

Institute  
Independent Study Lessons

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# **Old Testament 301**

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## Introduction to the Student

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### Purpose

Occasionally students are unable to attend a regularly scheduled institute of religion class. Independent study courses are available to such students but should only be made available when circumstances warrant. These courses are not available for transfer credit to BYU but may be applied toward institute graduation.

### How to Enroll

You may enroll for an institute independent study course by contacting your local institute director in person or by phone.

### Course Requirements

Institute students who are enrolled in either regular classes or in independent study courses are expected to read the entire block assigned to that course. Consequently, merely reading the block is not sufficient work to merit independent study credit. The time you spend completing independent study assignments is intended to be approximately equal to the amount of time you would spend in class in a traditional institute course. (Most courses require two hours of class time per week.)

The lessons in the independent study course consist of writing assignments that you will be expected to turn in to your instructor at regular intervals. Therefore, all questions presented, stated or implied, in the assignments require a written response. No independent study credit will be given without completion of all required written work.

### Participation with an Instructor

Institute independent study courses generally require you to meet with your instructor. These

meetings will assist you in delivering assignments, receiving further instruction, and discussing progress in the course. Your instructor will determine the frequency of your meetings.

### Explanation of Terms and Symbols

- *Highlighted Verses.* When participating in a scripture course you will find some scripture references highlighted in yellow. These 100 references (25 for each seminary scripture course) are scripture mastery passages. Beginning in seminary, these passages are emphasized and memorized to help students become familiar with the principles and doctrines they teach and to apply them outside of class. We continue to study these passages in institute to deepen our understanding of the principles they teach. They are highlighted for your convenience so you can give extra attention to the verses as you study and memorize them.
- *Cross-Reference.* When participating in a scripture course the instruction to “cross-reference” means to write the reference of an additional scripture passage in the margin next to the scripture being studied. The additional scripture reference contains valuable knowledge that will help you understand the scripture you are studying.
- *Pagination of Institute Manuals.* The page numbers referred to in the institute independent study course come from the PDF electronic copy of the institute student manual available online at <http://www.ldscs.org> rather than from the printed copy. Over the years, updates to the institute student manuals have resulted in occasional slight variations between the page numbers in the printed copy and in the electronic copy.

## Lesson 1 Genesis 1–3

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

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### Complete the following assignments:

#### 1. The Book of Moses

Read the title of the book of Moses. Finish this phrase: Moses is “an extract from \_\_\_\_\_”

Read the Old Testament institute student manual commentary for Genesis 4:1, “What Does the Account in the Book of Moses Restore to the Genesis Account?” (p. 51). While this insight pertains to a specific block of scripture in Genesis and Moses, write a paragraph that explains why in a general way the book of Moses is so valuable.

#### 2. Genesis 1; Moses 2. The Creation

- Read Moses 2 and outline what God created on each day of the Creation.
- Read John 1:1–3, 14; Doctrine and Covenants 93:6–10; Ephesians 3:9 and the student manual commentary for Genesis 1:1, “Who Created the Earth?” (p. 29). Explain in your own words who was the creator of the earth.
- The First Presidency released a statement in 1909 which states, “All men and women are in the similitude of the universal Father and Mother, and are literally the sons and daughters of Deity” (student manual, “Let Us Make Man in Our Image,” p. 31). Read Acts 17:28–29; Romans 8:14–17; Moses 2:26–27; **Genesis 1:26–27** and the first section in the student manual under the Points to Ponder

section (pp. 33–34). In two or three paragraphs answer the following questions:

- How does this knowledge influence the choices you make?
  - How does this knowledge influence your commitment to marriage, family, and your behavior in life?
- Read Moses 2:28 and identify the first commandment given by God to man. Then read President Spencer W. Kimball’s (1895–1985) quotation in the student manual commentary for Genesis 1:28, “Be Fruitful and Multiply” (p. 31). The earth was created to give us a place to become fathers and mothers in preparation for that role in the hereafter. Write a paragraph contrasting the popular views of the world today with this commandment of the Lord.
- #### 3. Genesis 2:1–3; Moses 3:1–3. The Seventh Day
- Read Moses 3:1–3 and the Bible Dictionary entry about the “Sabbath Day” (pp. 764–765). Write down what you consider to be key words that tell what God said about the Sabbath and what He did on the seventh day. Write a brief statement discussing how these words can assist you in your own attitudes and actions on the Sabbath day.
- #### 4. Genesis 3; Moses 4. The Fall of Adam and Eve
- Read **Genesis 1:27–28**; 2:8, 15–17. In your own words, list two commandments Adam and Eve were given in the Garden of Eden. What insight do you gain about these commandments from reading 2 Nephi 2:22–23?
  - Read Moses 4:5–6. What was Satan’s intent in tempting Eve to partake of the fruit? Cross-reference these verses with Ephesians 6:11–12. Write a paragraph about how this battle continues today among God’s children. Read Genesis 3:1–6 and describe in writing what we can learn about Satan and how he tempts people.
  - Read Genesis 3:16–24; **2 Nephi 2:22–26**; Moses 5:1–12 as well as the student manual introduction to Genesis 3 (p. 39) and the Points

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- to Ponder section (p. 43). Write a paper explaining how the Fall of Adam and Eve was positive and essential for our eternal progress.
- d. Read the chapter summary for Genesis 3 and identify the “seed” of the woman. Read also Genesis 3:15; Moses 4:21 and the student manual commentary for Genesis 3:15, “What Is the Meaning of the Curse Put on Satan?”
- (p. 41). Explain in writing the significance of these statements to Satan and how it affects you.
- e. Describe in writing how the questions asked by the Lord in Genesis 3:7–13 can apply to us. Why might it be helpful to periodically ask ourselves these questions?

## Lesson 2

### Genesis 4–11

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#### Complete the following assignments:

#### 1. Genesis 4:1–16; Moses 5:16–41. Cain and Abel

- a. Read Genesis 4:1–8; Moses 5:18–19 and the Old Testament institute student manual commentary for Genesis 4:4–8, “But unto Cain and His Offering He Had Not Respect” (p. 52). Write a summary of what Joseph Smith taught about Cain’s offering and why it was not accepted by God. Give some examples of how offerings from members of the Church can become unacceptable to the Lord today.
- b. Read Genesis 4:8–9. After Cain killed Abel, the Lord asked him, “Where is Abel thy brother?” Cain’s answer shows his selfishness and contempt toward others, including the Lord. Read Luke 10:27–37 and write an explanation of how you think the Lord’s question to Cain in verse 9 applies to us today.
- c. Make a list of Cain’s sinful acts as recorded in Genesis 4:3–9; Moses 5:16–33.
- d. Cain had a choice to make after his sacrifice was not accepted by the Lord. Read Genesis 4:7 and mark in your scriptures what the Lord said to him. Compare that statement with Joshua 24:15; 2 Nephi 2:27; Alma 3:26–27. What does the account of Cain and Abel teach about agency?

- e. Read Genesis 4:10–16; Moses 5:35–41. Describe in writing Cain’s punishment for disobeying God and killing his brother. How did Cain feel about his punishment? Cross-reference verse 13 with Alma 12:13–15. Why do you think Cain struggled to accept God’s punishment?

#### 2. Genesis 4–6; Moses 6–7. Whom God Calls, He Qualifies

- a. Read Moses 6:26–31 and answer the following questions in writing:
  - How did the Lord describe the people of Enoch’s day?
  - What did Enoch say about his calling from the Lord?
- b. From Moses 6:32–39, 47; 7:13–18, 69 describe in writing how the Lord strengthened and sustained Enoch. Write a paragraph or two on how you have seen the Lord do similar things for you or someone you know.
- c. The Bible does not say much about Enoch and his people—it contains 109 words about Enoch and his day. By contrast, the Joseph Smith Translation account of Enoch in the book of Moses contains 5,240 words about Enoch’s day. Read Genesis 5:22–24; Moses 6:27–29, 47; 7:1–21 and summarize in writing what you find.

#### 3. Genesis 6–10. A New Beginning

- a. From Genesis 6:2, 5, 11; Moses 8:14–30 make a list of the prevailing sins of Noah’s day. Write a sentence or two comparing them to sins of today.
- b. In Genesis 6:1–2 there is reference to the “sons of God” and “daughters of men.” Read the institute student manual commentary for Genesis 6:1–2, 21, “What Is Meant by the ‘Sons of God’ and the ‘Daughters of Men?’” (p. 53). From Genesis 6:1–2, 12 write a comparison of what was happening in Noah’s day and what is happening today.
- c. Read Genesis 6:9–22, the institute student manual commentary for Genesis 6:9, “The Man Noah” (p. 54), as well as the Bible

Dictionary entry on Noah. How does Doctrine and Covenants 76:69 help us understand Genesis 6:9? Then describe Noah’s faith and what impresses you most about him.

- d. Read the institute student manual commentary for “The Flood Was an Act of Love” (pp. 55–56). Summarize what President John Taylor (1808–1887) said about the Flood being an act of love.
- e. Read Genesis 9:1–17 and the institute student manual commentary for “The Rainbow as a Token of the Covenant” (pp. 56–57). Describe in writing the covenant God made with Noah and the significance of the rainbow.
- f. Read Genesis 10:25 and the institute student manual commentary for Genesis 10:25, “Was the Earth Divided in the Days of Peleg?” (p. 58). Briefly describe in writing what kind of a division this was and was not. How does this affect our future?

#### 4. Genesis 11:1–9. A Tower to Reach Heaven

- a. Read Genesis 11:1–9; Helaman 6:28; Ether 1:3–4 and write your answers to the following questions:
  - What was the stated purpose of building a tower?
  - Why do you think this angered the Lord?
  - What did God do to scatter the people?
  - Read Ether 1:33–43 and summarize in writing how the Jaredites from the Book of Mormon fit into this story.
- b. As is typical with Satan’s tactics, he will take a truth and twist it into a counterfeit. Note that the people building the tower of Babel tried to make a name for themselves, while the followers of the Lord willingly take His name upon them. Read Acts 4:12; Mosiah 3:17; 5:7–15; Doctrine and Covenants 18:21–25 and write two to three paragraphs about how we can receive “a name” (Genesis 11:4) that will truly help us reach heaven.

## Lesson 3

### Genesis 12–23

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**Complete three of the four assignments:**

**1. Genesis 12–13, 15–17, 22. The Abrahamic Covenant**

- a. Read the definition of the word *covenant* from the Bible Dictionary. Write a paragraph describing what you found.
- b. As you read Genesis 12:1–3; 13:14–16; 15:4–7, 18; 17:1–10, 15–19; Abraham 1:18–19; 2:9–11, fill in the two sides of the chart below. Make sure you read all of the Joseph Smith Translation references in the footnotes for these verses and include them as part of the list.

What Abraham Promised to Do	What the Lord Promised Abraham

- c. Read “Abraham, Covenant of” in the Bible Dictionary and read the Points to Ponder section in the institute student manual (pp.

70–72). Also read Doctrine and Covenants 38:9; 132:29–33; 1 Nephi 15:14–18; 17:40; 19:15 and 3 Nephi 20:25–27; Genesis 22:17. Write a paragraph explaining how the Abrahamic covenant pertains to you and when it will be fulfilled. What are your responsibilities? What promises does the Lord make to you?

- d. Read Genesis 16:1–3 and write a paragraph describing what Abraham was asked to do. Read Doctrine and Covenants 132:34, 65 and explain in writing how this revelation to the Prophet Joseph Smith helps clarify Genesis 16. Why is this doctrinally significant?
- e. Find the name *Abraham* in the Bible Dictionary. Write the meanings of both the names *Abram* and *Abraham*. Also find the name *Sarah* in the Bible Dictionary. Write the meanings of both the names *Sarai* and *Sarah*. Briefly explain how each of the name changes are related to the Abrahamic covenant.

**2. Genesis 13–14, 19. A Contrast in Choices**

- a. Read Genesis 13:10–12; 14:1–12; 19:1 and write your answers to the following questions:
  - Why do you think Lot chose to live where he did?
  - What do you think it meant to pitch his tent “toward” Sodom?
  - How does 2 Nephi 28:7–9 pertain to Lot’s choice to pitch his tent “toward Sodom”?
  - At first Lot lived “in the cities of the plain” outside Sodom, but he “pitched his tent toward Sodom” (Genesis 13:12). Later he lived in the city of Sodom itself (see Genesis 14:12). In what ways do people today “pitch their tents toward Sodom”?
  - Read Genesis 19:2–11; Romans 1:24–27, 31 and the institute student manual commentaries for Genesis 19:4–11, “Why Did Lot Offer His Daughters to the Wicked Sodomites?” (p. 76), and for Genesis 19:13, “What Was the Wickedness of Sodom and Gomorrah?” (p. 76). Explain in writing the sins of Sodom and Gomorrah. Write a list of words from the scriptures and the

institute student manual describing how the Lord feels about homosexuality.

- b. Contrast Lot’s choices with Abraham’s by reading Genesis 13:7–9, 18; 14:13–16, 21–23 and responding in writing to the following questions:
- Where did Abraham choose to live?
  - What did he do when he heard that Lot had been captured?
  - What does Genesis 14:22–23 reveal about Abraham’s values and commitment to God?
  - The city of Sodom was known for having wealth, abundance of worldly pleasures, and great wickedness. What could Abraham have gained from the king of Sodom? How does Moroni 10:30 relate to Abraham’s actions?
  - What can you do to be more like Abraham, who did not even desire a “thread” of what the king of Sodom had to offer?

### 3. Genesis 14:18–20; JST, Genesis 14:25–40. Who Was Melchizedek?

Read JST, Genesis 14:25–40; Alma 13:14–19; Doctrine and Covenants 84:14; 107:1–4 and the institute student manual commentary for Genesis

14:18, “Who Was Melchizedek?” (pp. 67–68). Write a paragraph or two describing what you found out about Melchizedek.

### 4. Genesis 22. The Command to Sacrifice Isaac

Read Genesis 22:1–14. Also read the institute student manual introduction to Genesis 18–23 (p. 75) and the commentary for Genesis 22:1–19, “The Sacrifice of Isaac—A Similitude” (pp. 77–78). Then respond in writing to the following questions and tasks:

- How is the account of Abraham and Isaac a similitude of the sacrifice of Jesus Christ? List as many similarities as you can.
- Make a list of evidences you find in Genesis 22:1–14 that demonstrate Abraham’s obedience, faithfulness, and dedication to God.
- Write a paragraph or two about what impresses you most about Abraham’s willingness to obey the Lord.
- In Omni 1:26 what did the Savior command members of His Church to offer Him?

## Lesson 4

### Genesis 24–50

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**Complete any three of the following:**

**1. Genesis 24; 27:46; 28:1–2; 29:1–30. Marriage in the Covenant**

- a. Read Genesis 24:1–4 and describe in writing the concern Abraham had about his sons. Then read Deuteronomy 7:1–4; 1 Corinthians 11:11; 2 Corinthians 6:14 and the Points to Ponder section in the institute student manual (p. 90). What additional insights do you find that added to Abraham’s concern? What are the consequences of marrying outside the covenant? Why would these still be concerns today?
- b. From Genesis 24:15–67, make a list of character traits Rebekah had that would be desirable in a wife or husband. Record the verse number where you found each attribute.
- c. What concern did Isaac and Rebekah have for Jacob in Genesis 27:46; 28:1–4?
- d. Read Genesis 29:1–30. What was Jacob willing to do to marry Rachel? Write a paragraph discussing what you are willing to do to be worthy to marry within the covenant.

**2. Genesis 25:20–34; 27; 28:1–9. A Contrast between Brothers**

Read Genesis 25:20–34; 27; 28:1–9. Then complete the following tasks in writing:

- Contrast the differences between Esau and Jacob.
- Imagine you are Esau’s friend and have the opportunity to speak with him after the events of Genesis 27. Considering what you’ve learned from Genesis 25–27, what would you say to Esau to help him understand why Jacob received the covenant blessings? What would you suggest Esau do?
- Esau traded away his birthright—something of great value to him in the future—for something of little value that could be obtained right away and satisfied an immediate appetite. What ways do you see people today trading eternal blessings for something worldly, immediate, or something that satisfies an appetite?
- How does the institute student manual commentary for Genesis 27:1–40, “Jacob Obtains the Birthright from Esau” (pp. 85–86), help clarify your understanding of the account found in Genesis 27?

**3. Genesis 29–30, 35, 37, 39–41. Joseph Endured His Trials**

- a. Read the chapter summaries for Genesis 29–30, 35. List the birth order of Jacob’s 12 sons.
- b. Read Genesis 37:1–11 and the institute student manual commentary for Genesis 37:3, “What Was the Coat of Many Colors?” (p. 93). Write an explanation of possible reasons Joseph’s brothers were envious of him.
- c. List the challenges in Genesis 37 that Joseph faced. How do you think Joseph felt about his challenges? How are Joseph’s challenges like the ones young people face today?
- d. Read Genesis 39:2–3, 21, 23 and find a phrase that is similar in all four verses. Then answer the following questions:
  - What did Joseph do in Genesis 39 that allowed the phrase in verses 2–3 to still be true in verses 21, 23? When do you think Joseph made the commitment to be morally clean?

- Give examples from Genesis 40–41 and the institute student manual commentary for Genesis 39:21–23; 40:1–23 (p. 95) that illustrate how the Lord remained with Joseph.
- Write two or three paragraphs listing the lessons you learn from the life of Joseph. What can you learn from Joseph about turning bad experiences and circumstances into good ones?

#### 4. Genesis 42–45, 47. “God Did Send Me before You to Preserve Life”

- Read the dreams of Joseph found in Genesis 37:5–10. List the ways these dreams were fulfilled in Genesis 42–43. Include specific verses you believe fulfilled these dreams.
- From Genesis 42–44 write a statement describing how Joseph’s brothers demonstrated that their hearts had been changed since they sold him into slavery.
- Read Genesis 45:1–8; 50:19–21 and the student manual commentary for Genesis 45:4–8, “Joseph—A Type of Christ” (pp. 96–97). Explain in writing what Joseph had come to understand about the purposes of his being in Egypt.
- Read Genesis 47:7–9. How did Jacob describe his life? Read the following references and list the events of these verses that would have caused Jacob to say what he said in Genesis 47:7–9:
  - Genesis 27:41; 28:4
  - Genesis 29:18, 25
  - Genesis 30:1
  - Genesis 34:1–2
  - Genesis 34:25, 30
  - Genesis 25:16–18
  - Genesis 25:22
  - Genesis 37:31–35
  - Genesis 38:1–3, 15–16

- Genesis 42:36
- Genesis 43:1–2

- Read Genesis 46:29–30; 47:27–28. Write a statement describing how Jacob’s life turned out. Write about a time when a trial you or your family faced turned out to be a blessing.

#### 5. Genesis 48–50. Patriarchal Blessings

- Read Genesis 48 and describe in writing what was unusual about what Jacob did when blessing Ephraim and Manasseh. What promise did Jacob give to Ephraim?
- Read Genesis 49:1 and explain in writing when the blessing to these tribes will be realized.
- In Genesis 49 mark the names of the 12 sons of Israel in your scriptures so you can quickly see where to find each son’s blessing. Then read the institute student manual commentary for Genesis 49:8–12, “What Significant Portion of the Birthright Blessing Was Given to Judah?” (p. 98), and the commentary for Genesis 49:22–26, “What Is the Significance of Joseph’s Blessing?” (p. 98). Write two paragraphs, one describing the promises to Judah and the other describing the blessings to Joseph. In what ways do you see those blessings fulfilled today?
- The blessings given in Genesis 49 are patriarchal blessings. Explain in writing why you feel we receive patriarchal blessings and the requirements to receive one. What does your patriarchal blessing mean to you? If you have not yet received your patriarchal blessing, consider setting up an appointment with your bishop or branch president to discuss it.
- Write what impresses you most about JST, Genesis 50:24–36 (see institute student manual commentary for Genesis 50:24, “The Prophecies of Joseph,” p. 99). What specific prophecies about Joseph Smith are found in these verses?

## Lesson 5

### Exodus 1–19

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**Complete assignment 4 and two of the remaining assignments:**

#### 1. Exodus 1; 2:23–25; 3. God Revealed Himself to Moses

- Read the chapter summary for Exodus 1 and write a brief statement describing what changed for the children of Israel living in Egypt.
- Write a two-paragraph essay detailing what you learn about God from what He said and did in Exodus 2:23–25; 3.
- Read Exodus 3:1–15 and the institute student manual commentary for Exodus 3:11–18, “What Is the Significance of the Title *I Am*?” (p. 105).

#### 2. Moses 1. Preparations for a Prophet

Read Moses 1; Matthew 4:1–10 and list any parallels you see between Moses’s preparation for the ministry and Jesus’s preparation for His ministry.

#### 3. Exodus 3–4. Receiving the Call to Serve

- Study Exodus 3:11–4:16 and the institute student manual commentary for Exodus 4:10–17, “Why Was Moses So Reluctant to Be God’s Spokesman?” (pp. 105–6). Then write answers to the following questions:

- What did the Lord command Moses to do?
- How did Moses respond to the Lord’s request?
- What did Moses say that indicated how he felt?
- How did the Lord respond to Moses’s feelings about being called?
- Write a paragraph explaining how this account might be used to help someone who feels similarly about their own Church calling.

- Read Moses 1:17, 25–26 and explain in writing what else happened to Moses before he delivered the children of Israel out of bondage.

#### 4. Exodus 5, 7–10. The Plagues of Egypt

- Read Exodus 5:1–3, 6–7. Explain in writing what Moses and Aaron requested and how Pharaoh responded to the request.
- Read Exodus 6:1–7 and the institute student manual commentary for Exodus 6:3, “Was Jehovah’s Name Known before Moses?” (p. 107). Write a brief paragraph describing what important information the Joseph Smith Translation adds concerning the knowledge of the Lord’s name.
- After reading Exodus 7–10 and the institute student manual commentary for Exodus 7–10, “The Plagues of Egypt” (pp. 107–8), answer the following questions:
  - What were the first nine plagues that came upon the Egyptians? (see Exodus 7:14–25; 8:1–15; 8:16–32; 9:1–35; 10:1–29).
  - How did each of the plagues affect the Egyptians, the Israelites, Pharaoh, and the servants?
  - As you study these plagues, what evidence do you see of God’s mercy and His desire to help the unrighteous repent?
  - Read 2 Nephi 25:9. What are some other scriptural examples you can identify that illustrate the Lord giving unrighteous nations or individuals the opportunity to repent before destruction came upon them? How are those examples similar or different from the experience of the Egyptians?

**5. Exodus 12:1–20, 43–49. Symbols of Jesus Christ in the Passover**

a. The Passover is a type, or symbol, of the Atonement of Jesus Christ. Using Exodus 12:1–49, fill in the following two-column chart. (The first one is done as an example.) Identify the elements of the Passover and explain what you think those elements represent as they apply to Jesus Christ, His Atonement, and our deliverance through repentance from the bondage of sin and worldliness. The following scripture references will help you identify some of the symbols that represent the Lord:

- John 1:29
- Jeremiah 51:6
- John 19:30–36
- 1 Peter 1:18–20
- Hebrews 9:11–12

Elements of the Passover	How the Element Represents Jesus Christ
“Take to them . . . a lamb” (Exodus 12:3).	Jesus is the Lamb of God (John 1:29).

b. Read Exodus 12:29:32. Write your answers to the following questions:

- What was the final plague in Egypt?
- What was the result of the death of the firstborn?
- How does the death of Jesus Christ, the Father’s Firstborn, deliver all mankind?

**6. Exodus 14. Crossing the Red Sea**

Read Exodus 14:19–30; 1 Corinthians 10:1–4. Explain in writing how the children of Israel were symbolically saved by water and fire.

**7. Exodus 15:23–27; 16–17. Murmuring in the Wilderness**

After reading Exodus 15:23–27; 16–17, write answers to the following questions:

- What did the children of Israel murmur about? Identify all the examples you can find.
- How did the Lord respond to their murmuring?
- Why do you think people murmur against God and those He has chosen as His leaders? (see 1 Nephi 16:1–3).
- What does murmuring usually lead to?
- Read 2 Nephi 27:35. Describe in writing what Nephi suggested as an antidote for murmuring.
- What counsel would you give to a friend or a family member who murmurs against the commandments of God?

**8. Exodus 18. Leadership and Delegation**

Read Exodus 18:13–24. Write answers to the following questions:

- What did Moses do every day?
- How long did it take?
- What reason did Jethro give for why these activities were “not good”?
- How did Jethro suggest Moses should be spending his time?
- What did Jethro propose to overcome the challenge?
- How does this account help you understand why each responsibility in a ward is important (see 1 Corinthians 12:14–22).

**9. Exodus 19. Preparing to Meet the Lord**

Read Exodus 19:3–6, 10–11. Write two paragraphs answering the following questions:

- What did the Lord want the children of Israel to become?

- What did the Lord command them to do that would help them achieve this goal?
- What was the promised blessing if they could accomplish these commandments?
- In what way does this apply to us?

## Lesson 6

### Exodus 20–24, 31–34

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**Complete assignments 1, 3, 4, and any one of the other assignments:**

#### 1. Exodus 20:3–17. The Ten Commandments

- a. Read **Exodus 20:3–17** and make a list of the Ten Commandments. Read Matthew 22:36–40 and identify what the Lord said were the two “great” commandments. Verse 40 states that “all” other commandments are part of these two great commandments. Place each of the Ten Commandments within one of these two great commandments by writing “love God” or “love neighbor” next to each of the commandments on your list.
- b. List three of the commandments from **Exodus 20:3–17** that you feel are most commonly neglected by the world. Read the institute student manual commentary for those three commandments (pp. 127–34). Write a paragraph about what a difference it would make in the world if all of God’s children kept these commandments.

#### 2. Exodus 21–23. Justice and Mercy in the Law of Moses

- a. Exodus 21–23 provides some specific, case-by-case applications of God’s laws. The punishments listed are the maximum penalty and are not absolutely automatic. Some people have mistakenly concluded that the statements in these chapters are in opposition to the loving

nature of God and the gospel of Jesus Christ. Demonstrate how these case studies represent God’s mercy as well as His justice by selecting five of the following examples and writing a short paragraph on each. Your paragraphs should explain how the underlying purpose of the laws given to Moses was to prepare the children of Israel to receive God’s higher laws and the gospel of Jesus Christ. (It may be helpful to consult the institute student manual commentary pp. 138–40.)

- Exodus 21:22–25
- Exodus 21:26–27
- Exodus 21:28–32
- Exodus 21:33–34
- Exodus 22:7–13
- Exodus 22:22–24
- Exodus 23:4–7

- b. Write one or two sentences describing how JST, Galatians 3:24 applies to these chapters of Exodus.

#### 3. Exodus 24:1–11. The Blessings of Making and Keeping Covenants

Exodus 20–23 contains explanations of God’s laws to the children of Israel. For them to progress any further, they first needed to commit themselves to live those laws. Exodus 24 tells of the commitment the Israelites made that prepared them to receive the higher laws. Consequently, the Lord again called Moses up to Sinai to receive further information about ordinances that would allow the people to enter His presence. For additional information, read in the institute student manual commentary for Exodus 24:1–8, “Before Moses Ever Went into the Mount, Israel Was Instructed in the Law and Covenanted to Obey It” (p. 141). Read Exodus 24 and write answers to the following questions:

- After Moses gave the people God’s laws, what did they covenant to do? What was the significance of the animal sacrifices?
- What connection do you see between what the children of Israel did in chapter 24 and what the Lord asked them to do in chapter 25? (see Exodus 25 chapter summary).

- How do the events recorded in this chapter help you understand the Lord’s anger in chapter 32 when the children of Israel made and worshipped the golden calf?
- According to Mosiah 18:8–10; Doctrine and Covenants 20:77, 79, what are some of the promises the Lord has made to those who make and keep covenants with Him?
- According to Doctrine and Covenants 108:3, what has the Lord specifically said to us regarding our covenants?

#### 4. Exodus 32. Moses’s Actions Teach about the Savior

Study Exodus 32 and describe Moses’ interactions with the Lord and with the children of Israel. You may also want to read the institute student manual commentary for Exodus 32:15–35, “Moses, the Mediator” (p. 142). Write an essay that demonstrates how Moses’s actions in this chapter—both with the Lord and with the children of Israel—are similar to what Jesus Christ does for us.

#### 5. Exodus 32. How Does the Joseph Smith Translation Affect the Meaning of This Chapter?

As you study Exodus 32, make note of each of the Joseph Smith Translation passages that are identified in the footnotes and the appendix. Write a paragraph that lists the JST corrections and how they help us understand the response of the Lord to

the Israelites’ wickedness and His command for the Levites to go throughout the camp and “slay every man his brother, and every man his companion, and every man his neighbour” (Exodus 32:27).

#### 6. Exodus 33:11. Prophets Talk to God Face to Face

Although **Exodus 33:11** clearly states that Moses spoke with the Lord face to face, some people doubt that Joseph Smith could have seen God because of Exodus 33:20; John 1:18. Read JST, John 1:19; JST, Exodus 33:20; John 6:46; Doctrine and Covenants 67:11–12 and the institute student manual commentary for Exodus 33:19–23, “Is It Possible for Anyone to See the Face of God and Live?” (pp. 142–43). Then write a paragraph explaining how man can see God.

#### 7. Exodus 34. The Second Set of Stone Tablets

Read JST, Exodus 34:1–2; Doctrine and Covenants 84:18–27 and the institute student manual commentary for Exodus 34:1–4, “Did Both Sets of Tablets Contain the Same Material?” (p. 143). Imagine that you have been assigned to give a brief presentation that explains the difference between the first and second sets of stone tablets that Moses brought down off the mountain. Prepare an outline to help you describe the differences between the two tablets.

## Lesson 7

### Exodus 25–30, 35–40; Leviticus 1–10

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

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

**Complete all three of the following assignments:**

#### 1. Exodus 25–27, 30, 36–40. Planning and Building the Tabernacle

- Read Exodus 25:10, 23, 29, 31; 26:1, 15, 26, 31, 36; 27:1, 9, 16; 30:1, 18 and make a list of the different items and elements to be built in the tabernacle. (For additional information about these elements, read the commentaries for them in the institute student manual (pp. 148–53).
- Draw a diagram of the tabernacle as shown in the institute student manual Points to Ponder section (p. 155). Using Exodus 25:10, 23, 29, 31; 26:1, 15, 26, 31, 36; 27:1, 9, 16; 30:1, 18, write the verse of scripture next to the part of the tabernacle it describes.
- Write a paragraph describing why Exodus 25–27, 30 could be more significant to Latter-day Saints than to other Bible readers.
- Read the Points to Ponder section in the institute student manual (pp. 154–56) and read Doctrine and Covenants 97:15–16. Then answer the following questions in writing:
  - Who are the temple blessings reserved for?
  - What blessings are reserved for those who are pure in heart?
  - For what purpose are temple blessings given?

- Read the entry for “temple” in the Bible Dictionary (pp. 780–81). Consider the similarities that exist between latter-day and ancient temples. Write a paragraph that describes the blessings you have today as a result of the temple. Include in your paragraph plans and goals you would like to make with regard to temple attendance and service.
- From Exodus 24:13 to Exodus 32:15, parts of nine chapters record the vision and planning of the tabernacle. The actual building of the tabernacle is recorded in Exodus 36–39, just four chapters. Write a paragraph describing what this suggests about the relationship between the planning and the doing of important actions in life.

#### 2. Exodus 28–29. Garments Worn for Workers in the Tabernacle

- Read Exodus 28:1–4; 29:4–9. Make a list of those who were set apart to work in the tabernacle and what they were to wear. Give an example of a situation today when dressing in a different way is expected.
- Write an explanation as to why you think the Lord wants us to dress differently in the temple than the way we dress for school or work.
- Read the institute student manual commentary for Exodus 28; 39, “The Priesthood Garments and Their Significance” (pp. 151–53; see also Exodus 28:4–9; 39:1–29). Make a list of the articles of clothing for the priest of ancient Israel. Next to each article of clothing, write a one-sentence summary of its significance. Note that the cover of the institute student manual depicts the priest’s clothing described in Exodus. Notice the breastplate worn by Aaron, who is being ordained by Moses.

#### 3. Leviticus 1–10. The Law of Sacrifice

- Read Leviticus 1:2–3; 2:1; 3:1; 4:3; 5:15; 7:29–32 and make a list of the different offerings required in the law of Moses (see also Bible Dictionary, “Sacrifices,” 765–66). Briefly describe in writing the words or phrases in these scriptures that could be types of Jesus Christ.

- b. Read the Bible Dictionary entry on sacrifices and make a list of “six important acts” of each sacrifice. Then list the three major offerings, with a brief explanation of how each was different.
- c. Read Omni 1:26; 3 Nephi 9:17–20 and answer the following questions in writing:
  - Why do we not continue blood sacrifices as offerings today?
  - How can we continue to live the law of sacrifice today without offering blood sacrifices?

## Lesson 8

### Leviticus 11–27

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

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

**Complete assignments 3, 4, and any one of the other assignments:**

#### 1. Leviticus 11–14. Clean versus Unclean

- Study Leviticus 11:1–30 and make two lists—one list consisting of clean animals that Israel could eat and a second list consisting of unclean animals that Israel could not eat.
- Read the institute student manual introduction to Leviticus 11–18 (pp. 173–74) and the commentary for Leviticus 11, “Clean and Unclean Food” (p. 173). From your reading, write three or four sentences detailing the purposes of the Lord’s ancient dietary laws.
- Read Doctrine and Covenants 89:5–17. Make another list of what the Lord ordained for the use of man and a list of what He has restricted.
- Read Leviticus 11:43–47; 1 Corinthians 6:19–20; Doctrine and Covenants 89:1–4, 18–21 and write an explanation of why you think the Lord has declared some things “clean” and others “unclean.” Explain how the Word of Wisdom is part of the sanctification process. Then list one way you could be more clean in your life.

#### 2. Leviticus 16. The Day of Atonement

- Leviticus 16 explains the details of what is referred to as the day of atonement (see

Leviticus 23:27–28). Write a definition for the primary purpose of this special day.

- Read Leviticus 16:1–28 as well as the institute student manual commentary for Leviticus 16, “The Day of Atonement and Israel’s Forgiveness” (pp. 176–77; see also Bible Dictionary, “Fasts,” 671, which describes day of atonement). Then answer the following questions:

- Why do you think Aaron needed to make atonement for himself before making atonement for the people?
- Why did Aaron need two goats?
- How could both goats represent Jesus Christ and His Atonement?
- What do Aaron’s responsibilities and the responsibilities of the man who led the scapegoat into the wilderness symbolize?
- Read the institute student manual commentary by Elder James E. Talmage (1862–1933), a member of the Quorum of the Twelve Apostles (p. 177). Define the word *vicarious* as it applied to the ancient day of atonement. Include in your statement the personal factor necessary for an individual’s sins to be forgiven. Explain in writing how the Savior’s work of the Atonement was a vicarious work.

#### 3. Leviticus 17–25. Holiness to the Lord

- Read Leviticus 11:44–45; 19:2; 20:7, 26; 21:8. Write a sentence that could be used as a theme for the book of Leviticus. Read the Bible Dictionary entry for “Holiness” (pp. 703–4) and compare it with what is said in the Guide to the Scriptures entry for “Sanctification” (available online at [www.scriptures.lds.org/en/gs/s/20](http://www.scriptures.lds.org/en/gs/s/20)). Then answer the following questions in writing:
  - What does it mean to be holy and sanctified?
  - Why could Jehovah command His followers to be holy?
  - What could we do today to avoid the same downfall?

- How can the principles you have studied to this point in the book of Leviticus help you become holy?

- Read Leviticus 18:4–5 and write a brief statement of how keeping the commandments applies to these verses. Read **Leviticus 19:3–4, 11–20**, 28–31; 20:10, 13 and make a list of commandments from these verses. Highlight the commandments from your list that you think the world struggles with the most today. Make note of the commandment that you want to improve in the most. Write some ideas of how you plan to improve in keeping that commandment.

#### 4. Leviticus 26–27. Blessings or Cursings

Make a chart with two columns like the one below:

Blessings	Cursings

- Read Leviticus 26:4–13 and list on your chart the blessings that ancient Israel was promised.

From Leviticus 26:3 write what was required of the children of Israel to receive these blessings. Note also how these blessings could apply to us today.

- Read Leviticus 26:16–32 and list on your chart the cursings that ancient Israel was promised. From Leviticus 26:14–15, 23, 27 write what would cause these cursings to come upon the children of Israel.
- Read Leviticus 26:23, 27–28; Helaman 12:3 and write the reasons the Lord gives for why He sometimes chastens “his people with many afflictions.”
- Read Joshua 8:33–34 and record a few sentences on how Joshua later used these blessings and cursings. Explain in writing how you think Joshua’s actions might have influenced those who were present.
- Read Doctrine and Covenants 82:3; 130:20–21; 132:5. How do these latter-day revelations correlate with the blessings and cursings listed in Leviticus?
- We sometimes feel that the blessings that come from keeping the commandments are reserved for the next life. Review your list of blessings and circle the blessings you feel the Lord meant for this life. Read Doctrine and Covenants 59:23 and write the blessing listed there for this life and the one listed for the next life. Write a brief statement of how these two blessings compare to those found on your list from Leviticus.

## Lesson 9

### Numbers 1–36

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

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

**Complete assignments 2, 4, and any two of the other assignments:**

#### 1. Numbers 1, 26. Why Is This Book Called “Numbers”?

Read the chapter summaries for Numbers 1 and 26 and the institute student manual introduction to Numbers 1–12 (p. 197). Then answer the following questions in writing:

- Why do you think this book carries the title of “Numbers”?
- What time period of Israel’s history does Numbers cover?
- How many males 20 years of age and older were there at the beginning of the children of Israel’s sojourn into the wilderness? How many were there after 40 years in the wilderness?
- Why do you think after 40 years of bearing children in the wilderness, the population of the males 20 years and older was actually less? Consider this question as you move through this lesson.

#### 2. Numbers 3; 8; 18. Change of Policy in the Kingdom of God

- a. Assume that you have a nonmember friend who does not understand why in 1978 the Church changed the policy of who could receive the priesthood. Read Numbers 3:5–12; 8:5–16; 18:1–2 and Bible Dictionary, “Aaronic

Priesthood” (599–600); “Levites” (724). Write one or two paragraphs about how these scriptures might help explain why and how changes sometimes occur in the kingdom of God. Be sure to include the source of these changes and through whom the changes come as found in Numbers 3:5.

- b. Write a comparative statement about the similarities in the wording of Numbers 3:5–12 and Official Declaration—2.
- c. Read Numbers 8:6, 14; Isaiah 52:11; 3 Nephi 10:41; Doctrine and Covenants 121:34–36, 41–42. Make a written comparison between the requirements for those holding the priesthood then and now. Explain in writing the meaning of the word *separate* in Numbers 8:14 and how it applies to priesthood holders today.

#### 3. Numbers 6. Nazarite Vows

- a. Read Numbers 6:2–6, 14, 18; Judges 13:5, 24; 1 Samuel 1:11, 19–20, 28; Luke 1:13–15 as well as the Bible Dictionary entry for “Nazarite” (p. 737) and the institute student manual commentary for Numbers 6:1–21, “What Was a Nazarite?” (p. 199). Then answer the following questions in writing:
  - What were the requirements of a Nazarite?
  - Who were some famous Nazarites from scripture?
- b. Read Alma 5:57. Then write a paragraph about how the Lord wants Latter-day Saints to live differently from the world today.

#### 4. Numbers 11–12, 14. Murmuring

- a. Read Numbers 11:1–20; 12:1–14; 14:1–12, 26–39. As you read, write a short paragraph answering the following questions:
  - What impact did the murmuring have on Moses?
  - What impact did the murmuring have on the Lord?
  - What impact did murmuring have on the people?
  - How do Nephi’s words in 1 Nephi 16:2 apply here?

- b. Describe in writing how Moses acted as a mediator on behalf of the people in Numbers 11:1–2, 24–25; 14:13–20.
- c. Read the institute student manual commentary for Numbers 12:1–11, “Why Did Miriam and Aaron Oppose Moses?” (pp. 201–2) and the Points to Ponder section (p. 202). Then write a paragraph answering either question 10 or 12 from “Points to Ponder.”

## 5. Numbers 21. The Brazen Serpent

Read Numbers 21:4–9 and the institute student manual Points to Ponder section (p. 212). Then answer the following questions in writing:

- What did the children of Israel do that resulted in the curse of the “fiery serpents”?
- In what ways are people today sometimes like unto the children of Israel anciently? (see also 1 Nephi 17:45).
- According to Alma 33:18–22, what did the brazen serpent symbolize?
- How does one “look to” Jesus Christ for healing?
- Aside from physical healings, how can “looking to” the Savior heal a person in other ways?
- Where else do people sometimes turn for healing other than the Savior?
- What are simple things in the gospel of Jesus Christ that can heal us?
- How have you experienced the healing power of the Atonement in your life?

## 6. Numbers 22–24. Balak and Balaam

- a. Read Numbers 22:2–14 and the institute student manual commentary for Numbers

22–24, “The Story of Balaam” (pp. 209–10). Describe in writing what Balak wanted Balaam to do and how Balaam felt about it. Include in your paragraph a note about how the enticements of the world sometimes tempt people today.

- b. Whose company was Balaam still keeping in Numbers 23:1–3, 25–30; 24:12? Make a list from these verses of the ways that Balak tried to influence Balaam. Why do you think Balaam continued to entertain Balak and his officers?
- c. Write a summary paragraph about what these verses teach about the power of temptation if we allow ourselves to be continually exposed to it. Read Numbers 31:7–8; 2 Peter 2:14–15; Revelation 2:14. Identify who Israel destroyed and write the name of the man who was living with them at the time. Write a sentence or two describing what sins Balaam was eventually guilty of.

## 7. Numbers 27. How Is the Priesthood Given?

- a. Read Numbers 27:18–23. Write a brief description of how the Lord called a new prophet to lead Israel and how it compares to the way prophets are called today.
- b. Read Alma 6:1; and Acts 6:5–6. Write a short comparison of similarities found in these scriptures of how the authority of the Lord is passed from person to person.
- c. Write a paragraph about the blessings you have in your life today as a result of the restored priesthood of Jesus Christ.

## Lesson 10

### Deuteronomy 1–34

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

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

**Complete assignments 1, 2, and one of the other assignments:**

#### 1. Deuteronomy 2–3; 7; 9; 20; 25. Israel Commanded to Destroy the Wicked

- Read Deuteronomy 20:17 and make a list of the different nations the Lord identified in these verses. Then read Deuteronomy 2:15; 7:2; 12:2–3 and write a paragraph about what the Lord commanded Israel to do with these nations.
- Read Deuteronomy 9:4–5 and the institute student manual commentary for Deuteronomy 7:1–5, “Why Did the Lord Command the Israelites to Utterly Destroy the Canaanites?” (p. 219). Add to your previous paragraph any other reasons why these nations were destroyed.
- Many of the sins found among the people living in Canaan are prevalent in today’s society. Write a paragraph explaining how you think we can protect ourselves from these sins.

#### 2. Deuteronomy 4; 6; 7; 12–13; 17. The Lord Commanded Israel Not to Worship False Gods

- Read Deuteronomy 4:1–10. Then write answers to the following questions:

- What are statutes and judgments? What is the promise for keeping them?
- What brings people to conversion?
- What responsibility did God place on parents? (see also D&C 68:25–28).

- Read Deuteronomy 6:4–9 and the corresponding footnotes and the institute student manual commentary for Deuteronomy 6:4–9, “Hear, O Israel; The Lord Our God Is One Lord” (p. 218). Write a paragraph describing *phylacteries* and *mezuzah* and how they were used anciently and today.
- Read Deuteronomy 6:14; 12:3; 13:6–9; 17:2–5 and write a paragraph describing the specific sin the Lord warned Israel against in these verses. Add to your paragraph what these verses include that convinces you of how strongly the Lord feels about this commandment. Then read Romans 1:25 and add to your paragraph a list of ways that people today sometimes worship false gods and how you can avoid that problem in your own life.
- Read Deuteronomy 7:1–5 and explain in writing why the Lord prohibited Israel from marrying outside the covenant within the house of the Lord. What are the benefits and blessings of eternal marriage within the covenant both here on the earth and in the life hereafter?
- Write a statement detailing what additional truth we learn from Doctrine and Covenants 131:1–4; 132:15–20 about marrying in the covenant. Why does Satan want you to forget this truth?

#### 3. Deuteronomy 10–11; 13–14; 22–24; 26; 28–29. Obedience Brings Blessings; Disobedience Brings Curses

- Read Deuteronomy 10:1–5. Then write your answers to the following questions:
  - Where did the Lord direct Moses to keep the tablets containing the Ten Commandments?

- What do you think this instruction teaches us about the value the Lord places on the commandments?
  - Notice the Joseph Smith Translation correction in the footnotes for verse 2. Read Doctrine and Covenants 84:14–27. What blessings did the children of Israel deny themselves through their disobedience in the wilderness?
- b. Compare Deuteronomy 11:1, 13–14, 22; 30:6, 16, 19–20 with Matthew 22:36–40. Write a paragraph that explains why you think this is the most important commandment. Love is an emotion; can emotions be commanded? How can a person love someone they don't even see? How can we learn to love God?
- c. Read Deuteronomy 10:12–13; 11:1, 8–9; 13:4; 26:17–19 and write a paragraph that describes what these verses have in common. In your writing explain why you think the Lord places such a strong emphasis on obedience to the commandments. Also note in your paragraph how Mosiah 2:41; Doctrine and Covenants 130:20–21 applies to this question.
- d. Read Deuteronomy 28:1–14 and make a list of the results of obeying the commandments. Skim through Deuteronomy 28:15–65 and make another list of the consequences of disobeying the commandments. Read Helaman 12:3 and write the purposes the Lord has for sometimes chastening his children with “many afflictions.”
- e. The Lord clearly stated consequences of disobedience, but He does not desire to curse His children. Read Deuteronomy 4:29–31; 26:7–11; Isaiah 55:6–7; Ezekiel 18:21–23; Mosiah 26:30 and write a paragraph describing the Lord's mercies and what His greatest desires are. Include in your statement how it makes you feel to know that God is kind, loving, and merciful.
- 4. Deuteronomy 4; 8; 28; 30; 32–34. The Scattering and Gathering of Israel**
- a. Read Deuteronomy 4:27; 28:25, 37, 45, 62–64 and answer the following questions:
- What did the Lord prophesy would happen to Israel?
  - Why was ancient Israel scattered?
  - Where would the Lord scatter Israel?
  - What would be one benefit of their scattering? (see Genesis 28:14).
- b. Read Deuteronomy 30:1–5. Explain in writing what the Lord will eventually do with scattered Israel. Read the statement by Elder Bruce R. McConkie (1915–85), of the Quorum of the Twelve Apostles, located in the institute student manual under Deuteronomy 4:25–31, “The Scattering and Gathering of Israel” (p. 217). In your own words, write what it means for Israel to be gathered. Discuss in your writing the two aspects of this gathering. Conclude your paragraph by identifying which tribe of Israel Deuteronomy 33:16–17 suggests will assist in the gathering of latter-day Israel.
- c. Read Deuteronomy 8:2, 11, 18; 9:7. Explain in writing what Israel was commanded to do. Then make note of what Israel eventually did in Deuteronomy 32:15, 18. How well did Israel keep the commandment? What role do you think this played in the eventual scattering of Israel? What role do you think it will play in Israel's gathering? How could this apply to an individual's personal scattering (apostasy)?
- d. Read Deuteronomy 34:5–6. Describe in writing what seems to have happened to Moses in these verses. Read the statement by President Joseph Fielding Smith (1876–1972) in the institute student manual under Deuteronomy 34:5, “Did Moses Really Die as Recorded in Deuteronomy 34:5?” (p. 232). Then answer the following questions:
- What happened to Moses?
  - Why was Moses translated?
  - According to Doctrine and Covenants 110:11 what other future responsibility did Moses have?
- e. What did the event described in the Doctrine and Covenants have to do with the gathering of Israel?

## Lesson 11

# Joshua–Judges 12

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

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

### Complete assignment 1 and two of the remaining assignments:

#### 1. Joshua 1–6. The Lord Gave the Land to the Children of Israel

- a. Study **Joshua 1** and the institute student manual commentary for Joshua 1:1, “The Book of Joshua and the Man Joshua” (pp. 235–36). Then complete the following tasks in writing and answer the questions:

- What relationship did Joshua have with Moses? How could that close connection have prepared Joshua to be the next prophet?
- What was the work and mission of Joshua?
- What promise did the Lord make to Joshua?
- What did the Lord expect of Joshua?
- Read Joshua 2; 6:25; Hebrews 11:30–31; James 2:24–25. Write a paragraph describing why the Israelites saved Rahab when they conquered Jericho.

- b. Read Joshua 3–4. Describe in writing what the Lord did to demonstrate that He was with Joshua as He had been with Moses. Write a paragraph expressing what you might have thought and felt if you had been there. What blessings do you experience living in a day when you can follow a living prophet?

- c. Read Joshua 4:14 and write a paragraph about yourself or someone you know who the Lord

has “magnified.” Include characteristics of that individual and the change that took place as he or she assumed a new role or responsibility. Explain what additional meaning this will have for you when you are called to a responsibility in your ward or stake.

- d. Study Joshua 5–6; Doctrine and Covenants 84:88 and the institute student manual commentary for Joshua 5:13–14, “Who Was the Captain of the Lord’s Host That Joshua Saw?” (p. 238). Write a summary of the account of the fall of the city of Jericho. Then answer the following questions:

- What other forces besides marching and shouting possibly helped bring down the walls of Jericho?
- What do you think Israel learned from this battle that could have helped them as they continued their conquest of the promised land?
- How could you apply the principles of this account to your own life today?

#### 2. Joshua 7–24. “Choose You This Day Whom Ye Will Serve”

- a. Read Joshua 10:12–14 and the institute student manual commentary for Joshua 10:12–14, “Did the Sun Really Stand Still in the Heavens?” (p. 240). Did the sun really stand still in the heavens? Write a paragraph how you could explain these verses to someone who says he or she won’t believe the Bible because of this obvious contradiction with science.

- b. Read the chapter summaries of Joshua 7–22. Make two lists—one that identifies Israel’s successes and another that identifies Israel’s failures.

- c. Read **Joshua 23–24** and the institute student manual commentary for Joshua 24:1–28, “Choose You This Day Whom Ye Will Serve” (p. 242). What do you think was the major theme of Joshua’s final address to his people? Based on the lists you created from Joshua 7–22, write a paragraph that explains why Joshua chose to deliver his final address on this particular topic.

### 3. Judges 1–8. “The Lord Raised Them up a Deliverer”

- a. The judges in the book of Judges weren’t the type of judges we have today. Read Judges 3:16–18. What word would be a good synonym for *judge*? What were they supposed to do for Israel?
- b. After reading Judges 1–3, briefly describe how well the children of Israel obeyed the Lord during the early reign of the judges. Cite several examples from your reading to support your assessment.
- c. Read Judges 2:10–15 and the institute student manual commentary for Judges 2:12–13, “Who Are Ball and Ashtoreth?” (pp. 252–53).
- d. Read Judges 2:10–19 and the institute student manual commentary for Judges 2:11–13, “What Resulted from Israel’s Not Driving the Canaanites Out of the Promised Land?” (p. 252). Detail in writing what lessons you think parents can learn from these sources.
- e. The book of Judges contains some great Old Testament narratives, including those of Ehud,

Deborah, and Gideon. Choose one of these accounts from Judges 3–8 and write a summary of the principles taught there.

### 4. Judges 9–12. “The Children of Israel Did Evil Again in the Sight of the Lord”

- a. Read Judges 9–12 and the Points to Ponder section in the institute student manual (p. 257). Make a list of the leaders and judges in these chapters. Describe in writing how devoted each one was to the Lord. Why do you think it was difficult for men and women to remain faithful during the period of the judges? How does it compare to the difficulty of remaining faithful today?
- b. Write a short essay comparing the reign of the judges in the Old Testament to the history of the Nephites prior to the coming of Christ (see 3 Nephi 1–10). Explain why you think these reoccurring patterns have been preserved for us in the scriptures. Use the institute student manual introduction (p. 251) and the commentary for Judges 2:14–23, “What Was the Cyclical Pattern of Israel’s Relationship with the Lord during the Period of Judges?” (p. 253) to help you formulate your answer.

## Lesson 12

### Judges 13–21; Ruth; 1 Samuel 1–15

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

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

**Complete four of the following assignments:**

#### 1. Judges 13–16. “The Woman Bare a Son, and Called His Name Samson”

- Study Judges 13–16 looking for both the possible greatness of Samson and his failings. Fill in the chart below, indicating Samson’s blessings and his sins.

Promises and Blessings	Sins

- After completing the chart above, write one or two paragraphs explaining why you think some people with so much potential make such bad decisions.
- Read Judges 13:5; Numbers 6:1–9 and the institute student manual commentary for Judges 13:5, “What Is a Nazarite?” (p. 259).

Make a list of the requirements for a Nazarite. From Judges 14–16 write a statement that describes which of his vows Samson broke.

- Using the account of Samson’s life, write a paragraph about how you could avoid yielding to temptation in your own life.

#### 2. Judges 17–21. “Every Man Did That Which Was Right in His Own Eyes”

- Read the chapter summaries for Judges 17–21 and the institute student manual commentary for Judges 17:21, “Every Man Did That Which Was Right in His Own Eyes” (p. 261). Write a brief summary of events described in these chapters.
- Read Judges 21:25. Explain in writing why this is such an accurate description of this terrible time of Israel’s history. Read John 14:6; 2 Nephi 9:28–29; Isaiah 55:8–9. Then write the reasons these verses give for why doing things the Lord’s way is so much better than our own.

#### 3. Ruth 1–2. “Whither Thou Goest, I Will Go”

Ruth is a great example of how someone can live in an overall wicked environment, such as the period of the judges, and still remain faithful and even experience spiritual growth. Through her devotion and faith Ruth chose the better part and experienced great blessings as a result. Read Ruth 1–2 and the institute student manual commentary for Ruth 1:1, “What Is the Background of the Book of Ruth?” (p. 261). Then complete the following tasks and answer the questions in writing:

- What was the situation in the land of Judah when Ruth and Naomi lived?
- List the trials Ruth faced in Ruth 1.
- Choose one trial that is like one you have faced and briefly describe it.
- Explain what you think motivated Ruth to go with Naomi. In what ways would it have been hard for Ruth to go with Naomi?
- Why was Boaz so impressed with Ruth?
- Explain what you can learn about facing your challenges from the examples in this chapter.

- Briefly describe the greatest sacrifice you have yet made because of your commitment to the Lord. Then write an answer to the question “Has your sacrifice become a blessing?” If so, please describe how it did. If not, describe how you now feel about the sacrifice.
- Explain why you think Boaz was so kind to Ruth.

#### 4. Ruth 3–4. “Boaz Took Ruth, and She Was His Wife”

- Read Ruth 3–4 and make a list of the blessings that came to Ruth as a result of her faithfulness. Compare Ruth 4:13–22 with Matthew 1:1–16. Write a brief summary of an additional blessing that came to Ruth for her devotion and faithfulness.
- Read the institute student manual commentary for Ruth 2:18–4:10, “What Was the Levirate Marriage That Naomi Hoped to Arrange for Ruth and Boaz?” (p. 263). Explain in writing what Naomi requested in light of the Levirate marriage law.
- Write one or two paragraphs detailing the ways Ruth’s example inspires you to more faithfulness in a world where there is great wickedness.

#### 5. 1 Samuel 1–7. Samuel’s Miraculous Birth

- From 1 Samuel 1 answer the following questions in writing:
  - What personality characteristics of Hannah do you find in this chapter?
  - Which of Hannah’s characteristics would you like to develop as a parent or future parent and why?
- Study 1 Samuel 2:12–17, 22–25 and the institute student manual commentary for 1 Samuel 2:13–36, “If the Priests Were Entitled to a Portion of Certain Sacrifices, Why Were the Sons of Eli Punished?” (pp. 268–69). Then look up the word *Belial* in the Bible Dictionary (620). Explain in writing what you think young men who serve in the

Aaronic Priesthood today could learn from this account.

- Read 1 Samuel 2:22–25, 27–30. Describe in writing Eli’s experience with his sons. Briefly detail in writing what you think parents’ responsibilities should be after their children are adults.
- Read the chapter summaries for 1 Samuel 4–6. Outline the major events from these chapters. Write three principles from this experience that you can apply in your own life.

#### 6. 1 Samuel 8. “Give Us a King to Judge Us”

Read 1 Samuel 8; Deuteronomy 17:15–20. Make a list of what the Lord said would happen if a king was appointed to Israel. Then read Mosiah 29. Using these two chapters, write a brief comparison of the principles you find.

#### 7. 1 Samuel 9–10. Saul Anointed King in Israel

- Read 1 Samuel 9–10 and list the qualities of Saul that made him a good choice to be king.
- Read Articles of Faith 1:5 and briefly explain in writing how the calling of Saul to be king in Israel follows the same pattern of choosing leaders in the Church today.

#### 8. 1 Samuel 11–15. “To Obey Is Better Than Sacrifice”

- Read 1 Samuel 12:1–15:9 and list each of Saul’s acts of disobedience. How does Doctrine and Covenants 121:39 apply to this experience with Saul? What counsel can you find in [Doctrine and Covenants 121:34–36, 41–42](#) that will help you avoid the mistakes Saul made?
- What did Samuel mean in 1 Samuel 15:22 when he said, “To obey is better than sacrifice”? How does this apply to covenant Israel today?
- Write a short essay describing the lessons you learned from the life and kingship of Saul. How might these lessons serve to make you more successful and happy?

## Lesson 13

### 1 Samuel 16–2 Samuel 12

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

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

**Complete assignments 1, 5, and any one of the other assignments:**

#### 1. 1 Samuel 16–17. “David and Goliath”

- a. Read 1 Samuel 16–17, the institute student manual introduction to 1 Samuel 16–31 (p. 277), the institute student manual commentary for 1 Samuel 17:4–11, “How Big Was Goliath and How Heavy Was His Armor?” (p. 278), and the commentary for 1 Samuel 17:20–51, “I Come to Thee in the Name of the Lord of Hosts” (pp. 278–79). Then answer the following questions in writing:
  - What does **1 Samuel 16:7** teach us about the standard the Lord uses to judge a person’s character and His counsel that we should do the same?
  - How large was Goliath? Describe his armor. What was David’s motivation to face the giant?
  - What events from David’s youth gave him the courage to accept Goliath’s challenge and the ability to defeat him?
- b. Read the institute student manual commentary “What Must We Do to Conquer Our Own Goliaths?” (p. 284) and the commentary “Armed with Faith in God, Our Cause Cannot Be Hindered” (p. 284). Then make a list of five ideas or quotations from 1 Samuel 17 that would help you in overcoming challenges in your own life.

#### 2. 1 Samuel 18–26. David, Jonathan, Saul

- a. Skim through 1 Samuel 18–26. Make a chart with three columns and label them David, Jonathan, and Saul. List in each column the character traits you find for each man.
- b. Using 1 Samuel 18–26 as well as the Bible Dictionary entries for “Jonathan” (p. 716) and “Saul” (p. 769), complete the following assignments in writing:
  - Use specific verses from these chapters to write one or two paragraphs describing the relationship between David and Jonathan. Why do you think there was such a powerful friendship between David and Jonathan?
  - Compare Saul’s treatment of David in 1 Samuel 18:10–11 (note JST of verse 10); 19:9–12; 24:1–2 with David’s treatment of Saul in 1 Samuel 24; 26. Read the institute student manual commentary for 1 Samuel 24:10, “I Will Not Put Forth Mine Hand against . . . the Lord’s Anointed” (p. 281) and the commentary for 1 Samuel 26 (p. 282). What does David’s statement in 1 Samuel 26:23 tell us about his actions? Write a paragraph explaining who the Lord’s anointed are today. Then explain how you could apply David’s example toward the Lord’s anointed in both word and deed.

#### 3. 1 Samuel 27–31. The Philistines Defeated Israel

Read the chapter summaries for 1 Samuel 27–31. Write a short history of Israel during the last years of Saul’s reign as king.

#### 4. 2 Samuel 1–10. David Anointed King

- a. Search 2 Samuel 1–10 and make a list of King David’s accomplishments.
- b. Read 1 Chronicles 22:7–8 and the institute student manual commentary for 2 Samuel 7:1–17, “Why Was David Not Allowed to Build the Temple?” (pp. 289–90). Write your explanation of why the Lord did not want David to build a temple.

- c. Read 2 Samuel 7:12–17 and write one or two sentences describing how you would feel if you were in a situation similar to David’s. Write one or two sentences describing how 2 Samuel 7:16 is a Messianic prophecy. Then read 2 Samuel 7:18–29 and summarize David’s response to the Lord’s message to him.

**5. 2 Samuel 11–12. “Thou Art the Man”**

- a. Read 2 Samuel 11 and the institute student manual Points to Ponder section (pp. 291–92). Then fill out the following chart:

<b>Decisions That Changed David’s Life</b>		
Verses	What David Did	What David Should Have Done
1		
2		
3		
4		
6–8, 14–17		
26–27		

- b. Read 2 Samuel 12:1–4 and explain in writing Nathan’s parable as it applied to David. Tell what each specific part of the parable represents.
- c. Study 2 Samuel 12:9–15; Acts 2:29; Doctrine and Covenants 132:39 and the chapter summaries for 2 Samuel 13; 15; Psalm 16. From these references, make a list of the consequences for David’s evil acts.
- d. Sometime after his discussion with Nathan, David wrote Psalm 51. Read Psalm 51 and list the appropriate desires of a repentant person (see Alma 34:32–34).

## Lesson 14

### 2 Samuel 13–24

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

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

#### Complete assignment 1 and one of the other assignments:

1. **2 Samuel 13–18. The Sins of David's Children**
    - a. Read 2 Samuel 12:10–11 and summarize in writing Nathan's prophecy of David's family, which came as a result of David's sins.
    - b. Read each of the following references and describe in writing what happened in the verses that fulfilled Nathan's prophecy. The first one is done for you as an example:
      - 2 Samuel 12:18. The child of David and Bathsheba died.
      - 2 Samuel 13:1, 11–18
      - 2 Samuel 13:19–22
      - 2 Samuel 13:28–29
      - 2 Samuel 15:1–12
      - 2 Samuel 15:13–17
      - 2 Samuel 16:20–22
      - 2 Samuel 17:1–4
      - 2 Samuel 18:6–8
      - 2 Samuel 18:14–15
  - c. Read 2 Samuel 13:37; 18:33 and describe in writing how these verses describe David's feelings toward Absalom. How do Alma 41:10; Mosiah 2:41; Doctrine and Covenants 59:23 relate to David's feelings? How can people today avoid the unhappiness David experienced?
2. **2 Samuel 19. How We Treat Others**

Read 2 Samuel 19:1–7 and describe in writing what Joab told David. Write a paragraph explaining how this relates to family members today (see Mosiah 4:12–15).
  3. **2 Samuel 20–23. David Experienced Trials but Praised the Lord**
    - a. Read the chapter summaries for 2 Samuel 20–23 and write a brief review of the events of this time period.
    - b. Read the chapter summary for 2 Samuel 22 as well as 2 Samuel 22:21–25. Describe in writing what David said in these verses. How could the praises of these chapters be applied today?
  4. **2 Samuel 24. The End of David's Kingship**
    - a. Read 2 Samuel 24 and the institute student manual commentary for 2 Samuel 24:1–10, "Why Was the Lord Angry with David for Numbering the People When 'He Moved David' to Do So?" (p. 299). Then answer the following questions:
      - What is one possible reason the Lord was displeased with David for attempting to number the people in Israel?
      - How was the plague upon Israel stayed?
    - b. Write an essay of two to three paragraphs summarizing what a Latter-day Saint can learn from the life of King David.