

New Testament, Religion 212
Independent Study

Lesson 1

Acts 1–8; 10–12

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 institute instructor or administrator. You may submit your work either electronically or on paper, handwritten or typed.

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Complete any four of the following assignments:

1. Acts 1–12. An Introduction and Overview

- a. Read the chapter summaries for Acts 1–8; 10–12 and the Bible Dictionary entry “Acts of the Apostles” (pp. 603–4). Make a list of several themes that the book of Acts emphasizes.
- b. From the chapter summaries for Acts 2–5; 8–10; 12 make a list of what Peter was doing in each chapter.

2. Acts 1. Special Witnesses of the Resurrected Savior

- a. Read Acts 1:1–11 and the Topical Guide entry for “Jesus Christ, Appearances, Postmortal” (pp. 241–42). List three additional scripture accounts of individuals or groups who became witnesses of the resurrected Lord Jesus Christ. Write the similarities between the scripture accounts you have selected.
 - Read Acts 1:1 and compare it to Luke 1:1–3. In writing, list who was the author of the Acts of the Apostles and why he wrote it.
 - Why do you think the doctrine of the Resurrection is so central to the preaching of these witnesses of Christ? (see 1 Corinthians 15:13–14).
 - Read 3 Nephi 27:13–14. Then describe in writing the relationship between Christ’s

Atonement, His death and resurrection, and His gospel.

- What did the Savior promise His followers just prior to His Ascension?
 - In what ways can you be a modern-day witness of Jesus Christ?
- b. From Acts 1:21–26 briefly describe in writing how a new Apostle was selected and what his qualifications needed to be. What additional information does the Bible Dictionary entry for “Apostle” (p. 612) include for the qualifications of an Apostle?

3. Acts 2. The Day of Pentecost

Read Acts 2 and the institute student manual commentary for Acts 2:1, “What Was the Day of Pentecost?” (pp. 243–44). Then respond in writing to the following items:

- Briefly describe the meaning of the day of Pentecost.
- List two or three of Peter’s teachings on this day.
- In what ways did Peter fulfill his role as a special witness of Jesus Christ?
- What gifts of the Spirit were manifest on the day of Pentecost?
- How did the people respond to what occurred on this day?

4. Acts 3–5. Peter and John Preached the Gospel

- a. Review the account in Acts 3:1–11 of the man lame from birth, and write answers to the following questions:
 - How did the man “lame from his mother’s womb” get to the temple?
 - How did the healing of the lame man help prepare the people for the preaching of Peter and John?
 - How was Peter’s response to this stricken man at the gate of the temple similar to the way the Lord sometimes answers our prayers?
 - How does what Peter told the man in verse 6 apply to you?

- b. Read Acts 3:12–18; 4:1–21, 33; 5:27–32, 40–42 and respond in writing to the following items:
 - Summarize the acts of Peter and John.
 - How did Peter and John respond to the threatenings of the Jewish leaders?
 - In what ways had Peter changed since the Crucifixion of Jesus Christ just a few months earlier?
- c. Read Acts 3:19–21 and the student manual commentary for Acts 3:19, “What Is Meant by the ‘Times of Refreshing’?”; Acts 3:21, “What Is Meant by the ‘Times of Restitution’?” (p. 245). Write a paragraph that explains how these verses support the idea of the Restoration of the gospel in the latter days.
- d. Read Acts 5:34–42. Write a paragraph describing the actions of the Jewish council as well as the actions of Gamaliel. How do Gamaliel’s words relate to Doctrine and Covenants 121:33?

5. Acts 7. The Martyrdom of Stephen

- a. Review Acts 6:6–8 and Acts 7:51–60. Then respond to the following items:
 - Write a summary of Stephen’s last words and what impressed you about them.
 - What do we learn about the Godhead from these verses?
- b. Compare Stephen’s death to Abinadi’s in Mosiah 17:7–20. List how they were similar. What impact do their final testimonies have upon you?

6. Acts 10. The Vision of Peter

- a. Read Acts 10:1–17; 11:1–18. Write answers to the following questions:
 - Who appeared to Cornelius and what was his message?
 - What was Peter’s reaction to the Lord’s command during his vision upon the housetop?
 - Why did Peter react the way he did?
 - Read Joseph Smith—History 1:30, 44, 46 and discuss why you think the Lord repeated the vision three times for Peter.

- b. Read Acts 10:18–36, 44 and answer the following questions:
 - When Peter clearly understood the meaning of the vision, what did he declare?
 - What does it mean that God is “no respecter of persons”?
 - How did the Holy Ghost assist the Jewish Saints in understanding that the blessings of the gospel were to be available to all people at that time?

7. Acts 12. Herod and Peter

Read Acts 12. Compare and contrast the two main characters. Complete the following chart:

	Herod, the King	Peter, the Prophet
What motivated each of them?		
How did they deal with others?		
How did God deal with them?		

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Lesson 2

Acts 9; 13–18

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Complete assignment 5 and any two of the other assignments:

1. Acts 9. Saul's Conversion

- a. Read Acts 7:58–8:1; 9:1–9 and write responses to the following items:
 - What happened that caused Saul to change from being a persecutor of the Saints to a follower of Jesus Christ?
 - What does the phrase “kick against the pricks” mean? (see Bible Dictionary, “Goads,” 681; institute student manual commentary for “Acts 9:5, “It Is Hard for Thee to Kick Against the Pricks” (pp. 258–59).
 - What evidences are there that Saul was immediately responsive to the Lord’s message?
 - Describe how regularly asking Saul’s question in Acts 9:6 could be a blessing to you.
- b. Read Acts 9:13–16 and write responses to the following items:
 - What is meant by the phrase “chosen vessel”?
 - Read Alma 13:3 and explain when Paul was “chosen.”
 - According to Doctrine and Covenants 121:34–36, 41–42 how can we live to make ourselves more available so the Lord could choose us if He wanted?

2. Acts 13–14. Paul's First Mission

- a. Using the map “Paul’s 1st Journey” found in the map section of the student manual (p. 218), list the name of the place Paul started this mission and four other cities he taught in.
- b. Read Acts 13:1–5 and outline in writing three points that could help a missionary who is discouraged.
- c. Read the Bible Dictionary entry for “Barnabas” and the student manual commentary for Acts 9:27, “Who Was Barnabas?” (p. 259). Write a paragraph describing Barnabas. What blessings and advantages do you see for the Lord sending missionaries out two by two?
- d. Read Acts 14:8–18. Explain in writing what happened to Paul and Barnabas. How did Paul and Barnabas respond to this praise and attention?
- e. Read Acts 14:19–22 and compare in writing the way the people treated Paul in these verses with how he and Barnabas were treated in Acts 14:8–13. How did Paul say we would enter the kingdom of God? How are both these experiences examples of the principle Paul taught in verse 22?

3. Acts 15. Looking to and Following Church Leaders

Read Acts 15:1–35; Bible Dictionary, “Circumcision” (p. 646); student manual commentary for Acts 15:1, “Certain Men Which Came Down from Judea” (p. 264); commentary for Acts 15:1, “Except Ye Be Circumcised After the Manner of Moses, Ye Cannot Be Saved” (pp. 264–65). Then write your answers to the following questions:

- In Acts 15 what was the issue that led to the council in Jerusalem?
- Whom did Church members look to for leadership regarding this issue?
- Who stood up first to answer the question?
- What was his calling in the Church? (see Matthew 16:16–19).

- Why is it important to allow the prophet to resolve doctrinal matters? (see D&C 28:2, 6–7).
- How did the rest of the Church learn the answer to the dispute?
- What was their reaction?
- What is necessary for people to willingly accept direction from Church leaders?

4. Acts 16; 18. Paul's Second Mission

- Trace Paul's second missionary journey from Bible Map 13. List the names of four cities he visited, to whom he later wrote epistles. Read Acts 16:6–10; 18:9–11. Write a paragraph explaining the different ways the Holy Ghost directed Paul and his companions during their journey. Write a second paragraph describing how the Spirit has directed your missionary efforts, and one way you could be more directed by the Spirit in your life.
- Read Acts 16:9–33. Make a list of the reasons Paul was able to preach the gospel so effectively. Then in writing answer the following questions:
 - In what ways did Paul turn his experiences into missionary opportunities?
 - What can you learn from Paul's missionary experiences?
 - How is the jailor an example of a true convert?
 - How does Mosiah 4:9–10 expand your understanding of Acts 17:30–31?
 - What can you do now to better prepare yourself to share the gospel, whether as a full-time missionary or a member?

5. Acts 17. Paul's Visit to Athens

- Read Acts 17:1–5, 10–15. Write a description of the different ways in which people responded to the message of the gospel. What phrase in these verses describes what the people of Berea did that the people of Thessalonica did not do that helped them more readily accept the gospel? Read 2 Nephi 32:3;

33:10; Alma 31:5 and explain in writing how our daily study of scripture affects so much else of what we think and do.

- Read Acts 17:16–28 and the student manual commentary for Acts 17:18, "What Are Epicureans and Stoics?" (p. 266). Briefly summarize the beliefs of the Epicureans and Stoics. Read the student manual commentary for Acts 17:15–34, "What Was the Significance of Paul's Visit to Athens?" (p. 266). Then write your answers to the following questions:
 - What gods did the Athenians know and not know?
 - How do 2 Nephi 9:28–29 and Colossians 2:8 relate to the practices of the Athenians?
 - What false gods do people worship today that cause them to forget the true and living God?
- Study Acts 17:26–27; Deuteronomy 32:8; student manual commentary for Acts 17:26, "Was Paul Teaching About the Premortal Existence When He Spoke of the 'Times Before Appointed'?" (p. 266). Most of the Christian world does not believe in a premortal life. Write a paragraph supporting the principle of a premortal life as taught in these verses and the words of President Harold B. Lee (1899–1973).
- Read Acts 17:28–29; Romans 8:16–17. Write two or three paragraphs about the doctrine taught in these verses and how it helps us better understand the true nature of God. Include in your writing an explanation of what difference it makes to understand that we are God's offspring and not just His creation.
- According to Acts 17:32 record how the people responded to Paul's teachings of the Resurrection. Write a paragraph using other scriptures from the Topical Guide that support the doctrine of the Resurrection.

Lesson 3

Acts 19–20; 1 Corinthians 1–3; 1 Thessalonians; 2 Thessalonians

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Complete any four of the following assignments:

1. Acts 19–20. Proper Authority and Ministering to the People

Study Acts 19:1–12; 20:7–12 and list five priesthood ordinances Paul performed. Answer the following questions in writing:

- What did Paul do for the Corinthian Saints because it hadn't been done right the first time?
- How does this help answer the question many nonmembers have about the need of being baptized when they have already been baptized?
- In what way did Paul bestow the gift of the Holy Ghost?
- On what day of the week did the Saints meet to break bread? What evidence is there in John 20:1, 19 for why the Sabbath day was changed?

2. 1 Thessalonians 1–2; 2 Thessalonians 1; 3. Counsel for Missionaries

A missionary shares his or her message with actions as well as with words. Read 1 Thessalonians 1:1–6; 2:1–13; 2 Thessalonians 1:11–12; 3:7–9 and make a list of Paul's actions that complemented his teachings. Write a paragraph explaining what missionaries could do in our day to act and teach in a godly manner.

What would be one way that you could apply these principles better in your life?

3. 1 Thessalonians 3–5; 2 Thessalonians 3:1–6, 11. Counsel for Members

- a. Read 1 Thessalonians 3:12–13; 4:1–12; 5:1–22; 2 Thessalonians 3:1–6, 11. Then compile a list of attributes Paul counseled members to improve upon.
- b. Select three attributes from your list and write plans of how you want to improve in each area.

4. 1 Thessalonians 4. The Resurrection

Study 1 Thessalonians 4:14–17 (and be sure to look at the JST changes in the footnotes); Doctrine and Covenants 88:96–102; 45:54 and answer the following questions in writing:

- Who will “rise first” to meet the Lord?
- Who in addition to the righteous dead will be caught up to meet the Lord?
- Where will they be caught up to?
- How will the righteous Saints participate in the Second Coming?
- Who will be resurrected *at* the Second Coming?
- How do the Joseph Smith Translation changes for 1 Thessalonians 4:15, 17 clarify what Paul taught about who would be alive when Christ comes again?
- Who will not survive the Second Coming?
- When will they be resurrected?

5. 2 Thessalonians 2:1–3. Apostasy and the Second Coming

Read 2 Thessalonians 2:1–3; Amos 8:11–12; Ephesians 2:19–20; Matthew 24:9–12, 24; 1 Timothy 4:1–3; institute student manual commentary for 2 Thessalonians 2:3, “What Is the ‘Falling Away’ Which Must First Take Place Before the Second Coming?” (p. 276). Then write a report from these sources about the Apostasy. Conclude your report with an explanation about why the principle of the Apostasy is so critical for the restored Church. Include additional insights

that come from the JST changes in 2 Thessalonians 2:1–3.

you could implement them more into your own teaching opportunities, such as in your calling or as a home teacher or visiting teacher.

6. 1 Corinthians 1–2. The Wisdom of the World versus the Wisdom of God

- a. Read 1 Corinthians 1:9–13. Define in writing the problem Paul recognized in the members of the Church at Corinth.
- b. Study 1 Corinthians 1:17–2:16. Describe in writing how Paul said his teachings differed from the teachings of the Jews and the Greeks.
- c. Read the student manual commentary for 1 Corinthians 1:26–31, “God Hath Chosen the Weak Things of the World to Confound the Things Which Are Mighty” (pp. 283–84); 1 Corinthians 2:1–8, “My Speech and My Preaching Was Not with Enticing Words of Man’s Wisdom” (p. 284). List several reasons why Paul’s style of teaching was preferable to that of the Jews and Greeks of his day.
- d. Choose three of Paul’s teaching methods from 1 Corinthians 1–2 and describe in writing how

7. 1 Corinthians 3:1–17. “Ye Are the Temple of God”

- a. Read 1 Corinthians 3:1–11. List the principles from these verses that would help you be a better teacher in the gospel. What would be the danger in teaching more advanced doctrines before teaching basic doctrines? List some principles that would be helpful in building the kingdom of God. How would the principles of John 7:16 apply to these verses?
- b. In 1 Corinthians 3:16–17 Paul taught the Saints that the Church is the “temple of God” where the Spirit can be found. Make a list of ways you have felt the Spirit of the Lord at church. What could you do in preparing for the Sabbath to more frequently feel the Spirit at your meetings?

Lesson 4

1 Corinthians 4–16

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Complete assignment 9 and any two of the remaining assignments:

- 1. 1 Corinthians 4:2, 9–17; 8:9–13. The Impact of Example**

Write what is required of the servants of the Lord according to 1 Corinthians 4:2. Read 1 Corinthians 4:9–17 and name the group specifically selected to be examples. How does being a good example apply to more than this group? Read Alma 39:11–12 and explain why it is not enough just to know what is right. Read 3 Nephi 8:1 and describe what additional power comes to those who live what they know.
- 2. 1 Corinthians 5. Avoiding Sin**
 - Read the institute student manual commentary for 1 Corinthians 5:1, 11, “Did Paul Use the Word *Fornication As We Use It Today?*” (p. 288). Write a few sentences comparing the moral condition of ancient Corinth with the moral condition of our day.
 - Read 1 Corinthians 5:7–13. Describe in writing what Paul suggested the Saints do to be protected against sin. How do the Savior’s teachings in Matthew 5:29–30 apply to these principles?
- 3. 1 Corinthians 6:6–20. True Saints**
 - As you read 1 Corinthians 6:6–12, list at least 10 sins that Paul condemned. Read Isaiah 5:20 and identify what Isaiah warned against. From the list of sins you made, make a second list of those sins that some groups would not consider to be a sin today. What did Paul counsel us to do to overcome these sins?
- 4. 1 Corinthians 7; 11:11. Missionaries and Marriage**
 - Read the student manual commentary for Corinthians 7:25–40, “Paul’s Views on Marriage in Light of the Inspired Version” (p. 290). Then read the chapter summary for 1 Corinthians 7 and write a sentence identifying who Paul was speaking about. Read 1 Corinthians 7:1–16; Doctrine and Covenants 4:2, 4. Compare in writing why Paul would not want missionaries to be married with the principles taught in Doctrine and Covenants 4:2, 4. Then explain in writing how Paul’s teachings here could apply to even a girlfriend or boyfriend waiting for a missionary in full-time service. What did Paul teach that would help missionaries encourage someone who is interested in joining the Church but hesitant because their spouse is not interested?
 - Read 1 Corinthians 7:7–8 and the last paragraph of the student manual commentary for 1 Corinthians 7:7, “Was the Apostle Paul a Married Man?” (p. 289). Some people consider celibacy to be superior to marriage and use Paul to justify their false ideas. Explain in writing what President Spencer W. Kimball (1895–1985) taught in the reference above that helps better understand these verses. Then read 1 Corinthians 7:3; 11:11; Ephesians 5:21–33; Colossians 3:18–21; 1 Timothy 3:2; and the rest of the student manual commentary for 1 Corinthians 7:7, “Was the Apostle Paul a Married Man?” (p. 289). From the references you have just read, write one to two paragraphs about what Paul wrote that promotes marriage.

5. 1 Corinthians 9. Being Influential for Good in the Lives of Others

Read 1 Corinthians 9:1, 16, 20–23 and the student manual for 1 Corinthians 9:22, “I Am Made All Things to All Men” (p. 291). Briefly explain in writing what position Paul held in the Church and what his corresponding responsibility was. Describe what Paul taught in these verses that can be an effective tool for becoming truly influential in persuading others to do good or know the truth.

6. 1 Corinthians 10. How Christ Helps Us Overcome Sin

Read 1 Corinthians 10:1–14. Describe in writing various ways in which Jesus Christ is like a “Rock” (see Topical Guide, “Rock,” 438). Consider the many sins Paul listed and the many sins in the world today and explain why the promise of verse 13 is so reassuring. Why did Paul discuss Christ as a “Rock” in the same verses where he issued this promise in verse 13? How does Alma 13:28 expand our understanding of what Paul taught in 1 Corinthians 10:13?

7. 1 Corinthians 10–11. The Sacrament

Study 1 Corinthians 10:16–21; 11:20–29 and compare it with 3 Nephi 18:6–11, 28–29. Then respond in writing to the following items:

- Read Luke 22:19 and identify the important word Luke used in describing the sacrament that Nephi also used but Paul did not.
- What is different between what is taught in 1 Corinthians 11:27–29 and 3 Nephi 18:28–29 with regard to the counsel about when not to partake of the sacrament?
- What did Paul teach that explains why we don’t want to partake of the sacrament unworthily?
- What can you do to make the sacrament a more meaningful experience in your life both on Sundays and during the week?

8. 1 Corinthians 12–14. Gifts of the Spirit

As you study 1 Corinthians 12–14, respond in writing to the following items:

- What is taught about members in 1 Corinthians 12:13–22; Doctrine and Covenants 84:109–10 that could help those who feel insignificant in their callings?
- Of all the spiritual gifts spoken of by Paul, which spiritual gift did he identify as “more excellent”?

- Draw two columns. Label one “Charity Is,” and the other “Charity Is Not.” As you read 1 Corinthians 13:1–8, 13, list phrases from the scriptures under the appropriate heading.
- Identify an attribute of charity that you feel a need to develop more fully. Develop a plan to increase in this area. What parts of Moroni 7:45–48 could be included in your plan?
- Summarize what is taught about speaking in tongues in 1 Corinthians 14; student manual commentary for 1 Corinthians 14:26–40, “What Are Some Things We Should Know in Relation to Speaking in Tongues?” (p. 297).

9. 1 Corinthians 15. The Resurrection

- a. There are several doctrines about the Resurrection taught in 1 Corinthians 15 that are misunderstood or completely absent in many other Christian churches. Read 1 Corinthians 15 and answer the following questions in writing:

- Who was “the firstfruits of them that slept” and what does that phrase mean?
- Who are listed in these verses as being witnesses of the Lord’s Resurrection?
- According to Matthew 27:52 who else have been resurrected?
- According to what Paul taught in these verses, who else will be resurrected?
- Some of the Corinthians did not believe in the Resurrection. What did Paul use as evidence of the Resurrection that was common practice then but today is literally nonexistent in the Christian world outside the restored gospel?
- What did Paul teach about the differences in resurrected bodies?
- How does knowing this help to explain God’s justice and mercy?
- What additional insights do you gain about the celestial kingdom from Doctrine and Covenants 131:1–4?
- What does 2 Nephi 9:6–9 tell us would have happened to all of us had there been no resurrection?

- b. What words from 2 Nephi 9:10–13 describe feelings of gratitude for the Resurrection?

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Lesson 5

2 Corinthians; Galatians

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Complete assignments 1, 7, and any two of the remaining assignments:

1. 2 Corinthians 1; 4; 11–12. God Comforts Us in Tribulation

- Read 2 Corinthians 1:3–5; 4:5–17; Hebrews 12:6–7. Write why Paul and Timothy were able to avoid despair despite being troubled, perplexed, persecuted, and cast down.
- Explain in writing how the teachings in 2 Corinthians 4:17–18 can help during your tribulations (see also D&C 121:7–8).
- Read 2 Corinthians 11:24–31; 12:7; institute student manual commentary for 2 Corinthians 11:24, “What Was It Like to Be Scourged by the Jews?” (pp. 304–5); commentary for 2 Corinthians 12:7–9, “There Was Given to Me a Thorn in the Flesh” (p. 305). In one or two paragraphs, list the similarities you know of between Paul’s life and the life of the Prophet Joseph Smith as described in Doctrine and Covenants 127:2.
- Read 2 Corinthians 12:7–10; Jacob 4:7; Ether 12:27; Bible Dictionary, “Grace” (p. 697). Write a paragraph detailing the role that grace plays in overcoming our tribulations.
- Write a few sentences of how the Lord answered Paul’s prayer in 2 Corinthians 12:7–10. Read Mosiah 24:13–15 and describe in writing what the Lord did to bless the lives

of the people experiencing great tribulation without taking away their tribulation. How could that experience help you as you seek the Lord for help in your times of tribulation?

2. 2 Corinthians 2:1–11. Forgiveness

Study 2 Corinthians 2:1–11; Matthew 6:14–15; Doctrine and Covenants 64:9–10. Then respond to the following questions:

- What were the people of Corinth commanded to do “if any have caused grief”?
- What blessings do we see if we forgive?
- What is the danger in failing to forgive?

3. 2 Corinthians 3:1–3. Written “in Fleishy Tables of the Heart”

In addition to 2 Corinthians 3:1–3, read Mosiah 12:27; 13:11; Jeremiah 31:33; 1 Nephi 19:23. Explain in writing your answers to the following questions:

- What does it mean to have a doctrine or a commandment written “in fleshy tables of the heart”?
- How do others see what is written in our hearts?
- According to John 7:17 and Moroni 7:48, what are two ways to have a commandment or doctrine of the Church written on the fleshy tables of our hearts?
- What is a doctrine that is written on the fleshy tables of your heart? What did you do to get it there?

4. 2 Corinthians 3–7; 12. Use the Spirit to Come to the Lord

- Read 2 Corinthians 3:6. Complete this sentence: “The spirit giveth _____.” Knowing what the Spirit gives us, write a description of where death comes from (see Romans 6:23). What then is needed to bring the Spirit into our lives?
- Write a sentence or two on how applying what is taught in each of the following references brings us closer to God and gives us more freedom from Satan:

- 2 Corinthians 4:6–10
- 4:14–18
- 5:7–10
- 5:17–21
- 6:14–17
- 7:1, 9–10
- 12:9–10

5. 2 Corinthians 6:11–18. Be Separate from the World

Read 2 Corinthians 6:11–18. Then write a brief explanation of the meaning of each of the following phrases as well as an example for each of the following statements:

- “Be ye not unequally yoked together with unbelievers.”
- “Come out from among them, and be ye separate.”
- “Touch not the unclean thing.”

6. 2 Corinthians 5; 7; 10. Godly Sorrow

Study 2 Corinthians 5:10, 17; 7:8–11; 10:3–5, 17–18 and the student manual commentary for 2 Corinthians 7:8–10, “For Godly Sorrow Worketh Repentance to Salvation Not to Be Repented Of” (p. 304). Explain in writing the difference between someone feeling sad because they were caught and feeling sad that they sinned. What words from Alma 36:11–16 help to express feelings of godly sorrow?

7. Galatians 1–4. Becoming Heirs of the Promise

a. Read Galatians 1–2 and the student manual commentary for Galatians 1:8–9, “Those Who Would Introduce False Teachings into the Church” (p. 310); commentary for Galatians 2:11–21, “How Could Paul, an Apostle, Correct Peter, the President of the Church?” (pp. 310–11). Then write your answers to the following questions:

- What was Paul’s primary concern for the Saints in Galatia?
- According to Galatians 1:8–9, what should we avoid? How could the principles in Moroni 7:12–13 help us do that? What are some good examples today of some “other gospel” philosophies that take people from true principles?

- Why are the teachings of men often more pleasing to some people than the teachings of the Savior?
- How did Paul refer to Peter (Cephas), James, and John in Galatians 2:9?
- How does Doctrine and Covenants 107:22 apply to Galatians 2:9?

- b. Read Galatians 2:16–21. If you have access to the Internet, read “Justification” in Guide to the Scriptures (see <http://scriptures.lds.org/en/gsj/50>). Explain in writing how valuable being justified would be to you and what you plan to do to be justified.
- c. Read Galatians 3:14–29; 4:1–7. Paul taught that we can be the seed of Abraham, heirs according to the promise, heirs of God through Christ. Look up the word *heir* in the Topical Guide (pp. 206–7). Read 10 of the references listed, and write one or two paragraphs on what it means to be an “heir of God.”

8. Galatians 5. Lusts of the Flesh versus Fruits of the Spirit

Study Galatians 5:13–26. Then explain in writing what these verses say about how to better enjoy the fruits of the Spirit rather than works of the flesh.

9. Galatians 6. As Ye Sow, So Shall Ye Reap

- a. Rewrite Galatians 6:8 in your own words.
- b. Read Mosiah 18:8–10; Doctrine and Covenants 1:10; 58:26–27. List the verses in Galatians 6 under each column that corresponds with the appropriate topic:

	Mosiah 18:8–10	D&C 1:10	D&C 58:26–27
Galatians 6			

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Independent Study

Lesson 6 Romans 1–8

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

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Complete assignments 2, 5, and one of the remaining assignments:

1. Romans 1. The Gospel of Christ Is the Power of God unto Salvation

- a. Read Romans 1:3–4; Luke 1:31–32; 3:23–31. Explain in writing how Jesus Christ is both the son of David and the Son of God. If the Lord is both heir to the king (David) and to God, then in what ways can the Lord rightfully reign? Being the son of David, He was mortal; being the Son of God, He was immortal. Read John 10:17–18 and explain why it was essential for the Savior of the world to be both mortal and immortal.
- b. Read Romans 1:15–20 and answer the following questions in writing:
 - How did Paul feel about the gospel?
 - In what ways can you show you are not ashamed of the gospel of Jesus Christ?
- c. Read Romans 1:21–32. Then respond to the following items:
 - Make a list of the people’s sins by using the verses and the footnotes.
 - Place a checkmark next to the sins on your list that are still a problem today.
 - What reasons were given for why people commit these sins?

- What does it mean in verse 25 when Paul said that people “worshipped and served the creature more than the Creator”?

2. Romans 2–5. Faith, Grace, and Works

- a. Read the institute student manual commentaries that summarize the relationship between faith, grace, and works: “What Are Some of the Significant Contributions of Romans?” (p. 316); Romans 3:1–31, “Man Must Be Justified by Grace” (p. 319); Romans 4:4, “Eternal Life—a Gift or a Wage?” (pp. 319–20); Points to Ponder, “Man Is Justified by Faith Through the Grace of God” (pp. 320–23). Then read the Bible Dictionary entry “Grace” (p. 697).
- b. Faith, grace, and good works all play a part in our salvation. As you read Romans 2–5, fill in the following chart with statements from the verses that help you understand these topics; be sure to record the verses where you found your responses:

Faith and Grace	Good Works

- c. Why do you think Paul chose Abraham as a model of faith? (see Romans 4:17–25).
- d. How does Romans 4:19–22 apply to your life?
- e. Read Romans 5:12–14. In what ways did Adam’s Fall affect each of us? How did Paul answer the question of why a Savior is needed for all mankind?
- f. Considering what you have studied about faith, grace, and good works, why is 2 Nephi 25:23 so helpful in understanding their relationship?

3. Romans 6. Baptism

- a. Read Romans 6:1–13 and answer the following questions in writing:
 - What must be done with sin before baptism can occur?
 - What events from Christ’s life are symbolized in baptism?
 - Considering this symbolism, why couldn’t someone be baptized by sprinkling?
 - What do these verses teach us about how we can maintain the “newness of life”?
 - According to Mosiah 3:19, what part of us would ideally die at baptism?
- b. Study Romans 6:14–23. Write a paragraph that describes how we know whose servant we are. Then write a statement identifying the true source of freedom.

4. Romans 7–8. Christ Brings Life and Peace

Study Romans 7:1–8:13 and give particular attention to the various Joseph Smith Translation changes made in these verses. Then respond in writing to the following items:

- Who was symbolized by the husband and the wife in Romans 7:1–6?
- Briefly summarize the analogy Paul used with the husband and the wife.
- Paul posed an important question in Romans 7:24. How did Nephi respond to this thought in 2 Nephi 4:17–35?
- According to Romans 8:6, what leads to death and what leads to life and peace?

How does Doctrine and Covenants 59:23 relate to these verses? Think of one way you could be more spiritually minded. With this goal in mind, write a brief plan for how you will improve in this area.

5. Romans 8:13–39. Joint Heirs with Christ

- a. Read Romans 8:13–18; Doctrine and Covenants 84:38; 132:19–21. Also read the student manual commentary for Romans 8:17, “What Does Paul Imply When He Says, ‘We Shall Be Joint-Heirs with Christ’?” (p. 326); Points to Ponder, “Men May Obey the Gospel and Become Like God the Father” (pp. 326–27); Points to Ponder, “An Heir Is One Who Inherits” (p. 329).
 - What is the dictionary definition for the word *heir*?
 - From what you read and from Doctrine and Covenants 84:35–38, what will heirs of God receive?
 - What additional understanding about this principle comes from Philippians 2:3–6?
 - According to Mosiah 2:41, what blessings will we receive in mortality while we are striving to become worthy of receiving all that Heavenly Father has?
- b. Identify in writing what help the Lord promises us in Romans 8:35–39. Write your testimony about a time in your life when you experienced this principle.

Lesson 7

Romans 9–16; Acts 21–26; Colossians

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Complete assignments 3, 4, and one of the remaining assignments:

1. **Romans 9–11. Righteousness and Faith**
 - a. Read Romans 2:13–15, 28–29; 9:6–8, 21–25. Explain in writing how Paul used these verses to teach that it is not enough to be born into the Church or into the seed of Abraham to receive exaltation. How does 2 Nephi 30:2; Alma 5:14, 19, 26 help you understand Paul’s teachings? How do we become children of the promise?
 - b. Read Romans 9:9–13 and the institute student manual commentary for Romans 9:11, “How Does the Law of Election Operate?” (p. 332); commentary for Romans 9:13, “Did the Lord Hate Esau?” (pp. 332–33). Esau was born through the righteous lineage of Abraham and Isaac. Write a paragraph describing how Paul used the example of Jacob and Esau to teach the doctrine of election or foreordination.
 - c. Read Romans 10:1 and describe what Paul’s “heart’s desire” and “prayer to God for Israel” was. How did Paul’s desire compare to Nephi’s intent in 1 Nephi 6:4 or Enos’s stated desire in Enos 1:9?
 - d. Read Romans 10:9–13 and the student manual commentary for Romans 10:9–10, “Can One Achieve Salvation Simply by Confessing with the Mouth?” (p. 333). Then describe in writing what Paul taught was necessary in addition to confessing with our mouths.
2. **Romans 12–16. Live as Saints Should Live**
 - a. Read Romans 13:11 and look for what is “nearer.” Read Ezekiel 3:20; Doctrine and Covenants 14:7 and explain in writing what we must continue doing to work out our salvation.
 - b. In Romans 12–13 Paul gave much counsel that leads to salvation. Read each of the following verses and list what Paul taught would help lead to salvation:
 - Romans 12:1
 - Romans 12:2
 - Romans 12:9
 - Romans 12:13
 - Romans 12:16
 - Romans 12:21
 - Romans 13:1
 - Romans 13:3
 - Romans 13:8
 - Romans 13:9
 - c. Read Romans 14:1–13; 15:1–3. Then write answers to the following questions:
 - What cautions did Paul give about judging?
 - People may have different opinions and practices, but what is most important to
- e. Read Romans 10:17 and write a statement about where faith comes from. Describe a time in your life when hearing or reading the “word” strengthened your faith.
- f. Paul taught that the natural branches of the olive tree represent the Jews and the wild branches represent the Gentiles. Read Romans 11:2, 5–24 and the student manual commentary for Romans 11:17–24, “The Grafting in of the Wild Olive Branches” (p. 334). Then answer the following questions:
 - How does Jacob 5:16–18 help in understanding why it was necessary to graft wild branches into the olive tree?
 - What do these verses along with Jacob 5:47; 6:4 teach you about the Lord and His dealings with His children?

remember? What additional insight comes from reading Doctrine and Covenants 38:25–27?

- d. Read Romans 15:25–26, 31; 16:2, 15. Write the term Paul frequently used to refer to members of the Church in his day.

3. Acts 21–28. Paul’s Example of Courage and Conviction

- a. After three successful missionary journeys that took him into many lands, Paul returned to Jerusalem even though he knew it was dangerous to do so. Read Acts 21:10–14, 22–25, and answer the following questions in writing:

- Who was Agabus? (see also Acts 11:28).
- What did Agabus prophesy concerning Paul?
- How did Paul respond?
- What consequences did Paul know would come if he followed the Spirit’s direction to go to Jerusalem?
- How did Paul’s friends react to his commitment?
- How did this demonstrate Paul’s commitment to Christ?

- b. Study Acts 21:26–26:32 and write answers to the following questions:

- What did Paul do that led to his arrest?
- What did the Lord say when He appeared to Paul following Paul’s examination by the Sanhedrin? How has the Lord helped you “be of good cheer” during difficult times?
- What did Paul say that caused Felix to tremble?
- Why didn’t Felix let Paul go?
- What happened when Paul “appealed unto Caesar”?
- Review Acts 26 and compare the differences in the reactions of Festus (a Roman) and Agrippa (a Jew) to Paul’s testimony. Which of them said, “Almost thou persuadest me to be a Christian”? What prevents people today from fully accepting the truth when they hear it?
- In which situation that you read about do you think Paul demonstrated the greatest courage? Why did you choose this example?

- Who do you know who has the courage to stand up for what he or she believes even in the face of opposition? Read the student manual Points to Ponder section “You Can Prepare to Act with the Same Courage That Paul Exhibited in Presenting the Message of Jesus Christ” (pp. 346–47). Write a paragraph explaining what you could do to develop that kind of courage.

- c. Acts 27–28 recounts how Paul took many opportunities to teach and bless others because of his faith and courage. After reading these chapters, write your answers to the following questions:

- What happened when the master of the ship rejected Paul’s counsel?
- What motivated the centurion to disregard Paul’s counsel?
- Why do some people occasionally disregard our Church leaders’ counsel? What have you experienced that has helped you know of the importance of following Church leaders’ counsel?
- How does 2 Nephi 9:20; Amos 3:7 help explain how Paul could know that all of the passengers would arrive on land safely even though the ship would be destroyed in the storm? How was this prophecy fulfilled? How did Paul use his priesthood power while on the island of Melita? What does this incident suggest about the purpose of priesthood power?

- d. Read Acts 28:16–31 and the student manual commentary for Acts 28:16–31, “What Do We Know Concerning Paul’s Activities While He Was Imprisoned in Rome?” (p. 343). Describe in writing what we know about Paul’s imprisonment in Rome. How did he turn this trial to his advantage? What can we learn from Paul about being a faithful witness of Jesus Christ?

4. Colossians 1–4. Becoming New Creatures in Christ

- a. Make a list of names, titles, and phrases used by Paul in Colossians 1:13–2:7 to describe the Savior. What did Paul teach that Jesus Christ has done for us? What do these verses teach about the responsibilities we have to receive the blessings of the Lord?

- b. Write Helaman 5:12 next to Colossians 2:7 in the margin of your scriptures. After reading these two scriptures, write a paragraph explaining what it means to be “rooted and built up in him, and stablished in the faith.”
- c. Read Colossians 2:8, 18 and the student manual commentary for Colossians 2:18–19, “What Does Paul Mean by the Worshipping of Angels?” (p. 345). List at least four means of deception Paul warned the Saints about in Colosse. What does 2 Nephi 9:28–29 add to what Paul warned?
- d. Read Colossians 3 and make a list of what we should “put on” and “put off” or “mortify.” Make a chart like the following one and place your findings in the corresponding column:

- e. Read Colossians 3:15–21 and identify in writing several ideas that would help families live in greater harmony. Then answer the following questions in writing:
 - What specific counsel did Paul give to children, parents, husbands, and wives?
 - What did Paul teach about the importance of hymns?

Things We Should Seek After or “Put On”	Things We Should “Mortify” or “Put Off”

Lesson 8

Ephesians; Philippians; 1 Timothy; Philemon

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Complete assignment 1 and one of the remaining assignments:

1. Ephesians 1–6. Counsel to the Ephesians

- a. Read the Bible Dictionary entry entitled “Analysis of Ephesians” (“Pauline Epistles,” p. 746). Identify in writing major issues the Apostle Paul addressed to the Saints from Ephesus. Read the chapter summaries for Ephesians. Identify four doctrines or teachings that are part of the restored gospel of Jesus Christ today. For each doctrine you identify, write a few sentences on why that doctrine or teaching is still needful today.
- b. Read Ephesians 1 and the institute student manual commentary for Ephesians 1:3–4, “On What Basis Did the Lord Choose His Saints Before the World Was?” (p. 350); Ephesians 1:5, 11, “Why Does Paul Say We Are Predestined?” (pp. 350–51). Write your answers to the following questions:
 - What did President Joseph Fielding Smith say premortal foreordinations were based upon? (see also Abraham 3:22–23).
 - Paul identified the latter days as the “dispensation of the fulness of times” (Ephesians 1:10). What does Ephesians 1:10; Doctrine and Covenants 27:13; 121:26–28 explain will happen during the “dispensation of the fulness of times”?
 - How does Doctrine and Covenants 132:7 and 76:53 help in understanding the importance of being “sealed by the Holy Spirit of promise”? (see also 132:13–14).
- c. Read Ephesians 2:14–22 and the student manual commentary for Ephesians 2:20, “How Is Jesus the Chief Cornerstone?” (pp. 350–51). Compare Ephesians 2:12 and Ephesians 2:19 by responding in writing to the following items:
 - According to Ephesians 1:19–22; Doctrine and Covenants 58:22, why should we “subject” ourselves unto Jesus Christ in mortality?
 - How does Jacob 4:14–16 relate to the important role of the Savior as a foundation “stone”?
 - List the words Paul used to describe the changes that took place in those who had made the Savior the “chief cornerstone” in their lives.
 - How have you seen these same changes in yourself or others?
- d. Ephesians 4 answers many questions, including the purpose of the different callings in the Church. Briefly respond to the following questions using Ephesians 4:11–14:
 - What are the reasons given in these verses for why we have Church officers, leaders, and teachers?
 - Using the footnotes and the Bible Dictionary, what is the definition of an apostle, prophet, evangelist, pastor, and teacher in the Church today?
 - In what ways have you been blessed by the service of Church leaders and teachers?
- e. Read the promise by President Spencer W. Kimball (1895–1985) in the student manual commentary for Ephesians 4:14, “That We Henceforth Be No More Children, Tossed To and Fro . . . with Every Wind of Doctrine” (p. 351). Describe in writing what blessings come to those who follow the counsel and teachings of the First Presidency and the Quorum of the Twelve Apostles.
- f. Read Ephesians 4:21–5:4. From these verses make a list of ways true disciples of Jesus

Christ can effectively “put off . . . the old man” (v. 22) and “put on the new man” (v. 24). Read Mosiah 3:19 and determine what could you add to your list.

As you read Ephesians 5:22–6:4, look for the responsibilities of husbands, wives, and children. List these responsibilities in the appropriate column in the following chart:

Responsibilities of Husband and Father	Responsibilities of Wife and Mother	Responsibilities of Children

- g. Study and compare Doctrine and Covenants 27:15–18 with Ephesians 6:11–17. Read the student manual commentary for Ephesians 6:11, “What Does It Mean for a Latter-day Saint to Put on the Whole Armour of God?” (pp. 353–54). List each piece of armor and explain what it represents. What purposes and advantages did Paul give for having the armor of God? Describe in writing what piece of armor you feel is most critical for you right now in your life and how you could strengthen that quality more in your life.

2. Philemon 1. The Gospel Can Change a Servant to a Brother

Read Philemon 1:1–23, the student manual commentary for “Significant Contributions of Philemon” (p. 354), and the Bible Dictionary entry entitled “Epistle to Philemon” (“Pauline Epistles,” p. 746). Answer the following questions in writing:

- What insights into Paul’s character did you gain through his short letter to Philemon?

- What can you learn from this epistle about the gospel’s power to transform human relationships?
- How could Doctrine and Covenants 64:9–11 apply to Paul’s counsel to Philemon?
- How did Paul show respect for Philemon’s agency? What did Paul hope Philemon would do?
- How did Paul show his commitment to Onesimus’s welfare?

3. Philippians 1–4. Find Solutions in the Scriptures to Life’s Challenges

For each of the following common challenges, write the counsel from Philippians that you would use to resolve it:

- People sometimes argue and complain over petty matters in church meetings or throughout the week (see Philippians 2:1–8, 14–15).
- Many youth feel that their parents’ testimony is sufficient for them. Since they have good parents, they rely on them for all their spiritual strength (see Philippians 2:12–15; student manual commentary for Philippians 2:12, “Work out Your Own Salvation with Fear and Trembling” [pp. 361–62]).
- An investigator is considering joining the Church, but his family will no longer associate with him if he does (see Philippians 3:7–16; 4:13).
- How is this writing assignment an example of the principle taught in 2 Nephi 32:3?

4. 1 Timothy 1–6. “Be Thou an Example of the Believers”

- Read 1 Timothy 2:9–10 and describe in writing what Paul said about dress standards. How does Doctrine and Covenants 61:18, 36 help us understand that what Paul taught applies to both men and women? Study Moses 6:9; Mosiah 2:37; Alma 41:2. Then list three reasons our bodies could be considered sacred. How does understanding that our bodies are sacred help us know why they should be covered modestly? What is mentioned in Alma 1:32 that relates to the other concern Paul mentioned about dress? What can you do to apply these principles in your life?
- List the evidences Paul mentioned in 1 Timothy 4:1–5 that an apostasy would not

- only come in the future, but that some people were already practicing false doctrines.
- c. How could Paul's counsel to Timothy in 1 Timothy 4:12 be used to strengthen a new missionary or a young person called to serve in any responsibility?
- d. Read 1 Timothy 6:7–11 and answer the following questions:
- What did Paul teach about the love of money?
 - In what sense is the love of money the “root of all evil”?
- e. What guidelines are given in 1 Timothy 6:17–19; Jacob 2:18–19 that when followed can help ensure that you do not focus too much on money or material wealth?

Lesson 9

2 Timothy; Titus; Hebrews 1–7

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Complete four of the five assignments:

1. 2 Timothy 1:1–10. Paul’s Affection for Timothy

- a. Read the institute student manual commentary for “The Second Letter to Timothy” (p. 374) and “Background Information” (pp. 374–75). Then read 2 Timothy 1:1–7; Moroni 8:3; 9:6, 22, 25. Compare in writing how Paul’s feelings for Timothy were similar to those Mormon expressed to his son Moroni by answering the following questions:
 - What parallels are there in the counsel and expressions given by both Paul and Mormon?
 - Why do you think Paul noted Timothy’s grandmother’s and mother’s faith?
 - What assurance did Paul give Timothy about “the spirit of fear”? How can this counsel and assurance help you in your life?
- b. Read 2 Timothy 1:15–18. Why did Paul love and bless the “house of Onesiphorus” with the Lord’s mercy? What did Paul bless him with? Read Matthew 25:35–40 and write a sentence describing what you could do today to receive similar blessings from the Lord. How does Matthew 11:29–30; Jacob 1:8 help you better understand what the “chain” is (yoke or cross) that Paul spoke of in 2 Timothy 1:16?

2. 2 Timothy 1–4. Paul’s Final Counsel to Timothy

- a. Make a chart like the one below. Read 2 Timothy 1:7–13; 2:1–26; 3:10–17; 4:1–8. As you read, fill in the chart with (1) examples of what Paul did to demonstrate faithful discipleship and (2) counsel Paul gave to Timothy that would help him have strong faith in the midst of apostasy.

Paul’s Example of Faithful Discipleship	Paul’s Counsel to Timothy

- b. List the counsel Paul gave to Timothy that is of most value to you. How can you use that counsel to improve?
- c. Read 2 Timothy 1:15; 2:17–19; 4:3–4, 10, 14. Describe in writing what evidence Paul gave that a general apostasy had already begun in his day.
- d. Compare 2 Timothy 3:1–7 to 2 Nephi 28:3–9; Doctrine and Covenants 1:15–16. Write one or two paragraphs about how perilous times and signs of apostasy are also evident in our day. How can you protect yourself against these evils?
- e. Share in writing one way you have experienced the truthfulness of 2 Timothy 3:16–17.

3. Titus 1–3. Epistle of Obedience

- a. Read Titus 1:1–5 and the Bible Dictionary entry for “Titus” (pp. 785–86). Write a paragraph about who Titus was and what

responsibility he had toward the Saints living in Crete.

- b. List the attributes of a bishop found in Titus 1:6–9; 1 Timothy 3:1–7.
- c. Read Titus 1:10–16 and the student manual commentary for Titus 1:12, “The Nature and Character of the Cretans” (p. 373). Make a list of the problems Paul identified that existed among the Saints in Crete.
- d. Read Titus 2–3. Then write your answers to the following questions:
 - In Titus 2:1 what did Paul encourage Titus to speak of?
 - What impact did Paul say sound doctrine would have upon the aged?
 - How could that also apply to the young?
 - How can the counsel given in Titus 3:2–5 help us be patient with new members of the Church?
 - What role does the Lord’s grace play in our salvation? Read Titus 3:5–7; 2 Nephi 2:6–8; 10:24; Moroni 6:4; 10:32–33; Doctrine and Covenants 45:3–5.
- e. Read Titus 3:9 and the student manual commentary for Titus 3:9, “Why ‘Avoid Foolish Questions, and Genealogies, and Contentions, and Strivings About the Law’?” (p. 374). Write a definition for what is meant by foolish questions and genealogies. Write a paragraph about how you could stay grounded in “sound doctrine” (Titus 2:1) and “avoid foolish questions, and genealogies, and contentions, and strivings about the law.”

4. Hebrews 1–2. Jesus Christ Is Greater than Angels

- a. Refer to “Epistle to the Hebrews” in the Bible Dictionary (pp. 746–47). Read the first paragraph and the “Analysis of Hebrews” 1–5. Make a list of what Jesus Christ is superior to.
- b. Read Hebrews 1. Make a list of three truths Paul taught about the Savior Jesus Christ.
- c. Read Hebrews 2:7–18; 4:13–16; Alma 7:11–15; Doctrine and Covenants 122:8. In writing describe how these scriptures explain reasons the Son of God came to earth to experience mortality.

5. Hebrews 3–4. Entering into the Lord’s Rest

Read Hebrews 3:8–4:16 and the student manual commentary for Hebrews 3:11, “What Does It Mean to Enter into the ‘Rest’ of the Lord?” (p. 383). Write answers to the following questions:

- What group of people were refused entrance into the Lord’s rest?
- What sins caused them to forfeit this privilege?
- How does Doctrine and Covenants 84:23–24 help define what is the Lord’s rest?
- What sins did Paul repeatedly warn against so as not to incur the same punishment?
- How do you think the warnings in Hebrews 3:12–15 apply to us?
- List the counsel found in Hebrews 4 that will help a person enter into the rest of the Lord.
- How do Matthew 7:21–23; John 7:17; James 1:22 help in understanding how the word needs to be “mixed with faith”? (Hebrews 4:2–3).

6. Hebrews 5–7. Jesus Christ Is Greater than Melchizedek

- a. Read Hebrews 5:4; Numbers 27:18, 23; Doctrine and Covenants 42:11; Articles of Faith 1:5. From these verses describe in writing the Lord’s approved pattern for how someone comes to be a priesthood leader. How do we know who has authority in the Church today?
- b. Read Hebrews 5:7–8; Joseph Smith Translation, Genesis 14:25–40 and the student manual commentary for Hebrews 5:78, “Does the Phrase ‘Though He Were a Son’ Apply to Melchizedek, to Christ, or to Both?” (p. 384). Write answers to the following questions:
 - Why was Melchizedek considered a great high priest?
 - List a few of the miracles he performed according to Joseph Smith Translation, Genesis 14:25–40.
 - What Old Testament prophet did Melchizedek bless?

- Read Doctrine and Covenants 107:2–4 and explain why we call the greater priesthood the Melchizedek Priesthood.
- c. Read Hebrews 6:1–3. Then write answers to the following questions:
- What important doctrinal correction did Joseph Smith make in Hebrews 6:1? (see footnote *a*).
 - Why is it important that a person not leave behind faith, repentance, baptism, and the gift of the Holy Ghost?
- d. Read Hebrews 6:4–6; Alma 24:30; 39:6; Doctrine and Covenants 76:31–38 and the student manual commentary for Hebrews 6:4–6, “What Must People Do in Order to ‘Crucify to Themselves the Son of God Afresh, and Put Him to an Open Shame?’” (p. 385). According to Matthew 12:31, how serious is the sin described in Hebrews 6:4–6? Write what a person must do to become a son of perdition and what the eventual punishment will be.
- e. What does Hebrews 7:1–6 teach you about the greatness of Melchizedek? List the ways that Melchizedek is similar to or a prototype of the Savior (refer to JST, Genesis 14:25–40 if needed). Read the student manual commentary for Hebrews 7:3, “Was Melchizedek ‘Without Father, Without Mother, Without Descent?’” (p. 385). Identify in writing who Hebrews 7:3 is speaking of.
- f. Read Hebrews 7:15–28. Describe in writing what Paul taught about the priesthood and about Jesus Christ.

Lesson 10 Hebrews 8–13

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 assignments 1, 2, and any one of the remaining assignments:

1. Hebrews 8–10. The Atonement Is Greater than All the Sacrifices of the Old Testament

a. Throughout the book of Hebrews, Paul taught the superiority of the gospel of Jesus Christ and the Melchizedek Priesthood over the law of Moses and the Aaronic Priesthood. From your study of Hebrews 8:1–3; 9:22–28; 10:1–4, 10–17; Alma 34:10, 13–14, write a paragraph describing how the Atonement of Jesus Christ fulfilled the law of Moses. Include in your paragraph what these verses say about the following questions:

- What was the purpose of the law of Moses?
- What does the Atonement of Jesus Christ do for us?

b. In the book of Hebrews Paul referred to Jesus Christ as a “high priest” (see Hebrews 9:11). Read Hebrews 9:11–28 and the institute student manual commentary for Hebrews 9:1–10, “What Do We Know Concerning the Ancient Tabernacles and Its Services?” (pp. 390–91); commentary for Hebrews 9:11–15, 23–28, “The Role of Jesus Christ as High Priest Mediator of the New Testament” (p. 391). Write a paragraph that shows how the labors of the high priests in the temple were like what the Savior did for us in the Garden of Gethsemane.

c. Write a paragraph on why the title “high priest of good things to come” (Hebrews 9:11) is an appropriate title for Jesus Christ.

2. Hebrews 11–12. Faith in the Lord Jesus Christ

a. In Hebrews 11 Paul recounted the faith of many ancient men and women. Read Hebrews 11 and fill in the chart below listing eight other people and how each person demonstrated his or her faith and what blessings the Lord gave each of them.

Name	Verse	How They Demonstrated Faith	Blessings They Received
Abel	4	Offered a “more excellent sacrifice”	A witness from God that he was righteous

- b. Give at least three examples of other individuals found in scriptures or whom you know who could be included in this chapter.
- c. Read Hebrews 12:1–2 and write what Paul encouraged the Saints to do to show their faith.
- d. Read the student manual Points to Ponder sections “Developing Faith Is Active Belief, Which Is More than Just Belief” (p. 400); “Fully Developed Faith Is Power” (pp. 400–401). Describe in writing how faith is different than belief.
3. **Hebrews 12:6–11. “Whom the Lord Loveth He Chasteneth”**
- a. Study Hebrews 12:6–11 and the student manual commentary for Hebrews 12:5–13, “For Whom the Lord Loveth He Chasteneth,” (p. 398). Then respond in writing to the following items:
- How is it a blessing to receive correction or chastisement from Heavenly Father or His servants?
 - Explain how Heavenly Father’s corrections demonstrate His love for you. Write about a time when the Lord’s chastening resulted in your profit (see v. 10) or brought about “peaceable fruit” (v. 11) in your life.
 - What truth does Hebrews 12:9 explain to help us endure chastening from God? (see also D&C 101:2–5).
- According to Lamentations 3:31–33, how does the Lord feel about chastening us?
- b. From the following references, make a list of reasons why the Lord chastens us:
- Hebrews 12:6
 - Hebrews 12:10
 - Hebrews 12:11
 - Doctrine and Covenants 1:27
 - Doctrine and Covenants 101:3–5
 - Doctrine and Covenants 105:6
 - Helaman 12:3
4. **Hebrews 13. Works of Righteousness**
- Paul concluded his epistle to the Hebrews with some brief teachings and statements of counsel. Read Hebrews 13 and find statements about the following questions:
- How should we treat strangers and those “in bonds”?
 - How is marriage looked upon?
 - What warnings are given about covetousness?
 - What is “the same yesterday, and to day, and for ever”?
 - How are we sanctified?
 - How do we respond to those who rule over us?
 - Who did Paul ask the people to pray for?

Lesson 11

James 1–5; 1 Peter 1–5

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

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 any three of the following assignments:

1. James 1. “Be Ye Doers of the Word and Not Hearers Only”

- a. Read James 1 and respond in writing to the following items:
 - What words or phrases encourage you to look for direction from God?
 - How did James further define the phrase to “ask in faith”?
 - How do Matthew 6:24; 1 Kings 18:21 add to your understanding of James 1:8?
 - From James 1:13–15, 19–27, make an outline of how we can better live the gospel of Jesus Christ.
 - Give a few modern examples of how you have recently seen individuals exemplify James 1:22.
- b. Read the institute student manual commentary for James 1:5–6, “If Any of You Lack Wisdom” (p. 409). Make a list of reasons why Elder Bruce R. McConkie (1915–1985) of the Quorum of the Twelve Apostles said these verses have “had a greater impact . . . upon mankind than any other” scripture.

2. James 2. “Faith without Works Is Dead”

Some people teach that faith is all that is needed in order to be saved and that good works are not necessary. James clarified the relationship between faith and works.

- Your friend, who is investigating the Church, has expressed a question in the following letter.
- Write a response using counsel from James 2. How could you use Matthew 7:21; 19:16–17; Ephesians 2:10; Revelation 20:12–13; 2 Nephi 25:23 to help support the truths you teach?

Dear LDS Friend,

Some of my friends are saying that Mormons are not Christian because you believe that you need to do righteous works along with having faith to be accepted by God. My other friends claim that with the grace of Christ, works are not necessary. They say that if I join the Mormons I would be denying Christ’s grace. How should I respond to them?

Your friend

3. James 3–4. Living Our Religion

- a. Read James 1:19; 3:1–13; 4:11 and the student manual commentary for James 3:8, “The Importance of Taming the Tongue” (p. 410). Using these resources, make two lists:

Things We Say That Are Offensive to God	Things We Say That Are Pleasing to God

- b. Referring to the following chart, read James 4:1–4 and identify four symptoms of people who are friends of the world. Read James 4:7–12 and write a prescription that would help people overcome the “world.” Write your responses in the appropriate column:

Symptoms of Being in the World (James 4:1–4)	Prescription for Being out of the World (James 4:7–12)

- b. Read 1 Corinthians 6:19–20; Acts 20:28; 1 Peter 1:18–19; Mosiah 3:7; Doctrine and Covenants 18:10–11. Describe in writing the price that was paid to help us become God’s “peculiar people.”
- c. Search 1 Peter 1:13–25; 2:1–17; 3:10–11; 4:8; 5:6–8. Make a list of principles that when followed help us remain God’s peculiar people.
- d. The First Presidency and the Quorum of the Twelve Apostles declared: “By divine design, fathers are to preside over their families in love and righteousness and are responsible to provide the necessities of life and protection for their families. Mothers are primarily responsible for the nurture of their children. In these sacred responsibilities, fathers and mothers are obligated to help one another as equal partners” (“The Family: A Proclamation to the World,” *Ensign*, Nov. 1995, 102). Read 1 Peter 3:1–12 and identify three principles that relate to the statement above.

4. James 5:14–15. Administering to the Sick

Read James 5:14–15; Doctrine and Covenants 42:43–48 and write answers to the following questions:

- Whom should we call if we or our family are sick?
- What will they do for the sick?

4. 1 Peter 1–4. The Trial of Our Faith Is More Precious than Gold

Read 1 Peter 1:1–9; 2:12, 15, 20–25; 3:11–16; 4:12–19. Write two to three paragraphs using the principles of these verses to explain to someone who says, “Life isn’t fair. Why do I have to have so many trials? I’m tired of being ridiculed by those who do not keep the commandments.”

5. 1 Peter 1–5. A “Peculiar People”

a. Read 1 Peter 2:9–10, including footnote *f*. Also read the student manual commentary for 1 Peter 2:9, “What Is the Meaning of the Phrase ‘a Peculiar People’?” (pp. 416–17) and commentary for 1 Peter 2:9, “What Is a Royal Priesthood?” (p. 417). Write a brief definition of the following phrases:

- Chosen generation
- Royal priesthood
- Holy nation
- Peculiar people

6. 1 Peter 3:18–20; 4:6. Christ Preached to the Spirits in Prison

Read and cross-reference 1 Peter 3:18–20; 4:6 with Doctrine and Covenants 138:18–20, 27, 30–32, 57–59. Also read the student manual commentary for 1 Peter 4:6, “Is Salvation for the Dead Intended for All Who Did Not Accept the Gospel in Mortality?” (p. 418) and the Points to Ponder section titled “It Takes Love to Do Work for the Dead” (p. 419). Then answer the following questions in writing:

- Where was the Savior’s spirit while His body was in the tomb?
- What purposes were stated for why the gospel is preached in the world of spirits?
- How is participating in temple work for our kindred dead an act of love?
- How is the work of redeeming the dead a manifestation of the Lord’s love?
- Who will be given the opportunity to hear the gospel in the spirit world?
- What must those in the spirit world do to qualify for the celestial kingdom?
- What did the Savior do while in the spirit world that enabled the righteous dead to preach the gospel to those in spirit prison?

Lesson 12

2 Peter; 1 John

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 any three of the remaining assignments:

1. 2 Peter 1. Attributes of Divine Nature

- a. Study 2 Peter 1:1–4 and the institute student manual commentary for 2 Peter 1:4–8, “What Does It Mean to Be ‘Partakers of the Divine Nature?’” (p. 423). Write a statement describing what you can do to more effectively escape “the corruption that is in the world” and partake of divine nature.
- b. Read 2 Peter 1:5–7 and compare the attributes of divine nature Peter mentioned with those listed in Doctrine and Covenants 4:5–7. Then describe a particular activity, action, or conduct you could do to further develop each attribute listed from 2 Peter 1:5–7:
 - Faith
 - Virtue
 - Knowledge
 - Temperance
 - Patience
 - Godliness
 - Kindness
 - Charity
- c. Read 2 Peter 1:8–12. Several times in these verses Peter used the term *these things*. “These things” are the attributes listed in verses 5–7. Explain in writing what Peter said he would do with “these things.” What did Peter say would

happen to those who develop these attributes in abundance?

- d. Read John 17:3; 3 Nephi 27:27. Then write a paragraph describing the relationship between possessing these attributes and knowing the Lord. Why it is so important to develop these attributes?
- e. Read 2 Peter 1:10; Mosiah 26:20; Doctrine and Covenants 132:49 and the student manual commentary for 2 Peter 1:10, “What Is Meant by Having One’s Calling and Election Made Sure?” (p. 423) and “Must an Individual Be Married for Eternity to Have His Calling and Election Made Sure?” (p. 423). Describe in writing what Peter exhorted the Saints to seek. What does it mean to make your calling and election sure?
- f. Read 2 Peter 1:20–21 (note JST footnote *a*) and the student manual commentary for 2 Peter 1:21, “How Does One Correctly Interpret Scripture?” (p. 423). Write a paragraph explaining what Peter taught about interpreting the scriptures. How can you ensure that you interpret scriptures correctly? How have the teachings of Church leaders or the guidance of the Spirit helped you understand a particular scripture?

2. 2 Peter 2. Teaching

- a. Read 2 Peter 2:1–19. Record the characteristics of false teachers described by Peter. Explain in writing how your list helps you recognize false teachers today.
- b. Read 2 Peter 2:20–22; Doctrine and Covenants 82:3, 7. In your own words, write a few sentences describing the dangers of returning to the “pollutions of the world.”

3. 2 Peter 3. The Second Coming

- a. Read 2 Peter 3, and be sure to use the information in the Joseph Smith Translation as you read. Describe in writing what counsel Peter gave that can help us avoid false teachings and remain faithful as we prepare for the Second Coming. Chapter 3 describes “scoffers,” who attempt to explain away the signs and prophecies of the Second Coming.

Write a paragraph describing what Moroni 7:12–17; Doctrine and Covenants 45:57; 46:7–8 teach that can help us avoid deception.

- b. Read 2 Peter 3:10 and underline the phrases you find about the Second Coming. Then complete the following tasks:
- Read Joseph Smith—Matthew 1:3–39 and write the name of the parable that helps the “elect . . . know” (v. 39) the season of the Second Coming. If the righteous are going to know the season of the Second Coming from the signs given, then whom will the Second Coming be like a “thief in the night” for? (2 Peter 3:10; see also Joseph Smith—Matthew 1:46–48).
 - Explain in writing how Doctrine and Covenants 133:41 helps us understand the source of burning at the time of the Second Coming.

4. 1 John 1–3. That Ye May Have Fellowship with Us and with God

- a. Read 1 John 1:1–4. Describe in writing John’s desire for those he wrote to. Study the following scripture references and then list what these verses teach about how we can come to know God better and have greater joy and fellowship with God:
- 1 John 1:8–10
 - 1 John 2:3–6
 - 1 John 2:9–11; 3:11–19
 - 1 John 2:15–17
 - 1 John 2:20–21, 27
 - 1 John 3:4–6
- b. Choose one of the ways to greater joy and fellowship with God as you described it above and write a paragraph explaining how you can better implement those principles in your life.

5. 1 John 3–5. Walk in the Light and Love of God

- a. Read 1 John 3:16–23; 4:7–21. Write a paragraph telling how God shows His love for us and how we can show our love for Him.
- b. Read 1 John 4:9–10. List the manifestations of God’s love mentioned in these verses. Read John 3:16; 1 John 5:11; 2 Nephi 9:10. Explain in writing how sending His Son to atone for our sins manifests Heavenly Father’s love for us.
- c. Study 1 John 5:1–4; JST, 1 John 5:18; Mosiah 5:2; Alma 5:14; Moses 6:59–60. Write a paragraph on how a person becomes “born of God.”

6. 2 John. Abide “in the Doctrine of Christ”

- d. Read 2 John 1:7 and the student manual commentary for 2 John 7, “For Many Deceivers Are Entered into the World” (p. 437). Summarize in one or two paragraphs the false doctrine John warned against, where it came from, and what effect it would have if it were believed.
- e. Read 2 John 1:8–13. Write one or two sentences explaining what counsel John gave that could help avoid this and other false doctrines generally.

7. 3 John. “Walk in Truth”

Read 3 John 1:1–11. Write a brief comparison between the actions of Gaius and Diotrephes. Read the student manual Points to Ponder section “Disobedience to Priesthood Authority” (p. 441). List some of the results that come to those who criticize the leaders of the Church. Read Alma 39:11. What influence could Gaius’s and Diotrephes’s examples have on others?

Lesson 13

2 John; 3 John; Jude; Revelation 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.

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

Complete all of the following assignments:

1. Jude. “Keep Yourselves in the Love of God”

- a. Read Jude 1:1–3 and explain in writing how you can multiply mercy, peace, and love. How can you appropriately “contend for the faith”?
- b. Read Jude 1:4–19 and complete the following tasks in writing:
 - Using the Bible footnotes and Jeremiah 1:5, identify the doctrine referred to in the phrase “first estate” from Jude 1:6.
 - Read the institute student manual commentary for Jude 9, “What Do We Know Concerning the Dispute Which Michael the Archangel Had with the Devil About the Body of Moses?” (p. 439); Article of Faith 1:8. How would you explain this odd disputation between Satan and Michael?
 - What does Jude 1:14 say about who will accompany the Savior at the Second Coming?
- c. Study Jude 1:17, 20–25. Write one or two paragraphs explaining how we can avoid the evils that often come from false teachers.

2. Revelation 1. The Revelation of Jesus Christ to John and the Seven Churches

- a. Read the student manual commentary for “What Is the Theme of Revelation?” (p. 450).

Write a brief summary of John’s purpose in writing the book of Revelation.

- b. Read the student manual commentary for Revelation 1:13–16, “A Word About the Symbolic Language of John” (pp. 451–52). Write a definition for the meaning of a symbol. How would understanding symbols help you better understand the book of Revelation?
- c. Read Revelation 1. Then respond in writing to the following questions and activities:
 - List five different names for Jesus Christ. What meaning is there to the various titles given to Jesus Christ?
 - Compare the appearance of the Savior in Revelation 1:14–15 with His appearance to Joseph Smith recorded in Doctrine and Covenants 110:3. What is the meaning of the symbols used in these descriptions?
 - In Revelation 1 the Savior’s tongue is compared to a two-edged sword. What did this sword represent in Doctrine and Covenants 6:2? In what ways is the word of the Lord like a sword? (see also 1 Nephi 16:2).
 - Read Doctrine and Covenants 88:5–13 and explain why John described the Savior’s countenance as glowing like the sun (see Revelation 1:16; D&C 88:7).
 - By using the verses and the footnotes in Revelation 1:12, 20, describe the meaning of the symbols of the seven stars and the seven candlesticks.

3. Revelation 2–3. “To Him That Overcometh”

- a. The Lord’s counsel to each of the seven branches of the Church in Asia follows a pattern:
 - He told the members of the branch what they were doing that pleased Him.
 - He told them in what ways they needed to repent.
 - He told them of the blessings that would come if they were faithful.

Fill in the chart below with information you find in Revelation 2–3:

City	What They Did That Pleased the Lord	How They Needed to Repent	Promised Blessings
Ephesus (2:1–7)			
Smyrna (2:8–11)			
Pergamos (2:12–17)			
Thyatira (2:18–29)			
Sardis (3:1–6)			
Philadelphia (3:7–13)			
Laodicea (3:14–22)			

b. Write a paragraph about what counsel given to the seven branches of the Church in Asia applies to you today. Which of the promises the Lord gave to the seven Churches most inspires you to seek eternal life?

c. How does Doctrine and Covenants 14:7; 63:20 give meaning to the phrase “to him that overcometh”?

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Lesson 14
Revelation 4–22

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 three of the following assignments:

1. Revelation 4–7. John’s Vision of the Earth’s Temporal Existence and the Savior’s Redeeming Role

- a. Read the chapter summaries for Revelation 4–5 and compare them to 1 Nephi 14:18–28. Also read “The Structure of the Book of Revelation” in the institute student manual (p. 447). Explain in writing what these materials tell us about John the Revelator and the importance of his writings.
- b. Read Revelation 5; Doctrine and Covenants 77:6–7. Respond in writing to the following:
 - What does this “book” contain?
 - List the qualities of the Lamb of God that enabled Him to open the book.
 - What do the names of the Savior found in Revelation 5:5–6 teach you about Him and His mission?
- c. How does hymn number 62, “All Creatures of Our God and King,” reinforce what is taught in Revelation 5:13?
- d. Read Revelation 6 and compare it to Doctrine and Covenants 77:6–7. You may also want to refer to the student manual commentaries for the interpretation of each seal (pp. 459–60). Then make a chart that lists each of the seals, the approximate years each seal represented, an event that characterized the time period of

that seal, and which verses are dedicated to each seal.

- Which of the seals do we live in?
- Why do you think the Lord has given us more information about the sixth and seventh seals?

Seal	Years Represented	Event That Characterized the Time Period	Verses
First	About 4000–3000 B.C.		
Second			
Third			
Fourth			
Fifth			
Sixth			
Seventh			

- e. Read Revelation 7 and list the answers you find to the question asked in Revelation 6:17. Read the student manual commentary for Revelation 7:3, “What Is the Interpretation of the Sealing of the Lord’s Servants?” (p. 461). Summarize the meaning of being sealed “in their foreheads.”

- f. Read the following verses: Revelation 7:14; 3 Nephi 27:19; 1 Nephi 12:10–11; Alma 13:11–12. Explain in writing how we wash our robes and make them “white in the blood of the Lamb.”
- g. Read Doctrine and Covenants 77:11 and summarize in writing who the 144,000 are.

2. Revelation 8–9. The Seventh Seal

The seventh seal comprises much of Revelation 8–22. The seventh seal is a major focus of the book of Revelation. It may be helpful to categorize the blocks of scriptures as noted below:

Revelation 8–19 (211 verses)	Opening of the seventh seal and the Second Coming of Jesus Christ
Revelation 20:1–6 (6 verses)	The Millennium
Revelation 20:7–15 (9 verses)	Final scenes
Revelation 21–22:6 (33 verses)	Earth becomes a celestial kingdom

- h. Read the chapter summaries for Revelation 8–9 and describe in writing what time period those chapters deal with. Read Revelation 8 and list some of the desolations that are poured out upon the inhabitants of the earth.
- i. Read Revelation 9:4; 1 Nephi 22:16–19; Doctrine and Covenants 97:22, 25. Explain in writing how knowing that in spite of these destructions still being future, we can have hope and not live in fear.
- j. In Revelation 9:20–21 what sins will be prevalent during this period of the seventh seal?

3. Revelation 11–12, 14, 16, 19. Events Preceding the Millennium

- a. Read Revelation 11:3–12; 2 Nephi 8:17–20; Doctrine and Covenants 77:15. Write a brief summary of what will happen to the two witnesses in Revelation 11. Respond in writing to the following questions:
 - What other title do the two witnesses have?

- Compare the two witnesses with Jesus Christ. What similarities do you find?
- Scan the chapter summaries of Exodus 7–10; 1 Kings 17–18; Helaman 11. Who else in scripture had power similar to that manifest by these two prophets in Revelation 11:6?
- How could John 16:20–22 be applied to the lives of the two witnesses?

- b. Before reading Revelation 12, read the student manual commentary for Revelation 12:7–9, “And There Was War in Heaven” (p. 463) as well as Joseph Smith Translation, Revelation 12 in the Bible appendix (pp. 812–13). From your readings respond to the following questions and activities:

- List the different names or titles referring to Lucifer in Revelation 12:1–10. What do these titles teach about Satan? (see also Bible Dictionary, “Devil” [pp. 656–57]).
- By what two means listed in these verses did the righteous overcome Satan in the premortal life? Write a short essay explaining how these same two factors are helping you overcome him in this life.

- c. Read the student manual commentary for Revelation 14:6–7, “And I Saw Another Angel . . . Having the Everlasting Gospel” (pp. 463–64). Write what you would tell someone who asked who and what is the figure on top of our temples.

- d. Revelation 14:15 speaks of a harvest prior to the Second Coming of Christ. After reading Revelation 14:4–7, 13; 16:15; 17:14; 19:7–10, identify and list the attributes of those who will be harvested or gathered. Conversely, what do we learn in Revelation 16:6, 9–11; 18:1–17; 19:9–10 about those who choose to worship the beast instead?

- e. From Revelation 19:11–16, write a short paragraph describing the Savior’s Second Coming.

4. Revelation 20–22. During and After the Millennium

- a. Read Revelation 20–22 and the student manual commentaries for Revelation 20:2–3, “How Is Satan Bound?” (pp. 468–69); Revelation 20:7–10, “The Battle of Gog and Magog” (p. 469); Revelation 21:1, “And I Saw a New Heaven and a New Earth” (p. 469). From your readings

make a list of events that will occur during the following time periods:

- The Millennium
 - The end of the Millennium
 - After the Millennium
- b. Read Revelation 20:12–13; 21:3–7; 2 Nephi 9:10–16; Mosiah 4:30; Doctrine and Covenants 137:9. Respond in writing to the following questions:
- How will we be judged?
 - What will we be judged by?
 - Who will preside at our judgment?
 - What will the blessings be like for the righteous?
- c. List five characteristics of the celestial city as described in Revelation 21:22–25. According to Revelation 22:12, 14, 17, write a paragraph describing what the Lord expects of those who will take part in this celestial city.