment	Preached under Josiah.
Haggai		Judah (Jerusalem)	Rebuild the temple.	The people listened to his message.
Zechariah	520 B.C.		Zechariah 13:6. “What are these wounds in thine hands?”	Son of Berechiah.
Malachi		Judah (Jerusalem)	Malachi 3:8–10. “Windows of heaven.”	Last prophet of the Old Testament.



Name: _____

Time period: _____

Major messages or memorable scriptures:

- 1.
- 2.
- 3.



Name: _____

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- 3.



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