

Primary 5

Doctrine and Covenants
Church History
Ages 8–11

Primary 5

Doctrine and Covenants Church History

For teaching children ages eight through eleven

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Helps for the Teacher

The Savior taught the importance of obeying and teaching the commandments when he said, “Whosoever shall do and teach them, the same shall be called great in the kingdom of heaven” (Matthew 5:19). You have been given a sacred trust to help children learn how to keep their baptismal covenants and strengthen their testimonies. As each girl prepares to become a young woman and each boy prepares to become a young man and receive the priesthood, you can be an important influence for good in their lives.

In 1831, shortly after the Church was organized, the Savior taught that teachers “shall teach the principles of my gospel, which are in the Bible and the Book of Mormon” (D&C 42:12), which were the only scriptures available then. Today teachers have the responsibility to teach the sacred truths from all the standard works, including the Doctrine and Covenants and the Pearl of Great Price, to help children develop faith in God and in his Son, Jesus Christ.

Courses of Study

All children who are ages eight through eleven on 1 January are to be taught from the Primary 4, 5, 6, and 7 manuals. Only one course of study is used each year for all children of this age-group. Over a four-year period the children will study each of the standard works. Primary 4 is based on the Book of Mormon; Primary 5 on Church History, the Doctrine and Covenants, and Joseph Smith—History in the Pearl of Great Price; Primary 6 on the Old Testament and the books of Moses and Abraham in the Pearl of Great Price; and Primary 7 on the New Testament.

Classes should be organized according to local needs and the number of children ages eight through eleven. However your class is arranged, you need to make sure each child receives adequate attention.

When children turn twelve years old, they begin attending Young Women or Aaronic Priesthood meeting during sharing time. However, they continue to attend their Primary class during Sunday School time until the next 1 January, when they begin attending Sunday School.

Priesthood Preparation Lesson

A special lesson, “The Priesthood Can Bless Our Lives,” is included in this manual. This lesson is to be used by teachers of eleven-year-old children as the boys prepare to become deacons and the girls advance to Young Women. Teach this lesson before the first child in your class turns twelve. Pray for the Lord’s guidance as you prepare and present the lesson so that the children will understand what the priesthood is, how it can bless their lives, and how they can fulfill their responsibilities to honor the priesthood.

Easter and Christmas Lessons

This manual does not contain specific Easter or Christmas lessons. If you want to teach a special lesson for Easter or Christmas, you can prepare one using references from the Book of Mormon and New Testament and other resources such as the Gospel Art Picture Kit and appropriate issues of the Church magazines. Plan lessons that will help the children feel closer to Jesus Christ and understand his mission.

Teaching with This Manual

This course of study teaches about the restoration of the church of Jesus Christ in the latter days through the Prophet Joseph Smith. As you share and discuss the historical accounts given in the lesson and the passages from the Doctrine and Covenants and the Pearl of Great Price, the children can gain stronger testimonies of the restoration of Christ's church and of the divine mission of the Prophet Joseph Smith. They can also gain a love and appreciation for the Saints who endured hardships and persecutions yet remained true to the gospel of Jesus Christ.

Encourage the children to read at home, either by themselves or with their families, the selected passages given in the "Suggested Home Reading" section at the end of each lesson. As the children learn important principles from these lessons, they will grow in their desire to keep the covenants they have made with God and give service in his church throughout their lives. These truths will also give them strength to resist temptations in today's world.

Preparing Yourself to Teach

To fulfill your sacred calling to teach children, you should be prepared both mentally and spiritually. Part of this preparation is understanding and having a testimony of the principles you teach. The Savior, the greatest teacher of all, taught us how to prepare to teach his gospel to others:

- Humbly seek the Spirit through prayer. The Lord has said, "Be thou humble; and the Lord thy God shall lead thee by the hand, and give thee answer to thy prayers" (D&C 112:10). If we are humble we will be blessed to know how the Lord wants us to teach his children.
- Study the scriptures and the words of the latter-day prophets. There is great power in learning and pondering the words of the Lord. He commanded us, "First seek to obtain my word, and then shall your tongue be loosed; then, if you desire, you shall have my Spirit and my word, yea, the power of God unto the convincing of men" (D&C 11:21).

A latter-day prophet, President Ezra Taft Benson, reaffirmed our need to learn the words of the Lord: "I urge you to recommit yourselves to a study of the scriptures. Immerse yourselves in them daily so you will have the power of the Spirit to attend you in your callings" (in *Ensign*, May 1986, p. 82).

- Keep your covenants. Your ability to be guided by the Spirit depends on your faithfulness in keeping the covenants you have made with Heavenly Father. You will also be setting a good example when you "observe the covenants . . . to do them" (D&C 42:13). When children see your love for the Savior and commitment to living the gospel, they will be more motivated to follow him.
- Search for ways to help the children feel the Savior's love. Tell them often how much you love them, and acknowledge their worth and potential. Your love and kindness will help the children understand the love Heavenly Father and Jesus Christ have for them. It will also help them learn to love others.

Preparing Your Lessons

This manual will help you prepare lessons that teach about events in latter-day Church history and about selected passages from the Doctrine and Covenants and Joseph Smith—History in the Pearl of Great Price. The lessons build on one another to help the children better understand the Doctrine and Covenants as the book of scripture that teaches about the restoration and establishment of

the church of Jesus Christ in the latter days. Teach the lessons in the order they appear in the manual. Each lesson focuses on a gospel principle and how children can apply the principle in their lives, but the main purpose of all the lessons is to help the children develop testimonies of the restored church of Jesus Christ.

Teach according to the ability of your class, remembering that the class members' understanding is more important than covering all of the material in a lesson. When your lessons are well prepared and interesting, the children will be more motivated to listen and learn. As you prepare and teach by the Spirit, you will help the children increase their testimonies of the truthfulness of the restored gospel and of Joseph Smith as the Prophet of the Restoration.

The following steps will help you be better prepared to effectively teach the children in your class:

1. Prayerfully study the lesson's purpose, the historical accounts given in the lesson, and the scripture passages listed in the "Preparation" section a week or two before the lesson is to be taught. Reread the purpose, the historical accounts, and the scripture passages, and consider how they apply to the children in your class. Ask yourself: "What are the most important concepts or truths for the children to learn from this lesson? How can this lesson help the children develop faith in Jesus Christ, strengthen their testimonies, and enable them to withstand the evil temptations they face?" Write down ideas that come to you.

The book *Gospel Principles* (31110) was prepared to be a personal study guide on basic gospel principles and doctrines. Specific chapters from this book are listed in the "Preparation" section of some lessons. These chapters can help you prepare to teach the main principle or doctrine contained in the lesson. A copy of *Gospel Principles* may be available in your meetinghouse library, or it can be purchased from your local distribution center.

2. The lessons do not tell you exactly how to teach the scriptural and historical accounts, so you should seek the Spirit to help you determine what and how to teach. Use a variety of teaching methods from week to week (see "Teaching the Scriptural and Historical Accounts," below). Plan to involve class members as much as possible in the learning activities.
3. Select from the "Discussion and Application Questions" those that will best help the children understand the historical accounts and the scriptures and apply them in their lives. You may use the questions any time during the lesson. You do not need to use all of them.
4. Read the "Enrichment Activities" and plan when and how to use the activities you feel will best help the children in your class understand the scriptures, the historical accounts, and the purpose of the lesson. Each class will be different, and some activities that work well for one group may not work as well with another group.
5. Plan to share appropriate personal experiences that support the purpose of the lesson. Let the Spirit direct you as you share experiences with the class and as class members share experiences with you and each other. Some personal and family experiences are very sacred or private and should not be discussed in public.

You should always seek the Spirit as you prepare and teach your lessons (see Alma 17:2–4; D&C 42:12–14; 50:17–22). The Spirit will help you know how to make your lessons interesting and meaningful for the children you teach.

Some of the children in your class may not be familiar with the scriptures. As you read together, be sensitive to those class members who might need help in learning how to look up scriptures. You may need to take some time at the beginning of the year, particularly if you are teaching younger children, to show the children how to find scripture references.

The sources used in compiling each historical account are listed at the end of the manual in the “References” section. See these sources if you would like more information on a particular incident mentioned in the historical accounts.

Try different ways of presenting the material to keep the children’s interest. The following suggestions can help you use a variety of methods as you teach:

1. Tell the scriptural and historical accounts in your own words. Try to help the children visualize the events and the people in them. Help the children understand that the people you are talking about really lived and that the events actually happened.
2. Have the children read selected passages directly from the scriptures. Keep in mind that the children may not all read well and that reading ability is not determined by age. If all the children can read, you might give them a few minutes to read silently. Afterward, you could discuss what they read. Use the discussion time after the children have finished reading to help them understand difficult words and passages.
3. Use the suggested pictures to help the children visualize what happened. Most of the lessons list suggested pictures in the “Materials needed” section. These pictures are numbered and included with the manual. Some of the pictures are also in the Gospel Art Picture Kit or in the meetinghouse library (catalog numbers are given in the “Materials needed” section). Some of these pictures have corresponding stories on the back. You may also use other appropriate pictures.
4. Have the children dramatize a historical account. (Make sure that the dramatizations do not detract from the significance of the events.) You might bring simple props, such as a hat, jacket, and so forth, and let the children act out all or part of the account. Ask the children how they would feel if they were the people they represent.
5. Draw simple figures or illustrations on the chalkboard, or use pictures or cutouts, as you relate the scriptural and historical accounts.
6. Conduct a readers’ theater where several children read a script that tells part of a scriptural or historical account. Where appropriate, have the children read directly from the scriptures.
7. Invite a parent, ward or branch member, or class member to tell a scriptural or historical account. Allow the person a week or two of preparation time, and be sure to give him or her a time limit for the presentation.
8. Give the children a simple pretest, such as a true-false or short-answer quiz, before teaching a principle or historical account. Explain to the class that you want to find out how much they know about the principle or account. Give them the same test after the lesson so they can see what they have learned.

9. List on the chalkboard or make wordstrips of important words or names of people from the scriptural and historical accounts. Have the children listen for these words or names as you relate the accounts. Help the children increase their vocabulary so they will better understand the scriptures and enjoy reading them at home.
10. Before giving the lesson, write questions about the scriptural and historical accounts on the chalkboard. As the children hear the answers during the accounts, stop to discuss the questions and answers.
11. Tell the scriptural or historical account, and then let the children volunteer to retell their favorite parts. You could ask one class member to start the account and then call on other children to continue.
12. Play a recording of selected verses from the scriptures.
13. Play a matching game. Prepare sets of matching 3" x 5" cards or papers. In the following example, you would put the number of an article of faith on one card and key words or ideas from that article of faith on the other card of the set. Mix the cards or papers up and place them face down on a table or the floor. Have the children come up one at a time and turn over two cards. Read aloud what each card says. If the cards match, they are left face up. If the cards do not match, they are turned face down again and another child takes a turn. Continue until all the cards have been matched correctly.

These are sets you could use for a matching game on the Articles of Faith:

One—Godhead

Two—Adam

Three—Atonement

Four—First Principles and Ordinances

Five—Hands

Six—Organization

Seven—Gifts

Eight—Word of God

Nine—Revelation

Ten—Ten Tribes

Eleven—Worshiping

Twelve—Law

Thirteen—Praiseworthy

14. Play a game asking discussion questions. Place several questions in a container, and have class members take turns picking one of these questions and answering it.

Conducting Class Discussions

Participating in discussions and other learning activities will help children learn gospel principles. The following guidelines can help you ask meaningful questions and stimulate class discussions:

1. Ask questions and give scripture references so class members can find answers in the scriptures.

2. Ask questions that cannot be answered with “yes” or “no” but require thought and discussion. Questions that begin with *why*, *how*, *who*, *what*, *when*, and *where* are usually more effective.
3. Be sensitive to children who may be reluctant to participate. Involve students who do not usually participate by calling on them by name and asking them a question you feel they can answer. Give them time to respond. Give them help if they need it, but only after they have had time to think and respond.
4. Encourage the children to share their feelings about what they are learning. Make positive comments about their contributions.
5. Compliment the children sincerely when they answer questions. Help them recognize that their thoughts and feelings are important.

Helping Children
Apply the Principles
Taught

Help the children apply what they have learned to their lives. James challenged us to be “doers of the word, and not hearers only” (James 1:22). The following ideas may help you accomplish this task:

1. As you are prompted by the Spirit, bear personal testimony of the truths you are teaching. Your lessons will be more powerful when you teach with sincerity and conviction.
2. Encourage the children to bring their own copies of the scriptures with them to class. If the children do not have personal copies of the scriptures or forget to bring them to class, have extra copies for the children to use in class. If you have a ward or branch library, you may obtain copies of the scriptures there. Throughout the year encourage class members to mark in their personal copies of the scriptures (not in library copies) specific verses that apply meaningfully to their lives. For example, they could mark Doctrine and Covenants 3:7, 4:2, 8:2–3, and 14:7.
3. Ask the children to share what they have learned. Ask them how they can apply the gospel principles taught in the lesson to their own lives.
4. Act as a reporter, and interview the children as if they were people from Church history. Ask them to tell you the details of the historical account and how they feel about what took place.
5. Divide the class into two or more small groups. After you relate a scriptural or historical account, have each group write down the important principles from the account. Then let the groups take turns discussing how these principles apply in their lives.
6. Do a scripture search: Give class members a clue, such as an event, situation, or problem; then challenge them to locate a scripture that applies. Have the first children to find an appropriate scripture help the rest of the class find the scripture. Then have them tell why the scripture fits the clue.
7. Share specific instances when you have seen the children obeying the principle being discussed. For example, if you are teaching a lesson on being kind, you could point out some instances when you saw the children being kind to others.
8. Encourage the children to share what they have learned with their families. Seek the inspiration of the Spirit as you consider a part of the lesson that you could suggest that the children share at home. They could tell a story,

discuss a question, or conduct an activity from the lesson with their families. Be sensitive to children who have special family circumstances and who may need to share what they have learned with other important adults in their lives.

9. Follow up on assignments. Whenever you give an assignment or challenge, be sure to ask the children about their experiences at the beginning of class the following week.

Encouraging Children to Read the Scriptures at Home

Your attitude regarding the scriptures will have an important influence on the children in your class. Prayerfully determine ways to encourage the children to read the scriptures individually and with their families. Help the children have the experience of planting the word of God in their hearts and nourishing it. Then it will grow and become delicious to them (see Alma 32:28). A “Suggested Home Reading” is given at the end of each lesson; you could give each child a piece of paper listing these verses each week, or you could give the children a bookmark on which they could write the reading for each week. Be positive and creative in the ways you encourage the children.

Helping Children Memorize Scriptures

Memorizing scriptures can be an effective way to learn gospel truths. Most children enjoy memorizing when you use interesting and creative approaches. The following suggestions are enjoyable ways to help children memorize:

1. Write on the chalkboard or on a chart the first letter of each word to be memorized. For example, you might make the following chart for the words in the first article of faith:

W b i G t E F a i H S J C a i t H G

Point to the letters as you repeat each corresponding word. Repeat the scripture a few times and let the children repeat it as they are able. Before long they will not need the chart.

2. Divide the scripture into short phrases. Repeat each phrase out loud, starting at the end and working backwards so that the children are repeating the least familiar part first. For example, in Doctrine and Covenants 4:2 the children could repeat “that ye may stand blameless before God at the last day” several times. Then they could add the previous phrase, “see that ye serve him with all your heart, might, mind, and strength.” Then they could repeat the entire verse.
3. If the children read well, prepare a written copy of the scripture for each child. Cut each copy into word or phrase strips. After saying the verse together a few times, give each child a set of the strips and have the children each arrange their strips in the right order.
4. Repeat the scripture several times, stopping to let a child say the next word or phrase. Then have another child add another word or phrase. Continue until all the children have had at least one turn.
5. Use music to help the children memorize. For example, you could teach the Articles of Faith from the *Children’s Songbook* (pages 122–32).
6. Give each child (or group of children) a word or phrase from a scripture, making sure all the words from the scripture are assigned. Have the children say their words or phrases in order (for example, the first child says the first word or phrase, the next child the second, and so on through the verse). Repeat several times.

Using Extra Time Wisely

7. Write a scripture on the chalkboard or on a chart. Repeat the passage several times, gradually erasing or covering more and more words until the children have memorized the whole scripture.

If you finish your prepared lesson before the class time is over, you may want to improvise an activity to fill the rest of the time. The following suggestions can help you use this time effectively:

1. Have some of the children talk about their favorite scriptures or Church history stories.
2. Conduct a scripture search by giving the children clues to an important scripture reference they have already marked. Let them work together in pairs or small groups to locate the correct passage of scripture.
3. Help the children memorize a scripture or an article of faith from the lesson.
4. Have the children share ideas about how they can use the principles from the lesson at home, in school, and with their friends.
5. Divide the class into groups, and have them take turns asking each other questions about the lesson.
6. Have each child print a quotation or draw a picture related to the lesson to take home and display as a reminder of the purpose of the lesson.
7. Invite the children to mark (in their own scriptures) scripture references for future study. You might ask the children to mark verses from the lesson that they particularly like, or you could suggest verses that you think will remind the children of the purpose of the lesson.
8. Use applicable stories, articles, or activities from Church magazines.
9. Review principles or scriptural and historical accounts from previous lessons.

Music in the Classroom

Gospel learning can be enriched and strengthened through music. Often children are better able to remember and learn through music.

You do not have to be a musician to use appropriate music to help children feel the Spirit and learn the gospel. You could play an audiocassette tape or have guests perform a musical number from *Hymns* or the *Children's Songbook* during or at the beginning of a lesson to emphasize a principle. You may also sing or read the words to songs with the children to involve them in your lesson. Use Primary songs as often as possible. If the *Children's Songbook* audiocassettes (music only, 52505; words and music, 52428) or compact discs (music only, 50505; words and music, 50428) are available, you may use them to help you learn the songs or to accompany singing in the classroom.

Sharing Time

Occasionally the class will be asked to give simple gospel presentations during Primary sharing time. These presentations should come from lessons, require little rehearsing, and help reinforce the principles you have been teaching. You could use the following ideas for sharing time presentations:

1. Dramatize a scripture story.
2. Recite memorized scriptures as a class.

3. Repeat or sing an article of faith and explain its meaning.
4. Role-play a modern application of a gospel principle.
5. Adapt an enrichment activity.

Articles of Faith

You should incorporate the Articles of Faith into your lessons and encourage each child to memorize the Articles of Faith before advancing from Primary. Use every opportunity to help the children learn, understand, and repeat the Articles of Faith.

Understanding Children Eight through Eleven Years of Age

To help children learn and gain self-confidence, you need to understand their needs and characteristics and plan appropriate activities and classes. For information about characteristics of children this age, see *Teaching—No Greater Call* (33043), pages 37–38. This manual may be available from your meeting-house library, or it can be purchased from your local distribution center.

Special Guidelines for Including Those with Disabilities

The Savior set the example for us in feeling and showing compassion for those with disabilities. When he visited the Nephites after his resurrection, he said:

“Have ye any that are sick among you? Bring them hither. Have ye any that are lame, or blind, or halt, or maimed, or leprous, or that are withered, or that are deaf, or that are afflicted in any manner? Bring them hither and I will heal them, for I have compassion upon you” (3 Nephi 17:7).

As a Primary teacher you are in an excellent position to show compassion. Though you may not be trained to give professional assistance, you can understand and nurture children who have disabilities. Concern, understanding, and a desire to include each class member in the learning activities are needed.

Children with disabilities can be touched by the Spirit no matter what their level of understanding. Although some children may not be able to attend the entire Primary time, they need to have the opportunity to attend even briefly to feel the Spirit. It may be helpful to have someone who is sensitive to a child’s needs be with the child during Primary in case he or she needs time away from the whole group.

Some class members may be challenged by learning disabilities, intellectual impairments, language or speech problems, vision or hearing loss, behavioral and social problems, mental illness, movement and mobility problems, or chronic health impairments. Some may find the language or cultural setting unfamiliar and difficult. Regardless of individual circumstances, each child shares the same needs to be loved and accepted, to learn the gospel, to feel the Spirit, to participate successfully, and to serve others.

These guidelines can help you teach a child with disabilities:

- Look beyond the disability and get to know the child. Be natural, friendly, and warm.

- Learn about the child's specific strengths and challenges.
- Make every effort to teach and remind class members of their responsibility to respect every class member. Helping a class member with a disability can be a Christlike learning experience for the entire class.
- Find the best methods for teaching the child by consulting with parents, with other family members, and, when appropriate, with the child.
- Before calling on a child with disabilities to read, pray, or otherwise participate, ask how he or she feels about participating in class. Emphasize each child's abilities and talents and look for ways each child can participate comfortably and successfully.
- Adapt lesson materials and physical surroundings to meet the individual needs of children with disabilities.

Additional materials for teaching children with disabilities are available from Church distribution centers (see "Materials for Those with Disabilities" in the distribution center catalog).

Dealing with Problems of Abuse

As a teacher you may become aware of children in your class who suffer from emotional or physical abuse. If you become concerned about a child in your class, please counsel with your bishop. As you prepare and present lessons, pray for the Lord's guidance and direction. Help each child in your class feel that he or she is a precious child of Heavenly Father and that Heavenly Father and Jesus Christ love each of us and want us to be happy and safe.

Church History Time Line

New York

Manchester The First Vision **1820**

Angel Moroni's first visits to Joseph Smith **1823**

South Bainbridge Hill Cumorah Joseph Smith marries Emma Hale Joseph obtains gold plates **1827**

1828 Joseph begins translating gold plates
116 manuscript pages lost

1829 Aaronic Priesthood restored
Joseph Smith and Oliver Cowdery baptized
Melchizedek Priesthood restored
Joseph and Oliver move to Fayette

Fayette Book of Mormon translation completed
Three Witnesses see the angel Moroni and the gold plates
Eight Witnesses see the gold plates

Palmyra Fayette Book of Mormon published
The Church of Jesus Christ of Latter-day Saints organized
Saints commanded to go to Ohio **1830**

1831 Joseph Smith meets Newel K. Whitney
Edward Partridge called as first bishop

Missouri

Independence Saints settle in Jackson County
Jackson County dedicated to be Zion

1832 Vision of the Three Degrees of Glory
Joseph tarred and feathered Hiram

1833 School of the Prophets organized
Word of Wisdom revealed
Kirtland Temple construction begins Kirtland

Printing press destroyed
Saints driven from Jackson County

1834 Zion's Camp organized

1835 Quorum of the Twelve organized
Doctrine and Covenants published
First hymnbook published

1836 Kirtland Temple dedicated
Priesthood keys restored in Kirtland Temple

1837 First missionaries go to England

Pennsylvania

Harmony

Ohio

Kirtland

Far West	Joseph Smith moves to Far West Saints settle in Far West Location of Adam-ondi-Ahman revealed Cornerstone laid for temple at Far West David Patten killed Extermination order Haun's Mill Massacre Joseph in Liberty Jail	1838		
Liberty				
	Saints leave Missouri and move to Quincy, Illinois Joseph allowed to escape from Missouri	1839		
Far West	Apostles leave for mission to British Isles		Illinois Nauvoo	
			Joseph and Saints move to Commerce (later named Nauvoo)	
		1841	Nauvoo Temple construction begins Temple baptismal font dedicated	
		1842	Wentworth Letter (Articles of Faith) Joseph goes into hiding	
		1844	Joseph and Hyrum Smith put in Carthage Jail Joseph and Hyrum Smith martyred Transformation of Brigham Young	Carthage Nauvoo
		1845	Endowments first performed in Nauvoo Temple	
		1846	Saints begin exodus west Final dedication of Nauvoo Temple	
Iowa				
Mount Pisgah	Mormon Battalion organized			
Nebraska				
Winter Quarters	Winter Quarters established			
	Brigham Young and first pioneer company leave for the Salt Lake Valley	1847		
			First pioneer company enters Salt Lake Valley	Utah Salt Lake Valley
Iowa				
Kanesville	Brigham Young sustained as prophet			
		1853	Salt Lake Temple construction begins	Salt Lake City
Iowa City	First handcart pioneers move west	1856		
		1893	Salt Lake Temple dedicated	
		1899	Lorenzo Snow receives revelation on tithing	St. George

Joseph Smith and the First Vision

Lesson 1

Purpose

To strengthen each child's testimony that the Prophet Joseph Smith saw Heavenly Father and his Son, Jesus Christ.

Preparation

1. Prayerfully study Joseph Smith—History 1:1–26 and the historical account given in this lesson. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Prepare two empty containers, such as boxes or paper bags, that appear to contain something. Label each container with the words *Choose Me!*
4. Materials needed:
 - a. A Pearl of Great Price for each child.
 - b. Map of the New York–Ohio Area, found at the end of the lesson.
 - c. Picture 5-1, The Prophet Joseph Smith (Gospel Art Picture Kit 401; 62002); picture 5-3, Joseph Smith's Family; picture 5-4, Joseph Smith Seeks Wisdom in the Bible (Gospel Art Picture Kit 402); picture 5-5, The Sacred Grove; picture 5-6, The First Vision (Gospel Art Picture Kit 403; 62470).

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity

Ask a child to leave the room for a moment. Show the two containers to the rest of the class without letting them see inside. Divide the class into two groups and give each a container. Tell the children in each group that when the child who left the room returns, they are to try to persuade him or her to choose their container. Invite the child to return to the room and choose one of the containers. Ask the child who chose the container questions such as the following:

- Why did you choose that container?
- How did you feel when others were trying to tell you what to do?

Explain that when Joseph Smith was fourteen years old, he was confused about a choice he needed to make. He was trying to decide which church he should join. Other people tried to help him choose a church, but he only became more confused. He felt that he needed more information to make a wise decision: he wanted to know which church was true. Joseph's situation was similar to that of the child who had to choose between the two containers. Everyone wanted him to choose their church, but he did not know which church was the right choice.

**Scriptural
and Historical
Accounts**

Teach the children about Joseph Smith's life and the events leading up to and including the First Vision, as described in Joseph Smith—History 1:1–26 and the following account. Show the map and the pictures at appropriate times.

Joseph Smith was born in 1805 in the state of Vermont in the United States of America. He was the fourth of nine children. When Joseph was ten years old, he and his family moved to the state of New York, settling near the town of Palmyra (point out this area on the map). The Smith family was poor, and all the members of the family had to work hard to provide food and other necessities for the family. The family had moved many times before settling near Palmyra, where they found farmland on which crops would grow well.

Joseph did not have much opportunity to attend school, so he learned only the basics of reading, writing, and simple arithmetic. Joseph's mother said that he seemed just like other boys his age until the time of his vision. She said he was quiet and well-mannered and liked to study and think about important things. He was a tall, athletic, cheerful boy who seldom got angry.

Joseph's family loved God and wanted to keep his commandments. They read the Bible and prayed together often. Like Joseph, they were confused about which church was the true church of Jesus Christ. After Joseph received his first vision, his family believed him and supported him in the great work he was called to do.

Explain that this year's course of study will be from the Doctrine and Covenants and Church history. The Doctrine and Covenants is a collection of divine revelations, most of them given to the Prophet Joseph Smith by Jesus Christ. Many of the historical events that occurred during the early days of the Church were recorded by Joseph Smith himself in the section of the Pearl of Great Price entitled "Joseph Smith—History." Help the children find this section in their copies of the Pearl of Great Price.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- When and where was Joseph Smith born? (JS—H 1:3.) What were the names of Joseph's mother and father? (JS—H 1:4.) How many children were in Joseph's family? (JS—H 1:4.) How did Joseph's parents help prepare him for the work he was to do?
- Where did Joseph Smith's family move after they left Vermont? (JS—H 1:3.) Help the children understand that although the family moved from Vermont to New York to find a better place to farm, a more important reason for their move—a reason they did not know about—was so that Joseph could live close to the place where the gold plates were buried. In what ways might Heavenly Father direct our lives without our knowing about it?
- Why was Joseph confused about which church he should join? (JS—H 1:5–10.) How did the scriptures help Joseph decide what to do? (JS—H 1:11–13.) How have the scriptures helped you make decisions? (You may wish to share a personal experience.)
- Where did Joseph Smith go to pray? (JS—H 1:14.) Why do you think he wanted a place where he could be alone? Explain that the place where Joseph Smith went to pray is now called "The Sacred Grove." (See enrichment activity 6.)
- What happened when Joseph began to pray? (JS—H 1:15.) Where did this darkness come from? (JS—H 1:16.) How was Joseph delivered from the darkness that surrounded him? (JS—H 1:17.) What did Joseph learn about

Satan and his power from this experience? What did he learn about Heavenly Father's power? (It is greater than Satan's power.) Why is it important for us to remember that Heavenly Father's power is greater than Satan's power?

- Why do you think Satan wanted to stop Joseph from praying? How does Satan try to stop us from praying or doing what is right? What can we do when Satan tempts us?
- Who appeared to Joseph in the Sacred Grove? (JS—H 1:17.) What did these personages look like? What did Heavenly Father say to Joseph? What did Joseph learn about Heavenly Father and Jesus Christ from this vision? (See enrichment activity 1.)
- What did Jesus tell Joseph about which church he should join? (JS—H 1:18–19.) Why? Display the containers from the attention activity and show that both containers are empty. Point out that neither container was the “right” choice. Explain that none of the churches on the earth in Joseph Smith's time was the right choice. Each of these churches had some good teachings, but none of them had the complete truth of the gospel.
- How did the “professors of religion” react to Joseph's vision? (JS—H 1:21–22.) Why was Joseph surprised by their reactions? (JS—H 1:22–23.) Explain that *persecute* means to cause someone to suffer because of what they believe. Have you ever been persecuted for the things you believe? What have you done about it?
- How was Joseph's testimony of his first vision affected by the persecution he received? (JS—H 1:25.) Why is it important that we each have a personal testimony of Joseph Smith's first vision? (See enrichment activity 2.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Make for each child a copy of the crossword puzzle found at the end of the lesson. Help the children complete the puzzle, and then discuss the answers with them. If it is not feasible to make a copy of the puzzle for each child, draw the puzzle on the chalkboard. Then read the puzzle clues to the children, pausing to let them choose the appropriate response. Let the children take turns writing the answer words in the puzzle on the chalkboard. (Answers: 1-Heavenly Father; 2-greater; 3-Jesus Christ; 4-separate; 5-answer; 6-destroy; 7-church.)
2. Ask two children to each read one of the following quotations:

Joseph F. Smith, sixth President of the Church, said: “The greatest event that has ever occurred in the world, since the resurrection of the Son of God from the tomb and his ascension on high, was the coming of the Father and of the Son to that boy Joseph Smith. . . . Having accepted this truth, I find it easy to accept of every other truth that [Joseph Smith] . . . declared” (*Gospel Doctrine*, 5th ed. [Salt Lake City: Deseret Book Co., 1939], pp. 495–96).

Ezra Taft Benson, thirteenth President of the Church, taught us: “You should always bear testimony to the truth of the First Vision. Joseph Smith did see the Father and the Son. They conversed with him as he said they did” (*The Teachings of Ezra Taft Benson* [Salt Lake City: Bookcraft, 1988], p. 101).

 - Why is it important to have a testimony of the First Vision?

Help the children understand that the First Vision is the foundation of a testimony of the true church of Jesus Christ. Once we believe that Heavenly Father and Jesus Christ actually appeared and talked to Joseph Smith, then we can be sure that everything else the Prophet taught or restored to us is also the truth.

3. Help the children memorize or review the first article of faith. Discuss how it testifies of a truth discovered in Joseph Smith's first vision: that God the Eternal Father and his Son, Jesus Christ, are two separate personages.
4. Help the children memorize Joseph Smith—History 1:25 (beginning with *for I had seen a vision*) or James 1:5. Show the children where the book of James is found in the New Testament. Discuss what the phrase "giveth to all men liberally, and upbraideth not" means.
5. Explain that Joseph Smith was chosen before he was born to restore the gospel of Jesus Christ. Have the children look up and read 2 Nephi 3:14–15. Explain that Joseph of Egypt prophesied that one of his descendants would restore the gospel to the earth. His name would also be Joseph, and he would be named after his father. The Prophet Joseph Smith was named after his father. He was called Joseph Smith Junior. His father was called Joseph Smith Senior.
6. To help the children understand that the Sacred Grove has remained as it was in Joseph Smith's day, relate the following account:

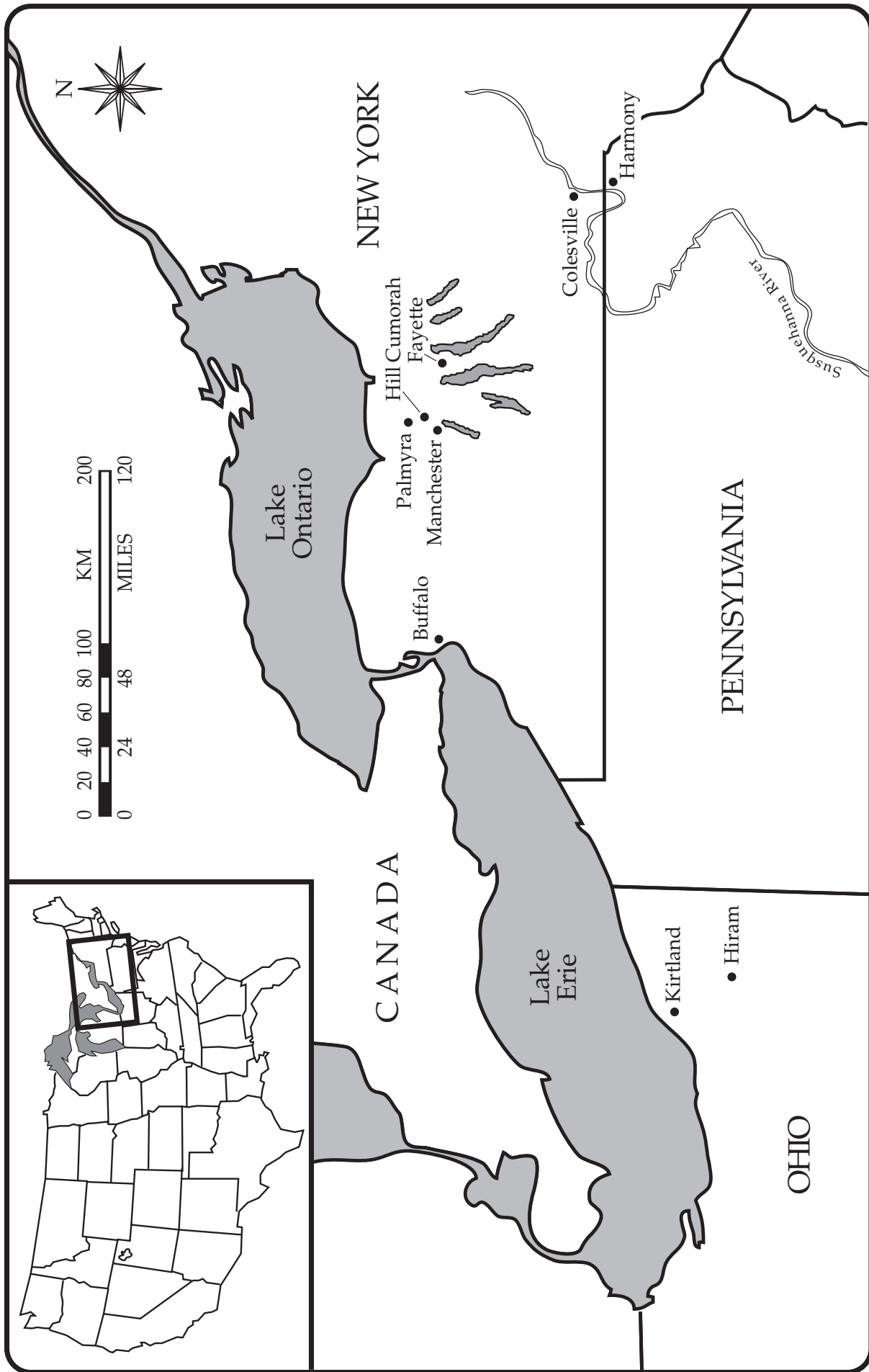
"In 1860 . . . a boyhood friend of Joseph Smith . . . purchased what had been the Smith farm. He later told his son . . . that he had never touched an ax to the trees in the woodlot on the west end of the farm because Joseph had identified this area as the place where he had beheld his vision. . . . A century and a half after the First Vision, the ten-acre grove still retains much of its primeval [natural] beauty. Trees of mature size in Joseph's day still grace this aged forest. Many are more than 200 years old" (Donald Enders, "The Sacred Grove," *Ensign*, Apr. 1990, p. 16).

You may want to explain that while we know that the area now called the Sacred Grove is where Joseph Smith received his first vision, we do not know the exact location within the grove where Joseph saw the vision.
7. Show the segment "The First Vision" (15 minutes) from the videocassette *Moments from Church History* (53145) to the children.
8. Sing or say the words to "Joseph Smith's First Prayer" (*Hymns*, no. 26), "The Sacred Grove" (*Children's Songbook*, p. 87), or the third verse of "On a Golden Springtime" (*Children's Songbook*, p. 88).

Conclusion

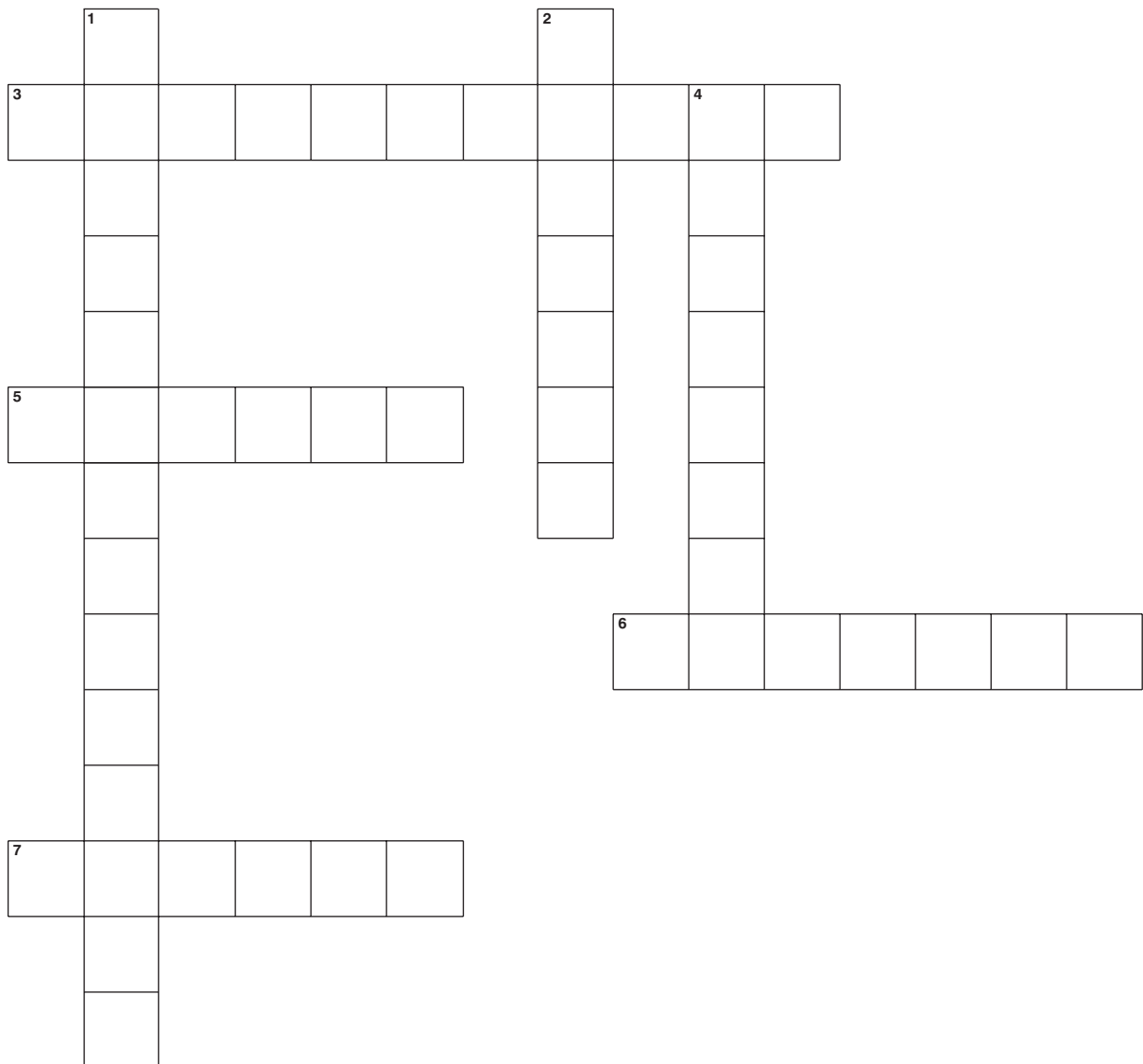
Testimony	Share your testimony of the First Vision and the Prophet Joseph Smith. Encourage each child to pray that his or her own personal testimony of the First Vision may be strengthened.
Suggested Home Reading	Suggest that the children study Joseph Smith—History 1:1–20 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the "Suggested Home Reading." Invite a child to give the closing prayer.

The New York–Ohio Area



What We Learn from the First Vision

1. We are made in the image of _____ and Jesus Christ.
2. Heavenly Father's power is _____ than Satan's power.
3. _____ is Heavenly Father's Son.
4. Heavenly Father and Jesus are two _____ personages.
5. Heavenly Father will _____ our sincere prayers.
6. Satan is real and wants to _____ the work of Heavenly Father and Jesus.
7. Jesus told Joseph that no _____ then on the earth was true.



The Apostasy and the Need for the Restoration of Jesus Christ's Church

Purpose

To help the children understand that Jesus Christ's church was taken from the earth because of apostasy and had to be restored to the earth.

Preparation

1. Prayerfully study the following references about aspects of Jesus Christ's church: Matthew 16:17 (ongoing revelation), Luke 9:1–2 and John 15:16 (priesthood authority), Amos 3:7 and Ephesians 2:20 (living prophets and apostles), Matthew 3:16 and Acts 2:38 (ordinances performed as Jesus taught), and Acts 7:55–56 (Heavenly Father, Jesus Christ, and the Holy Ghost are three separate personages). Also study Doctrine and Covenants 1:1–6, 15–23, 30 and the historical account given in this lesson. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Additional reading: Amos 8:11–12, 2 Thessalonians 2:1–3, and 2 Timothy 4:3–4 (prophecies about the Apostasy) and *Gospel Principles* (31110), chapters 16 and 17.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Prepare the following wordstrips:

Set 1

Ongoing revelation

Priesthood authority from God

Living prophets and apostles

Ordinances done as Jesus taught

Heavenly Father, Jesus Christ, and the Holy Ghost are three separate personages

Set 2

No more revelation

Priesthood taken away

No living prophets or apostles

Teachings and ordinances changed

Heavenly Father, Jesus Christ, and the Holy Ghost thought to be one huge spirit

5. Materials needed:
- A Doctrine and Covenants for each child.
 - A Bible.
 - Two glasses of clean water, some dirt or debris, and a spoon or stick for stirring.
 - Picture 5-6, The First Vision (Gospel Art Picture Kit 403; 62470).

Suggested

Lesson

Development

Invite a child to give the opening prayer.

Attention Activity

Show the picture of the First Vision. Review the previous lesson using the following questions or similar ones:

- Why did Joseph Smith go into the woods to pray?
- What answer did he expect to get to his prayer?
- What answer did he get?
- What had happened to the church Jesus Christ had organized when he was on the earth?

Show the children a glass of clean, clear water. Ask if the water is fit to drink. Have a child stir some dirt or debris into the water until it becomes cloudy. Ask the children if they would want to drink the water now. Point out that the water needs to be replaced with clean, pure water. Explain that when Jesus Christ first organized his church on earth, it was organized properly and its leaders taught the truth. The Church was like the clean glass of water (show the second glass of clean water). Then people changed the Church, and it became like the glass of cloudy water. The true church and its teachings needed to be restored (brought back) to the earth.

Scriptural and Historical Accounts

Teach the children about the Apostasy and the restoration of the church of Jesus Christ, as discussed in the scriptures listed in the "Preparation" section and in the following historical accounts.

Explain that when Jesus Christ was on the earth, he taught his gospel, called twelve Apostles, and organized his church. Post the wordstrips from set 1 and explain that these things were important parts of Jesus' true church. Briefly discuss each wordstrip as you post it. (You may want to read a few of the verses listed in the "Preparation" section as you discuss the corresponding wordstrips.)

Place the wordstrips from set 2 on top of the wordstrips from set 1 as you talk about some of the changes that were made in Jesus Christ's church:

The Apostasy (falling away from Jesus' true church) happened after Jesus Christ was crucified and Peter and the other Apostles were killed. Without living prophets or apostles the Church no longer received revelation. Teachings that were not true were added to the Church and some of the truths Jesus Christ had taught were taken away. The priesthood (the authority to act in God's name) was lost

from the earth. People were baptized by methods such as sprinkling instead of being immersed as Jesus was. It was not Jesus Christ's church anymore. The church that Jesus had organized was no longer on the earth. Many different churches were organized. Some people tried to bring their churches back to the teachings of Jesus Christ. Although they could see from reading the Bible that some of the teachings of their churches were wrong, they could not change their churches back to Jesus Christ's church because they did not have priesthood authority from Jesus to do this. Many of these people were persecuted and even put to death because of their beliefs.

Explain that after the true church of Jesus Christ had gone into apostasy, Heavenly Father and Jesus Christ made preparations for the restoration of the true church. Relate the accounts of the following three reformers. Explain that reformers were honest people who recognized how the churches they belonged to had been changed from Jesus' church. They wanted to reform their churches and make them more like Jesus' original church. The three men described here were some of the people who helped prepare the world for the restoration of the true church (see enrichment activity 2).

John Wycliffe

John Wycliffe was born in England in 1320. He became a professor and a leader in his church. Wycliffe realized that some of his church's practices were different from those he read about in the Bible. The church he belonged to would not let the people read the scriptures for themselves; the priests read and interpreted the scriptures for the people. Wycliffe helped translate the Bible into English so more people could read it. He also sent out followers who lived among the people and helped them understand the teachings in the Bible. The leaders of the church Wycliffe belonged to tried to stop his work, but Wycliffe continued to help the people understand how Jesus wanted the church to be.

Martin Luther

Martin Luther was born in Germany in 1483. He became a priest in the Catholic Church and a teacher of religion. As he studied the scriptures, Luther felt that the church was not teaching the same things the scriptures taught. He wrote ninety-five statements of how the church had been changed from Jesus Christ's church. The church leaders became angry with Luther, but he continued to say his statements were true. The church leaders held a trial and told Luther to take back what he said about the church's false teachings. However, Martin Luther said, "Unless I am convicted by Scripture and plain reason . . . I cannot and I will not recant [take back] anything, for to go against conscience is neither right nor safe. God help me. Amen" (quoted in Roland H. Bainton, *Here I Stand: A Life of Martin Luther*, p. 185). Luther was told he could no longer be a member of the Catholic Church, and he was declared to be a criminal. Protected by his friends, Luther went on to translate the Bible into German. The newly invented printing press made it possible for Luther's translation of the Bible to reach many people.

Roger Williams

In 1620 a group of people known as the Pilgrims or Puritans wanted freedom to worship as they chose. They came to America and started a town named Plymouth, built homes and churches, and were at last free to worship God as they wanted. Roger Williams came to America in 1631, looking for a place to freely worship

God. Because he taught that all people should be able to worship as they wanted, the Puritans made him leave their town. Roger Williams and a few followers built a new settlement. Williams decided that Jesus Christ's church was no longer on the earth and that the authority to act in the name of Jesus Christ was gone. He believed that this could not be corrected until Jesus Christ called new Apostles with the authority to perform ordinances such as baptism and blessing the sacrament.

Help the children understand that Wycliffe, Luther, and Williams did not have authority from Jesus Christ to correct the problems they saw in their churches. However, by calling attention to these problems, they helped prepare the world for the time when Jesus' church would be restored.

Explain that because the true church was no longer on the earth, it was necessary for Jesus Christ to bring his true church back to the earth again. This is known as the Restoration. When the time was right for the church of Jesus Christ to be restored, Heavenly Father chose Joseph Smith to receive the authority for establishing Jesus Christ's church on the earth again.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- What does *apostasy* mean? What happened to Jesus Christ's church after Jesus was crucified and his original Apostles were killed?
- Why was there a need for a restoration? (D&C 1:15–16.) Why did Jesus Christ speak to Joseph Smith? (D&C 1:17.) Explain that Joseph Smith was the prophet of the Restoration.
- What did John Wycliffe, Martin Luther, and Roger Williams see that was wrong with the churches they belonged to? How did they try to correct these problems? Why couldn't they restore Jesus Christ's church to the earth?
- What did Jesus Christ reveal to Joseph Smith about his true church? As the children answer, remove the wordstrips from set 2, leaving the original wordstrips in place.
- To whom does Jesus Christ want his restored gospel to go? (D&C 1:2, 4.) How can we share the restored gospel of Jesus Christ with others?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Write on a piece of paper *The Word of the Lord*. Before class, hide the paper somewhere the children will not be able to find it, such as in your pocket or shoe. Tell the children that there is something written on a piece of paper in the room that you would like them to try to find. Ask them to do so quietly. When they have thoroughly searched, take out the paper.

- What were you looking for but unable to find?

Have the children read aloud the words on the paper.

- Where was the word of the Lord during the Apostasy? (Some of it was in the Bible, but many teachings had been taken from the earth.) Where can you find the word of the Lord today? (In the Bible, Book of Mormon, Doctrine and Covenants, Pearl of Great Price, and messages from the latter-day prophets and apostles.) Explain that the word of the Lord is revelation.

Have a child read Amos 8:11–12 aloud.

- What did Amos say would happen?
- What is a famine?
- What did Amos mean by “a famine . . . of hearing the words of the Lord”?

Explain that before the Church was restored by Jesus Christ through the Prophet Joseph Smith, many people looked for the true word of the Lord but could not find it. There were no Church leaders with authority to receive revelation from the Lord. When the Church was restored, the Lord began to again give revelation to his chosen leaders.

2. A week in advance, ask three children to present the information about John Wycliffe, Martin Luther, and Roger Williams. Give each child a copy of the applicable information from the lesson.
3. Help the children memorize the ninth article of faith.
4. Explain to the children that before the Prophet Joseph Smith's birth, Asael Smith, Joseph's grandfather, had a strong feeling that one of his descendants would be “a great benefit to mankind” (quoted in *Church History in the Fulness of Times* [Church Educational System manual (32502), 1993], p. 17; see also *History of the Church*, 2:443). Discuss how Joseph Smith, Asael's grandson, did provide a great benefit to the world by helping Jesus Christ restore His church to the earth.
5. Have the children sing or say the words to the first verse of “We Thank Thee, O God, for a Prophet,” (*Hymns*, no. 19).

Conclusion

Testimony	Bear your testimony of the reality of the apostasy from Jesus Christ's original church and the restoration of Christ's church in the latter days. Testify that through the Prophet Joseph Smith the true church of Jesus Christ has been restored to the earth. Express your gratitude that Jesus Christ restored his church to help us.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 1:17–23 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
	Invite a child to give the closing prayer.

The Angel Moroni Visits Joseph Smith

Purpose

To help the children understand the importance of Moroni's message that the fulness of the gospel of Jesus Christ was to be restored.

Preparation

1. Prayerfully study Joseph Smith—History 1:27–53; Revelation 14:6–7; Mormon 8:1, 4; and the historical account given in this lesson. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Materials needed:
 - a. A Pearl of Great Price for each child.
 - b. A Bible and a Book of Mormon.
 - c. An object to represent a microphone (optional).
 - d. Picture 5-7, The Angel Moroni on Top of the Salt Lake Temple; picture 5-8, Moroni Appears to Joseph Smith in His Room (Gospel Art Picture Kit 404; 62492); picture 5-9, Joseph Smith Uncovering the Gold Plates.

Suggested Lesson Development
Attention Activity

Invite a child to give the opening prayer.

- If someone handed you a microphone and asked you to give an important message to the whole world, what message would you give?

Hand one of the children the “microphone” and have him or her give a message into it. Let a few other children have a turn. You may want to take a turn yourself.

Tell the children that in this lesson they are going to learn about an important message someone gave that was meant to help the entire world. This message did not come through a microphone; it did not come by radio, television, or satellite.

Show the picture of the angel Moroni on top of the temple.

- Who is this? Why do you think the angel Moroni is shown blowing a trumpet?

Ask the children to listen to John's description of Moroni's message and how he gave it. Read aloud Revelation 14:6–7.

Scriptural and Historical Accounts

Teach the children about Moroni's visits to Joseph Smith, as described in Joseph Smith—History 1:27–53 and the following historical account. Show the pictures of Joseph Smith at appropriate times.

Nearly three and a half years passed between the First Vision, when Heavenly Father and Jesus Christ appeared to Joseph Smith, and the angel Moroni's first visit to Joseph. During this time, Joseph worked with his father on the family

farm. He helped plant and harvest the crops, clear trees from the land, and tap maple trees to get sap for syrup. Sometimes he did odd jobs for a neighbor named Martin Harris. Joseph maintained his testimony of Heavenly Father and Jesus Christ, although he was continually persecuted by people who did not believe he had seen a vision.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Why did Joseph Smith pray on the night of 21 September 1823? (JS—H 1:29.) How was Joseph’s prayer answered? (JS—H 1:30–33.) Why don’t angels appear to us when we pray? Help the children understand that in 1823 the truth was not on the earth and had to be brought back by heavenly messengers. Because we now have the gospel, most of our personal prayers are answered in other ways. Answers to our prayers sometimes come into our minds as we listen to lessons or talks in church, talk to our parents or Church leaders, or read the scriptures.
- Who was Moroni? Show the children the book of Moroni in the Book of Mormon. Explain that Moroni was the last of the Nephite prophets. He lived about A.D. 400 and wrote some of the Book of Mormon. What did Moroni do with the gold plates when he finished writing on them? (Mormon 8:1, 4.) Why was Moroni chosen to visit Joseph Smith?
- What did Moroni say would happen to Joseph Smith’s name? (JS—H 1:33.) What are some examples of how Joseph Smith’s name has been “had for good and evil among all nations, kindreds, and tongues”? How has your membership in the Church affected how people think of you?
- What book did Moroni tell Joseph about? (JS—H 1:34.) What did the book contain? What was deposited with the gold plates? (JS—H 1:35.) Why were these items necessary? Why is it important that we have the Book of Mormon today?
- What warnings did Moroni give Joseph in Joseph Smith—History 1:42, 46? How can knowing about Satan and his plans help us resist Satan’s temptations?
- Why do you think Moroni appeared to Joseph four times (three times during the night and once the next morning), giving him the same message each time? (JS—H 1:44–46, 49.) How does it help us to hear or read something important more than once? Why is it helpful to read the scriptures daily throughout our lives? (See enrichment activity 2.)
- What happened the morning after Moroni’s visits to Joseph? (JS—H 1:48–49.) How did Joseph’s father react when Joseph told him about Moroni? (JS—H 1:50.) Why do you think Joseph’s father believed him? How can we gain the trust and confidence of our parents?
- How was Joseph able to find the exact place where the gold plates were buried? (JS—H 1:50.) What is the name of the hill where the plates were buried? (Cumorah; see Mormon 6:6.) Why was Joseph forbidden to take the plates with him at this time? (JS—H 1:53.) Remind the children that Joseph was only seventeen years old and still had much to learn before he was ready to translate the plates.

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Point out that Moroni's message was very important to Joseph Smith. The message explained to Joseph that he was called by God to do an important work and told him some of what that work would be.
 - What important work was Joseph Smith called to do?

Remind the children that the Book of Mormon is the translation of the gold plates.

Explain that Moroni's message is also important to us. Write on the chalkboard *What I Can Learn from Moroni*. Have the children read and display the following wordstrips:

The Book of Mormon is true.

The Book of Mormon tells about the people who lived on the American continent long ago.

The Book of Mormon contains the fulness of the gospel of Jesus Christ.

Discuss each wordstrip briefly as it is posted. Discuss the importance of the Book of Mormon to us today. Point out that we can learn what we need to do to live the gospel of Jesus Christ by reading and studying the Book of Mormon.

2. Have a child read the following paragraph:

Moroni was a messenger sent by God to Joseph Smith. Moroni told Joseph that God had an important work for him to do. Moroni also told Joseph that a book written on gold plates buried in the hillside contained the fulness of the gospel and a history of the ancient inhabitants of the American continent.

Ask if anyone can repeat the message just read. Have the child read the same words two more times, and again ask if anyone can repeat the message. Point out how repetition makes the message easier to remember. Explain that the complete message Moroni gave was much longer than the one the children just heard. Moroni repeated the message to help Joseph Smith understand and remember the message.

- Why is it helpful to study the same principles of the gospel over and over?
3. Before class, prepare several pieces of paper, each listing a basic element of the gospel such as faith in Jesus Christ, repentance, baptism by immersion, the gift of the Holy Ghost, the Book of Mormon, living prophets, continuous revelation, priesthood, and temple ordinances. Label an empty jar or other container with the words *The Gospel of Jesus Christ*.

In class, display the empty container. Remind the children that the angel Moroni told Joseph Smith that the gospel was to be restored to the earth. Explain that this has now happened.

Have each child select a piece of paper, read it aloud, and place it in the container. Have the child explain why this element of the gospel is important to us. Continue until all the papers have been placed in the container, and then point out that as members of The Church of Jesus Christ of Latter-day Saints we are blessed by having the gospel of Jesus Christ.

4. Help the children memorize or review the ninth article of faith. Emphasize to the children the importance of the revelations Joseph Smith received and the continued revelation we receive from the Lord through our living prophet today.
5. Sing or say the words to “An Angel Came to Joseph Smith” (*Children’s Songbook*, p. 86), “Search, Ponder, and Pray” (*Children’s Songbook*, p. 109), or “I Want to Live the Gospel” (*Children’s Songbook*, p. 148).

Conclusion

Testimony	Express your gratitude for the message that Moroni gave to Joseph Smith and to us. Testify that Joseph Smith was a true prophet of God and that the Book of Mormon is true. Encourage the children to learn more about the gospel by reading from the Book of Mormon each day.
Suggested Home Reading	Suggest that the children study Joseph Smith—History 1:30–35 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

Joseph Smith Prepares to Receive the Gold Plates

Purpose

To encourage the children to prepare themselves to serve Jesus Christ and their fellowmen.

Preparation

1. Prayerfully study Joseph Smith—History 1:53–58 and the historical account given in this lesson. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
 2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
 3. Materials needed:
 - a. A Pearl of Great Price for each child.
 - b. Six blank wordstrips and some pens or pencils.
 - c. Picture 5-8, Moroni Appears to Joseph Smith in His Room (Gospel Art Picture Kit 404; 62492); picture 5-9, Joseph Smith Uncovering the Gold Plates; picture 5-10, Joseph Smith Teaches His Family.
-

Suggested
Lesson
Development

Invite a child to give the opening prayer.

Attention Activity

Tell the children that you would like them to help you prepare some things for the lesson. Give some of the children blank wordstrips and pens or pencils, and have them write the following words on the wordstrips: *Joseph Smith, prayer, light, Moroni, message, four times*. Have another child display the picture of Moroni appearing to Joseph Smith.

Thank the children for helping you prepare.

- Why is it important that we prepare for certain events, such as taking a test in school or giving a talk in Primary? What happens when we do not prepare?

Using the wordstrips and the appropriate pictures, have the children help you review what they learned in lesson 3 about Moroni’s visits to Joseph Smith. Remind the children that Joseph was not allowed to take the plates the first time he saw them. Explain that Joseph had a great work to do, but he needed to be better prepared in order to do it. This lesson discusses some of his preparation for this great work.

Scriptural and Historical Accounts

Teach about Joseph Smith’s four-year preparation to receive the gold plates, as described in Joseph Smith—History 1:53–58 and the following historical account. Emphasize Joseph’s willingness to do everything Heavenly Father and Jesus Christ wanted him to do and the ways Joseph was prepared to do this work. Show the pictures at appropriate times.

Joseph Smith's mother, Lucy Mack Smith, wrote that after the first visits of Moroni, "Joseph continued to receive instructions from the Lord, and we continued to get the children together every evening for the purpose of listening while he gave us a relation of the same. . . . During our evening conversations, Joseph would occasionally give us some of the most amusing recitals that could be imagined. He would describe the ancient inhabitants of this continent, their dress, mode [method] of traveling, and the animals upon which they rode; their cities, their buildings, with every particular; their mode of warfare; and also their religious worship. This he would do with as much ease, seemingly, as if he had spent his whole life among them" (Lucy Mack Smith, *History of Joseph Smith*, pp. 82–83). Because he had always been honest, Joseph Smith's parents and brothers and sisters believed all Joseph told them.

Two months after Moroni's first visits to Joseph, a great tragedy struck the Smith family. Joseph's oldest brother, Alvin, became ill and died. Joseph loved Alvin, and Alvin in turn had loved and supported his younger brother. Shortly before Alvin died, he gave Joseph some counsel to help him prepare to serve the Lord. Alvin said to Joseph: "I want you to be a good boy, and do everything that lies in your power to obtain the Record [the gold plates]. Be faithful in receiving instruction, and in keeping every commandment that is given you" (quoted in Smith, p. 87).

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- How many years passed between the time Joseph first saw the gold plates and when he actually received them? (JS—H 1:53–54.) What happened each year on 22 September? How was the angel Moroni preparing Joseph for the work he had been called to do? Explain that during these four years, Joseph also met with many other Nephite prophets, such as Nephi, Alma, Mormon, and the twelve disciples chosen by the Savior in America (see *Church History in the Fulness of Times*, p. 41). Why did these ancient prophets visit Joseph?
- Why did Joseph Smith's family believe and support him? Point out that Joseph had always been honest and dependable, and his family knew they could believe him. Why do you think family support was important to Joseph? What are some ways you support the members of your family? How do they support you? How can we help the members of our families follow the teachings of the Savior? How do your family members help you follow the Savior?
- How did Joseph Smith help his family? (JS—H 1:55.) How do you think learning to work hard helped prepare Joseph to serve the Lord? What are some ways you work in your family? Why should we be willing to work in our homes and yards to help our families? How will learning to work and take on responsibilities help us serve the Lord?
- How are you preparing now for work that Heavenly Father and Jesus Christ may want you to do in the future? (See enrichment activity 1.)
- Point out that Joseph Smith was true to his testimony and lived the gospel in spite of the persecution he received from other people. How did this help prepare Joseph for the great work he was to do? Why should we decide now to always obey the teachings of the gospel? How will this help prepare us to serve in the Church? (See enrichment activity 2.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Write the headings *Heavenly Father helps me prepare by:* and *I can prepare myself by:* on the chalkboard (or post wordstrips you have prepared in advance).
 - What have Heavenly Father and Jesus Christ given us to help us prepare to serve them? (Answers may include scriptures, parents, prophets, teachers, the gift of the Holy Ghost, and Primary.) Write the children's answers to this question under the heading *Heavenly Father helps me prepare by:*.
 - What is our responsibility to help prepare ourselves? Using the items listed on the chalkboard, discuss with the children what each of us needs to do with the things that Heavenly Father and Jesus Christ have given us (for example: scriptures—study them daily; parents—follow their counsel). Summarize their answers under the heading *I can prepare myself by:*.
 - What are we preparing to do? (Serve Heavenly Father and Jesus Christ and others, in positions such as teacher, missionary, or parent.) How does this preparation help us now? How will it help us in the future? Help the children realize their responsibility to prepare themselves now to serve.
2. Explain to the children that one way they can prepare to serve Heavenly Father and Jesus Christ is to decide now that they will always obey the commandments, even when temptations and problems come. Write on the chalkboard *I can decide now to:*. Have the children think of things they can decide to do now in order to follow the Savior and prepare to serve him. Write their responses on the chalkboard.

Give each child a piece of paper and a pencil or pen, and have the children write on their papers the heading *I can decide now to:* followed by one item from the list on the chalkboard. Invite the children to discuss their papers with their families and then put the papers somewhere they can see them often.
3. Write on separate pieces of paper some of the things Joseph Smith learned to do as he prepared to serve the Lord, such as have faith, be obedient, be prayerful, study the scriptures, and trust in Heavenly Father and Jesus Christ. Have each child in turn choose a paper and read it to the class. Have the children discuss ways in which they can learn to do these same things.
4. Sing or say the words to "Keep the Commandments" (*Children's Songbook*, p. 146), "Teach Me to Walk in the Light" (*Children's Songbook*, p. 177), or "I Know My Father Lives" (*Children's Songbook*, p. 5).
5. Draw a tic-tac-toe diagram on the chalkboard. Fill the spaces with the numbers 1 through 9:

1	2	3
4	5	6
7	8	9

Divide the children into two teams, and assign each team a symbol (such as X and O). Alternating between teams, have the children take turns choosing numbers and answering the questions that correspond with those numbers. If a child answers a question correctly, let him or her replace the question number with the team's symbol. When a team gets three in a row, you may want to rearrange the numbers on the diagram and play the game again.

Possible questions:

1. How many years passed between Moroni's first visits and Joseph's receiving the plates? (Four.)
2. In what hill were the gold plates hidden? (Cumorah.)
3. Whom did Joseph marry? (Emma Hale.)
4. Name one thing Joseph described to his family about the people in the Book of Mormon. (Their dress, mode of travel, animals, cities, warfare, or religious worship.)
5. Which of Joseph's brothers died in 1823? (Alvin.)
6. Name two Nephite prophets who visited Joseph Smith while he was preparing to receive the gold plates. (Nephi, Alma, Mormon, Moroni.)
7. What kind of work did Joseph do on the Smith farm? (Plant crops, harvest crops, cut down trees, make maple syrup.)
8. How did other people in the community treat Joseph after the First Vision? (They disbelieved and persecuted him.)
9. Who met Joseph Smith at the Hill Cumorah each year for four years? (The angel Moroni.)

Conclusion

Testimony	Testify that the Prophet Joseph Smith was a true prophet of God. Express your gratitude that he was well prepared to translate the gold plates. Encourage the children to do something extra during the coming week to help prepare themselves to serve the Lord.
Suggested Home Reading	Suggest that the children study Joseph Smith—History 1:53–58 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

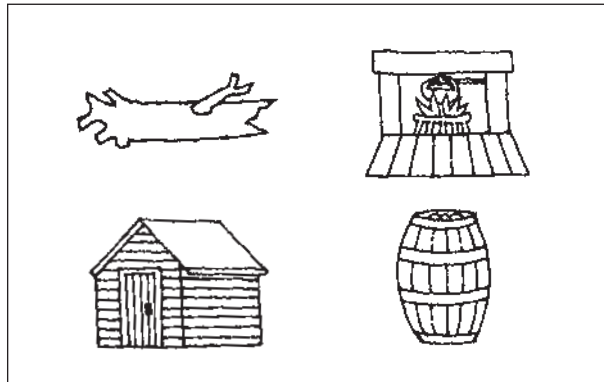
Joseph Smith Receives the Gold Plates

Purpose

To help the children understand that when we are obedient and do our part, Heavenly Father will help us.

Preparation

1. Prayerfully study Joseph Smith—History 1:59–65, Isaiah 29:11–12 (prophecy concerning Martin Harris’s visit to Professor Anthon), and the historical account given in this lesson. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Additional reading: 2 Nephi 27:15–20.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Copy the following illustrations onto a piece of paper or the chalkboard:



5. Materials needed:
 - a. A Pearl of Great Price for each child.
 - b. A Bible and a Book of Mormon.
 - c. Map of the New York–Ohio Area, found at the end of lesson 1.
 - d. Picture 5-11, Joseph Smith Receives the Gold Plates (Gospel Art Picture Kit 406; 62012); picture 5-12, Joseph Smith Brings the Gold Plates to the Carriage; picture 5-13, The Gold Plates.
-

Suggested Lesson Development

Invite a child to give the opening prayer.

Attention Activity

Display the illustrations of the fallen tree, fireplace, workshop, and barrel of beans.

- What do these objects have in common?

Scriptural
and Historical
Accounts

After the children have offered their ideas, explain that each of these was used by Joseph Smith to hide the gold plates to keep them safe. Ask the children to listen to the lesson to find out how Joseph used each of these locations.

Teach the children about Joseph Smith receiving the gold plates, Moroni's counsel to Joseph concerning the safety of the gold plates, and Joseph's efforts to protect the plates, as described in Joseph Smith—History 1:59–61 and the following historical account. Use the pictures and the map at appropriate times.

When the time had come for Joseph Smith to receive the gold plates, he borrowed a horse and wagon and went with his wife, Emma, to the Hill Cumorah, where the plates were buried. Joseph left Emma with the wagon at the bottom of the hill and climbed the hill alone to meet the angel Moroni. Moroni gave Joseph the gold plates. He also gave Joseph the Urim and Thummim and a breastplate, tools to help with the translation of the gold plates.

Moroni warned Joseph that evil men would be watching for a chance to steal the plates and told Joseph that he must do everything in his power to keep them safe (see JS—H 1:59). Joseph found that as soon as people knew that he had the plates, they tried to take them away (see JS—H 1:60). He had to hide the plates in many places to keep them safe.

After Joseph and Emma left the hill where the plates had been buried, Joseph stopped and took the plates into the woods. There he found a large fallen tree that was soft and decayed inside. He cut back the bark of the tree, dug out a hole, and hid the plates inside, covering them up again with the tree bark.

A few days later, while Joseph was working several miles away from Palmyra, his family learned that some men were coming to search for the gold plates. Emma immediately got a horse and rode to warn Joseph about the men. Joseph had also been warned through the Urim and Thummim that the plates were in danger. Joseph returned to Palmyra and took the plates from the tree, wrapped them in a linen cloth, and started for home with them. He thought it would be safer to travel through the woods rather than on the road, but in the woods someone hit him from behind with a gun. Joseph knocked down the man who attacked him and ran away as fast as he could. He was attacked twice more, but was able to escape each time and bring the plates safely to his home.

On another occasion, Joseph learned that a mob was coming to look for the plates. He pulled up some stones in front of the fireplace and hid the plates underneath. As soon as the stones were put back into place, a group of men came up to the house. Joseph and his father and brothers ran out the front door yelling. The mob thought that there were many men helping Joseph and ran away frightened.

A few days later Joseph was inspired to take the plates, along with the wooden box in which he kept them, from under the fireplace stones. He carried the bundle across the street to a workshop on the Smith farm. He took the gold plates out of the box, wrapped them in cloth, and hid them in the loft of the shop. Then he pulled up some floorboards, hid the empty wooden box under the boards, and nailed the boards back down. When night came, a mob came and hunted for the plates. The mob pulled up the floorboards and found the empty wooden box, but the gold plates remained safe where Joseph had hidden them in the loft.

Because of all the persecution and the people trying to steal the gold plates, Joseph knew that he would not be able to work on their translation in Palmyra. Joseph and Emma decided to move to Harmony, Pennsylvania, where Emma's parents lived. Joseph was worried about how to get the gold plates safely to Harmony. He put the plates in a box and put the box at the bottom of a barrel. Joseph then filled the barrel with beans and nailed down the lid. With the barrel and their other belongings in a wagon, Joseph and Emma set off for Harmony. Although they were stopped along the way and their wagon was searched by people looking for the plates, the plates were not found.

Because Joseph did his best to protect the plates as he had been commanded, Heavenly Father helped him keep the plates safe and also sent help in other ways. Part of this help came from a successful farmer named Martin Harris, an old friend of the Smith family. When Joseph and Emma were preparing to move to Harmony, Martin Harris came to Joseph and said, "Here, Mr. Smith, is fifty dollars; I give this to you to do the Lord's work with; no, I give it to the Lord for his own work" (quoted in Lucy Mack Smith, *History of Joseph Smith*, p. 118). With this money Joseph and Emma were able to move to Harmony to continue the Lord's work in bringing forth the Book of Mormon.

Martin Harris continued to help Joseph Smith in a number of ways. After Joseph and Emma moved to Harmony, Martin visited Joseph there. Joseph had copied many of the characters from the gold plates and translated some of them. Martin took the characters and their translation to Charles Anthon, a professor of languages in New York City, and later to a Dr. Mitchell.

Teach the children about Martin Harris's experiences with Professor Anthon and Dr. Mitchell, as recorded in Joseph Smith—History 1:62–65. Help the children understand that these events fulfilled a prophecy made by the prophet Isaiah (Isaiah 29:11–12; see also 2 Nephi 27:15–20) thousands of years before Joseph Smith's time.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- How many years passed between the angel Moroni's first visit and when Joseph Smith received the gold plates? (JS—H 1:53.) Why did Joseph have to wait so long to receive the plates?
- What responsibility did the angel Moroni give Joseph Smith concerning the gold plates? (JS—H 1:59.) What warning and promise did Moroni give Joseph?
- What happened as soon as it was known that Joseph Smith had the gold plates? (JS—H 1:60.) Why do you think people wanted to try to get the gold plates away from Joseph? (The gold plates were worth a lot of money; Satan did not want the plates to be translated.) Point out that although these people did not believe Joseph was a prophet, they did believe he had the gold plates. Why do you think people believed Joseph had the gold plates even though they did not believe he was a prophet?
- What did Joseph Smith do to keep the plates safe? How did Joseph know when and where to move the gold plates to keep them safe? Help the children understand that Heavenly Father helped Joseph know when the plates were in danger. Point out that Joseph did his part and was obedient to Moroni's warning.

- When we have problems or difficulties, how can we receive Heavenly Father's help in solving them? Share a personal experience when you asked for and received help from Heavenly Father. Invite the children to talk about times when Heavenly Father has helped them with their problems.
- What did Professor Anthon say when Martin Harris first showed him a copy of some of the Book of Mormon writings? (JS—H 1:64.) Why do you think Professor Anthon tore up the certificate when he learned that an angel had shown Joseph Smith where to find the gold plates? (JS—H 1:65.)
- How do you think Martin Harris's experiences with Charles Anthon and Dr. Mitchell helped strengthen his testimony that Joseph Smith was a prophet? How can reading about these experiences help strengthen our testimonies? (See Isaiah 29:11–12.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Before class, write the following situations or others appropriate for the children in your class on separate pieces of paper:

- You are going to have a test at school.
- You have been asked to give a talk in Primary.
- You are going to play in a sports event.
- You have just moved to a new area and you want to make new friends.
- You have had a quarrel with a friend.
- You sometimes fight with a brother or sister.
- You are going to perform in a program or recital.
- You want to play with a friend but your parents need you to help at home.

Discuss with the children how Heavenly Father will help us with our problems and difficulties when we do our part. Write the following on the chalkboard:

Pray about the problem or difficulty.
Live worthily and follow the promptings of the Spirit.
Do all you can to solve the problem.

Have each child choose a paper and read it to the class. Discuss how the children might solve the problem or difficulty using the steps written on the chalkboard.

2. Briefly review how the Lord told Nephi to go back to Jerusalem to get the brass plates from Laban, and discuss the efforts that Nephi made to get the brass plates (see 1 Nephi 3–5). Emphasize that because Nephi was obedient and did his part, the Lord helped him accomplish what he needed

to do. Have a child read 1 Nephi 3:7 aloud, and help the children memorize the first part of what Nephi told his father: “I will go and do the things which the Lord hath commanded.”

3. Ask the children to name people who help them each day. List these people on the chalkboard. Help the children understand that Heavenly Father can give us help in the form of friends. Review how the Lord inspired Martin Harris to help Joseph Smith when Joseph needed help. Discuss how important it is to be a friend and to help others in need when possible. Ask the children to share an experience when they needed help and help came in the form of a friend, or an experience when they were able to help a friend.
4. Teach the children about the Urim and Thummim:

The Urim and Thummim is a sacred tool given by God to help prophets receive revelations from the Lord and translate languages (see Bible Dictionary, “Urim and Thummim”).

Joseph Smith described the Urim and Thummim as “two stones in silver bows . . . fastened to a breastplate” (JS—H 1:35). The Prophet stated that when he was humble and prayerful, he could look into these stones and read the strange language on the gold plates. He could also look into these stones and get Heavenly Father’s word about certain things he ought to know and do.

Help the children find and discuss the following scriptures that refer to the Urim and Thummim:

Exodus 28:30

Mosiah 28:11, 13

Ether 3:23–24, 4:4–5

Doctrine and Covenants 17:1

5. Write the following statements on separate pieces of paper:
 - Each gold plate was six inches wide and eight inches long.
 - Joseph Smith described each plate as “not quite so thick as common tin.”
 - Three rings bound the book of plates together.
 - The whole book was about six inches thick.
 - The plates had small characters engraved on them.
 - A portion of the book was sealed and could not be translated.
 - Joseph Smith was told that the sealed part would be translated at a future time.

Give each piece of paper to a child, and have the children read the statements out loud to help the class members understand what the gold plates were like (see *History of the Church*, 4:537).

Conclusion

Testimony	Bear your testimony that Heavenly Father loves each of us and will help us as we are obedient and do our part. Express your appreciation for the example and diligence of Joseph Smith as he faced many problems and challenges in protecting the gold plates.
Suggested Home Reading	Suggest that the children study Joseph Smith—History 1:59–60 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

Joseph Smith Begins to Translate the Gold Plates

Purpose

To help the children understand that when we pray, we should seek Heavenly Father's answers and follow his guidance.

Preparation

1. Prayerfully study the historical account given in this lesson; Mormon 9:32; and Doctrine and Covenants 3:1–3, 7–10; 10:1–19, 30–32, 38–46. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Additional reading: Words of Mormon 1:3–7 and Doctrine and Covenants 3:4–6, 11–20; 10:20–29, 33–37.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. A Book of Mormon.
 - c. “Book of Mormon Titles,” found at the end of the lesson.
 - d. Map of the New York–Ohio Area, found at the end of lesson 1.
 - e. Picture 5-13, The Gold Plates.

Suggested Lesson Development

Invite a child to give the opening prayer.

Attention Activity

Display the page “Book of Mormon Titles.” Ask the children if they can read any of the words or characters. Help the children identify each language.

Discuss the many languages used throughout the world, and explain that the word *translate* means to change writing or speech from one language to another.

Show the picture of the gold plates, and discuss Joseph Smith's task of translating the strange writings on the plates. Have a child read Mormon 9:32 aloud.

- What was the language of the writings on the gold plates? (Reformed Egyptian.)

Explain that usually translators need to understand both of the languages they work with. Joseph Smith, however, had had very little schooling and could not speak or read languages other than English. The reformed Egyptian characters on the plates were very strange to him. He had to rely on the Spirit of the Lord, not his own knowledge, to help him translate the characters on the plates into English.

Scriptural and Historical Accounts

Briefly review the problems that Joseph Smith faced after he received the gold plates from Moroni and the help that Joseph received from Martin Harris (see lesson 5).

Teach the children about the loss of the 116 pages of the manuscript translated from the gold plates, as described in the following historical account (refer to the map where appropriate). Discuss the revelations concerning this event that were given to Joseph Smith in Doctrine and Covenants 3 and 10.

Once Joseph and Emma Smith were settled in Harmony, Pennsylvania, Joseph began to translate the gold plates. At first Joseph spent a lot of time becoming familiar with the plates and the language in which they were written. As he studied and prayed, the Urim and Thummim helped him understand the characters on the plates. Joseph learned that the process of translation requires faith, hard work, worthiness, patience, and obedience.

Martin Harris went to Joseph Smith's home in Harmony to help the Prophet in his work of translating the gold plates. Martin became Joseph's scribe. As Joseph read out loud from the plates, Martin Harris wrote down the words Joseph read. After two months of work, Joseph had translated the first part of the plates. The translation was written on 116 pages of paper.

Martin asked Joseph if he could take the 116 translated pages back to Palmyra with him. Martin's wife and friends had criticized him for leaving his farm to help Joseph, and Martin wanted to show them the pages so they would believe he was doing the Lord's work.

Joseph asked the Lord for permission to let Martin take the translated pages, but the Lord said "no." Martin asked Joseph to ask the Lord a second time. Joseph asked the Lord again, and again the answer was "no." Martin pleaded for Joseph to ask the Lord once more. Joseph wanted to satisfy Martin, so he asked the Lord a third time. This time the Lord said Martin could take the translation if he agreed to show it only to his wife and certain other members of his family. Martin promised that he would not show the pages to anyone else. He took the 116 pages of translation to his home in Palmyra.

A few days after Martin left, Emma Smith gave birth to a baby boy who lived only a few hours. Emma was very sick and almost died. For two weeks Joseph stayed by Emma's side and helped care for her. When Emma became stronger, Joseph became concerned about Martin Harris, who had been gone with the translated pages for three weeks. Emma encouraged Joseph to go to Palmyra to find Martin.

Joseph went to his parents' home in Palmyra and sent a message for Martin to meet him. When Martin arrived, he cried out, "Oh, I have lost my soul! I have lost my soul!" Joseph jumped up from where he was sitting and exclaimed, "Martin, have you lost that manuscript? Have you broken your oath, and brought down condemnation upon my head as well as your own?" (quoted in Lucy Mack Smith, *History of Joseph Smith*, p. 128). Martin admitted that he had broken his promise and had shown the translated pages to other people. The 116 pages had been lost or stolen.

Joseph exclaimed, "All is lost! all is lost! What shall I do? I have sinned—it is I who tempted the wrath of God. I should have been satisfied with the first answer which I received from the Lord; for he told me that it was not safe to let the writing go out of my possession" (quoted in Smith, p. 128).

Joseph and Martin suffered greatly because of the loss of the translation. Joseph returned to Harmony, where he prayed for forgiveness. The angel Moroni took the gold plates and the Urim and Thummim for a while. Later, because of Joseph's

sincere repentance, the Lord forgave Joseph, and Moroni returned the plates and the Urim and Thummim. During this time Joseph received the revelations found in Doctrine and Covenants 3 and 10.

Explain that the Lord told Joseph that Satan had influenced some wicked people to take the pages. These people intended to change the words so people would not believe the Book of Mormon (see D&C 10:10–19). Joseph was told not to retranslate the first portion of the plates (see D&C 10:30–31). Because the Lord knows all things, he knew that this incident would happen. He had therefore commanded the ancient prophet Mormon to write a similar account of what was included in the 116 pages in another part of the gold plates (see Words of Mormon 1:3–7). Joseph translated this part instead of retranslating the lost part (see D&C 10:38–42). Joseph learned that Satan and wicked people could not stop Heavenly Father’s work (see D&C 3:1; 10:43).

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- What did Joseph have to do to be able to translate? (He needed to have faith and be prayerful, obedient, and patient.)
- How many times did Joseph Smith ask the Lord to allow Martin Harris to take the translated pages? What did the Lord tell Joseph the first two times? What did the Lord say the third time?
- Why did Martin Harris persist in asking Joseph Smith to seek permission when he had already been told “no”? How did Joseph fear man more than God? (D&C 3:7.) Why are we sometimes afraid of what others might think of us if we obey Heavenly Father’s commandments?
- What do you think Joseph learned from this experience about accepting Heavenly Father’s will? Why is it important to pray for what is right for us rather than just for what we want? Why is it important to accept Heavenly Father’s answers to our prayers?
- How did Joseph feel about losing the 116 pages? What did the Lord tell Joseph to do? (D&C 3:10.) Why is repentance such a wonderful principle?
- What was Joseph told to do to spoil the plan of those who had stolen the 116 pages? (D&C 10:30–31, 38–42.) What does it mean that “the purposes of God cannot be frustrated”? (D&C 3:1.)
- What does the Lord reveal to us in Doctrine and Covenants 10:5 that will help us overcome Satan’s influence?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Explain that when we pray, we should listen for Heavenly Father’s answer and follow his guidance. Answers to prayer may come in many ways, such as through counsel from a parent or Church leader, from reading the scriptures, or from listening to a lesson or talk in church.

Our sincere prayers are always answered, although they are not always answered the way we want them to be. Sometimes the answer is “no,”

because what we have asked for would not be best for us. Sometimes the answer is “yes,” and we have a warm, comfortable feeling about what we should do. Sometimes the answer is “wait a while.” Our prayers are always answered at times and in ways that Heavenly Father knows will be best for us.

If appropriate, tell the children about a time when your sincere prayer was answered with “no.” Invite the children to share similar experiences of their own.

2. Display the picture Jesus Praying in Gethsemane (Gospel Art Picture Kit 227; 62175). Explain that Jesus Christ is the perfect example of accepting Heavenly Father’s will. At the end of his earthly life, Jesus knew that the time had come when he must suffer great agony to atone for the sins of the world. Jesus went to the Garden of Gethsemane. He fell to the ground and prayed.

Ask a child to read aloud from Matthew 26:39 what Jesus said in his prayer: “O my Father, if it be possible, let this cup pass from me: nevertheless not as I will, but as thou wilt.”

Explain that an angel appeared to Jesus to give him spiritual strength (see Luke 22:43). Jesus accepted Heavenly Father’s will; he atoned for us by suffering in the Garden of Gethsemane and by giving his life on the cross.

3. Write the following on the chalkboard: *“When the Lord commands, do it.”*

Explain that Joseph Smith learned from his mistakes and challenges. Even though he faced despair when the 116 pages were lost, he learned the importance of obedience, repentance, and accepting the will of Heavenly Father. He learned to listen to the promptings of the Spirit and grew in his ability to use the Urim and Thummim. Later in life he was able to say, “I made this my rule: *When the Lord commands, do it*” (*History of the Church*, 2:170).

Have each child copy the phrase on a piece of paper to take home.

4. Explain that even though Martin Harris lost the 116 pages of translation, he repented and went on to make important contributions to the Church. He was not permitted to assist Joseph further in the translation of the gold plates, but later he sold part of his farm to help pay for the printing of the Book of Mormon. He was one of the Three Witnesses of the Book of Mormon and testified of the truthfulness of the book throughout his life. Show the children “The Testimony of Three Witnesses,” printed at the front of the Book of Mormon.
5. Let the children display the pictures from the first six lessons of this manual as they retell the events portrayed in the pictures.

Conclusion

Testimony	Express your gratitude for the Prophet Joseph Smith and his efforts to translate the Book of Mormon. Bear your testimony that we will be blessed as we accept Heavenly Father’s will for us and do what he wants us to do.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 3:1–3 and 10:1–5 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
	Invite a child to give the closing prayer.

Book of Mormon Titles

1. КНИГА МОРМОНА

7. TE BUKA
A MOROMONA

2. HET
BOEK VAN MORMON

8. EL
LIBRO
DE
MORMÓN

3. MORMON
BINAALTSOOS

9. 摩門經

4. モルモン書

10. LE
LIVRE DE MORMON

5. DAS BUCH MORMON

11. พระคัมภีร์มอรมอน

6. 몰몬경

12. THE
BOOK OF MORMON

12. English
11. Thai
10. French

9. Chinese
8. Spanish
7. Tahitian

6. Korean
5. German
4. Japanese

3. Navajo
2. Dutch
1. Russian

Joseph Smith Translates the Gold Plates

Lesson 7

Purpose To help the children understand and recognize the influence of the Holy Ghost and desire to be worthy of his companionship.

Preparation

1. Prayerfully study Joseph Smith—History 1:66–67; the historical account given in this lesson; and Doctrine and Covenants 5:30, 34; 6:14–23; 8:1–3; 9:3–9; 10:4. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Additional reading: *Gospel Principles* (31110), chapter 7.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. A Pearl of Great Price.
 - c. A small radio (or a picture of a radio).
 - d. Picture 5-2, Joseph Smith (Gospel Art Picture Kit 400; 62449); picture 5-14, Joseph Smith Translating the Gold Plates.

Suggested Lesson Development

Invite a child to give the opening prayer.

Attention Activity

Show the radio to the children but do not turn it on (adjust the discussion as necessary if you brought a picture of a radio). Ask the children if they can hear what is being broadcast, and briefly discuss why they cannot. Turn on the radio but do not have it tuned to a station. Point out that the radio is on, but the children still cannot hear what is being broadcast.

- What must we do before we can hear the radio clearly?

Help the children understand that listening to the Holy Ghost may be compared to listening to a radio. Before we can hear what Heavenly Father wants us to know, we must be tuned in to the Holy Ghost. Explain that other names for the Holy Ghost are the Holy Spirit and the Spirit of Truth (see D&C 6:15). Ask the children to listen to the lesson to learn how the Holy Ghost helped Joseph Smith and Oliver Cowdery.

Scriptural and Historical Accounts

Teach the children about understanding and recognizing the influence of the Holy Ghost, as explained in Doctrine and Covenants 6:14–23, 8:1–3, 9:3–9, Joseph Smith—History 1:66–67, and the following historical account. Show the pictures at appropriate times.

Because of the lost 116 pages of manuscript, the angel Moroni took the gold plates and the Urim and Thummim away from Joseph Smith for a time (see lesson 6). After Joseph repented, these items were returned. As Joseph continued

the translation, he found that he did not have time to take care of his family and farm and still translate as fast as he wanted to. The work of translation was also slowed because Joseph had no scribe to write for him as he translated. Martin Harris was no longer allowed to be Joseph's scribe. Emma sometimes served as scribe, but she had other work to do also. Joseph knew that the translation was not going as fast as it needed to, so he prayed and asked Heavenly Father for help. Read aloud what the Lord answered in Doctrine and Covenants 10:4. A few months later Joseph was told to stop translating until the Lord told him to start again. The Lord promised Joseph that if he did this, the Lord would provide help with the translation (see D&C 5:30, 34).

At this time a young man named Oliver Cowdery was teaching school in Palmyra, New York, and living in the home of Joseph Smith's parents. It was customary at that time for teachers to live in the homes of their students in payment for their teaching. While Oliver was living in the Smith home, he heard about Joseph Smith and the gold plates. He asked about the gold plates, but the Smiths did not want to talk to him about the plates because they had previously been persecuted by people they had told about the plates.

When the Smiths came to know and trust Oliver, Joseph Smith Sr. (the Prophet's father) told Oliver what he knew about the gold plates. For many days Oliver thought about what he had been told. Finally he prayed privately. He felt a peaceful assurance that Joseph Smith was a prophet of God (see D&C 6:22–23) and also felt impressed that he would be a scribe for Joseph Smith.

Oliver wanted to meet Joseph, so he traveled with Samuel Smith, one of Joseph's younger brothers, to Harmony, Pennsylvania, where Joseph and Emma were living. When Oliver arrived, Joseph realized the Lord had sent Oliver to help with the translation of the Book of Mormon. Joseph and Oliver talked until late in the evening, and Oliver agreed to be Joseph's scribe. Oliver wrote of his experiences as scribe: "These were days never to be forgotten—to sit under the sound of a voice dictated by the inspiration of heaven. . . . Day after day I continued, uninterrupted, to write from his mouth, as he translated with the Urim and Thummim . . . the history or record called 'The Book of Mormon'" (footnote to Joseph Smith—History 1:71).

Joseph learned that he could not translate without the help of the Holy Ghost. One morning he was upset with Emma over something she had done. When he tried to translate, he found that he could not translate at all. Joseph went out into the orchard to pray and ask the Lord why he could not translate. He soon realized that he needed to make peace with Emma before he could have the help of the Holy Ghost. He came back into the house and asked Emma's forgiveness. He was then able to continue with the translation.

With Oliver assisting, the translation of the Book of Mormon went faster. After working as scribe for some time, Oliver wanted to translate. He was given permission to translate but failed when he tried. Oliver thought that the ability to translate would be given to him by merely asking Heavenly Father for it, but he learned that it required great mental and spiritual effort. The ability to translate had to come through the inspiration of the Holy Ghost.

Discuss with the children the process for making decisions that was revealed to Oliver Cowdery through Joseph Smith in Doctrine and Covenants 9:8–9:

1. Study the problem or question in your mind. Think about how you could solve the problem or answer the question.

2. Decide what you think you should do.
3. Ask Heavenly Father if your decision is right.
4. Listen with your heart and mind. If your decision is right, the Holy Ghost will give you a good feeling about it. If your decision is wrong, you will not feel good about it, and you need to make a different choice.

Explain that this is the process Oliver Cowdery should have used when he tried to translate. It is a process we can all use. If we follow these steps, the Holy Ghost will help us make right decisions.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Why did Joseph need help with the translation of the gold plates? What did Joseph do about this problem? How were Joseph's prayers answered? What can we do when we have a problem? Invite the children to talk about how Heavenly Father has answered their prayers.
- What did Oliver Cowdery do to gain a testimony that Joseph Smith was a prophet? (D&C 6:14.) How can we gain a testimony that Joseph Smith is a prophet? How can we gain a testimony of the truthfulness of the Book of Mormon? (See enrichment activity 6.)
- How were Oliver Cowdery's prayers answered when he prayed to know if Joseph Smith was a prophet of God? (D&C 6:15, 23.) In what other ways might Heavenly Father answer our prayers? Remind the children that answers to our prayers often come as peaceful feelings.
- What was Oliver Cowdery told that he must do to be able to translate? (D&C 9:8–9.) How can we use this counsel in our lives?
- What must we do to prepare ourselves to receive help from the Holy Ghost? (See enrichment activity 2.) How do we know when we are feeling the promptings of the Holy Ghost? (D&C 6:23; 8:2–3; and 9:8–9; see enrichment activities 3 and 4.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Explain that when Joseph Smith translated the Book of Mormon, he said the words out loud, and his scribe wrote the words down. Sometimes Joseph and the scribe were separated by a divider and could not see each other.

Put a divider in the middle of a classroom table or the floor (for example, two children could hold a small blanket or sheet or a large piece of heavy paper). Have a child sit on one side of the divider and slowly read a short verse from the Book of Mormon while a child sitting on the other side of the divider writes down what is being read. Then have the scribe read what he or she wrote so the child reading the scripture can be sure it was written correctly. (You may want to have more than one scribe so all children who want to participate can do so.)

2. Make two columns on the chalkboard. Label one *Invites the Spirit* and the other *Offends the Spirit*. Help the children understand that the Spirit (the Holy Ghost) is very important in our lives. Explain that good things invite the Spirit into our lives while bad things offend the Spirit and cause him to leave (see Moroni 7:12–13). Ask the children to think of actions to list in each column, such as listening to good music and being kind under *Invites the Spirit* and quarreling and being dishonest under *Offends the Spirit*.

Explain that the Holy Ghost will teach us, comfort us, protect us, strengthen us, and guide us (see *Gospel Principles* [31110], chapter 7), but to receive his help we must do things that will invite him to continue to be with us.

3. Have the children look up Doctrine and Covenants 8:2, and have a child read the verse aloud. Discuss how each person can receive personal revelation by listening to the promptings of the Holy Ghost. Share an experience when the Holy Ghost directed you, and invite the children to share similar experiences.
4. Explain that when we have the Spirit with us, we feel differently than we feel when we do not have the Spirit or when Satan is influencing us. Read the statements below, and ask the children to stand when the statement describes how we feel when we have the Spirit, and sit when the statement describes how we feel when we do not have the Spirit.

- You feel happy and calm.
- You feel selfish.
- You feel generous.
- You become easily discouraged.
- You want to make others happy.
- You want to get even.
- You are forgiving and kind.
- You feel happy when others do well.

5. List on separate pieces of paper several activities that invite the Spirit and that can be pantomimed by the children. Put the pieces of paper in a container. Have each child select a piece of paper and pantomime the activity listed while the other children try to guess what the activity is.

Possible activities:

- Read the scriptures.
- Pray.
- Perform an act of kindness or service (such as washing dishes or playing with a baby).
- Sit reverently in church.

You may want to have the children choose one of these activities to do during the week. Give the children paper and pencils so they can write down what they have chosen, and tell the children to put their papers where they can be seen often to remind them to do the chosen action.

6. Sing or say the words to “Search, Ponder, and Pray” (*Children’s Songbook*, p. 109). Discuss what the song teaches us to do to obtain a testimony (you may need to explain that *ponder* means to study or think deeply about).
7. Sing or say the words to “The Still Small Voice” (*Children’s Songbook*, p. 106) and discuss how the Holy Ghost speaks to us. Help the children understand that we do not often hear the Holy Ghost speak out loud. Usually the Holy Ghost gives us feelings or puts ideas into our minds about what is right.

Conclusion

Testimony	<p>Share your testimony about the influence the Holy Ghost has had in your life in helping you gain a testimony and giving you comfort and guidance. Help the children understand the great blessing the Holy Ghost can be to them.</p> <p>Encourage the children to ask their parents to share an experience they have had with the Holy Ghost.</p>
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 8:2–3 and 9:8–9 at home as a review of this lesson.
Suggested Family Sharing	<p>Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”</p> <p>Invite a child to give the closing prayer.</p>

The Priesthood Is Restored

Purpose

To help the children understand the importance of priesthood authority and have a desire to be worthy of priesthood ordinances and blessings.

Preparation

1. Prayerfully study Joseph Smith—History 1:68–74 (including the footnote to verse 71); Doctrine and Covenants 13; 27:7–8, 12; and 128:20 (last sentence); Articles of Faith 1:5; and the historical accounts given in this lesson. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Additional reading: Matthew 4:18–22 and 3 Nephi 11:18–28, 33–34.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Doctrine and Covenants and a Pearl of Great Price for each child.
 - b. A Bible and a Book of Mormon.
 - c. A piece of string about two feet long.
 - d. Three or four stackable objects, such as books, blocks, or coins.
 - e. Picture 5-15, John the Baptist Conferring the Aaronic Priesthood (Gospel Art Picture Kit 407; 62013); picture 5-16, Melchizedek Priesthood Restoration (Gospel Art Picture Kit 408; 62371).

Suggested Lesson Development
Development

Invite a child to give the opening prayer.

Attention Activity

Ask the children to take turns doing actions such as the following with their hands:

- Tie a knot in a piece of string.
- Stack and unstack several objects.
- Snap your fingers.
- Write your name on the chalkboard.
- Shake hands with the teacher.
- Sit down and fold your hands in your lap.

If you have a large class, this activity could be made into a relay. Divide the class into two teams and supply enough of the needed objects for both teams to use. Have one member of each team do all six things before the next member starts. (Try not to spend more than five minutes on this activity.)

Point out that every day we do many things with our hands. Explain that men and boys who hold the priesthood do additional important things with their hands.

- What are some important things priesthood holders do with their hands when they are using their priesthood power? (Answers may include give blessings, baptize, heal the sick, prepare and pass the sacrament, and confer [give] the gift of the Holy Ghost.)
- Can everyone do these things with their hands? (No. Explain that a man or boy must be ordained to the priesthood to do these things. If he has not been ordained, the Lord will not recognize any ordinances performed by him.)

Explain that the priesthood is the power of God. God shares his power with us through priesthood holders so we can receive the sacred ordinances (such as baptism) that will help us return to Heavenly Father's presence. No man can give himself this power; it must be given to him by God. This is done through the laying on of hands by someone who has the proper authority. Remind the children that in lesson 2 they learned that the priesthood was taken from the earth during the Apostasy. Explain that in this lesson the children will learn how the priesthood was restored to the earth.

Scriptural and Historical Accounts

Teach about the restoration of the priesthood as described in Joseph Smith—History 1:68–74; Doctrine and Covenants 13; 27:7–8, 12; and the following historical accounts. Show the pictures at appropriate times.

Remind the children that three years after Joseph Smith received his first vision of Heavenly Father and Jesus Christ, the angel Moroni appeared to Joseph and told him about the gold plates. After four more years of preparation, Joseph received the gold plates. With the help of God, Joseph began translating them.

Explain that the Book of Mormon and the revelations given to Joseph Smith restored many gospel truths which had been lost during the Apostasy. But Joseph could not organize the church of Jesus Christ without the priesthood. The priesthood had to be restored to him by those who held the proper authority.

Explain that the priesthood has two parts: the Melchizedek Priesthood and the Aaronic Priesthood. The Melchizedek Priesthood is sometimes referred to as the higher priesthood, while the Aaronic Priesthood is referred to as the lesser, or preparatory, priesthood. The Aaronic Priesthood is a part of the Melchizedek Priesthood and works under its direction. Both parts of the priesthood were restored to Joseph Smith.

Restoration of the Aaronic Priesthood

In the spring of 1829 the Prophet Joseph Smith and Oliver Cowdery were translating the part of the Book of Mormon that describes what the resurrected Jesus Christ taught the Nephites about baptism (see 3 Nephi 11:18–28, 33–34). Baptism was one of the subjects that the ministers had argued about in Joseph's youth, and many Christians were confused about baptism. They wondered if baptism was necessary, how it should be done, who could baptize, and at what age a person should be baptized. Joseph and Oliver decided to ask the Lord for the answers to these questions, and on 15 May 1829 they went to pray in the woods along the Susquehanna River in Pennsylvania. Oliver described what happened: "On a sudden, as from the midst of eternity, the voice of the Redeemer spake peace to us, while the veil was parted and the angel of God came down clothed with glory, and delivered the anxiously looked for message, and the keys of the Gospel of repentance. What joy! what wonder! what amazement!" (in footnote to Joseph Smith—History 1:71).

Describe the restoration of the Aaronic Priesthood and Joseph's and Oliver's baptisms, as described in Joseph Smith—History 1:68–74 and Doctrine and Covenants 13.

John the Baptist, the angel who appeared to Joseph and Oliver (see D&C 27:7–8), was the valiant prophet who had baptized Jesus Christ. When John died, he still held the keys of the Aaronic Priesthood. That meant he had the right and ability to restore the authority of the Aaronic Priesthood to Joseph Smith. John ordained Joseph and Oliver to the Aaronic Priesthood by the laying on of hands. John did not possess the keys of the Melchizedek Priesthood, however, so he could not restore them.

Restoration of the Melchizedek Priesthood

Soon after the visit of John the Baptist, Joseph and Oliver took a trip to Colesville, New York. On the way back to Harmony, Peter, James, and John appeared to Joseph and Oliver on the banks of the Susquehanna River (see the last sentence of D&C 128:20). Peter, James, and John were Apostles of Jesus Christ when Jesus lived on the earth. They had received the keys of the Melchizedek Priesthood from Christ on the Mount of Transfiguration (see Bible Dictionary, “Transfiguration, Mount of”) and continued to hold these keys after the priesthood was taken from the earth. Peter, James, and John gave Joseph and Oliver the Melchizedek Priesthood and all the powers held by Jesus' original Apostles (see D&C 27:12). The power of God (the priesthood) was on the earth again: Joseph and Oliver now had the authority to act for the Lord upon the earth. The Church of Jesus Christ soon would be organized by the authority of the priesthood.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Why did Joseph Smith and Oliver Cowdery go into the woods to pray? (JS—H 1:68–69.) Who appeared to them? Who was John the Baptist?
- How did John the Baptist ordain Joseph Smith and Oliver Cowdery to the Aaronic Priesthood? Why did this priesthood authority need to come from a heavenly messenger? (The priesthood needed to be given by someone with the proper authority. Because the priesthood had been taken from the earth, no one on the earth had that authority.) How are men ordained today? (Articles of Faith 1:5.)
- Who baptized Joseph Smith and Oliver Cowdery? (JS—H 1:71.) What blessings did Joseph and Oliver receive after they were baptized? (JS—H 1:73–74.) Who baptized you? What authority did that person have to baptize you?
- What priesthood authority is necessary to baptize? (Aaronic Priesthood; see JS—H 1:69.) What priesthood authority is necessary to give the gift of the Holy Ghost? (Melchizedek Priesthood; see JS—H 1:70.)
- Who were Peter, James, and John? (Three of Jesus' Apostles; see Matthew 4:18–22.)

- Point out that while only boys and men hold the priesthood, everyone can be blessed by it. What blessings can you receive (now or later in life) through the power of the priesthood? (Answers may include blessings of healing or comfort, patriarchal blessings, priesthood ordination for boys, and temple ordinances.) How can you prepare to receive priesthood blessings? (See enrichment activity 3.)
- How can we show our appreciation for the restoration of the priesthood?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Explain that from the earliest times the laying on of hands has been used in ordaining individuals to the priesthood, in conferring the Holy Ghost, and in giving priesthood blessings. Have the children look up some of the following scriptures, which talk about times when the laying on of hands is used:

Numbers 27:18, 22–23

Mark 6:5

Acts 8:17

Alma 6:1

Doctrine and Covenants 20:70

Doctrine and Covenants 35:6

Doctrine and Covenants 42:44

Doctrine and Covenants 68:27

Doctrine and Covenants 107:65–67

Let the children talk about times when they have experienced the laying on of hands by priesthood holders (such as when they were blessed as babies, when they were confirmed and given the gift of the Holy Ghost, or when they were given blessings because they were sick).

2. Write on the chalkboard *Priesthood power _____ for sale*, leaving two blanks between the words *power* and *for*. Tell the story of Simon, found in Acts 8:9–22.

Explain that Simon was a skillful magician, so the people believed he had the power of God. But when Simon became converted and was baptized into the Church, he realized he did not have the true power of God, the priesthood.

Have a child read aloud Acts 8:18–19 to explain how Simon tried to get the priesthood. Have another child read aloud from verse 20 the answer Simon received from Peter, one of Jesus' Apostles.

Have one of the children write the words *is not* in the blank spaces on the chalkboard. Remind the children that the priesthood cannot be gained with money, but only through righteous living.

3. Ask the children to list some things a young man should do to prepare to receive the priesthood, and write their answers on the chalkboard (answers may include attend church regularly, study the scriptures, pray, serve and

love others, be honest, live the Word of Wisdom, use good language, obey parents and Church leaders, pay an honest tithe, and have an interview with the bishop). Remind the children that even if a young man does all these things, he cannot receive the priesthood unless he receives it from someone with the proper authority.

Ask the children to list some of the things that a young woman should do to prepare to receive the blessings of the priesthood. List their answers on the chalkboard (this list should be similar to the previous list for young men). Explain that even though women do not hold the priesthood, they can receive all the blessings of the priesthood.

4. Teach the children about the duties of the various offices in the Aaronic Priesthood by playing the following matching game:

Write the duties listed below on separate strips of paper. Write the corresponding priesthood office in large letters across the back of each strip. Cut the strips in half and divide them among the children. Have the children locate the other halves of their strips of paper by comparing them to the other children's strips, making sure both the front and the back match. When all the strips have been matched, read the Aaronic Priesthood office and duty.

<i>Office</i>	<i>Duty</i>
Deacon	pass the sacrament
Deacon	collect fast offerings
Deacon	be a messenger for the bishop
Deacon	take care of the grounds around the meetinghouse
Teacher	prepare the sacrament
Teacher	go home teaching
Teacher	perform duties of deacons as needed
Priest	baptize others for the remission of sins
Priest	bless the sacrament
Priest	ordain other priests, teachers, and deacons
Priest	perform duties of deacons and teachers as needed

Point out that to perform these duties, the Aaronic Priesthood holder must be authorized to do so by the bishop.

5. Have the children repeat the fifth article of faith. Point out that the priesthood can only be received through the laying on of hands by those who are in authority. Explain that after a boy or man receives the priesthood, he can perform ordinances only as authorized by the priesthood leader over him. For example, a priest cannot baptize someone without permission of the bishop. Help the children memorize all or part of the fifth article of faith.
6. Sing or say the words to "The Priesthood Is Restored" (*Children's Songbook*, p. 89).

Conclusion

Testimony	Express your gratitude that we can receive all the blessings necessary for us to return to Heavenly Father because of the restoration of the priesthood. Challenge the boys to prepare to receive the great power of the priesthood and to always live worthy to exercise that power. Challenge the girls to honor the priesthood and prepare themselves to be worthy to receive the blessings of the priesthood.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 13, including the section heading, at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

Witnesses See the Gold Plates

Purpose To help the children desire to be witnesses of the truthfulness of the Book of Mormon.

Preparation

1. Prayerfully study the historical accounts given in this lesson; Doctrine and Covenants 17; “The Testimony of Three Witnesses” and “The Testimony of Eight Witnesses” in the introduction to the Book of Mormon; 2 Nephi 27:12–14; and Ether 5:2–4. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Materials needed:
 - a. A Doctrine and Covenants and a Book of Mormon for each child.
 - b. A bag or box containing an object (see the attention activity).
 - c. Picture 5-17, Moroni Shows the Gold Plates to Joseph Smith, Oliver Cowdery, and David Whitmer; picture 5-18, The Eight Witnesses View the Gold Plates.

Suggested Lesson Development

Development Invite a child to give the opening prayer.

Attention Activity Display the bag or box containing the object. Describe the object without showing it to the children.

- Do you think this object is really in the bag [box]?

Point out that some of the children might believe that the object is inside the bag or box because they know and trust you, but others might not believe because no one else has seen the item. Invite three children to come up and look at the item. Ask them to describe it to the class. Explain that now it is easier to believe that the item is in the bag or box because three more people have seen, or witnessed, it.

Review with the children the account of Joseph Smith translating the gold plates. Explain that at this time Joseph Smith was the only person who had actually seen the plates. Read aloud 2 Nephi 27:12 with the children.

- What did Heavenly Father promise he would do when the Book of Mormon came forth?

Explain that Heavenly Father promised to allow witnesses to see the gold plates so that these witnesses could tell other people that the plates did exist.

Teach about the experiences of the Three Witnesses and the Eight Witnesses who saw the gold plates, as described in “The Testimony of Three Witnesses” and “The Testimony of Eight Witnesses” in the introduction to the Book of Mormon; Doctrine and Covenants 17; and the following historical accounts. Show the pictures at appropriate times.

David Whitmer Comes to Help Joseph Smith

By May 1829 the work of translating the Book of Mormon was almost complete. Although Joseph Smith had possessed the gold plates for about two years, he had only worked on the translation a total of about three months. Joseph had been careful to protect the plates and had not shown them to anyone, but he became concerned about their safety in Harmony. Oliver Cowdery, who was acting as Joseph’s scribe, wrote to his friend David Whitmer, who did not know Joseph Smith, and asked David to bring him and the Prophet to Fayette, New York, where they would be safe and could finish the translation.

Before he could take his wagon to pick up Joseph and Oliver, however, David had to prepare his fields for the spring planting. When he went out to start plowing the soil in the morning, David discovered that someone had plowed part of the fields already. This person had done a very good job and left the plow in a furrow, ready for the work to continue. At the end of a day of plowing, David found he had accomplished in one day what normally would have taken two days to do. David’s father, Peter Whitmer Sr., was impressed with this miracle and said, “There must be an overruling hand in this, and I think you would better go down to Pennsylvania as soon as your plaster of paris is sown” (quoted in Lucy Mack Smith, *History of Joseph Smith*, p. 148). Farmers in that area added plaster of paris to the soil to make it less acidic. The next day David went to the place he had left the plaster, near his sister’s house, but the plaster was gone. His sister told him that the day before, she and her children had seen three strangers spreading the plaster with great speed and skill. She had assumed they were men David had hired, but David knew they were helpers provided by the Lord.

David was grateful for this divine help, and he hurried off to Harmony. Joseph and Oliver came out to meet him as he neared the town, which surprised David because he had not told them when he was coming. Oliver told David that Joseph had seen David’s trip in a vision and thus knew when he would arrive. David had never met Joseph Smith before, but he soon became sure that Joseph was a true prophet, and they became good friends.

The Three Witnesses See the Plates

While finishing the translation of the Book of Mormon, Joseph learned that three other people would be allowed to see the gold plates (see Ether 5:2–4). When Martin Harris, Oliver Cowdery, and David Whitmer, who had all helped with the translation, learned that three witnesses would be permitted to see the gold plates, they asked for permission to be those witnesses. Joseph Smith prayed about this, and the Lord revealed that if these three men were humble, they would be allowed to be the three witnesses (see D&C 17).

On a summer day in 1829, Joseph Smith, Oliver Cowdery, David Whitmer, and Martin Harris went into the woods near the Whitmer home to prepare to see the gold plates. They knelt in prayer and each took a turn praying, but they received no answer. They each prayed again, but still there was no answer. Martin Harris

felt that they were not receiving an answer because of some things he had done, so he left the group. The others again knelt in prayer, and soon a light appeared above them and the angel Moroni stood before them. Moroni held the gold plates in his hands and turned the plates one by one so the men could see the engravings on them. Then the voice of the Lord said to them, “These plates have been revealed by the power of God, and they have been translated by the power of God. The translation of them which you have seen is correct, and I command you to bear record of what you now see and hear” (*History of the Church*, 1:55).

Joseph Smith then went to find Martin Harris. He found Martin praying earnestly and joined him in prayer. The vision that Joseph, Oliver, and David had seen was repeated for Martin Harris. The Three Witnesses testified in writing about their experience (see “The Testimony of Three Witnesses”).

The Eight Witnesses See the Plates

A few days later Joseph Smith invited eight other men, including his father and two of his brothers, to view the gold plates. This time an angel did not come. The men gathered around Joseph, and he showed them the plates. The Eight Witnesses handled the plates, turned the pages, and touched the strange engravings on the unsealed portion. They also wrote their testimony that the gold plates did exist. The Eight Witnesses were Joseph Smith Sr., Hyrum Smith, Samuel H. Smith, Christian Whitmer, Jacob Whitmer, Peter Whitmer Jr., John Whitmer, and Hiram Page (see “The Testimony of Eight Witnesses”).

All eleven of the witnesses later held important positions in the Church. Some of them later left the Church, but not one of them ever denied seeing the gold plates.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- What were Oliver Cowdery, David Whitmer, and Martin Harris told to do in order to be witnesses of the gold plates? What happened when Joseph Smith, Oliver Cowdery, David Whitmer, and Martin Harris went into the woods to pray about being witnesses? How were Joseph, Oliver, and David shown the gold plates? What did Joseph Smith do to help Martin Harris? Why do you think Martin was finally allowed to have the same vision as the other two witnesses? What impresses you most about the experience of the Three Witnesses?
- What were the Three Witnesses told to do about their experience? Who told them to testify that the gold plates were real? (“The Testimony of Three Witnesses.”) Why do you think Joseph Smith was glad to have other people see the gold plates? (See enrichment activity 1.)
- How were the gold plates shown to the Eight Witnesses? How was the experience of the Eight Witnesses different from the experience of the Three Witnesses?
- Why was it necessary that witnesses see the gold plates? (Ether 5:4; 2 Nephi 27:12–14.) How are the testimonies of the witnesses a blessing to us today? How can you be a witness of the Book of Mormon? (Study it, pray to know that it is true, live its teachings, and tell other people about it.)
- How many of you read the Book of Mormon at home, by yourselves or with your family? How can reading the Book of Mormon bless you and your family?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Explain that Joseph Smith's mother recorded what happened when he returned to the house after the Three Witnesses had been shown the gold plates. Read or tell the following account to the children:

“When they [Joseph and the Three Witnesses] returned to the house it was between three and four o'clock p.m. Mrs. Whitmer, Mr. Smith and myself, were sitting in a bedroom at the time. On coming in, Joseph threw himself down beside me, and exclaimed, 'Father, mother, you do not know how happy I am: the Lord has now caused the plates to be shown to three more besides myself. . . . They will have to bear witness to the truth of what I have said . . . I feel as if I was relieved of a burden which was almost too heavy for me to bear'” (Lucy Mack Smith, *History of Joseph Smith*, ed. Preston Nibley [Salt Lake City: Bookcraft, 1958], p. 152).

 - Why was Joseph so relieved that others had now seen the gold plates?
2. Have the children think of ways they can be witnesses of the Book of Mormon and its teachings. List their answers on the chalkboard. Have the children dramatize what they could do to be witnesses in particular situations, such as when someone asks them what their church believes or what the Book of Mormon says.
3. Point out that the witnesses were not chosen at random but were all men who helped in different ways to bring forth the Book of Mormon. Tell the following information about the Three Witnesses (or ask three children in advance to present the information):

Martin Harris

When Joseph Smith was suffering persecution in New York, Martin Harris gave him fifty dollars to help him move to Harmony, Pennsylvania. Martin also pledged his farm so that the money could be raised to publish the Book of Mormon. A portion of his farm had to be sold at auction to pay the printing costs of the Book of Mormon. He acted as a scribe for Joseph for a short time. (See *Church History in the Fulness of Times* [Church Educational System manual (32502), 1993], pp. 45–46, 62–65.)

Oliver Cowdery

Oliver Cowdery was a schoolteacher who heard about Joseph Smith's vision and the gold plates while he was living with the Smith family. He prayed to find out whether the things he had heard were true, and he received the answer that Joseph was telling the truth. He went to Harmony, Pennsylvania, to meet Joseph, and he became Joseph's scribe. Oliver also helped with the publication of the Book of Mormon, setting some of the type by hand himself. (See *Church History in the Fulness of Times*, pp. 52–53, 64.)

David Whitmer

David Whitmer received letters from his friend, Oliver Cowdery, about Joseph Smith and the translation of the gold plates. Oliver sent a few lines of the translation and bore his testimony about the records, and David shared these

letters with his family. As persecution in Harmony got worse, Oliver asked David to let Joseph Smith stay at his home to finish the translation. David experienced miracles in getting ready to go to Harmony to get Joseph. (See *Church History in the Fulness of Times*, pp. 56–57.)

4. Tell the following story in your own words:

Joseph and Emma Smith and Oliver Cowdery lived in the home of Peter and Mary Whitmer, David Whitmer's parents, for a time during the translation of the Book of Mormon. Much of the extra work of having these guests fell on Mary Whitmer, but she never complained. One day, as she went to the barn to milk the cows, she met a kindly old man, who was actually the angel Moroni, who had the plates at that time. Moroni said to her, "You have been very faithful and diligent in your labors, but you are tired because of the increase of your toil; it is proper therefore that you should receive a witness that your faith may be strengthened." Then he showed her the gold plates. This experience strengthened the whole Whitmer family. (See "Report of Elders Orson Pratt and Joseph F. Smith," *Millennial Star*, 9 Dec. 1878, pp. 772–73; see also *Church History in the Fulness of Times* [Church Educational System manual (32502), 1993], pp. 57–58.)

5. Preview and select a portion of the video selection "The Three Witnesses" (30 min.) from the videocassette *A Voice from the Dust* (53144) to show to the children. (You may want to arrange with the Primary presidency and the other teachers to have all the eight- through eleven-year-olds watch this video selection together.)

Conclusion

Testimony	Bear your testimony that the Book of Mormon is true. Express your gratitude that you can be a witness of the truthfulness of the Book of Mormon and of the Savior, Jesus Christ. Encourage the children to bear their testimonies of the Book of Mormon to their families.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 17:1–4; "The Testimony of Three Witnesses"; and "The Testimony of Eight Witnesses" at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the "Suggested Home Reading." Invite a child to give the closing prayer.

The Book of Mormon Is Published

Lesson
10

Purpose To help the children be grateful that the Book of Mormon is available for them to read and study.

Preparation

1. Prayerfully study the historical account given in this lesson; the introduction to the Book of Mormon; Doctrine and Covenants 19:26, 20:1–16; and Moroni 10:4–5. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Write on a piece of paper the letters in the phrase *The Book of Mormon: Another Testament of Jesus Christ* and some additional letters not needed to complete the phrase. Write the letters large enough and with enough space between them that you can cut them apart. Cut the letters apart and place them in a small sack or other container.
4. Materials needed:
 - a. A Doctrine and Covenants and a Book of Mormon for each child.
 - b. Picture 5-19, Printing of the Book of Mormon.

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity

Display the sack or container of letters and tell the children what the letters are supposed to spell. Ask the children to arrange the letters in the proper order, setting aside any unnecessary letters. (You may want to write the phrase on the chalkboard so the children can look at it as they arrange the letters.)

As the children arrange the letters, explain that when the Book of Mormon was first published, books were set by hand in metal type. The printer had to select and place each letter individually. Point out that this was a very time-consuming process, as the children can see from putting the letters together in the short phrase you gave them.

Explain that in this lesson the children will learn more about the publication of the Book of Mormon.

Scriptural
and Historical
Accounts

Teach about the publication of the Book of Mormon, as described in Doctrine and Covenants 20:1–16, the introduction to the Book of Mormon, and the following historical account.

When the translation of the gold plates was almost finished, Joseph Smith began looking for someone to publish the translation as a book. He talked to a printer in Palmyra, Egbert B. Grandin, and asked him to give an estimate of the cost of printing the book. Grandin did not want to print the “golden Bible,” as he called

it, because he knew that people were against the book, and he was afraid he would not be paid. Joseph went to Rochester, New York, to see if he could find someone else to do it. One printer refused to print the book because he did not believe Joseph's account of where he got it; another agreed to print it, but his price was very high. Finally Joseph returned to Palmyra and convinced Grandin to print the book. Grandin agreed only after Martin Harris pledged his farm to guarantee the printing costs.

For the safety of the manuscript of the translation, the Lord commanded Joseph Smith to have Oliver Cowdery make a complete copy of the manuscript. Joseph assigned Oliver Cowdery and Hyrum Smith to oversee the printing. Only a few pages of the manuscript were taken to the printer at a time, and for several months Oliver and Hyrum frequently visited the printing office. Oliver Cowdery learned about printing during these visits and hand-set some of the type for the book himself. The original manuscript had no paragraphs or punctuation, so Grandin's typesetter, John H. Gilbert, added punctuation and paragraphing. The published book was called the Book of Mormon because the prophet Mormon wrote or edited most of the ancient record.

People in Palmyra who opposed the Book of Mormon held a meeting and resolved not to buy the book when it was published. Grandin again became worried that he would not be paid. Martin Harris was afraid he would lose his farm, and he wondered what he should do. Joseph Smith inquired of the Lord, and the Lord told Martin not to "covet" his own property but to "impart it freely" to cover the costs of printing the Book of Mormon (see D&C 19:26). Martin Harris eventually sold 151 acres of his farm to pay Grandin for publishing the Book of Mormon.

Show the picture of the printing of the Book of Mormon. Point out the sheets that are printed and stacked, ready to be bound into books. Explain that several pages were typeset, one letter at a time, and then printed on one large sheet (see enrichment activity 3). The printer made one copy of the sheet and looked for errors on it. When the sheet was correct, five thousand copies were printed. This process was repeated until five thousand copies of the entire Book of Mormon were printed. Then the printed pages were sent to the bindery, where they were folded, cut, and bound into books. The first five thousand copies of the Book of Mormon were completed in the spring of 1830 and cost \$3,000 to print. Satan had tried hard to stop the translation and publication of the Book of Mormon, but he was unsuccessful.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Who translated the Book of Mormon? (D&C 20:2, 8.) What does the Book of Mormon contain? (D&C 20:9.) How can reading and studying the Book of Mormon bless our lives? (D&C 20:9–12.) What do we learn from section 20 about the Lord's concern for us "in this age and generation"? (D&C 20:11.)
- What does the Book of Mormon witness to us? (It is another testament [or witness] of Jesus Christ; see the Book of Mormon title page.) How can you be a witness of Jesus Christ? What can you do to show others that you believe in Jesus Christ?

- What is promised to those who receive the Book of Mormon in faith? (D&C 20:14.) Explain that eternal life is life with Heavenly Father and Jesus Christ. What happens to those who reject the Book of Mormon? (D&C 20:15.)
- How can you gain a testimony of the truthfulness of the Book of Mormon? (Moroni 10:4–5.) Why is it essential that every person gain his or her own personal testimony of the Book of Mormon?
- How does it make you feel to know that Heavenly Father made it possible for us to have the Book of Mormon?

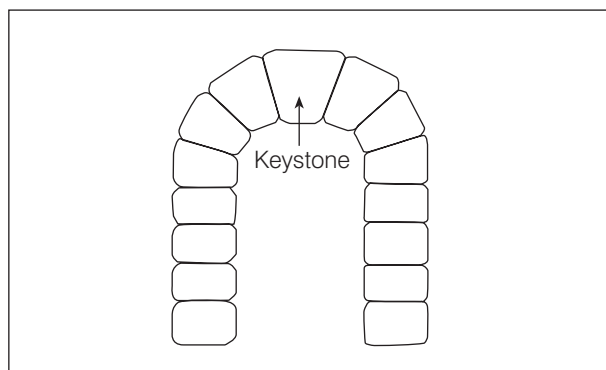
Enrichment Activities

You can use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Have a child read the quotation from the Prophet Joseph Smith found in the sixth paragraph of the introduction to the Book of Mormon (beginning with *I told the brethren*).

- What is a keystone?

Draw a simple arch on the chalkboard (see illustration):



Explain that the keystone holds the whole arch together; without it the arch would fall.

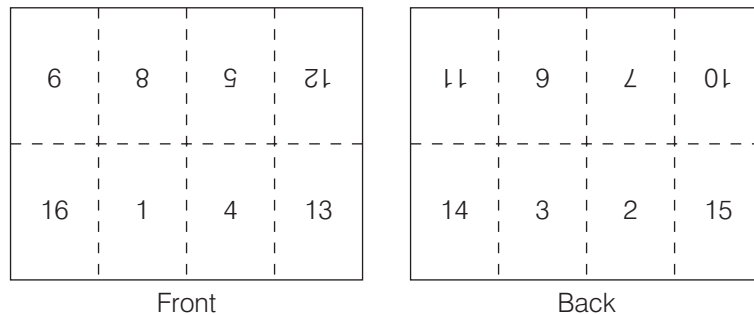
- Why do you think Joseph Smith called the Book of Mormon “the keystone of our religion”?
2. Explain that the members of the Church were very eager to read the Book of Mormon when it was finally published. Tell the following story in your own words:

In 1828 Mary Elizabeth Rollins moved to Kirtland, Ohio, with her family. Two years later, when Mary Elizabeth was twelve, missionaries came to Kirtland. Mary Elizabeth and her mother joined the Church. One day Mary Elizabeth heard that her neighbor Brother Morley, who was the presiding elder in Kirtland, had a copy of the Book of Mormon. It was the only copy in town. Mary Elizabeth went to him to ask if she could borrow it to read. Brother Morley told her that he had not had a chance to read it himself. Only a few people had even seen it. Mary Elizabeth asked if she could please take the book for just a little while. Brother Morley agreed to let her take it overnight as long as she returned it first thing in the morning.

That night Mary Elizabeth’s family stayed up very late, all taking turns reading from the book. The next morning Mary Elizabeth hurried back to Brother

Morley's home to return the book. Brother Morley did not believe that Mary Elizabeth could have read much in one night, but she showed him how much she and her family had read. She told him how the book began and about the story of Lehi and his family and their journey across the ocean. Brother Morley was amazed that Mary Elizabeth had read and understood so much. He told her that she could take the Book of Mormon and finish it; he would wait to read it until she was done. Mary Elizabeth and her family continued to read, and when they were almost finished, Joseph Smith came to their house. He saw the Book of Mormon and asked how it had gotten there, since he had sent it to Brother Morley. Mary Elizabeth's uncle told Joseph Smith the story, and Joseph asked to see Mary Elizabeth. Mary Elizabeth said, "When [Joseph] saw me he looked at me so earnestly. . . . After a moment or two he came and put his hands on my head and gave me a great blessing, the first I ever received, and made me a present of the book, and said he would give Brother Morley another" (*The Life and Testimony of Mary Lightner* [Salt Lake City: Kraut's Pioneer Press, n.d.], pp. 1–4; see also *The Utah Genealogical and Historical Magazine* 17 [July 1926]: 193–95).

3. Have each child fold a piece of paper into eight sections (see illustration). Then have the children unfold their papers and write numbers on each side as illustrated:



Make sure the children write 15 on the back of 16 and 10 on the back of 9.

Have the children refold their papers: first so that 14 and 15 touch; then so that 12 and 13 touch; and finally so that 8 and 9 touch. Each paper should look like a small book, with 1 on the front and 16 on the back. With scissors or a paper knife, cut the top and right edges of the pages so that they open like a book. Have the children turn the pages so they can see that the numbers are in the right order. (Practice this activity before class so you can show the children how to do it.)

Explain to the children that this is the way the pages of the Book of Mormon were printed: pages were arranged in a certain order and then printed on one large piece of paper. The large piece of paper was then folded and trimmed so that all the pages were in the right order. Many of these small "books" were then combined to make the Book of Mormon. Some books are still printed today using this process.

4. Let the children use the following pictures to tell about the coming forth of the Book of Mormon. You can have all the children tell about the pictures together, or you can assign each child to describe the events portrayed by one of the pictures.

- Picture 5-8, Moroni Appears to Joseph Smith in His Room (Gospel Art Picture Kit 404; 62492)
 - Picture 5-11, Joseph Smith Receives the Gold Plates (Gospel Art Picture Kit 406; 62012)
 - Picture 5-14, Joseph Smith Translating the Gold Plates
 - Picture 5-17, Moroni Shows the Gold Plates to Joseph Smith, Oliver Cowdery, and David Whitmer
 - Picture 5-18, The Eight Witnesses View the Gold Plates
 - Picture 5-19, Printing of the Book of Mormon
5. Explain that President Ezra Taft Benson, the fourteenth President of the Church, told us three reasons why we should study the Book of Mormon:
- “[It] is the keystone of our religion.” (See enrichment activity 1.)
 - “It was written for our day.”
 - “It helps us draw nearer to God.”
- (In Conference Report, Oct. 1986, pp. 3–7; or *Ensign*, Nov. 1986, pp. 4–7. See also the introduction to the Book of Mormon and Mormon 8:34–35.)
- Have a child read the following statement that President Benson made to the children of the Church:
- “How pleased I am to hear of your love for the Book of Mormon. I love it too, and Heavenly Father wants you to continue to learn from the Book of Mormon every day. It’s Heavenly Father’s special gift to you. By following its teachings, you will learn to do the will of our Father in Heaven” (in Conference Report, Apr. 1989, p. 103; or *Ensign*, May 1989, pp. 81–82).
6. Help the children memorize the eighth article of faith or Moroni 10:4–5.
7. Sing or say the words to “An Angel Came to Joseph Smith” (*Children’s Songbook*, p. 86).
8. Show segment 3, “The Book of Mormon—A Record for Us” (5:20), from the *Family Home Evening Videocassette Supplement* (53276).

Conclusion

Testimony	Express your gratitude that through the faith and efforts of the Prophet Joseph Smith, the Book of Mormon was published so that we might study and learn from it. Bear your testimony that as we study the Book of Mormon we can draw closer to Heavenly Father and Jesus Christ. Challenge the children to read and study the Book of Mormon and pray for a personal testimony of its truthfulness.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 20:8–12 and the introduction to the Book of Mormon at home as a review of the lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
	Invite a child to give the closing prayer.

The Restored Church of Jesus Christ Is Organized

Purpose

To strengthen each child's testimony that through revelation the true church was restored to the earth.

Preparation

1. Prayerfully study the historical account given in this lesson and Doctrine and Covenants 20:1–4, 37, 71–79 and 21:1–5. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Additional reading: Doctrine and Covenants 68:27 and *Gospel Principles* (31110), chapters 16 and 17.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. Picture 5-6, The First Vision (Gospel Art Picture Kit 403; 62470); picture 5-8, Moroni Appears to Joseph Smith in His Room (Gospel Art Picture Kit 404; 62492); picture 5-11, Joseph Smith Receives the Gold Plates (Gospel Art Picture Kit 406; 62012); picture 5-14, Joseph Smith Translating the Gold Plates; picture 5-15, John the Baptist Conferring the Aaronic Priesthood (Gospel Art Picture Kit 407; 62013); picture 5-16, Melchizedek Priesthood Restoration (Gospel Art Picture Kit 408; 62371); picture 5-20, Organization of the Church.

Suggested

Lesson

Development

Invite a child to give the opening prayer.

Attention Activity

Review the events in the life of Joseph Smith that led to the restoration of the true church on the earth by showing the pictures listed in the “Preparation” section (all but the picture of the organization of the Church) and letting the children tell about the events pictured.

- Why did all these events happen in Joseph Smith's life?

Read or have a child read the following quotation:

“This day of organization was . . . the graduation for Joseph from ten years of remarkable schooling. . . . All of these [events] were preliminary to that historic April 6” (Gordon B. Hinckley, “150-Year Drama: A Personal View of Our History,” *Ensign*, April 1980, pp. 11–12).

Help the children understand that these events prepared Joseph Smith for his most important work, helping the Lord restore the church of Jesus Christ to the earth.

Scriptural
and Historical
Accounts

Teach the children about the organization of the Church and the instructions that were given to the Prophet Joseph Smith, as described in the following historical account and the scriptures listed in the “Preparation” section. Show the picture of the organization of the Church at an appropriate time.

Joseph Smith and Oliver Cowdery received the Aaronic and Melchizedek Priesthoods from John the Baptist and Peter, James, and John in 1829, and at this time Joseph was given the authority to organize and preside over the Church. Joseph Smith received two important revelations in April 1830 concerning how the Church should be organized. These revelations, published now as Doctrine and Covenants 20 and 21, told Joseph to organize the Church as Jesus Christ had organized his church when he lived on the earth.

The Lord revealed to the Prophet the exact day on which the Church should be organized (see D&C 20, section heading and verse 1). An organization meeting was held on Tuesday, 6 April 1830, at the home of Peter Whitmer Sr. in Fayette, New York. About sixty people came to this meeting, which Joseph Smith conducted.

The state of New York required a church to have six official members before it could be legally organized. Joseph Smith and Oliver Cowdery had been baptized on the day they received the Aaronic Priesthood, and later Hyrum Smith, Peter Whitmer Jr., Samuel H. Smith, and David Whitmer had been baptized. These men were the first official members of the Church. All of these men had seen the gold plates and had testimonies that Joseph Smith was a prophet and the person through whom Jesus Christ would restore his church.

After a prayer, Joseph asked the people at the meeting if they accepted him and Oliver as their teachers and spiritual leaders. Everyone said yes by raising their hands (as we do in the Church today when we sustain people to callings). Joseph Smith and Oliver Cowdery then ordained each other to the office of elder. Joseph and Oliver administered the sacrament to the people at the meeting, and after that they confirmed those who had been baptized and gave them the gift of the Holy Ghost. Now Jesus Christ’s true church was restored and organized on the earth again. The Church of Jesus Christ of Latter-day Saints is Jesus Christ’s restored church and teaches the same gospel that Jesus taught when he lived on the earth (see enrichment activity 3).

Discussion
and Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- When was the Church organized? (D&C 21:3.) What was Joseph Smith called to be in the Church? (D&C 20:2; 21:1.) What was Oliver Cowdery called to be? (D&C 20:3.) Who gave Joseph and Oliver these callings? (D&C 20:4.) Who calls men to be apostles and prophets today? (Jesus Christ.)
- Who should be baptized? (D&C 20:37, 71.) What does it mean to be accountable? What is the age of accountability? (D&C 68:27.) How should we be baptized? (D&C 20:72–74.)
- When should we partake of the sacrament? (D&C 20:75.) Why do we partake of the sacrament?

- What were the early members of the Church taught about the Prophet Joseph Smith? (D&C 21:4–5.) Who tells us what Jesus Christ wants us to do today? (The living prophet.) Where can we hear or read about the teachings of the living prophet? Why should we learn what the living prophet is teaching us today?
- Why is it important that The Church of Jesus Christ of Latter-day Saints is the same as the church Jesus established when he lived on the earth? Why do we need Jesus Christ’s church on the earth today? What blessings do you receive by being a member of The Church of Jesus Christ of Latter-day Saints?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Give each child a copy of the quiz found at the end of the lesson (if it is not feasible to make copies, write the quiz on the chalkboard). Have the children take the quiz at the beginning of the lesson to see what they already know about the organization of the Church, or have them take it at the end of the lesson as a review.
2. Explain that Jesus Christ told Joseph Smith exactly how the Church should be organized. He even told Joseph what the name of the Church should be (although this revelation came in 1838, eight years after the Church was organized).

- What did Jesus Christ tell Joseph Smith the name of the Church should be?

Have the children follow along in the Doctrine and Covenants as one child reads Doctrine and Covenants 115:4 aloud. Explain that the name of the Church means that it is Jesus Christ’s church restored to the earth in our time, the latter days.

3. Divide the class into two groups. Give each group one of the following signs:

Jesus Christ’s church when he was on the earth
--

Jesus Christ’s restored church—The Church of Jesus Christ of Latter-day Saints
--

Give the group designated “Jesus Christ’s church when he was on the earth” the Bible references listed below, and give the group designated “Jesus Christ’s restored church” the Doctrine and Covenants references listed below.

Matthew 3:13, 16 / D&C 20:72–74

(baptism by immersion by someone having authority)

Ephesians 2:19–20 / D&C 21:1

(living apostles and prophets)

Amos 3:7 / D&C 21:5

(current revelation)

Luke 22:19–20 / D&C 20:75

(sacrament)

Have each child read aloud one of the scriptures assigned to his or her group. Discuss with the children what these references say about the church of Jesus Christ. Help the children understand that The Church of Jesus Christ of Latter-day Saints is organized the same way that Jesus Christ's church was organized when he was on the earth.

4. Help the children understand that to have a testimony of Jesus Christ and his restored church, they must believe that—
 - Jesus Christ is Heavenly Father's Son and our Savior.
 - Joseph Smith is the prophet of God through whom the gospel was restored.
 - The Church of Jesus Christ of Latter-day Saints is Jesus Christ's true church.
 - We are led by a living prophet of God today.

Help the children understand that through study and prayer they can gain a testimony that these things are true. Help them think of ways they can gain or strengthen their testimonies of these important principles.
5. Remind the children that living apostles are an important part of Jesus Christ's church. Have the children look up Matthew 10:2–4 and read the names of Jesus' original Twelve Apostles. Then show pictures of the current Twelve Apostles (from the meetinghouse library or Church magazines) and teach the children their names.
6. Help the children memorize the sixth article of faith. Point out that the Church today has all the positions mentioned in this article of faith, although we use different names for some of them (*bishops* instead of *pastors* and *patriarchs* instead of *evangelists*).
7. Have the children sing or say the words to "The Church of Jesus Christ" (*Children's Songbook*, p. 77). As the children sing, have them listen for two things they know and five things they will do as members of the Church. List these things on the chalkboard; then have the children sing the song again.

Conclusion

Testimony	Bear your testimony that Joseph Smith was the prophet through whom the church of Jesus Christ was restored to the earth. Express your gratitude for the many blessings the Church brings to your life. Allow the children to share ways the Church blesses their lives.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 20:1–4 and 21:1–5 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the "Suggested Home Reading." Invite a child to give the closing prayer.

The Organization of The Church of Jesus Christ of Latter-day Saints

On what day was the Church organized?

1. 12 June 1828
2. 6 April 1830
3. 13 September 1944

In what state of the United States was the Church organized?

1. Missouri
2. Ohio
3. New York

How many members did the Church need to have to be legally organized?

1. 6
2. 60
3. 600

List three ways in which the restored Church is the same as the church Jesus Christ organized when he was on the earth.

- 1.
- 2.
- 3.

Important Ordinances Are Restored

Lesson 12

Purpose To help the children feel gratitude for the privilege of being able to be baptized, be confirmed, and partake of the sacrament.

- Preparation**
1. Prayerfully study Doctrine and Covenants 20:37, 41, 72–79; 22; 27:1–4 (including the section headings); 2 Nephi 31:17–21; and the historical account given in this lesson. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
 2. Additional reading: Doctrine and Covenants 58:42 and Joseph Smith—History 1:68–74.
 3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
 4. Make a copy of the maze at the end of the lesson for each child. If it is not feasible to make a copy for each child, draw a large copy of the maze on a piece of paper or on the chalkboard before class starts.
 5. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. A Book of Mormon and a Pearl of Great Price.
 - c. A pencil for each child.
 - d. Map of the New York–Ohio Area, found at the end of lesson 1.

Note to the teacher: As you discuss baptism and confirmation, be sensitive to the feelings of any children in your class who have not been baptized and confirmed.

**Suggested
Lesson
Development**

- Invite a child to give the opening prayer.
- Attention Activity** Give each child a pencil and a copy of the maze found at the end of the lesson. Ask the children to find and mark the path from the point marked “Gate” to the point marked “Eternal Life.” (If you have one large copy of the maze, have the children work together to find the path.)
- Have the children compare their mazes to see if they all found the same path. Point out that there is only one clear path through the maze. The other paths are all eventually blocked.
- Explain to the children that life can be like a maze sometimes. We can make many different decisions and follow many different paths, but only one path will lead us to eternal life with Heavenly Father and Jesus Christ. That path is the gospel of Jesus Christ.
- If the path through the maze represents the gospel, what do you think the “Gate” represents?

Read or have a child read 2 Nephi 31:17 aloud. Explain that baptism into the church of Jesus Christ is the “gate” that starts us on the path to eternal life.

- What do we receive after we are baptized that helps us make right choices and stay on the path to eternal life? (The gift of the Holy Ghost.)
- What do we do each week that helps us remember the important ordinances of baptism and confirmation? (Partake of the sacrament.)

Remind the children that after the Apostasy, the gospel of Jesus Christ was no longer on the earth. The priesthood was not on the earth either, so no one could properly be baptized, be confirmed, or partake of the sacrament. The gospel and the priesthood had to be restored in the latter days.

Scriptural and Historical Accounts

Briefly review how the priesthood and the church of Jesus Christ were restored in these latter days (see lessons 8 and 11). Explain that when the priesthood was restored, men who held it were able to baptize, confirm, and bless and pass the sacrament. This was the first time since the Apostasy that these ordinances had been done with the proper authority.

Teach the children about the Lord’s instructions regarding baptism, confirmation, and the sacrament, as given in the scriptures listed in the “Preparation” section, and about the early Saints’ desires to be baptized and confirmed, as described in the following historical account. Display the map at appropriate times.

Joseph Smith received a revelation that said all people who wanted to join the church of Jesus Christ must repent of their sins, become humble, and be willing to serve Jesus Christ (see D&C 20:37). They could then be baptized into the Church and have their sins forgiven.

At the meeting where the Church was organized, those people who had already been baptized were confirmed as members of the Church and given the gift of the Holy Ghost. The people at the meeting also partook of the sacrament. After the meeting other people were baptized, including the Prophet’s mother and father, Lucy Mack Smith and Joseph Smith Sr. The Prophet’s parents were very happy to be baptized, and Joseph was also filled with joy. Lucy Mack Smith wrote that when her husband came up out of the water where he was baptized, “Joseph stood upon the shore, and taking his father by the hand, he exclaimed, with tears of joy, ‘Praise to my God! that I lived to see my own father baptized into the true Church of Jesus Christ!’” (Lucy Mack Smith, *History of Joseph Smith*, p. 168).

The Church began to grow. People listened to the teaching of Joseph Smith, Oliver Cowdery, and other missionaries, and many wanted to join the Church. Some people had already been baptized into other churches, and they wondered why it was necessary to be baptized again. Joseph inquired of the Lord and received the revelation recorded in Doctrine and Covenants 22. In this revelation the Lord explained that the people who had been baptized into other churches had not been baptized by someone with the proper priesthood authority, so they needed to be baptized again by someone who did have the authority.

Two months after the Church was organized, Joseph and Emma Smith, Oliver Cowdery, and others traveled to Colesville, New York, because several people from that area wanted to be baptized. When they arrived in Colesville, they built a dam in a stream to make a pond for the baptism. But that night a mob of their enemies tore down the dam. The next day was Sunday, and the Saints held a meeting where Oliver Cowdery preached and other people bore their testimonies

of repentance, baptism, and the gift of the Holy Ghost. Some members of the mob were at the meeting, and afterwards they insulted and bothered the Saints.

On Monday morning the Church members repaired the dam and held a baptismal service for the Prophet's wife, Emma, and twelve other people. By the time the service was over, the mob had gathered again and threatened to harm the Saints. When the Saints went to a nearby home, the mob followed them, but Heavenly Father protected the Saints and the mob did not harm them.

A meeting was planned that evening to confirm those who had been baptized that day, but just before the meeting began, a constable (law enforcement officer) came and arrested Joseph Smith for being a "disorderly person, . . . setting the country in an uproar by preaching the Book of Mormon" (*History of the Church*, 1:88). The constable knew that the mob was planning to harm Joseph, so he put Joseph in a wagon and drove away from the mob. As they drove away, one of the wagon wheels came off, and they were nearly surrounded again by the mob. They quickly replaced the wheel and drove on. The constable took Joseph to another town. That night the constable slept with a loaded gun by his side, in case he needed to protect Joseph from the mob.

The next day a trial was held, but Joseph was released because there was no evidence against him. He was immediately arrested again by a different constable and put on trial in another town, but again there was no evidence, and Joseph was finally allowed to go home.

Meanwhile, the Saints in Colesville had been praying that Joseph would be safe and would be able to return and confirm them as members of the Church. At the end of August, Joseph and Oliver Cowdery returned with some other men to Colesville. On the way they came upon a large group of men working on the road. Some of these men were enemies of the Prophet, but although they looked closely at the Prophet and his friends, the men did not recognize any of them and allowed them to pass by. Because of this miracle, Joseph arrived safely in Colesville, and the members there were able to be confirmed and partake of the sacrament.

Earlier in August, Joseph had planned a small meeting to confirm his wife, Emma, and another woman. When Joseph went to get wine for the sacrament, he was met by an angel. The angel told him not to buy wine from his enemies (see D&C 27:3). The angel also told him that it did not matter what was eaten or drunk in the sacrament as long as those who were partaking remembered Christ's atonement (see D&C 27:2).

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Why are we baptized? (For remission of our sins and to become members of the church of Jesus Christ; see D&C 20:37.) What must we do to prepare to be baptized? (D&C 20:37.) If we truly repent and are baptized, what are we promised regarding our sins? (They will be forgiven; see D&C 58:42.)
- What authority, or priesthood, is necessary to perform baptisms? (JS—H 1:69.) How did Joseph Smith and Oliver Cowdery receive this priesthood? (JS—H 1:68–71.) Why were baptisms done in other churches not accepted by the Lord? (D&C 22.)

- After we have been baptized, how are we confirmed? (D&C 20:41.) What priesthood authority is necessary for this ordinance? (JS—H 1:70, 72.) When we are confirmed as members of the Church, what gift do we receive? How must we live to remain worthy of the gift of the Holy Ghost?
- Why do you think Joseph Smith was joyful when his parents were baptized? Why are you grateful you were baptized into the true church of Jesus Christ?
- How did the enemies of the Church try to prevent the Saints in Colesville from being baptized? What kept the newly baptized Saints from being confirmed the same day? How was Joseph Smith protected from the mob?
- Why do you think many Saints were willing to face dangers in order to be baptized and confirmed? How do you think they felt when they were baptized and confirmed? How do you feel when you do what is right?
- What did the angel tell Joseph Smith about what we should use for the sacrament? (D&C 27:2). What do we use today? (See the section heading to D&C 27.) What should we remember when we partake of the sacrament? (D&C 27:2.)
- When we partake of the sacrament bread, what do we promise to do? (D&C 20:77.) When we partake of the sacrament water, what do we promise to do? (D&C 20:79.) What does it mean to take upon us the name of Jesus Christ? What does it mean to always remember him? How do you remember Jesus during the week?
- How does partaking of the sacrament remind us of the covenants we made when we were baptized?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Have one or more children read aloud Mosiah 18:8–10, and have another child read aloud Doctrine and Covenants 20:37.

Write on the chalkboard:

We witness (promise) at baptism that we will:

- Serve others.
- Keep the commandments.
- Stand as witnesses of God at all times.
- Take upon us the name of Jesus Christ.

Discuss briefly what each of these covenants (promises) means.

Have two other children read the sacrament prayers from Doctrine and Covenants 20:77, 79. Ask the children to listen to the prayers and raise their hands whenever they hear a covenant mentioned that is the same as or similar to one we make at baptism.

Discuss how listening to the sacrament hymn and the sacrament prayers can help us remember the promises we made when we were baptized.

2. Help the children understand the importance of continuing to obey the commandments after baptism (see 2 Nephi 31:17–20). Before class, list on separate pieces of paper statements that indicate ways we can stay on the strait and narrow path after baptism (such as praying, reading the scriptures, paying tithing, and obeying parents) and ways we can stray from the path (such as fighting with brothers and sisters, telling lies, or disobeying the Word of Wisdom).

Explain to the children that the gospel of Jesus Christ is sometimes referred to as the “strait and narrow path” (see 2 Nephi 31:18). Place a long piece of string, rope, or tape on the floor to symbolize the strait and narrow path.

Ask a volunteer to stand at one end of the piece of string, rope, or tape you have placed on the floor. Give each child in the class one or more of the statements you have prepared. As the children read the statements aloud, one at a time, have the child on the path decide if the statement keeps him or her on the strait and narrow path. If it does, have the child take one small step forward. If it does not, have the child take a step off the path to the side. When another positive statement is read, have the child step back on the path. Continue until the child reaches the other end of the string or tape.

Remind the children that obeying the commandments and doing what Jesus Christ wants us to do will help us prepare to live with him and Heavenly Father eternally. You may want to give the children pencils and paper and ask them to write down one or two things they will do this week to help them stay on the strait and narrow path.

3. As a child reads Doctrine and Covenants 20:37, list on the chalkboard the characteristics of a person who is ready to be baptized. The list may include the following:
 - Is humble
 - Has a broken heart
 - Has a contrite spirit
 - Is willing to take upon himself or herself the name of Jesus Christ
 - Is repentant
 - Is determined to serve the Lord until the end
 - Shows by works he or she is sincere

Discuss with the children these characteristics and how we can continue to develop them after we are baptized. Encourage the children to read and think about Doctrine and Covenants 20:37 during the week to help them prepare to take the sacrament.

4. Display the picture John the Baptist Baptizing Jesus (picture 208 in the Gospel Art Picture Kit or 62133 in the meetinghouse library).
 - Where was Jesus Christ baptized?
 - Where were you baptized?

Explain that many people today are baptized in baptismal fonts filled with warm, clear water. But people can be baptized anywhere there is enough water to completely immerse a person. Today as well as in times past, people have been baptized in streams, lakes, oceans, water tanks, and swimming pools. Joseph Smith was baptized in a river, and many other Presidents of the Church were baptized in streams, ponds, or canals. Howard W. Hunter was baptized in a swimming pool. (See William G. Hartley, “Our Prophets’ Outdoor Baptisms,” *Friend*, Mar. 1988, pp. 30–31; and “President Howard W. Hunter: The Lord’s ‘Good and Faithful Servant,’” *Ensign*, Apr. 1995, p. 9.)

- Does it matter where a person is baptized?
- What is important about how a person is baptized?

Remind the children that it is important to be baptized by immersion by a person with the proper priesthood authority, regardless of where one is baptized.

5. Explain that many people who desire to be baptized face challenges. For example, sometimes people do not have the support of their families and friends. In some countries where the Church is just starting to grow, it can be difficult to find a place to baptize people.

Tell about someone who overcame challenges to be baptized. You may want to use the following account:

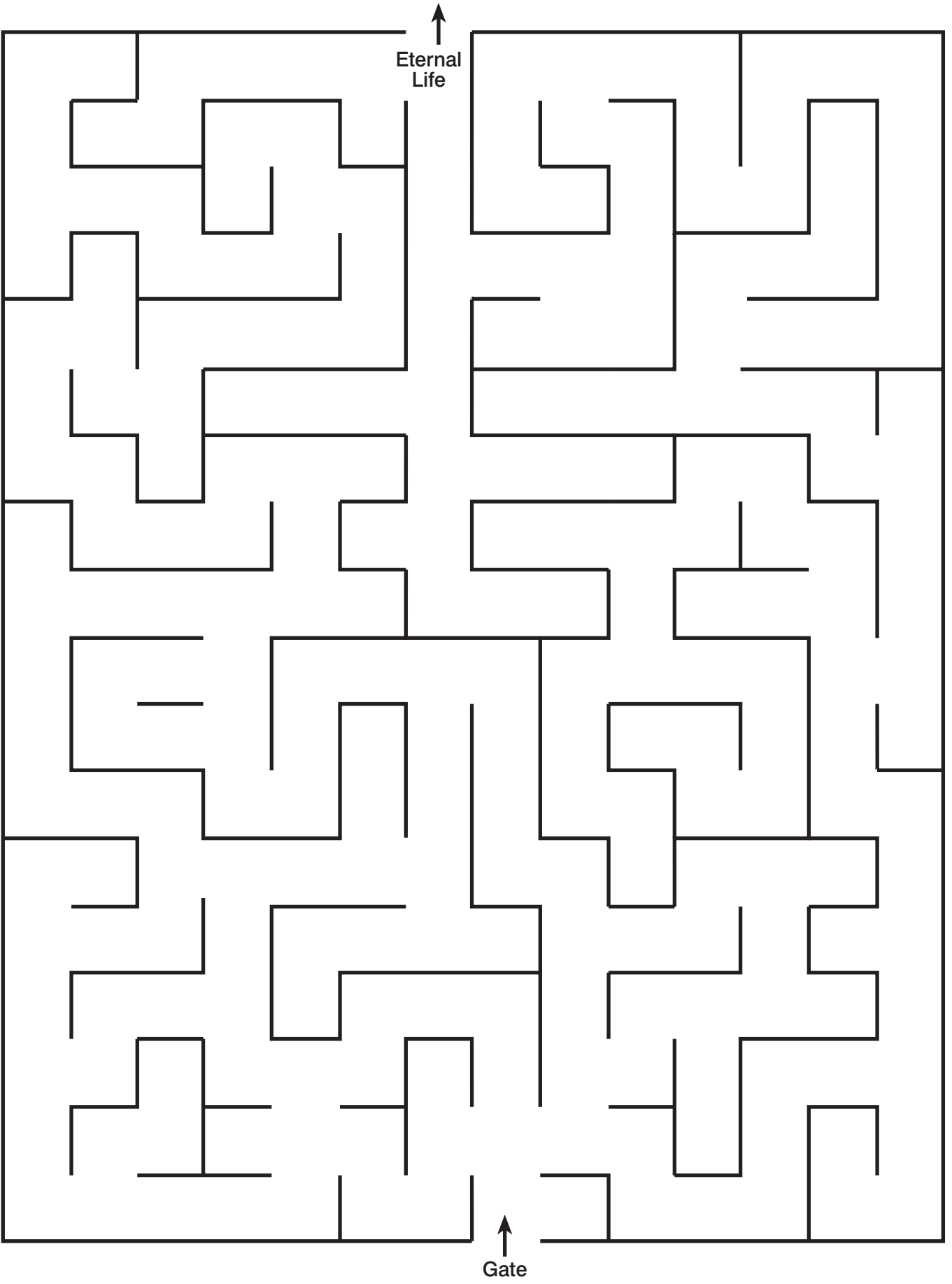
In the Republic of Kenya, Africa, Church members had to make many preparations to hold baptisms. They brought a water tank from a neighboring country. They spent five hours pumping water from a well and carrying it to the church building, which was four miles from the well. The level of the water in the tank was not high enough to completely immerse the person being baptized, so ten people stood inside the font to raise the level of the water. (See E. Dale LeBaron, “Pioneers in East Africa,” *Ensign*, Oct. 1994, p. 22.)

6. Help the children review or memorize the fourth article of faith.
7. Help the children sing or say the words to “When I Am Baptized” (*Children’s Songbook*, p. 103) or “When Jesus Christ Was Baptized” (*Children’s Songbook*, p. 102).

Conclusion

Testimony	Express your feelings of gratitude for the ordinances of baptism, confirmation, and the sacrament and for the blessings you receive because of these ordinances.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 20:72–79 and 2 Nephi 31:17–21 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”

Invite a child to give the closing prayer.



Eternal Life

Gate

Lesson
13

The First Missionaries Preach the Gospel

Purpose To encourage each child to share the gospel and develop the qualities needed to be a successful missionary.

Preparation

1. Prayerfully study Doctrine and Covenants 4, 14, and 133:37; the historical accounts given in this lesson; Doctrine and Covenants 11:7, 9, 20–22; and Doctrine and Covenants 32. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Additional reading: Doctrine and Covenants 12.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Cut out twenty to thirty small pictures of people from magazines or newspapers, or prepare twenty to thirty small pieces of paper and print a given name on each piece, using the names of class members and other common names.
5. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. Picture 5-1, The Prophet Joseph Smith (Gospel Art Picture Kit 401; 62002), or 5-2, Joseph Smith (Gospel Art Picture Kit 400; 62449); picture 5-21, Missionaries En Route to Independence, Missouri.

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity

Scatter the small pictures of people or papers with names around the room. Ask for a volunteer. When you say “go,” have the volunteer gather as many “people” (pictures or pieces of paper) as possible in a specified amount of time (about five seconds, or the amount of time it takes the other children to count slowly to five). Count how many people the child was able to gather.

Ask the children if more people could be gathered if the child had help. Scatter the pictures or papers around the room again, and ask for a second volunteer. Have the two children gather as many people as possible in the same amount of time as before. Count how many people the two children were able to gather.

- How many people did one child gather? How many people did two children gather?
- How many people do you think could be gathered if the whole class worked together?

Display the picture of Joseph Smith.

Explain that after the Book of Mormon had been printed and the Church was organized, Heavenly Father and Jesus Christ wanted everyone to hear the gospel and have the opportunity to become a member of the Church.

Help the children look up Doctrine and Covenants 133:37, and ask a child to read the verse aloud. Explain that this verse is part of a revelation given to Joseph Smith in 1831, the year after the Church was organized.

- To whom does the gospel need to be preached?
- How long do you think it would take for one person to teach the gospel to everyone on the earth?

Explain that Joseph Smith knew it would be impossible for him to teach the gospel to everyone by himself. He needed others to help him. Just as two children were able to gather more pictures (or pieces of paper) than one child was, more members of the Church working to share the gospel would be able to teach more people than Joseph alone could teach.

Scriptural
and Historical
Accounts

Explain that the Lord calls missionaries to help preach the gospel. Teach the children about the characteristics and responsibilities of missionaries, as described in Doctrine and Covenants 4 and 14. Explain that although the revelations in these sections were originally given for specific people (Joseph Smith Sr. and David Whitmer, respectively), the information they contain is applicable to anyone who wants to share the gospel and help build Heavenly Father's kingdom.

Then teach the children about the experiences of some of the first missionaries of The Church of Jesus Christ of Latter-day Saints, as described in the following historical accounts.

Samuel Smith, the First Missionary

Samuel Smith was one of Joseph Smith's younger brothers. He was the first person to be baptized after Joseph Smith and Oliver Cowdery and was one of the six original members of the Church. He was also one of the Eight Witnesses. Soon after the Church was organized, Samuel Smith became the first full-time traveling missionary. Samuel, who was twenty-two years old, took several copies of the Book of Mormon and started out on foot to preach the gospel.

He walked twenty-five miles the first day and stopped at many houses to teach the people about the Church. But the people treated him unkindly and did not listen to him. When night came he stopped at an inn and tried to sell a book to the innkeeper. When the man heard that the Book of Mormon was translated from gold plates, he shouted, "You liar! Get out of my house" (quoted in Lucy Mack Smith, *History of Joseph Smith*, p. 169). Sad and discouraged, Samuel spent the night sleeping on the ground under a tree.

The next day Samuel came to the house of John P. Greene, a minister in another church. Mr. Greene did not want to buy a book, but he said he would try to find someone who did. Samuel came back to Mr. Greene's house a few weeks later and found that no books had been sold. But the Spirit told him to give a book to Rhoda Greene, John's wife, and ask her to pray to find out if the book was true. Mr. and Mrs. Greene read the Book of Mormon and were converted. Earlier Samuel had sold a book to Rhoda Greene's brother, Phineas Young. He read it and believed it was true, and he gave his copy to his younger brother, Brigham

Young, who also read and believed it. Brigham Young then passed the book on, and eventually it reached Heber C. Kimball. Within two years these people and their families all became members of the Church, thanks to the Book of Mormon and the missionary efforts of Samuel Smith (see enrichment activity 4). Later, these men became leaders in the Church.

Hyrum Smith Meets Parley P. Pratt

Doctrine and Covenants 11 contains a revelation that was given through Joseph Smith to his brother Hyrum. In this revelation Hyrum was told to seek wisdom, teach people to repent, and study the gospel (see D&C 11:7, 9, 20–22).

One evening as Hyrum Smith was herding his cows home, a stranger approached him and asked where he might find Joseph Smith, the translator of the Book of Mormon. Hyrum told the man that Joseph lived about a hundred miles away but he was his brother. He invited the man to come in. The man's name was Parley P. Pratt, and he was a preacher for another church. He told Hyrum that he had obtained a copy of the Book of Mormon and had stayed up all night reading it. Parley had read the Book of Mormon completely in one week and knew it was true, and he wanted to learn more about the Church. Hyrum spent all night teaching Parley the gospel and bearing his testimony. A few days later Parley and Hyrum walked twenty-five miles to have Oliver Cowdery baptize Parley. Parley then went to visit relatives. Soon his brother, Orson Pratt, was baptized. Both Parley P. Pratt and Orson Pratt later became leaders in the Church.

The Mission to the American Indians

About six months after the Church was organized, four men—Oliver Cowdery, Parley P. Pratt, Peter Whitmer Jr. and Ziba Peterson—were called to preach the gospel to the American Indians living near the Missouri border (see D&C 32). These missionaries walked more than 1,500 miles during their missions.

They first visited the Indians on the Cattaraugus Reservation near Buffalo, New York. Then they traveled through the state of Ohio, where Parley P. Pratt had been a preacher. The men stopped to visit Sidney Rigdon, another preacher Parley knew in Kirtland, Ohio. Parley told Sidney about the gospel, and Sidney read the Book of Mormon and was converted to the Church. He and Parley Pratt taught the gospel to his followers and were able to baptize almost the entire congregation. The branch in Kirtland soon became one of the strongest branches of the Church and later became the Church headquarters.

The missionaries left Kirtland in the middle of winter and traveled through snow and ice toward other Indian tribes (show the picture of the missionaries). They were joined by Frederick G. Williams, a new convert from Kirtland.

The missionaries reached Independence, Missouri, in February. Three of them traveled farther west to visit the Delaware Indians. The leader of these Indians, Chief Anderson, called a meeting of all the chiefs of his people. Oliver Cowdery told the chiefs about the Book of Mormon. Chief Anderson was thankful to the missionaries for coming so far to tell them about the book. He wanted his people to hear about this book that was a record of their ancestors, the Lamanites. But missionaries of other churches were jealous and asked the United States government to keep the Latter-day Saint missionaries out of the Indian territory. The elders were soon forced to leave Chief Anderson's people. They returned to Independence and taught white settlers in that area.

Discussion and Application Questions

These five missionaries opened the way for the Church to move westward. The area around Independence, Missouri, soon became another gathering place for members of the Church.

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- How did the Lord describe the restoration of the gospel in Doctrine and Covenants 4:1 and 14:1? Why is the restoration of the gospel a “marvelous work and a wonder”?
- What instruction did the Lord give in Doctrine and Covenants 4:2 to those who want to serve God? What does it mean to serve with all your heart, might, mind, and strength? What are some ways you can serve God? What does the Lord promise us if we serve valiantly? (D&C 4:2; 14:3.)
- What qualities should a servant of God have? (D&C 4:5–6.) How did the first missionaries show these qualities as they preached the gospel? How do missionaries today show these qualities? How can we develop these qualities?
- Why do you think love is such an important quality for a missionary? How do you feel when you know someone loves you? How does being a missionary show love for Heavenly Father and Jesus Christ?
- What did the Lord tell Hyrum Smith and David Whitmer to do to be good servants? (D&C 11:20; 14:5–6.) Do these instructions apply to us also? Why is it important for us to obey the commandments? What does it mean to “endure to the end”? (To remain faithful throughout our lives; see D&C 14:7.) What great blessings will come to us if we are faithful and keep the commandments? (D&C 14:7–8.)
- Point out that Hyrum Smith was not serving an official mission when he taught Parley P. Pratt the gospel. How can you share the gospel with people you know right now? (Answers may include telling people about the Church, inviting people to Church meetings, and setting a good example through righteous behavior.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. On the chalkboard, list each attribute named in Doctrine and Covenants 4:5–6 by writing the first letter of the word followed by the appropriate number of blank spaces (for example, *H _ _ _* for *hope*). To make the activity more challenging, list the attributes in a different order than they are mentioned in the scriptures.

Ask a child to read Doctrine and Covenants 4:5–6 out loud to the class. Then have the children take turns filling in the blanks on the chalkboard. When the list is complete, help the children define any words they are not familiar with.

Ask the children to suggest ways they can develop these attributes, and summarize their ideas on the chalkboard. Discuss how these attributes will help make the children good missionaries.

2. After you tell the account of Samuel Smith, have the children dramatize it using their own words. Give the children simple name tags to show who they represent in the story. Use a Book of Mormon to demonstrate how one copy of the book was passed from person to person and converted these people and their families.
3. Ask the children if they have ever heard the expression “Go the extra mile.” Have a child read Matthew 5:41 aloud, and give the following background on this scripture:

The people in the Holy Land at the time Christ was on the earth were ruled by the Romans. A law allowed a Roman soldier passing through an area to demand that a civilian (a person not in the military) carry his baggage for one mile. In his Sermon on the Mount, Christ told his listeners that they should be willing to carry the baggage a second mile even though the soldiers could not demand it of them. The first mile was required of them, but the second was a generous and kind service they could give. (See Bruce R. McConkie, *Doctrinal New Testament Commentary*, 3 vols. [Salt Lake City: Bookcraft, 1965–73], 1:228–29.)

Explain that as we serve Heavenly Father and Jesus Christ with all our heart, might, mind, and strength, we often need to “go the extra mile.” Prepare some examples to help the children understand the difference between doing the things we are expected to do and doing things that would be considered going the extra mile. Write these examples on separate pieces of paper, and give each child one to read aloud and discuss with the class. Use the following examples or create some of your own more appropriate to the ages and situations of the children in your class:

- After you clean up your yard, you notice your neighbors’ yard has not been cleaned.
- You are asked to take care of your younger sister for a while.
- Your brother with whom you share a room had to leave early to go to an activity; after you wake up and straighten your bed, you notice your brother’s bed is not made.
- Your mother asks you to put your shoes away, and you notice your sister’s coat on a chair.

You may want to give the children pencils and paper and have them each write down one “extra mile” activity they will do at home during the week. Invite them to discuss their papers with their families and then place the papers where they can remind them to do the activities listed.

4. Set up a row of dominoes (or similar items such as thin blocks of wood, slender boxes, or small books). Place them on end just far enough apart so that if one is knocked down, it will knock down the next one. As you knock the first domino down, ask the children to observe the chain reaction. Call attention to the effect of one domino upon all the others. Explain that we too may affect the lives of others in a chain reaction. By sharing the gospel with even one person, we sometimes touch the lives of many others. (You may want to remind the children of how Samuel Smith sold a Book of Mormon to Phineas Young, who gave it to his brother Brigham, who passed it on yet again. Samuel Smith’s small action of selling one Book of Mormon affected many people.)

Explain that by developing the qualities and attributes listed in Doctrine and Covenants 4, we can be an example to many others and interest them in the Church. Discuss ways the children can be good examples so other people will want to learn about the Church.

5. Ask the children to share examples of people they know (such as Church leaders, family members, or missionaries) who serve God with all their heart, might, mind, and strength. Help the children understand that we should serve others and obey the commandments with the same kind of dedication, hard work, and effort.
6. Help the children memorize Doctrine and Covenants 14:7 or Doctrine and Covenants 4:2.
7. Have the children sing or say the words to both verses of "I Hope They Call Me on a Mission" (*Children's Songbook*, p. 169).

Conclusion

Testimony	Express your gratitude for the effort and example of the missionaries of the Church. Encourage the children to strive to develop the attributes needed to serve others.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 4 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the "Suggested Home Reading." Invite a child to give the closing prayer.

Emma Smith Selects Sacred Hymns

Purpose

To help the children have a desire to sing sacred hymns as they worship Heavenly Father and Jesus Christ.

Preparation

1. Prayerfully study Doctrine and Covenants 25 and the historical accounts given in this lesson. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Additional reading: “First Presidency Preface,” *Hymns*, pp. ix–x, and the preface to the *Children’s Songbook*, p. iii.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Prepare a large sheet of paper with the following words printed on it (or write the words on the chalkboard before class starts):

SACRAMENT MEETING

Announcements

Invocation (opening prayer)

Ward [or branch] business

Sacrament

Speakers

Benediction (closing prayer)

WHAT IS MISSING?

5. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. Picture 5-22, Emma Smith (Gospel Art Picture Kit 405; 62509).

Suggested Lesson Development

Invite a child to give the opening prayer.

Attention Activity

Display the large sheet of paper (or refer to the list on the chalkboard). Explain that the things on this list are parts of sacrament meeting.

- What happens in sacrament meeting that is missing from this list? (Opening and closing hymns; sacrament hymn; prelude and postlude music.)

- Why do you think we use music in our Church meetings? Why do we sing hymns? What difference do you think it would make if we did not sing hymns in our Church meetings?

Help the children understand that music, especially hymn singing, has always been an important part of worshiping Heavenly Father and Jesus Christ. It brings a spirit of reverence and love to our Church meetings (see enrichment activity 6).

Scriptural
and Historical
Accounts

Discuss with the children the Lord's counsel and instruction to Emma Smith, as discussed in the following historical accounts and Doctrine and Covenants 25.

After the Church was organized, Joseph Smith and other members of the Church were persecuted often. Mobs disrupted meetings and threatened to harm new members, and the Prophet's life was often in danger. During this time of persecution, Joseph Smith received many revelations to strengthen, encourage, and instruct the Saints. Section 25 is a revelation he received for his wife, Emma, to comfort her and help her understand how she could support her husband in his great calling. The Lord also instructed Emma to compile a hymnbook for the Saints.

Emma Smith Was an Elect Lady

Emma Hale Smith was a schoolteacher from an intelligent and highly respected family. She was a tall, attractive woman with black hair and dark eyes (show the picture of Emma Smith). Her family members did not believe that Joseph Smith was a prophet, and though they later became friendly to him, they were upset when Emma married Joseph.

The Prophet's wife had to endure many of the same persecutions, hardships, and heartaches that her husband did. Joseph and Emma were poor. They often had to rely on others for a place to live and food to eat while Joseph fulfilled his Church responsibilities. Emma and Joseph also had to move several times to avoid persecution. Emma longed for them to have a home of their own.

Emma helped and supported her husband in his work. She had accompanied Joseph the night he received the plates at the Hill Cumorah, and once she rode to warn her husband that a group of men was searching the woods to find the plates he had hidden there (see lesson 5). Joseph knew through revelation that the plates were safe, but he decided to return with his wife so he could be closer to home if problems arose.

As Joseph began the translation of the Book of Mormon, Emma served as his scribe, even though she had many household responsibilities. After Oliver Cowdery arrived, she would substitute for Oliver if he grew tired during the long hours of writing, so the Prophet could continue translating. Emma lived with the plates in her home for almost two years, but she was never allowed to see them. They were often kept in a little trunk on her dresser or on a table covered with a linen tablecloth.

Joseph's mother said of Emma: "I have never seen a woman in my life, who would endure every species of fatigue and hardship, from month to month, and from year to year, with that unflinching courage, zeal, and patience, which she has ever done; for I know that which she has had to endure . . . would have borne down almost any other woman" (Lucy Mack Smith, *History of Joseph Smith*, pp. 190–91).

Emma Smith Compiled a Hymnbook

The Lord commanded Emma Smith to make a collection of hymns that the Saints could sing in their Church meetings (see D&C 25:11). The hymnbook was completed in 1835 and contained the words to ninety hymns. Thirty-four of these hymns were written by Church members about the restoration of the gospel, and the remaining hymns were selected from those already being used by other churches. The hymnbook had no music printed in it. Members of the Church sang the words to well-known tunes of the time and sometimes used different tunes with the same hymns. Several of the hymns selected by Emma are included in our current hymnbook, including “Redeemer of Israel,” “How Firm a Foundation,” and “Guide Us, O Thou Great Jehovah.”

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- How did the Lord describe Emma? (D&C 25:3; see footnote b.) How did the Prophet’s mother describe her? What qualities of Emma Smith do you admire?
- Do you think it was hard for Emma to have the gold plates in her home but not be allowed to see them? Why? What did the Lord tell her about seeing them? (D&C 25:4.) Have you ever wanted to do something that you were not allowed to do? What did you learn from your experience?
- What did the Lord tell Emma she should do to help her husband? (D&C 25:5–8; you may want to explain that the word *ordained* in verse 7 means that Emma was to be set apart to do the work to which she had been called.) What can you tell about the kind of person Emma was from the things she was asked to do? How can you prepare to help in the Church as Emma did?
- Have a child read aloud Doctrine and Covenants 25:9. Why do you think Emma might have been afraid? What counsel did the Lord give her? (D&C 25:9–10, 13–15.) What can we learn from these verses about overcoming our own fears and problems?
- Why did Emma make a collection of hymns? (D&C 25:11.) What did Heavenly Father say about hymns in Doctrine and Covenants 25:12? Help the children understand that just as we talk to Heavenly Father when we pray, we also talk to him when we sing hymns praising him.
- What has Heavenly Father promised us if we sing hymns to worship him? (D&C 25:12.) What kinds of blessings might we receive from singing hymns? Explain that hymns can help teach us the gospel and strengthen our faith and testimonies. They can help us want to repent and keep the commandments. They can make us feel happy when we are sad and can fill our minds with good, clean thoughts (see enrichment activity 5). They remind us that Heavenly Father and Jesus Christ love us.

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Share with the class your feelings about a particular hymn and how it has strengthened you. Distribute several copies of *Hymns* or *Children's Songbook*, and let each child find a favorite hymn or song. Sing a verse from one or more of these favorites, or let each child read the words to the hymn or song and explain why he or she likes it. You might also bring recordings of a few hymns and let the children listen to them.
2. Tell the following story about John Taylor, who became the third President of the Church, and how he used hymns to solve a problem:

Two Church members in Salt Lake City were having a serious argument about some business matters. They finally decided to ask President John Taylor, who was President of the Quorum of the Twelve Apostles at that time, to help them settle their argument. These brethren promised each other that they would agree to whatever President Taylor told them.

They came to President Taylor and asked him if he would listen to their story and make a decision for them. President Taylor agreed to listen. But he said, "Brethren, before I hear your case, I would like very much to sing one of the songs of Zion for you."

President Taylor was a good singer. He enthusiastically sang a hymn to the two men. When he finished, he "remarked that he never heard one of the songs of Zion but that he wanted to listen to one more, and so asked them to listen while he sang another." President Taylor sang a second and then a third hymn. Then he said, "Now, brethren, I do not want to wear you out, but if you will forgive me, and listen to one more hymn, I promise to stop singing, and will hear your case."

When President Taylor had finished the fourth song, the brethren were so touched by the hymns that they had tears in their eyes. They shook hands, apologized to President Taylor for taking up his time, and left without telling President Taylor what their problem was. (See Heber J. Grant, "John Taylor's Hymns," in *Stories for Mormons*, ed. Rick Walton and Fern Oviatt [Salt Lake City: Bookcraft, 1983], p. 92; see also Heber J. Grant, "Songs of the Heart," *Improvement Era*, Sept. 1940, p. 522.)

3. Tell in your own words the following story:

A group of Latter-day Saint pioneers, led by Brigham Young, were near the Rocky Mountains. One night they camped in a small valley. After supper they built a big bonfire. They sang and danced around the bonfire to help them forget their fears and worries.

Before they went to bed in their wagons, leaving a single guard on duty, they sang "Come, Come, Ye Saints," a song they used to encourage each other and show their dedication to the Lord.

That night there were a thousand unfriendly Indians hiding around the camp, ready to attack the pioneers. But after the Indians heard the pioneers sing "Come, Come, Ye Saints," they were unable to attack. They knew the Great Spirit (their name for Heavenly Father) was watching over the pioneers, so they got on their horses and rode away, leaving the pioneers alone.

Some time later, the man who had been chief over the group of Indians told this story to some Latter-day Saint missionaries. When he finished the story, he took out a violin and began to play “Come, Come, Ye Saints.” He explained to the missionaries, “This is your song, but it is my song, too. I play it every night before I go to bed. It brings the Great Spirit here to me and makes me and my people calm and happy.” (See Lucile C. Reading, “Song of the Pioneers,” *Children’s Friend*, July 1965, p. 37.)

Invite the children to tell about times when a Church hymn or song has made them feel calm and happy.

4. To help the children understand how the first hymnbook was used, explain that the words of different hymns can be sung to the same melody. Have the children sing “How Firm a Foundation” (*Hymns*, no. 85). Then sing the words to “Away in a Manger” (*Hymns*, no. 206) to the same melody as “How Firm a Foundation” (the first phrase on the last line will need to be repeated). You can also do the reverse, singing “How Firm a Foundation” to the music of “Away in a Manger.”

“High on the Mountain Top” (*Hymns*, no. 5) and “Rejoice, the Lord Is King” (*Hymns*, no. 66) are also interchangeable.

5. Help the children understand that singing hymns and other righteous songs can help crowd out unrighteous thoughts that enter our minds. Read or have a child read the following quotation from Boyd K. Packer, a member of the Quorum of the Twelve Apostles:

“Choose from among the sacred music of the Church a favorite hymn, one with words that are uplifting and music that is reverent, one that makes you feel something akin to inspiration. . . . Go over it in your mind carefully. Memorize it. . . . Now, use this hymn as the place for your thoughts to go. . . . As the music begins and as the words form in your thoughts, the unworthy [thoughts] will slip shamefully away” (“Inspiring Music—Worthy Thoughts,” *Ensign*, Jan. 1974, p. 28).

Sing or say the words to “Hum Your Favorite Hymn” (*Children’s Songbook*, p. 152) with the children, asking them to pay close attention to the words. Explain that when we have unrighteous or angry thoughts, we can replace them with good thoughts by singing or thinking of the words to a hymn.

6. Have two children each read one of the following quotations from leaders of the Church:

“Music is of enormous importance in our worship services. I believe that those who choose, conduct, present, and accompany the music may influence the spirit of reverence in our meetings more than a speaker does” (Boyd K. Packer, in Conference Report, Oct. 1991, p. 28; or *Ensign*, Nov. 1991, p. 22).

“Brothers and sisters, let us use the hymns to invite the spirit of the Lord into our congregations, our homes, and our personal lives. Let us memorize and ponder them, recite and sing them, and partake of their spiritual nourishment. Know that the song of the righteous is a prayer unto our Father in Heaven, ‘and it shall be answered with a blessing upon [your] heads’” (“First Presidency Preface,” *Hymns*, p. x).

Discuss with the children why reverent music is important in our lives and how we can use the hymns to grow closer to Heavenly Father and Jesus Christ.

7. Help the children memorize Doctrine and Covenants 25:12.

Conclusion

Testimony	Share your testimony of the importance of singing hymns, and express your ideas about the blessings that can come from righteous hymn singing. Tell the children that Heavenly Father loves to hear us sing. Encourage the children to participate joyfully in hymn singing, at Church meetings and on their own.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 25 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

The Prophet Receives Revelation for the Church

Purpose

To help the children understand that revelation for the whole Church comes only through the living prophet and that we should follow him.

Preparation

1. Prayerfully study Doctrine and Covenants 28, 43:1–7, and the historical account given in this lesson. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. Picture 5-1, The Prophet Joseph Smith (Gospel Art Picture Kit 401; 62002), or 5-2, Joseph Smith (Gospel Art Picture Kit 400; 62449); a picture of the living prophet (from the meetinghouse library or a Church magazine).

Suggested

Lesson

Development

Invite a child to give the opening prayer.

Attention Activity

Tell the children that you are going to play the game “Teacher Says.” Explain that you will give them some directions, but they should obey a direction only if you say “Teacher says” before giving the direction. Give the children a few directions. Make sure the directions not preceded by “Teacher says” are opposite the ones you give when you do say “Teacher says.”

Examples:

- Teacher says put your right hand up.
- Put your right hand down.
- Frown.
- Teacher says smile.

If a child obeys a direction not prefaced by “Teacher says,” have him or her sit down until the end of the game. If the children all have to sit down in a short period of time, you may want to play the game again to see if they improve in their ability to listen to the directions.

Tell the children there will be many people in our lives telling us what to do. We can trust some of them to give us good advice. Others we cannot trust.

- To whom should we listen to receive good advice? (Answers may include our parents, our teachers, and the prophet.)

Explain to the children that we should always listen to what the prophet says, because he tells us what Heavenly Father and Jesus Christ want us to do. The prophet receives instructions from Heavenly Father and Jesus for the entire Church. We should never listen to someone who tells us to do something different from what the prophet says.

Illustrate this by giving conflicting directions as you did in the game, substituting “the prophet says” for “Teacher says.” Have the children raise their hands when the direction is something they should do.

Examples:

- The prophet says pay a full tithing.
- The world says one-tenth is too much; just pay what you can afford.
- The prophet says never swear or use bad language.
- The world says it is OK to use a bad word once in a while.

Explain that in the early days of the Church, a few other people besides the Prophet Joseph Smith claimed they were receiving revelations for the whole Church. Church members were getting confused about whom they should listen to and what they should do. The Lord gave instructions, which are now published in the Doctrine and Covenants, to the members of the Church about who would receive revelations for the whole Church.

Scriptural
and Historical
Accounts

Teach the children about Oliver Cowdery and the Whitmers questioning Joseph Smith’s revelations and about Hiram Page and the “seer stone,” as discussed in Doctrine and Covenants 28, 43:1–7, and the following historical account. Show the pictures at appropriate times.

While Joseph and Emma Smith were living in Harmony, Pennsylvania, a few months after the Church was organized, Oliver Cowdery disagreed with the wording of one of the revelations Joseph had received from the Lord. Oliver wrote to Joseph Smith and said, “I command you in the name of God to erase those words!” Joseph immediately wrote back to Oliver and asked him “by what authority he took upon him to command me to alter or erase, to add to or diminish from, a revelation or commandment from Almighty God” (*History of the Church*, 1:105).

A short time later Joseph and Emma went to Fayette, New York, where they found that Oliver Cowdery and the Whitmer family were convinced that this revelation Joseph had received had an error and should be changed. Joseph spent much time trying to reason with Oliver and the Whitmers. Eventually Christian Whitmer became convinced that the revelation was correct as Joseph had given it, and he helped convince the others.

Oliver Cowdery and the Whitmers were also studying some revelations that Hiram Page, one of the Eight Witnesses of the gold plates, claimed he had received from a “seer stone.” Hiram Page said he could see revelations in this stone. Among other things, he said he had received by revelation instructions on the location of Zion, the place where the Church was to go to establish the kingdom of God on the earth. Many people believed the things that Hiram Page said.

Joseph Smith was concerned that others were claiming to receive revelations for the Church. He decided to deal with the problem at a conference that would be held soon. Before the conference Joseph prayed, and the Lord revealed Doctrine and Covenants 28, which said that Joseph Smith was the only one authorized to

receive revelation for the whole Church (see verse 2). The men at the conference discussed Hiram Page's claims to revelation for a long time, but finally all of them, including Hiram Page, agreed that Joseph Smith was the only one who could receive revelation for the Church.

Other people also claimed to have received revelation for the Church. One of these was a woman named Hubble. According to John Whitmer, she appeared to be very religious, and some people were misled by her. Joseph Smith prayed to Heavenly Father about the problem and received Doctrine and Covenants 43 as an answer. This revelation says that the prophet of the Church, whether Joseph Smith or someone who would be called to be prophet after Joseph, is the only one who receives revelation for the entire Church.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Who was originally appointed to receive commandments and revelations for the whole Church? (D&C 28:2; 43:2–5.) Why was this done? (D&C 43:6.) What might happen if several people received revelation at the same time for the whole Church? (If they disagreed, members of the Church would not know whom to follow.) Who is the only person who receives revelation for the whole Church today? (The living prophet.) What should we do if someone other than the prophet says he or she has received revelation that Church members should follow? (D&C 43:5–6.)
- How can we find out what the living prophet says? (See enrichment activity 1.)
- What is the difference between the teachings of the living prophet and those of other Church leaders? (D&C 28:1–2, 4–5.) Explain that Joseph Smith's name in Doctrine and Covenants 28:2 can be replaced by the name of the living prophet. Does this mean we should not listen to anyone but the prophet? Explain that other Church leaders can also teach us and give us instruction. However, only the prophet can tell us what the Lord has commanded us as a Church to do.
- For whom can we receive revelation? Explain that we each can receive personal revelation for our own lives. We can also receive revelation according to our responsibilities; for example, fathers and mothers can receive revelation for their families, the ward Primary president can receive revelation for the Primary in her ward, and the bishop can receive revelation for the whole ward.
- What does the living prophet have that no other person has? (The authority, or keys, to receive revelation for the entire Church; see D&C 28:7.)
- What did Hiram Page do wrong? (He claimed to have received revelation for the Church.) How does the Lord's instruction to Oliver Cowdery in Doctrine and Covenants 28:11 show the Lord's love for Hiram Page even though he needed to repent? How do we know that the Lord loves us even when we are disobedient? How might the Lord let us know when we have done something wrong?
- Have a child read aloud Doctrine and Covenants 28:13. Explain that "common consent" means that all the members of the Church accept the instructions and decisions of Church leaders. How do we show common consent today? (By raising our hands to sustain the actions of our Church leaders.) What does it mean to sustain our leaders? (See enrichment activity 3.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Obtain a copy of a talk given by the living prophet in general conference. List on the chalkboard the instructions given in the prophet's talk that are applicable to the children in your class. Discuss with the children how they could follow the prophet's instructions.

Challenge each child to choose one or two instructions to work on until the next conference. Give the children pencils and paper, and have them write down the things they have chosen. Encourage the children to share their papers with their families and then put the papers somewhere in their homes to remind them of the prophet's instructions. Encourage the children to listen to or read the messages of the prophet from the next general conference to find out what the Lord wants them to do.

2. Help the children understand that it is always wise to follow the prophet, even if we do not completely understand why he tells us to do something. If we follow the prophet, we will be doing what the Lord wants us to do (see D&C 1:38).

Read or have a child read the following quotation from President Wilford Woodruff, the fourth President of the Church:

"The Lord will never permit me or any other man who stands as president of this Church to lead you astray" (Doctrine and Covenants—Official Declaration 1, "Excerpts from Three Addresses by President Wilford Woodruff").

Emphasize that the prophet will never ask us to do something that the Lord does not want us to do.

3. Help the children understand what it means to participate in "common consent" by sustaining our Church leaders when they are presented in meetings. Explain that when we raise our hands to sustain people in their callings, we promise to support and help them. Have the children think of ways they can help and support Church leaders such as the bishop, the Primary president, their Primary teacher, and their parents in their Church callings.
4. Help the children memorize the ninth article of faith.
5. Sing or say the words to "We Thank Thee, O God, for a Prophet" (*Hymns*, no. 19) or "Follow the Prophet" (*Children's Songbook*, p. 110).

Conclusion

Testimony	Express your gratitude for the Prophet Joseph Smith and for the living prophet. Bear your testimony that Jesus Christ speaks through his living prophet and that we are living righteously when we follow the prophet. Emphasize that the living prophet will always teach us the right things to do; Heavenly Father and Jesus will not let him teach us wrong things.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 43:1–7 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the "Suggested Home Reading." Invite a child to give the closing prayer.

The Saints Gather to Kirtland, Ohio

Purpose

To help the children desire to strengthen the feelings of unity and love within their families and within their Primary class.

Preparation

1. Prayerfully study Doctrine and Covenants 37, 38:24–42, 39:15, and the historical accounts given in this lesson. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. Two pieces of string (or other material that will break or tear easily, such as paper or thin wooden sticks) for each child.
 - c. Map of the New York–Ohio Area, found at the end of lesson 1.

Suggested
Lesson**Development**

Invite a child to give the opening prayer.

Attention Activity

Give each of the children two pieces of string (adjust this activity as necessary for the material you are using). Ask the children to each break one string.

- Was it difficult to break one string?
- How strong is each string by itself?
- How could we strengthen the strings?

Gather all the children’s unbroken strings into a bundle. Ask a child to try to break the whole bundle at once.

- Why are the strings harder to break when they are gathered together?

Explain that just as the strings are stronger when there are many of them together, members of the Church are stronger when they are gathered together. For this reason the Lord instructed the early members of the Church to gather in one place.

**Scriptural
and Historical
Accounts**

Teach the children about the Lord’s commandment to the Saints to gather to Ohio, as described in Doctrine and Covenants 37, 38:24–42, 39:15, and the following historical accounts.

The Lord Commands the Saints to Gather to Ohio

Explain that by the end of 1830, the year the Church was organized, several hundred people had become members of the Church. Display the map and have the children point out the following locations where members of the Church lived as you briefly review the events that occurred at or near each place.

- Palmyra, New York—Joseph Smith’s first vision, gold plates obtained, Book of Mormon published.
- Harmony, Pennsylvania—Translation of gold plates begun, priesthood restored.
- Fayette, New York—Translation of gold plates completed, Book of Mormon witnesses testified, Church organized.
- Colesville, New York—First branch organized, mobbings occurred, Joseph Smith tried and set free.
- Kirtland, Ohio—Missionaries converted many people to the Church.

Explain that at the end of 1830 the Lord revealed to Joseph Smith in New York that members of the Church should “assemble together at the Ohio” (D&C 37:3).

By gathering in Ohio, the members of the Church could escape persecution from enemies in New York, be taught by Joseph Smith and other Church leaders, receive further instructions from the Lord, prepare together to send missionaries to all nations, and support and help each other as they worked to become righteous people.

Joseph Smith instructed the members of the Church to sell or rent their farms and homes and move to Ohio. The Saints found it difficult to sell their farms, sheep, and cattle during the winter months. Some members did not believe this commandment came from the Lord and would not follow the Prophet’s instruction. Most of the Saints, however, were willing to join the Prophet in Ohio.

Joseph and Emma Smith Go to Ohio

The Lord told Joseph to leave immediately for Ohio so he could escape his enemies and because he was needed in Kirtland. But Joseph was worried that the trip from New York to Ohio in winter would be hard on Emma. They had moved seven times in the four years they had been married, and Emma was expecting another baby. Joseph used a sleigh to make the trip easier for Emma. They left for Ohio at the end of January, and it took several days to travel the three hundred miles to Kirtland.

When the sleigh reached the Gilbert and Whitney store in Kirtland, Ohio, Joseph jumped off and went into the store. He extended his hand to a man he had never met before and said, “Newel K. Whitney! Thou art the man!” Newel Whitney was very surprised, for he did not know the Prophet. “You have the advantage of me,” he said. “I could not call you by name as you have me.” The Prophet answered, “I am Joseph the Prophet. You’ve prayed me here, now what do you want of me?” (*History of the Church*, 1:146). Newel Whitney and his family had heard the gospel preached by the missionaries and had joined the Church. They prayed to receive the word of the Lord. While in New York, the Prophet had seen in a vision the Whitneys praying for him to come to Kirtland. The Whitneys provided a home for Joseph and Emma for several weeks.

A few months after their arrival at Kirtland, Emma gave birth to twins, but the babies lived only a few hours. Emma and Joseph's first baby had died in Pennsylvania, so none of their first three children had lived very long. The day after the twins were born, Julia Murdock also gave birth to twins, a boy and a girl. When Sister Murdock died, her husband John allowed Joseph and Emma to adopt his twin babies.

The New York Saints Make the Journey to Ohio

The Saints from New York traveled to Ohio in several different groups. The weather was cold and the journey was difficult. One group was led by the Prophet's mother, Lucy Mack Smith. Lucy reminded the Saints that they were following the commandment of the Lord and if they were faithful, they would be blessed. She encouraged them to sing and pray during the journey. Lucy's group traveled to Buffalo, New York, and planned to travel on Lake Erie, which would take them close to Kirtland, Ohio. When the group arrived in Buffalo, they found that ships were unable to move on the lake because large pieces of ice jammed the harbor. Lucy had faith that the Lord would help them. When the Saints got on board a ship the next morning, she persuaded the group to unite together in faith and pray to the Lord to break the pieces of ice. She explained, "A noise was heard, like bursting thunder. The captain cried, 'Every man to his post.' The ice parted, leaving barely a passage for the boat, and so narrow that as the boat passed through the buckets of the waterwheel were torn off with a crash. . . . We had barely passed through the avenue when the ice closed together again" (Lucy Mack Smith, *History of Joseph Smith*, pp. 204–5).

All the groups finally arrived in Kirtland. As other people joined the Church in Canada and other parts of the United States, they too came to Kirtland. Church members were thankful to live near each other and have the Prophet instruct and lead them.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Why did the Lord command the Saints to go to Ohio? (D&C 38:31–33.) What were the Saints promised if they did so? (D&C 38:32; 39:15.) Explain that the Saints were promised that they would receive additional laws and blessings when they gathered to Kirtland and built a temple.
- What sacrifices did the Saints make in order to move to Ohio? What sacrifices do people make today to help the Church and its members?
- Why do you think the Saints were willing to go through hardships to move to Ohio? How could these early Saints strengthen each other better if they were gathered together?
- Why don't Church leaders encourage all members of the Church to move to the headquarters of the Church today? Help the children understand that the early members were commanded to gather to one place in order to establish the Church and form a strong center for the Saints. Now we are to establish the Church where we are and work to strengthen our own wards, branches, and stakes.

- When do we gather or meet together as a Church? What blessings do we receive when we meet together? How do we strengthen each other when we meet together?
- Have a child read aloud Doctrine and Covenants 38:24. What do you think it means to “let every man esteem his brother as himself”? How can we do this? How will this make the Church and its members stronger?
- What does it mean to “be one”? (D&C 38:27.) Why is it important to be united? What can we do to help create more unity and love in our families? in our Primary class? Why is it difficult to be united if we do not love and care for each other?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Help the children understand that we need to work together to help everyone feel comfortable at church. Ask the children to suggest ways to develop unity within your ward (branch) or class. Write their suggestions on the chalkboard. Encourage each child to choose one or two ideas to work on during the coming weeks.

Possible suggestions:

- Take care of the church building.
 - Treat others kindly.
 - Listen to the speakers.
 - Pray for one another.
 - Speak kind words.
 - Listen and participate in Primary class.
 - Attend ward (branch) activities.
 - Help everyone feel welcome at Church meetings and activities.
 - Be cheerful.
 - Express gratitude for Church leaders and teachers.
 - Participate willingly when asked to give a talk, pray, or sing.
2. Write on separate pieces of paper some activities, traditions, and actions that can help develop unity within a family, such as family home evening, family prayer, family scripture study, mealtime, holiday celebrations, birthday celebrations, being kind to each other, and being unselfish.

Discuss with the children what unity means and how unity can be developed within a family. To help the children identify ways that their families can develop feelings of love and unity, let each child choose a piece of paper and give clues to the other children about the activity or action described on his or her paper. Have the other children guess the activity or action. Then invite the children to tell about how that activity or action has blessed and strengthened their families.

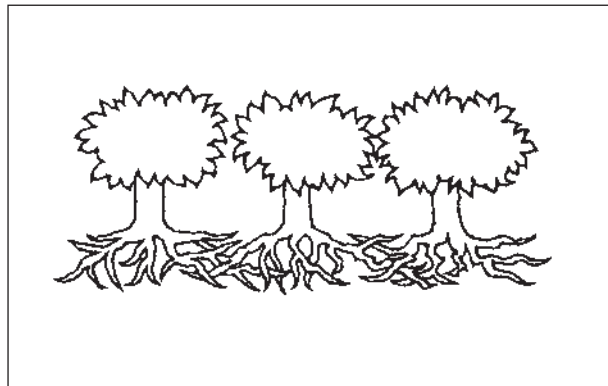
3. Ask the children to share an experience when they have felt love and support from their family or from ward or branch members. Ask them how they feel when they receive this kind of support. You may want to share an experience of your own.
4. Show the children an item used in a skill (such as a set of knitting needles or a musical instrument). Give the item to a child and ask him or her to perform the skill. If you have the particular skill, demonstrate how to use the item properly after the child has attempted to use it. Discuss how difficult it is to do something for the first time without a teacher's instruction or direction.

Relate this to the newly organized Church in 1830. The members were living in various places without any leaders nearby to direct the Church and help the members understand Church teachings. It often took a long time to receive communication from the Prophet. The Church members were anxious to go to Ohio, where they could be instructed by the Prophet and other Church leaders.

5. Read or have a child read the following quotation from Sister Patricia P. Pinegar, the ninth general president of the Primary, about how Church members need and help each other:

"The giant redwood trees that grow in northern California [USA] . . . have a very shallow root system. But when they are surrounded by other redwood trees, the strongest, fiercest wind cannot blow them over. The roots of the giant redwood trees intertwine and strengthen each other. When a storm comes, they actually hold each other up" (in Conference Report, Oct. 1994, p. 103; or *Ensign*, Nov. 1994, p. 78).

Draw on the chalkboard several trees with their root systems intertwined (see illustration). Ask the children to suggest strengths and qualities they see in others. Label some of the roots with their ideas, and discuss how each individual's strengths can help strengthen the whole group.



6. Have the children stand. Demonstrate how easy it is for you to move one child alone. Then have the children wrap their arms around each other's shoulders. Show how much more difficult it is for you to move all the children at once. Help the children understand that when we stand together and support each other, as members of families or members of the Church, it is easier for us to remain firm in our beliefs and do the right things.

7. Demonstrate the importance of working together by doing the following activity:

Cut some strong string or cord into two-yard [two-meter] lengths, one for each child in the class. Have each child tie his or her string a little above midway on a stick about four or five feet [one and a half meters] long, such as a broom or mop handle or a yardstick.

Lay the stick in the middle of the classroom with the children sitting around it in a circle. Ask one child to see if he or she can raise the stick to a vertical position by pulling only his or her string. Ask another child to join the first and see if two strings can keep the stick standing. Then ask all the children to pull their strings to hold the stick in a vertical position. (You may have to slightly adjust the places where the strings are tied.)

- What happened when one person pulled on the stick? What happened when someone else helped?
- What needed to be done in order to make the stick stand upright?

Explain that just as everyone needed to work together to make the stick stand upright, Heavenly Father knew the early members of the Church needed to be gathered together in order to strengthen and help each other. We can experience the same strength and support in our own ward (or branch).

Conclusion

Testimony	Express your gratitude for the example and faith of the early Saints who strengthened the Church and each other as they gathered to Kirtland, Ohio. Encourage the children to try to increase the love and unity within their families and within their Primary class.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 38:24, 31–32 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

Edward Partridge Is Called as the First Bishop

Purpose

To help the children understand the duties of a bishop and have the desire to support their bishop and other Church leaders.

Preparation

1. Prayerfully study Doctrine and Covenants 41:9–11; 42:30–31, 34–35; 58:14, 17–18; 119:1–4 (including the section heading); and the historical accounts given in this lesson. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Additional reading: Doctrine and Covenants 46:27–29 and the section heading to Doctrine and Covenants 36.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Print the name of your bishop or branch president on a piece of paper. Fold the paper in half so the name cannot be seen.
5. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. Picture 5-23, Man Being Tarred and Feathered.

Note to the teacher: If you attend a branch, explain to the children that a branch president is similar to a bishop, and adjust the questions and activities as necessary.

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity

Show the children the piece of paper that contains the name of your bishop or branch president, but do not show them the name. Tell the children that written on this piece of paper is the name of a person who helps them. Invite the children to ask questions about the person that can be answered “yes” or “no” (such as “Is this person a member of the Church?” or “Is this person a woman?”) and try to discover whose name is written on the paper.

When the children have guessed (or you have told them) the name, ask:

- What are some ways our bishop [branch president] helps us live the gospel?

Tell the children that this lesson will help them understand what a bishop does to help us live the gospel and how we can support the bishop and other Church leaders in their callings.

**Scriptural
and Historical
Accounts**

Teach the children about Edward Partridge’s calling to be bishop and the responsibilities of a bishop, as discussed in the scriptures listed in the “Preparation” section and the following historical accounts.

Responsibilities of a Bishop

In early 1831, almost a year after the Church was organized, many people were joining the Church and gathering in Ohio, as the Lord had commanded. As the Church grew, Joseph Smith needed additional leaders to help with the work of the Church. The Church was facing many financial (money-related) challenges. Many of the Saints who gathered to Kirtland were poor. They had no land or money and little food, clothing, or other things that were necessary for them to live. The Church also needed money to build a temple and to publish written materials such as revelations and missionary pamphlets. The Prophet himself did not have a home or a way to provide for his family, and other Church leaders who were serving in the Church full-time also needed help in supporting their families.

The Prophet asked the Lord what should be done to provide for all of these needs. In February 1831 the Prophet received a revelation calling Edward Partridge, who had only been a member of the Church for two months, to serve as the first bishop of the Church. The bishop's first responsibility was to help the Prophet provide for the physical and financial needs of the members of the Church. Joseph Smith received other revelations in the next few months that helped Bishop Partridge know what else he was to do as bishop.

Bishop Partridge was asked to help provide the needy members of the Church with food, clothing, and shelter (see D&C 42:30–31, 34). Members who had extra food or other supplies were asked to share with those who did not have enough. Bishop Partridge received and distributed these donations, keeping them in a storehouse where members in need could come.

Another duty given to Bishop Partridge was to purchase and distribute land for individual homes and Church buildings (see D&C 42:35). He was also to be a judge in Israel (see D&C 58:17–18). This meant that if a member of the Church did not keep all the commandments, the bishop decided whether he or she could still belong to the Church. This was an important way to help the members keep all the promises they had made to Heavenly Father.

In 1838 the Lord commanded the members of the Church to pay tithing. Tithing is used by the Church to help pay for things such as missionary work, construction and maintenance of temples and meetinghouses, and publication of lesson materials (see D&C 119:1–4). Bishops (and branch presidents) are assigned to receive the tithing of the Church members.

When Church members began to gather in Missouri at the end of 1831, Bishop Partridge was called by the Prophet to move to Missouri and be the bishop there. Newel K. Whitney was called to be the bishop for the Saints who remained in Ohio. As the Church continued to grow, other bishops were called to lead the members. When Bishop Whitney was called, Bishop Partridge became known as the First, or Presiding, Bishop of the Church. He had responsibility over all the other bishops. Today there is still one Presiding Bishop, but there are many bishops looking after the members of the Church all over the world.

Sacrifices of Edward Partridge and His Family

Edward Partridge and his family made many sacrifices so that he could serve as bishop. When Bishop Partridge moved to Missouri, he had to leave his family in Ohio. Some of his children were sick with measles, and one daughter had an illness so severe that Bishop Partridge did not know if he would ever see her alive again.

When all the children had recovered, Bishop Partridge's wife and five children left Kirtland to join him in Missouri. While they were traveling on a boat on the Missouri River, the water was so full of ice that they were forced to the shore before they reached Missouri. A local family gave them shelter in a windowless room of a two-room log cabin. When Bishop Partridge's family finally arrived in Independence, Missouri, they all lived in a rented one-room log house. They shared this room with a widow and her four children until Bishop Partridge finished building a two-room house near the place where the temple would be built.

When Bishop Partridge lived in Missouri, a mob tarred and feathered him because they did not want him or other Church members to live there anymore. His good character and the good example he set for others is shown in the following account (display the picture of a man being tarred and feathered as you relate this account):

"I was taken from my house by the mob, . . . I was stripped of my hat, coat and vest and daubed with tar from head to foot, and then had a quantity of feathers put upon me; and all this because I would not agree to leave the county, and my home where I had lived two years.

"Before tarring and feathering me I was permitted to speak. I told them that the Saints had suffered persecution in all ages of the world; that I had done nothing which ought to offend anyone; that if they abused me, they would abuse an innocent person; that I was willing to suffer for the sake of Christ; but, to leave the country, I was not then willing to consent to it. . . .

"I bore my abuse with so much resignation and meekness, that it appeared to astound the multitude, who permitted me to retire in silence . . . ; and as to myself, I was so filled with the Spirit and love of God, that I had no hatred towards my persecutors or anyone else" (*History of the Church*, 1:390–91).

Bishop Edward Partridge was a devoted servant of the Lord and a righteous example to the Church members and to the bishops who followed after him.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Who chose Edward Partridge to be a bishop? (D&C 41:9.) How are bishops chosen today? (The Lord reveals to stake presidents whom to call as bishops; see enrichment activity 1.)
- What kind of a man was Edward Partridge? (D&C 41:11.) Explain that someone "in whom there is no guile" is someone who is honest, righteous, and unselfish. How did Joseph Smith describe Edward Partridge? (See section heading to D&C 36.) Explain that a "pattern of piety" means that Bishop Partridge set a good example as someone who honored God and kept the commandments. Why do you think the Lord chose an honest and obedient man to serve as bishop?
- What characteristics do you admire in our bishop? How is the bishop a good example for you? How can you be a good example to others?
- What were some of the duties Bishop Partridge was given? (D&C 42:30–31, 34–35; 58:14, 17–18.) What duties does our bishop have? (See enrichment activity 2.) How does our bishop help the poor? (The bishop can use money

the Church members give as fast offerings to help those who are poor obtain food, clothing, shelter, and medical care. He can also send them to the bishops' storehouse to get food, bedding, and other items.)

- What important spiritual gift is a bishop given? (D&C 46:27–29; explain that with the gift of discernment the bishop is given inspiration to know important things about his ward members, such as who might be in need of spiritual help or whom to call to a position.)
- How can you support your bishop in the things he does? How can your parents and other ward members support him?
- How does the bishop help you and your family? What other Church leaders help you? How do they help you? (See enrichment activity 3.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. To emphasize that bishops are called by God, tell the following story about Bishop Newel K. Whitney, the second bishop of the Church:

When Newel K. Whitney was called to be a bishop, he did not feel that he would be able to be a good bishop. He was friends with the Prophet Joseph Smith and said to him, "I cannot see a bishop in myself, brother Joseph; but if you say it's the Lord's will, I'll try." "You need not take my word alone," answered Joseph. "Go and ask Father for yourself."

Newel Whitney decided to do as the Prophet had advised. Before he went to bed, he prayed to know if he should accept the call as bishop. His humble prayer was answered. He heard a voice from heaven say, "Thy strength is in me." These simple words told Brother Whitney what he wanted to know. He went to the Prophet and told him that he was willing to accept the calling of bishop. This experience and others helped Newel Whitney know that the Lord is in charge of the Church. (See B. H. Roberts, *A Comprehensive History of the Church*, 1:271.)

2. List on separate pieces of paper various things a bishop (or his counselors) might do, such as those listed below:
 - Supervise ward leaders.
 - Greet you and shake your hand at church.
 - Visit Primary and encourage you to obey Heavenly Father.
 - Accept your tithing and send it to Church headquarters.
 - Call a ward member to be a Primary teacher.
 - Interview a 12-year-old boy so that he can be ordained a deacon.
 - Interview a 12-year-old girl when she enters Young Women.
 - Interview an 8-year-old child so that he or she can be baptized.
 - Help a needy family obtain food and clothes through the bishops' storehouse.
 - Pray for the people in his ward.

Let the children take turns selecting a paper and role-playing the action listed. Have other children help with the role play as needed. Let the remaining children try to guess what the action is.

3. Help the children write thank-you notes to the bishop, his counselors, or other Church leaders or teachers. Before the children write the notes, you may want to discuss the duties of the people to whom the children are writing. List these duties on the chalkboard so the children can refer to them as they write.
4. Help the children memorize or review the fifth article of faith. Discuss how this article of faith applies to bishops (they are called of God and ordained by someone with the proper authority).
5. Sing or say the words to “Our Bishop” (*Children’s Songbook*, p. 135) or the second verse of “Fathers” (*Children’s Songbook*, p. 209).

Conclusion

Testimony

Express your gratitude for the early Church leaders and all they sacrificed to help establish the kingdom of God on the earth. Share with the children your positive feelings about your bishop and the things he does to help you and other ward members. You might share an experience when a bishop helped you or someone you know to live the gospel.

Encourage the children to think of ways they can support the bishop and other Church leaders in their callings.

Suggested Home Reading

Suggest that the children study Doctrine and Covenants 41:9–11 at home as a review of this lesson.

Suggested Family Sharing

Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”

Invite a child to give the closing prayer.

The Lord Reveals the Law of Consecration

Lesson
18

Purpose To encourage the children to willingly share their time, talents, and means to help build up the kingdom of God on the earth.

Preparation

1. Prayerfully study Psalm 24:1; Doctrine and Covenants 42:30–39, 42, 53–55, 71–73 (the law of consecration as revealed by the Lord); and the historical account given in this lesson. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Additional reading: Mosiah 2:17; Acts 2:44–45, 4:32; and *Gospel Principles* (31110), chapters 32 and 34.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Write the words *food, clothing, shelter, money, and books and games* on separate pieces of paper, and put the papers in a bowl or other container.
5. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. A Bible and a Book of Mormon.
 - c. A piece of paper and a pencil for each child.

Suggested Lesson Development

Invite a child to give the opening prayer.

Attention Activity

Play the game “I Don’t Need It—Would You Like It?” to help the children understand the concept of sharing their excess with others. Give each child a piece of paper and a pencil, and have the children list *food, clothing, shelter, money, and books and games* on their papers. The object of the game is for each child to obtain all the items on the list by either picking the items from the container or receiving them from another child.

Pass the container of papers to a child and have him or her choose a paper, read it, and put it back into the container. Have the child circle the named item on his or her paper. Then pass the container to the next child. When all the children have had a turn, begin again with the first child and have him or her pick another paper.

If on a subsequent turn a child picks an item that is already circled on his or her list, he or she turns to the child on the left and says, “I don’t need it—would you like it?” Then the child sitting to the left can circle that item on his or her list. If that child already has the item circled, he or she asks the question of the next child to the left. Continue until someone is able to circle the item.

Play the game until each child has circled every item on the list.

Ask a child to read aloud Psalm 24:1.

- What does this scripture mean?

Explain that because the earth was created by Jesus Christ under the direction of Heavenly Father, everything on the earth belongs to them. They bless us by letting us use the things they have created. Heavenly Father and Jesus want us to share what we have with others, especially when we have more than we need. Sharing is one way we can show our love for Heavenly Father and Jesus and thank them for all that they have given us.

Scriptural
and Historical
Accounts

Explain that in the early days of the Church, the Saints were commanded to share with each other everything they had been blessed with. This commandment was called the law of consecration. Write the word *consecration* on the chalkboard. Explain that to consecrate means to dedicate or give for a sacred purpose. Teach the children about the law of consecration, as described in Doctrine and Covenants 42:30–39, 42, 53–55, 71–73, and the following historical account.

When the Saints began gathering in Ohio in early 1831, the Prophet Joseph Smith was concerned because many of them were very poor and did not have the things they needed, such as food, clothing, and shelter. The Prophet began looking for a way to help these poor members of the Church.

When the Prophet first arrived in Kirtland, Ohio, he found that some members of the Church were living together on a farm owned by Isaac Morley. They had read in the Bible that the members of the Church in Jesus' time shared everything they had (see Acts 2:44–45; 4:32), and they were trying to live the same way. This plan did not always work very well, however. For example, one man thought that if all things were shared, it was all right for him to sell a watch that actually belonged to another man. This made the owner of the watch very angry. The Prophet saw that although it was good that these people were trying to share with each other, their plan was not approved by the Lord. Joseph prayed to find out what the Lord wanted the members of the Church to do.

A few days after calling Edward Partridge to be the bishop of the Church, the Lord revealed to Joseph Smith the law of consecration (see D&C 42:30–39, 42). This law commanded the Saints to share with each other in an organized way. The Lord gave the following instructions:

1. The Saints were to consecrate, or give, all of their property and possessions to the Church. The bishop would be responsible for these consecrations.
2. The bishop would decide with the head of each family what property and possessions the family needed to work and live. The bishop would give these needed items to the family.
3. Families would work hard to provide for themselves using the things they were given. After they filled their own needs and wants, anything extra they had earned or created was to be given to the bishop to help the poor and strengthen the Church.

This law helped the Church grow and helped the members take care of each other while they lived in Ohio and Missouri. People donated their time and talents as well as their money and possessions so that missionary work could be done, a temple could be built, and newly arriving Saints would have a place to live and food to eat. Even though most of the people were poor, when they shared what they did have, everyone had enough.

People gave to the Church in many ways. For example, everyone helped build the Kirtland Temple. Men worked on the building itself, and women made clothes for the workers and curtains and carpets for the temple. Someone donated a horse and a yoke of oxen. The Church sold the animals and used the money to buy building supplies for the temple and food for the workers who were building it. One woman worked all summer spinning one hundred pounds of wool. She was told that she could keep half of the wool for herself because she had worked so hard, but she did not even keep enough to make herself a pair of stockings. She felt that those who were working on the temple needed the wool more than she did.

Many people also helped with missionary work. Men left to serve missions, and other members helped care for their families and provided them with food and clothing while the men were gone. Once the Prophet asked John E. Page to serve a mission to Canada. Brother Page said that he could not go because he did not have a coat to wear, so the Prophet removed his own coat and gave it to him.

Because the Saints were willing to work hard and share what they had, the members of the Church were cared for and the Church had enough money for other important purposes, such as buying land in Missouri for homes and a temple. As the Saints helped each other, their testimonies of the truthfulness of the gospel grew and the kingdom of God on the earth was strengthened.

Early members of the Church lived the law of consecration for only a short while. Someday the Church will practice the law of consecration again, but today we as members are asked to live only part of the law. We are not asked to give all we have to the Church, but we are asked to pay tithing and fast offerings. (You may need to explain that when we fast, we are asked to contribute to the Church at least the amount of money we would have spent on two meals that day. This is a fast offering.) Tithing and fast offerings are used to take care of the poor, build temples and meetinghouses, and provide other things such as lesson manuals. We are also asked to share our time and talents by doing things such as giving talks or teaching Primary classes. As we share, we are helping to build the kingdom of God on the earth.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Why did the Lord give the early Church members the law of consecration? (D&C 42:30, 34–35.) What did members do to follow this law? (D&C 42:31–33.) What were the excess money and goods used for? How are Church members today asked to help build Church buildings and temples? (By paying tithing.) How are we asked to help the poor and needy? (Through fast offerings and other donations; see enrichment activities 1 and 2.)
- Where did the Church keep the extra supplies that the Saints donated? (D&C 42:34.) Who was responsible to collect and care for these things? (The bishop.) Explain that the Church still uses bishops' storehouses today. These storehouses are filled with food and goods that are donated to or purchased by the Church. Members of the Church who do not have what they need can be sent by their bishops to get food and other necessary items from these storehouses.

- What did the Lord tell the Saints about the importance of working? (D&C 42:42.) Why is it good for people to work hard for the things they need? What work do you do to help your family? What work do you do to help the Church? What else could you do?
- Who has given you your talents? How could you share your time or talents with others? (See enrichment activity 1.)
- Why do you think the Saints were willing to share everything they had, even though most of them did not have very much? Whom are we really serving when we help others? (D&C 42:31, 38; Mosiah 2:17.) How does sharing what we have show Heavenly Father and Jesus Christ that we love them? How do you feel when you share with or help someone else? (See enrichment activity 3.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. To help the children understand the ways they can share with others, draw three columns on the chalkboard and label them *Time*, *Talents*, and *Means*. Tell the children that “means” are money and the material things they own.

Help the children list under each heading ways they or their families are sharing what they have to help others and build the Church. For example, under “means” they could list tithing, fast offerings, missionary fund donations, and food and clothing given to the poor. Under “time” they could list supporting their parents in their Church callings, babysitting while their parents attend the temple, working on a Church welfare project, and visiting someone who is lonely. Under “talents” they could list speaking in Primary or sacrament meeting, playing a musical instrument or singing for others’ enjoyment, and making decorations for a Church activity.

Help the children understand that there are many ways we can share with others, even if we do not have much money or many possessions. You may want to give the children pencils and paper and have each child write down one way he or she will share time or a talent during the week.

2. Help the children understand how fast offerings are used. Explain that a bishop can use fast offerings to provide food, shelter, clothing, and medical care for the poor and needy. You could ask your bishop in advance how fast offerings are used in your ward and share his information with the children. Or share the following description of how some fast offerings have been used:

In addition to fasting regularly on fast Sunday, members of the Church sometimes hold special fasts to help needy people throughout the world. The fast offerings donated during these fasts are used for many projects. Some of the money has been used to give immunization shots to children in Africa to protect them from disease. Some money has been given to people in another part of Africa to help them provide clean drinking water to villages. Money has also been given to help farmers in Guatemala learn how to produce more and better quality food to feed their families and livestock. Money from fast offerings has been used to provide medical and dental care to people who would not otherwise have opportunities to be treated by a doctor or dentist, and it has also

been used to help victims of natural disasters such as earthquakes or floods. Many people have been blessed by giving and receiving fast offerings. (See Thomas S. Monson, in Conference Report, Apr. 1991, pp. 65–67; or *Ensign*, May 1991, pp. 48–49.)

3. Tell one of the following stories told by President Thomas S. Monson, a member of the First Presidency, about children who shared. Ask your class members to listen closely and be ready to tell you after the story how the children in the story shared their time, talents, or means.

- a. When Thomas S. Monson was a boy, his Sunday School class was saving money for a big party. The children were very excited about the cakes, cookies, pies, and ice cream that the money would buy. But they found a more important way to use the money:

“None of us will forget that gray morning in January when our beloved teacher announced to us that the mother of one of our classmates had passed away. We thought of our own mothers and how much they meant to us. We felt sorrow for Billy Devenport in his great loss.

“The lesson that Sunday was from the book of Acts, chapter 20, verse 35: ‘Remember the words of the Lord Jesus, how he said, It is more blessed to give than to receive.’ At the conclusion of the presentation of a well-prepared lesson, [our teacher] commented on the economic situation of Billy’s family. These were depression times; money was scarce. With a twinkle in her eyes, she asked, ‘How would you like to follow this teaching of the Lord? How would you feel about taking your party fund and, as a class, giving it to the Devenports as an expression of our love?’ The decision was unanimous. We counted very carefully each penny and placed the total sum in a large envelope.

“Ever shall I remember the tiny band walking those three city blocks, entering Billy’s home, greeting him, his brother, sisters, and father. Noticeably absent was his mother. Always I shall treasure the tears which glistened in the eyes of each one present as the white envelope containing our precious party fund passed from the delicate hand of our teacher to the needy hand of a grief-stricken father. We fairly skipped our way back to the chapel. Our hearts were lighter than they had ever been, our joy more full, our understanding more profound. This simple act of kindness welded us together as one. We learned through our own experience that indeed it is more blessed to give than to receive” (in Conference Report, Apr. 1992, pp. 81–82; or *Ensign*, May 1992, pp. 59–60).

- b. “When I was a deacon, I loved baseball. . . . My friends and I would play ball in a small alleyway behind the houses where we lived. The quarters were cramped but all right, provided you hit straight away to center field. However, if you hit the ball to the right of center, disaster was at the door. Here lived a lady who would watch us play, and, as soon as the ball rolled to her porch, her [dog] would retrieve the ball and present it to Mrs. Shinas as she opened the door. Into her house Mrs. Shinas would return and add the ball to the many she had previously confiscated. . . . None of us had a good word for Mrs. Shinas, but we had plenty of bad words for her. . . .

“One night as I performed my daily task of hand-watering our front lawn, holding the nozzle of the hose in hand as was the style at that time, I noticed that Mrs. Shinas’s lawn was dry and turning brown. I honestly don’t know what came over me, but I took a few more minutes and, with our hose, watered her lawn. This I did each night, and then when autumn came, I hosed her lawn free of leaves as I did ours, and stacked the leaves in piles at the street’s edge to be burned or gathered. During the entire summer I had not seen Mrs. Shinas. We had long since given up playing ball in the alley. We had run out of baseballs and had no money to buy more.

“Then early one evening, her front door opened, and Mrs. Shinas beckoned for me to . . . come to her front porch. . . . [She] invited me into her living room, where I was asked to sit in a comfortable chair. She went to the kitchen and returned with a large box filled with baseballs and softballs, representing several seasons of her confiscation efforts. The filled box was presented to me; however, the treasure was not to be found in the gift, but rather in her voice. I saw for the first time a smile come across the face of Mrs. Shinas, and she said, ‘Tommy, I want you to have these baseballs, and I want to thank you for being kind to me.’ I expressed my own gratitude to her and walked from her home a better boy than when I entered. No longer were we enemies. Now we were friends” (in Conference Report, Apr. 1991, pp. 68–69; or *Ensign*, May 1991, pp. 49–50).

- c. “One Sunday morning in a nursing home [where sick or elderly people go when there is no better way to care for them] . . . , I witnessed the presentation of a beautiful gift as a young girl shared her musical talent with those lonely and elderly men and women. . . .

“A hush fell over the wheelchair-confined audience as the girl took bow in hand and played on her violin a beautiful melody. At the conclusion, one patient [said], ‘My dear, that was lovely.’ Then she began to clap her hands to express approval. A second patient joined in clapping, then a third, a fourth, and soon everyone applauded.

“Together the young girl and I walked out of the nursing home. She said to me, ‘I have never played better. I have never felt better’” (in Conference Report, Apr. 1991, p. 81; or *Ensign*, May 1991, p. 62).

4. Help the children memorize Doctrine and Covenants 42:38. Discuss with the children what this scripture means.
5. Sing or say the words to “Love One Another” (*Children’s Songbook*, p. 136), “Where Love Is” (*Children’s Songbook*, p. 138), or “I’m Trying to Be like Jesus” (*Children’s Songbook*, p. 78).

Conclusion

Testimony

Share with the children your feelings about the many blessings Heavenly Father and Jesus Christ have given you. Express your desire to share these blessings with others. You may want to tell about a time when you shared with someone or they shared with you.

Emphasize the importance of the children sharing, or consecrating, their time, talents, and means to help others and enable the Church to continue to grow on the earth.

Suggested Home Reading

Suggest that the children study Doctrine and Covenants 42:34–39 at home as a review of this lesson.

Suggested Family Sharing

Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”

Invite a child to give the closing prayer.

The Saints Are Taught to Recognize Good and Evil

Purpose

To teach the children how to recognize and seek the true gifts of the Spirit and not be deceived by evil.

Preparation

1. Prayerfully study the historical accounts given in this lesson; Doctrine and Covenants 50:1–9, 17–24, 31 and Moroni 7:15–17 (how to distinguish between true and false spiritual manifestations); and Doctrine and Covenants 46:7–26, 32–33 (spiritual gifts). Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Additional reading: *Gospel Principles* (31110), chapter 22.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. A Book of Mormon.
 - c. An imitation item such as play money, a cut-glass “jewel,” or a paper flower.

Suggested Lesson Development

Invite a child to give the opening prayer.

Attention Activity

Display the imitation item. Explain that the item is a counterfeit, an imitation of the real thing.

- Which would you rather have—this imitation item or the real thing? Why?

Point out that imitations are often of poorer quality or less value than the real things they imitate. Explain that Satan is a counterfeiter. He tries to deceive us with bad imitations of good things Heavenly Father and Jesus Christ have given us. He does this because he wants us to follow him instead of Heavenly Father and Jesus. Share some examples of Satan’s imitations, such as the following:

Things of God

Uplifting music or movies
 Scriptures and good books
 Love between husband and wife
 Doing our best

Satan’s Imitations

Degrading music or movies
 Bad books
 Immorality
 Trying to be better than everyone else

Explain that Satan tries to convince us that his imitations are just as good as or even better than the things of God. While it may be easy to tell the difference between the imitation item you displayed and the real item, some of Satan’s imitations are more difficult to distinguish. Explain that in this lesson the children will learn how to recognize some of Satan’s imitations to avoid being deceived.

Teach the children about the difference between true and false spiritual gifts and about how and why to seek the gifts of the Spirit, as described in the following historical account and the scriptures listed in the “Preparation” section.

Satan Can Imitate Miracles and Spiritual Gifts

Explain that in the early days of the Church, members experienced many miracles. These miracles came about because of spiritual gifts that the Lord gave to Church members. Review with the children some of the miracles and spiritual gifts that have been discussed in previous lessons, such as the Prophet Joseph Smith and the Three Witnesses seeing the angel Moroni; the Prophet being able to translate the Book of Mormon into English from reformed Egyptian, a language he did not know; and the revelations given by the Lord on how the Church should be established and how its members should live. Point out that many members did not personally experience any miracles, but they were blessed with the spiritual gift of believing in other people’s experiences. Spiritual gifts from the Lord strengthened the Church members and led many people to join the Church.

A Methodist preacher named Ezra Booth came to Kirtland in the spring of 1831 with a group of people including John Johnson and his wife, Elsa. Elsa Johnson could not raise her arm because it was partially paralyzed. As these people talked with Joseph Smith, one of them asked if anyone on earth could heal Elsa’s arm. Later the Prophet took Elsa’s hand in his and quietly said, “Woman, in the name of the Lord Jesus Christ I command thee to be whole.” To everyone’s amazement, Elsa Johnson then raised her arm. The next day she hung her wash on the clothesline without pain for the first time in over six years (*History of the Church*, 1:215–16). This miracle led Ezra Booth and some members of the Johnson family to join the Church.

Satan did not like to see the Church growing, and he worked hard to stop the growth. One of his methods was to imitate the spiritual gifts given to members of the Church by the Lord. He did this so he could deceive people and lead them away from the Church.

During the first year after the Church was organized, some people claimed to have received revelations for the Church, just as the Prophet did (see lesson 15). Other people claimed to have seen visions or had other strange things happen to them. Parley P. Pratt observed that some people would get terrible expressions on their faces and seem to faint. Others would twist their bodies or have cramps and convulsions. Others claimed to have visions and revelations that did not agree with the teachings and spirit of the gospel.

Although some people had received revelations and visions from the Lord, Parley P. Pratt and other Church leaders felt that the strange happenings they observed were *not* from the Lord. They asked Joseph Smith to inquire of the Lord concerning these events. The answer Joseph received from the Lord in May 1831 is found in Doctrine and Covenants 50.

How to Distinguish False Spiritual Gifts from True Ones

In Doctrine and Covenants 50:1–9, the Lord explains that false spiritual gifts do exist and that they come from Satan. Discuss with the children why Satan uses these counterfeit gifts (see v. 3).

Discuss with the children how members of the Church can distinguish between true and false spiritual gifts, as explained in Doctrine and Covenants 50:17–24, 31 and Moroni 7:15–17. Help the children understand that false spiritual gifts lead us away from Christ, while true spiritual gifts lead us to believe in Christ and help us want to follow him.

We Can Receive True Spiritual Gifts

Explain that the Lord gave Doctrine and Covenants 46, a revelation about true spiritual gifts, a few months before he revealed Doctrine and Covenants 50. He warned the early members of the Church about Satan’s counterfeit gifts (see D&C 46:7–8) and then described some of the true spiritual gifts members of the Church may receive (see D&C 46:9–26).

Explain that all of the spiritual gifts described in Doctrine and Covenants 46 are available to members of the Church today. Discuss with the children the spiritual gifts listed in Doctrine and Covenants 46:9–26 and how they are to be obtained and used. Help the children understand that spiritual gifts are given to righteous people and are to be used to help others (see vv. 9, 12, 26).

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Where do false spiritual gifts come from? (D&C 50:2–3.) How might Satan’s imitations of the gifts of God sometimes confuse people? Why does Satan want to deceive us?
- What do righteous members of the Church have to help them recognize false spiritual gifts? (The Holy Ghost, also known as the Comforter or the Spirit of truth; see D&C 50:17.) How does the Holy Ghost help us know what things are right?
- How can we know if what we are seeing or hearing is from God? (Moroni 7:15–17; D&C 50:23–24.) Have a child read aloud Doctrine and Covenants 50:23. What does it mean to edify? Explain that something that edifies makes us feel uplifted and makes us want to improve. Things that are from God make us want to follow Christ and be better people. Things that are from Satan have a bad influence and try to lead us to disobey the commandments.
- If we are having difficulty knowing if something is from God, what can we do? (D&C 46:7; 50:31; we can also talk to our parents or Church leaders.)
- Why does God give us spiritual gifts? (D&C 46:8–9, 26.) Why doesn’t everyone receive the same spiritual gifts? (D&C 46:11–12.)
- What are some of the true spiritual gifts we can receive? (D&C 46:13–25; see enrichment activity 1.) How can the gift to believe the testimonies of others (D&C 46:14) be helpful? (See enrichment activity 2.)
- How should we seek for spiritual gifts? (D&C 46:8–9.) What should we do when we receive a spiritual gift? (D&C 46:32.) To keep these gifts what must we do? (D&C 46:33.)
- What spiritual gifts have you witnessed in your life and in the lives of those around you?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Give each child a piece of paper listing the following scripture references and spiritual gifts. Have the children look up the scriptures and match the references with the appropriate gifts.

1. D&C 46:14	a. Gift to believe in Jesus Christ (testimony)
2. D&C 46:19–20	b. Gift to believe the testimonies of others
3. D&C 46:13	c. Gifts of wisdom and knowledge
4. D&C 46:17–18	d. Gifts of faith to heal and be healed
5. D&C 46:24–25	e. Gift of prophecy
6. D&C 46:22	f. Gifts of speaking and understanding languages

(Answers: 1-b; 2-d; 3-a; 4-c; 5-f; 6-e.)

After the children finish the matching activity, discuss each gift and how people who have that gift can use it to help others.

2. To help the children understand the gift to believe the testimonies of others, read or have a child read the following quotation by Harold B. Lee, the eleventh President of the Church:

“If you have doubts, you listen to those of us who are bearing you a strong testimony. . . . If you haven’t [a testimony], then you hold onto mine until you get and develop one for yourself” (*Qualities of Leadership* [address to the Latter-day Saint Student Association, Aug. 1970], p. 8).

- Whose testimonies can you rely on as you strengthen your own?

Explain to the children that each of them needs to develop his or her own testimony of the truthfulness of the gospel, but while they are working on their own testimonies they can believe in the testimonies of Church leaders, their parents, their teachers, and other Church members they respect and trust.

Discuss how we can strengthen each other by sharing our testimonies in fast and testimony meeting. You may want to share your testimony of the gospel with the children.

3. Tell in your own words one of the following stories about the gift of tongues:
 - a. In 1921 Elder David O. McKay, a member of the Quorum of the Twelve Apostles who would later become President of the Church, went to New Zealand for a Church conference. He was to give a talk to a group of Maori people, but he did not speak the Maori language, and they did not speak English. At the beginning of his talk Elder McKay told the people that he wished he could talk to them in their own language, but since he could not, he would ask the Lord to give them the gift of interpretation of tongues so that they would be able to understand him. Elder McKay told the people that even if they could not understand his exact words, they would be able to feel the Spirit and know that his words were inspired by the Lord.

Elder McKay then began to give his talk with the help of an interpreter. Elder McKay would talk for a moment in English, and then the interpreter would repeat his words in Maori so the audience could understand. Suddenly people throughout the audience started calling to the interpreter to stop talking and sit down. They could understand Elder McKay themselves and did not need the interpreter anymore. Even though the people in the audience did not understand English, the Lord blessed them with the gift of interpretation of tongues and they were able to understand everything Elder McKay said in his talk. (See R. Lanier Britsch, "Roots of Faith," *Ensign*, Sept. 1989, p. 48.)

- b. The Prophet Joseph Smith was once invited to preach the gospel to a group of American Indians. The Indians could not understand English and the Prophet could not speak the Indians' language, so the Prophet paid a special government agent to translate his words into the Indian language. The Prophet spoke for a few minutes, and the agent interpreted his words for the Indians. When the Indians showed anger at the message, the Lord helped the Prophet know that the agent was not telling the Indians the right words. He was telling lies in order to make the Indians angry. The Prophet moved the agent aside and preached a sermon to the Indians without the help of an interpreter. Although they did not speak the same language, the Indians understood every word the Prophet said in the sermon. The Lord blessed the Indians with the gift of interpretation of tongues so that they could understand what the Prophet was telling them. (See E. Cecil McGavin, *The Historical Background of the Doctrine and Covenants* [Salt Lake City: Paragon Printing Co., 1949], p. 156.)

4. Tell in your own words the following story about the gifts of faith to heal and faith to be healed:

John Shumway of Orem, Utah, was riding his bicycle to a Scout meeting when he was struck by a car and received serious head injuries. He was taken to a hospital, where the doctor told John's family that there was little chance that John would survive, and that if he did live he would have severe brain damage. Several priesthood holders, including John's father and his bishop, laid their hands on John's head to give him a blessing. The bishop felt prompted to bless John that he would be healed. After the blessing, delicate surgery was performed on John's brain. John survived the surgery but was unconscious for many days.

Randy, a friend who was with John when the accident happened, prayed constantly for John. When the ward held a special fast, Randy participated, praying sincerely for John to recover. That same day at church, John's father told Randy that John had regained consciousness. Randy received a strong testimony of the power of fasting and prayer when John later told him that he felt Randy's faith had helped him wake up.

John had more surgery and spent much time recovering, but eventually his health was restored. To the amazement of his doctors, he was able to play basketball, learn to drive a car, become an Eagle Scout, graduate from high school, and prepare for a mission. Because of the faith of many people, John was healed.

Explain to the children that although John was healed, sometimes people are not healed even though they have great faith (see D&C 42:48). Remind the children that Heavenly Father knows what is best for each of us and answers our prayers accordingly.

5. Help the children memorize or review the seventh article of faith. You may want to have the children sing “The Seventh Article of Faith” (*Children’s Songbook*, p. 126) to help them memorize.

Conclusion

Testimony	Testify to the children of the importance of seeking the gifts of the Spirit. Encourage them to stay close to the Lord and pray often so that they will be able to distinguish between true and false spiritual gifts.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 46:11–14, 17–26 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
	Invite a child to give the closing prayer.

Lesson
20

Joseph Smith Translates the Bible and Other Scriptures

Purpose

To help the children understand Joseph Smith's role in bringing forth the scriptures and to encourage them to study the scriptures.

Preparation

1. Prayerfully study the historical accounts given in this lesson; Doctrine and Covenants 26:1, 45:60–61; Articles of Faith 1:8; and the headings to the book of Moses and the book of Abraham in the Pearl of Great Price. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Additional reading: Joseph Smith—History 1:9, 12–13, 17–19, 36–39; 1 Nephi 13:26; and the introductory note to the Pearl of Great Price.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Prepare a two- or three-sentence message similar to the following for the attention activity (if you have a small class, make the message longer and include more detail):

A brother and sister were skipping down the street. The brother chased after a butterfly and fell down. His sister helped him up and they ran home.
5. Materials needed:
A set of scriptures (Bible, Book of Mormon, Doctrine and Covenants, and Pearl of Great Price) for each child.

Suggested Lesson Development**Attention Activity**

Invite a child to give the opening prayer.

Have the children stand in a line. Whisper the two- or three-sentence message into the ear of the first child in line. Have each child in turn whisper the message to the next child. Instruct each child to say the message only once. Continue until the message reaches the last child in line. Ask the last child to repeat the message aloud. Compare the message the last child received with the original message to see how the message changed.

- How had the message changed by the time it reached the end of the line? What was left out? What was added?
- Why do you think the message changed as it passed from person to person?

Explain to the children that just as their message changed as it was passed from person to person, over many years some of the scriptures in the Bible had been changed as people translated the Bible and made copies of it by hand. Mistakes were made: some incorrect teachings had been added to the Bible, and some

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and Historical
Accounts

important teachings had been left out. The Lord commanded Joseph Smith to prepare a translation of the Bible that would restore the correct teachings (see Articles of Faith 1:8).

Teach the children about Joseph Smith's role in bringing forth the inspired translation of the Bible and other scriptures, as discussed in the following historical accounts and in the scriptures listed in the "Preparation" section (see enrichment activity 1).

Joseph Smith Is Commanded to Translate the Bible

While translating the Book of Mormon, Joseph Smith learned that over the years many "plain and most precious" parts of the Bible had been taken away or lost (see 1 Nephi 13:26). The Bible is a sacred book that contains the word of God, but mistakes were made as it was copied and translated into different languages. Words were left out, changed, or added, changing the meaning of some of the scriptures. During the apostasy following Jesus Christ's death, there were no prophets or apostles to make sure the scriptures were copied and translated correctly. Joseph Smith was instructed to prepare a new translation of the Bible that would restore and correct these plain and precious parts.

Shortly after the translation of the Book of Mormon was completed and the Church was organized, Joseph Smith received a revelation commanding him to study the Bible (see D&C 26:1). As he was studying the book of Genesis, Joseph had many questions, and he prayerfully asked Heavenly Father to help him understand the Bible. In answer to his prayer the Lord revealed important information about the gospel of Jesus Christ and the creation of the earth. This information is published in the book of Moses in the Pearl of Great Price. (Have the children look at the heading to the book of Moses in the Pearl of Great Price; have them also look at the heading to Genesis in the Bible and note that it is also called "The First Book of Moses.")

In 1830 Joseph Smith began working on a correct translation of the Bible. Sidney Rigdon was his scribe. In preparing this translation of the Bible, Joseph was not translating from an ancient language, as he did with the Book of Mormon, but was restoring the Bible to its original meaning. As Joseph studied and pondered the Bible, he was inspired through the power of the Holy Ghost to correct errors in it.

As Joseph Smith worked on his inspired translation of the Bible, his knowledge of the gospel grew, and he was blessed by the Holy Ghost. Many revelations in the Doctrine and Covenants are answers to questions about statements in the Bible that Joseph did not understand.

Joseph Smith Translates Other Scriptures

Some of the information revealed to Joseph Smith while he was studying the Bible is published in the Pearl of Great Price as the book of Moses. Also published in the Pearl of Great Price is the book of Abraham, Joseph Smith's inspired translation of some ancient Egyptian writings.

In the late 1820s an Italian explorer named Antonio Lebolo obtained eleven mummies from an ancient tomb in Egypt. When Lebolo died the mummies were shipped to the United States. A man named Michael Chandler came into possession of the mummies in 1833. He opened the coffins (the boxes

the mummies were in) and was disappointed not to find jewels or valuable treasures. Attached to some of the bodies of the mummies were linen cloths containing rolls of papyrus, a type of paper made from plants. These papyrus rolls had Egyptian writing on them. Mr. Chandler took the rolls to Pennsylvania, where he tried to find some educated men to tell him about the writings, but even the most educated of these men were only able to understand a little of the writings.

Mr. Chandler decided to travel around the country showing people the mummies, and in the summer of 1835 he came to Kirtland, Ohio. There he met with Joseph Smith, who told him that the writings could be interpreted. Later some friends of the Prophet bought four mummies and the rolls of papyrus from Mr. Chandler. Joseph Smith studied the letters and grammar of the Egyptian language, and then, with the help of the Holy Ghost, he translated the writings on the papyrus rolls. The writings Joseph Smith translated tell about the ancient prophet Abraham and are now published as the book of Abraham in the Pearl of Great Price.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- How did Joseph Smith know there were mistakes in the Bible? How did these mistakes occur? How did Joseph correct these mistakes?
- What was Joseph Smith commanded to do in Doctrine and Covenants 26:1? How did studying the scriptures help prepare Joseph to translate? How was he blessed as he studied the scriptures?
- Why should we study the scriptures? What happens to our understanding of the gospel as we study the scriptures? Who can help us understand the scriptures? How does studying the scriptures bring us closer to Heavenly Father and Jesus Christ?
- What did Joseph Smith do before he began to translate the writings on the papyrus rolls? Why did he study the Egyptian language? Why could Joseph translate the writings on the papyrus while men with more education could not?
- What scriptures do we have today that the Prophet Joseph Smith helped bring forth or translate? (All the standard works: the Bible, the Book of Mormon, the Doctrine and Covenants, and the Pearl of Great Price.) Review with the children Joseph Smith's role in preparing each of these books for our use.
- How can you and your family study the scriptures? (See enrichment activities 4 and 5.) How have the scriptures been a blessing to you and your family?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Prepare a simple scroll to be used throughout the lesson. Write the following sentences on a long piece of paper (or several pieces of paper taped together), leaving enough space between sentences that they can be shown one at a time:
 - The Bible is a sacred book that contains the word of God.
 - People made mistakes as they copied and translated the Bible.

- Joseph Smith was commanded to correct the errors in the Bible.
- As Joseph studied the scriptures, his understanding of the gospel grew.
- Papyrus scrolls were found with some mummies in an Egyptian tomb.
- Joseph Smith translated the writings on the scrolls.
- As we study the scriptures, we will learn about Heavenly Father and Jesus Christ and the gospel.

Tape or secure each end of the paper to a wooden stick such as a dowel, pencil, or ruler, or to a cardboard tube such as the one from the center of a roll of paper towels. Roll the paper up on one of the sticks or tubes so that only the first sentence shows.

Show the children the scroll and explain that ancient writings were often kept on scrolls. Roll the paper from one stick or tube to the other as you teach the lesson, revealing each sentence as you discuss the appropriate information.

2. Explain that while we do not use the Joseph Smith Translation of the Bible as a separate book of scripture, parts of it are included in other Latter-day Saint scriptures. Help the children locate the places in the scriptures where portions of the Joseph Smith Translation are found: Joseph Smith—Matthew in the Pearl of Great Price, the JST footnotes throughout the Bible, and the section following the Bible Dictionary.

Compare some verses of the Joseph Smith Translation with the original verses in the Bible. Ask one child to read the verse from the Bible and another to read the verse from the Joseph Smith Translation. Discuss how the Joseph Smith Translation makes the verses clearer and easier to understand.

Examples:

<i>Reference</i>	<i>Bible (King James Version)</i>	<i>Joseph Smith Translation</i>
Exodus 32:14	“And the Lord repented of the evil which he thought to do unto the people.”	“And the Lord said unto Moses, If they will repent of the evil which they have done, I will spare them and turn away my fierce wrath.”
1 Samuel 16:14	“But the Spirit of the Lord departed from Saul, and an evil spirit from the Lord troubled him.”	“But the Spirit of the Lord departed from Saul, and an evil spirit which was not of the Lord troubled him.”
John 1:18 (JST, John 1:19)	“No man hath seen God at any time; the only begotten Son, which is in the bosom of the Father, he hath declared him.”	“And no man hath seen God at any time, except he hath borne record of the Son; for except it is through him no man can be saved.”

3. Review Joseph Smith—History 1:11–14 with the children and point out that Joseph Smith received his first vision after his study of the Bible prompted him to seek wisdom from God. Discuss the importance of studying the scriptures and praying to ask for blessings and inspiration from Heavenly Father.

4. List the subjects below on the chalkboard, and write each of the scriptural references on a separate piece of paper:

Courage	Deuteronomy 31:6
Missionary work	Doctrine and Covenants 112:28
Forgiveness	Matthew 6:14–15
Love	John 13:34
Heavenly Father’s love	John 3:16
The Sabbath day	Moses 3:3
Obedience	Doctrine and Covenants 130:21
Prayer	3 Nephi 18:21
Baptism	Doctrine and Covenants 20:72–74

Explain to the children that we can find counsel about specific subjects as we study the scriptures. Have each child choose a paper, locate the scripture reference, and read the scripture to the class. Have the class match the scripture with its subject from the list on the chalkboard.

Help the children locate the Topical Guide, Bible Dictionary, and Index in their scriptures, and explain how they can use these sections to study what the scriptures say about specific subjects.

5. Ask the children to suggest different ways they can study the scriptures. List their ideas on the chalkboard.

Possible suggestions:

- Set a goal to read one or more verses of scripture each day.
- Read the scriptures aloud with your family.
- Read scripture stories in the *Friend* magazine.
- Read from the *Old Testament Stories* (31118), *New Testament Stories* (31119), *Book of Mormon Reader* (31117), *Doctrine and Covenants Stories* (31122), and *Scripture Stories* (31120) books.
- After hearing a scripture story in a talk at church, find the story in your scriptures at home and read it.
- Following each Primary lesson, read the “Suggested Home Reading” to review the lesson.
- Share something from your scripture reading with your family in family home evening.

You may want to have the children choose and write down one way they will study the scriptures during the coming week.

6. Help the children memorize the eighth article of faith. Discuss with the children why we believe the Bible “as far as it is translated correctly.”
7. Sing or say the words to “Search, Ponder, and Pray” (*Children’s Songbook*, p. 109).

Conclusion

Testimony	Express your testimony of and gratitude for the scriptures. Share a personal experience when the scriptures have been especially meaningful to you.
Suggested Home Reading	Suggest that the children study the second half of the introductory note to the Pearl of Great Price, which explains the contents of the Pearl of Great Price, at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

Joseph Smith Is Tarred and Feathered

Purpose

To help each child desire to develop a forgiving attitude.

Preparation

1. Prayerfully study Doctrine and Covenants 64:8–11, 15–16 and the historical account given in this lesson. Then study the lesson and decide how you want to teach the children the historical account. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
 2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
 3. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. A pencil and two pieces of paper for each child.
 - c. Picture 5-1, The Prophet Joseph Smith (Gospel Art Picture Kit 401; 62002), or 5-2, Joseph Smith (Gospel Art Picture Kit 400; 62449); picture 5-23, Man Being Tarred and Feathered.
-

Suggested
Lesson
Development

Invite a child to give the opening prayer.

Attention Activity

Give each child two pieces of paper and a pencil. On the first piece of paper, have each child write several blessings he or she has received. On the second piece of paper, have each child write something unkind that someone has done to him or her.

Have the children place the papers on which they have written their blessings on their laps and hold the papers that describe the unkind acts right in front of their eyes, touching their noses.

- Can you see the paper on which you listed your blessings?

Explain that sometimes when someone hurts our feelings, we think about our hurt feelings so much that we can no longer see or enjoy our blessings. Ask the children to crumple up the papers listing the unkind acts. Collect these papers or have the children put them in the wastebasket. Explain that we can feel happier when we forgive and forget about the unkind things others do and concentrate on our blessings.

Explain that Joseph Smith suffered persecution from many people. Ministers of other religions, strangers, and even some of his friends were unkind to him. He had to decide whether to let this unfair treatment make him angry and unhappy or to be forgiving to these people.

Historical Account

Teach the children about Joseph Smith’s reaction to those who persecuted him, as illustrated by the following historical account. Display the pictures at appropriate times.

Soon after the Church was organized, some of the members began to apostatize, or leave the Church. They quit attending Church meetings, opposed the Prophet, and persecuted the Saints. People apostatized for various reasons. For example, one man left the Church because his horse died while he was traveling to join the Saints in Missouri. Another man apostatized after he saw Joseph Smith playing with children. He thought a prophet should be too serious to play with children. One man saw that his name was misspelled on a Church document and thought that meant Joseph Smith was not inspired by God. Other people left the Church because they did not receive the help they expected with their financial problems. Some members left the Church because they could not forgive other members for actions that had offended them. After leaving the Church, these offended people often became the Church's worst enemies.

Ezra Booth joined the Church in 1831 after seeing the Prophet heal Elsa Johnson's arm (see lesson 19). Several months later he was called on a mission to Missouri. He was angry because he had to walk the entire journey and because missionary life was not what he had expected. He was disappointed because he did not see any more miracles like the healing of Elsa Johnson. He began to think and say bad things about the leaders of the Church. Because of his improper behavior during his mission, Ezra Booth was excommunicated when he returned to Ohio. This meant that he was no longer a member of the Church. Instead of repenting, Booth began writing letters to a local newspaper, telling lies about Joseph Smith and the Church. These letters influenced many people in Ohio to become suspicious of Church members and to persecute them.

One winter night a group of men who believed Ezra Booth's letters got drunk and attacked the homes of Joseph Smith and Sidney Rigdon in Hiram, Ohio. Joseph had been up late caring for his adopted son, who had the measles, and had just fallen asleep when the angry mob broke into the house. The men dragged Joseph outside, swearing and threatening to kill him. They choked him, tore off his clothes, and tried to push a paddle of hot tar and a bottle of acid into his mouth. The bottle of acid broke, chipping one of Joseph's teeth and causing him to speak with a whistle for the rest of his life. The men in the mob also dragged Sidney Rigdon from his home. When Joseph saw Sidney lying on the ground, he thought Sidney was dead. The mob decided not to kill Joseph, but they scratched him severely, spread hot tar all over his body, and covered him with feathers.

When Joseph finally got home, Emma saw him and fainted, because she thought the tar covering Joseph was blood. Joseph's friends helped him clean off the tar, a long and painful process. Sidney Rigdon had been knocked unconscious from the severe cuts and bruises to his head, and he was delirious for several days. Following this terrible experience, the baby that Joseph had been caring for that night caught a severe cold and died.

The next day was Sunday, and Joseph went at the usual time to worship with the Saints. The group of people he preached to included some members of the mob who had covered him with tar and feathers the night before. Even with his skin scraped and sore, Joseph preached as usual and never mentioned the violence of the night before.

Discussion
and Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Why did some of the early Church members apostatize from the Church? How could a forgiving attitude have helped them? What does the Lord say we should do when others offend us? (D&C 64:8–11.)
- What did the Lord say Ezra Booth had done wrong? (D&C 64:15–16.) What do we lose if we desire what is wrong? (D&C 64:16.)
- What unkind things did the mob do to Joseph Smith and Sidney Rigdon? Why do you think they did these things?
- What did Joseph Smith do the morning after he was tarred and feathered? Who was in the congregation? How did Joseph Smith's actions show that he was a forgiving person? (Joseph Smith did not seek revenge on those who had been cruel to him. He knew that Satan influenced them to oppose the important work of teaching the restored gospel and establishing Jesus' church on the earth.)
- What did Joseph Smith do when he was faced with trials and persecution? (He continued to do the Lord's work. He understood that Satan would do all he could to destroy the work of the Lord. When bad things happened, Joseph Smith made the best of the situation and continued serving the Lord.)
- How do you feel when someone is unkind to you? How do feelings of anger affect us? Help the children understand that being angry or unkind does not help us feel better. If we remain angry or act unkindly in return, we cause ourselves even more unhappiness. What could you do when someone is unkind to you? (See enrichment activities 1 and 3.) What might happen if you are unkind to the person who was unkind to you? What might happen if you are kind to that person?
- How can we follow Joseph Smith's example and develop a forgiving attitude toward those who have hurt or offended us?
- How does having a bitter and unforgiving attitude affect us? How does having a forgiving attitude affect us?
- Whom are we required to forgive? (D&C 64:10–11.) Why is it important for us to forgive others? (D&C 64:9.) How do we feel when we forgive someone who has hurt our feelings?

**Enrichment
Activities**

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Read statements such as the following ones to the children. Ask them to put their thumbs up if the statement reflects a forgiving attitude and put their thumbs down if it reflects an unforgiving attitude. Discuss how each action described shows forgiveness or a lack of forgiveness.
 - She hasn't been friendly to me so I'm not going to be friendly to her.
 - Every time I see him, he pushes me around. He must have a problem or he wouldn't treat others so unkindly.

- I hit him because he made fun of my little sister.
 - My little brother scribbled on my schoolwork, so I had to do it over again. I wasn't angry with him because he is too young to understand how important that paper was.
 - I'll forgive her, but I'll never speak to her again.
 - My best friend was rude to me today. Maybe she is worried about something.
2. Read or have a child read aloud Proverbs 15:1, and discuss its meaning with the children. Then tell the following story in your own words:

In the summer of 1838, when Joseph Smith and his family were living in Far West, Missouri, a false story was spread that Joseph had killed seven men and was going to organize a group to kill everyone who was not a member of the Church. A large group of armed men led by eight officers came looking for Joseph at the house of his parents, where he was visiting. The officers told Lucy Smith, Joseph's mother, that they had come to kill Joseph Smith and all the other members of the Church. Lucy responded calmly and introduced Joseph to the men. Joseph shook hands with the men in a friendly manner while they stared in disbelief. After all the stories they had heard, it was hard for them to believe this kind and sincere man was Joseph Smith.

The Prophet talked with the men for a long time, explaining the views of the Church and the persecution the members had received. He told the men that if any of the members of the Church had broken the law, they ought to be tried by the law in a courtroom, before anyone else was hurt. Then Joseph prepared to leave, explaining to his mother that he needed to get home as Emma was expecting him. Two of the officers jumped to their feet and insisted that they accompany him home, as it was not safe for him to travel alone. The armed men no longer had a desire to harm Joseph, and they returned to their homes with a great respect for him. (See Lucy Mack Smith, *History of Joseph Smith*, ed. Preston Nibley [Salt Lake City: Bookcraft, 1958], pp. 254–56.)

- How did Lucy and Joseph Smith follow Proverbs 15:1 in dealing with these men?
 - What was the result of Joseph's "soft answer"?
3. Have the children act out situations in which they can choose to have a forgiving attitude or an unforgiving one. Help them understand that even when they have been hurt, they are free to choose what their attitude will be. Also help them understand that hurt feelings often come because of a misunderstanding rather than an intent to hurt. Use the following situations or those used in enrichment activity 1:
- You cleaned your room before you went to school, but after you left, your younger sister messed it up. When you get home from school, your mother will not let you play with your friends because your room is not clean.
 - You are always chosen last for sports teams at school, which makes you feel hurt. On the way home from school one day you see one of the team captains fall off his bike. His school books and papers scatter all over.
 - Your friend has a party but does not invite you.

4. Share and allow the children to share appropriate personal experiences in forgiving others or being forgiven.
5. Sing or say the words to “Help Me, Dear Father” (*Children’s Songbook*, p. 99) with the children.

Conclusion

Testimony	Share your testimony about the peace we can feel when we have a forgiving attitude. Encourage the children to strive to be understanding and kind even when others are unkind to them.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 64:9–11 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

The Latter-day Revelations Are Published

Lesson
22

Purpose To help the children gain a testimony of the importance of the Doctrine and Covenants and continuing revelation through the living prophet.

Preparation

1. Prayerfully study the historical accounts given in this lesson, the “Explanatory Introduction” to the Doctrine and Covenants, and Doctrine and Covenants 43:8, 67:4–9, 69:1–2, and 70:1–4. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Additional reading: Doctrine and Covenants 28:2.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. Picture 5-24, Saving the Book of Commandments (Gospel Art Picture Kit 409; 62605).

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity

Collect all the copies of the Doctrine and Covenants in the room and put them in a stack near you on the table or floor. Write on the chalkboard *Doctrine and Covenants 43:8*. Ask the children to discuss this verse among themselves and prepare to tell you what the verse is about. Do not let them use their scriptures as they do this. After a few moments, ask them if they are ready to tell you about the verse.

- Why can't you tell me what the verse is about?

Return the children's copies of the Doctrine and Covenants, and give copies to the children who have not brought their own. Have all the children look up the verse listed on the chalkboard and follow along as you read it.

Explain that the early Church members were instructed to teach each other about the revelations the Lord had given them through the Prophet Joseph Smith, but the Church members did not have a book where they could read the revelations. The Lord commanded the Church members to publish the revelations in a book so that they would be able to read and study them. We now call this book the Doctrine and Covenants.

**Scriptural
and Historical
Accounts**

Teach the children about the events surrounding the first publication of the Book of Commandments, as described in the following historical accounts and the scriptures listed in the “Preparation” section.

William E. McLellin Tries to Write a Revelation

The revelations recorded in Doctrine and Covenants 67–70 were given during a series of conferences held in Ohio in November 1831. One of the important things discussed at these conferences was the publication of the revelations already received by the Prophet Joseph Smith. They were to be published as the Book of Commandments. (A few years later, more revelations were added to the book and its name was changed to the Doctrine and Covenants.)

During one of these conferences, some of the Church leaders at the conference complained about the language of some of the revelations that Joseph Smith had received. They thought they could write better revelations. In response the Lord gave the revelation recorded in Doctrine and Covenants 67, testifying that the revelations Joseph Smith had received were true (see D&C 67:4) and challenging anyone who would like to try to write a revelation to do so (see D&C 67:5–8). William E. McLellin took this challenge and tried to write a revelation. Joseph Smith recorded that Brother McLellin thought he was smart enough to write a revelation, but he could not do it. The Prophet said that it is “an awful [great and important] responsibility to write in the name of the Lord” (*History of the Church*, 1:226). All those present who saw Brother McLellin’s failure were strengthened in their testimony that the revelations Joseph Smith had received were true and had come from the Lord.

William E. McLellin later left the Church. Joseph Smith said that people who criticize the Church and its leaders will eventually apostatize if they do not repent (see *Teachings of the Prophet Joseph Smith*, pp. 156–57).

The Book of Commandments Is Published

After William E. McLellin tried to write a revelation, the Holy Ghost witnessed to the people at the conference that the revelations Joseph Smith had received were true, and Church leaders decided to compile and print the revelations. Oliver Cowdery was assigned to take approximately seventy revelations to Independence, Missouri, where William W. Phelps had a printing press. Oliver also took money to help the Saints in Missouri. Because Oliver would be traveling through unsettled country, the Lord told John Whitmer to go with him for safety (see D&C 69:1–2). It was a long, cold journey, but in January 1832 Oliver Cowdery and John Whitmer arrived safely in Independence. They delivered the revelations to Brother Phelps, who started to set the type to publish them as the Book of Commandments. By July 1833 the first 160 pages of the Book of Commandments had been printed.

Because many Saints were arriving in Missouri, some of the original settlers of the area were uneasy. They began to fear that the Saints would take over the area, elect their own officials, and drive the original settlers off the land. On Saturday, 20 July 1833, four or five hundred people who were against the Saints met in the Independence courthouse. The people formed a mob and demanded that the Saints leave their new homes or be killed. The leaders of the Church in Missouri asked for three months to consult with Joseph Smith, who was in Ohio, but the mob refused this request. The Saints were told they had only fifteen minutes to decide what to do.

Before the fifteen minutes had passed, the mob broke into William W. Phelps’s home, which contained the printing office where the Book of Commandments was being printed. Brother Phelps was not at home. Sister Phelps took her sick baby and her other children and hurried to the woods nearby. Fourteen-year-old

Mary Elizabeth Rollins and her twelve-year-old sister, Caroline, watched members of the mob throw the Phelps' furniture and other possessions into the street. The mob then threw the press and the type out the window, along with most of the unbound pages of the Book of Commandments. Mary Elizabeth and Caroline courageously decided to save some of the copies, even though Caroline was afraid that the mob would kill them (show the picture of Mary Elizabeth and Caroline saving the Book of Commandments).

The girls ran from their hiding place, gathered up as many pages as they could carry, and ran away. When the mobbers saw them, they shouted for the girls to stop. Mary Elizabeth and Caroline slipped through a hole in a fence and ran into a cornfield. They lay quietly on the ground among the cornstalks, listening to the men searching for them. When the sound of footsteps faded and the girls thought it was safe to leave, they gathered the papers in their arms again and began to find their way out of the field. As they approached an old log stable, they heard sounds. They entered the stable carefully and discovered Sister Phelps and her children making beds from branches so they could hide for the night in the stable. Knowing Brother Phelps would know what to do with the pages, the girls gave them to Sister Phelps. Later some of these original sheets of the Book of Commandments were bound into books, and Mary Elizabeth and Caroline were each given a copy. They treasured these books for the rest of their lives.

The Doctrine and Covenants Is Published

The problems in Missouri interrupted the publication of the Book of Commandments. In 1834 the First Presidency prepared to publish a new edition of the revelations. The Prophet revised some of the revelations to correct printing errors, and forty-five more revelations were added to the Book of Commandments. The revised book was published in Ohio in 1835 as the Doctrine and Covenants.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Why couldn't William E. McLellin write a revelation? Who was the only person authorized to receive revelation for the Church at that time? (D&C 28:2.) Who receives revelation for the Church today? (The living prophet.)
- Why was it important for Joseph Smith to receive revelation for the Church in his day? Why does the living prophet need to receive revelation for our day? (See enrichment activity 4.)
- Why is it unwise to criticize our leaders, as William E. McLellin and others criticized Joseph Smith? What should we do if we feel critical of our leaders?
- Why was it important to publish the revelations Joseph Smith had received? (See the first paragraph of the "Explanatory Introduction" to the Doctrine and Covenants.) How do you think having the revelations published in a book helped the Saints learn what Jesus Christ wanted them to do? How can studying the Doctrine and Covenants help you find out what Jesus wants you to do?

- What are the standard works of the Church? How is the Doctrine and Covenants different from the other standard works? (See the third paragraph of the “Explanatory Introduction” to the Doctrine and Covenants.) Why do we need all four of the standard works? (See enrichment activity 1.)
- How can studying each of the standard works help you learn about Jesus Christ? (See enrichment activity 1.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Discuss with the children why we need all four of the standard works. Write the following statements on four separate cards and have a child read each one aloud to the class:
 - The Bible tells us about prophecies of Jesus Christ and about the Savior’s life and teachings when he was on the earth.
 - The Book of Mormon is another testament of Jesus Christ and tells us about the Savior’s dealings with the people on the American continent.
 - The Doctrine and Covenants is a collection of revelations from Jesus Christ for the latter days, or our times.
 - The Pearl of Great Price gives us teachings and testimonies of Jesus Christ from ancient prophets as well as Joseph Smith’s history and testimony of Heavenly Father and Jesus Christ.

Give each child four small pieces of paper, and show the children how to fold each piece in half so it resembles a book. Help the children label their “books” *Bible*, *Book of Mormon*, *Doctrine and Covenants*, and *Pearl of Great Price*.

Ask the following questions and have the children hold up the appropriate paper “book” to answer each question:

- Which book tells the most about the dealings of the Lord with his people in the Holy Land, beginning with the creation of the earth? (Bible.)
- Which book tells about Jesus Christ’s visit to the American continent? (Book of Mormon.)
- Which book tells the most about Jesus Christ’s birth and life on earth? (Bible.)
- Which book contains a record of Heavenly Father and Jesus Christ’s appearance to Joseph Smith in the Sacred Grove? (Pearl of Great Price.)
- Which book contains revelations on how the Church should be established in the latter days, given by Jesus Christ to Joseph Smith? (Doctrine and Covenants.)

Remind the children that each of the standard works is a testament of Jesus Christ and that we should study all of the scriptures.

2. To help the children learn what some of the sections of the Doctrine and Covenants contain, list the following in a column on the chalkboard:

Word of Wisdom

Sacrament prayers

Restoration of the Aaronic Priesthood by John the Baptist

Qualities of a missionary

The prophet receives revelation for the whole Church

List the following sections of the Doctrine and Covenants on the chalkboard in a second column:

D&C 4 (vv. 2, 5–6)

D&C 13

D&C 20 (vv. 75–79)

D&C 28 (v. 2)

D&C 89

Have the children find each section and read the short summary at the beginning of the section to determine which section matches each topic in the first column. (You may want to have younger children read the verses in parentheses as well as the summaries if it is too difficult for them to determine the section topics from the summaries.)

Write the references next to the topics as the children match them. Then erase the references and see how many the children can remember. Review until most of the children can tell you which section of the Doctrine and Covenants teaches us about each of the listed topics.

3. On cards or small pieces of paper, make two copies each of simple pictures or words representing principles or events discussed in the Doctrine and Covenants, such as baptism, hymn singing, translation of the Book of Mormon, Aaronic Priesthood, organization of the Church, and sacrament. Place the cards or papers face down in a grid on the floor or table. Let the children take turns turning over a pair of cards to try to make a match. If a child makes a match, have him or her give one reason why it is important for that principle to be part of the restored church. If a child does not make a match, have him or her return the cards to their original positions so another child can have a turn.
4. Ask the children to name things they have in their lives that people in Joseph Smith's time did not have, such as radio, telephone, television, computers, or cars. Explain that even though we have the scriptures, we still need continuing revelation to help us know what to do in a changing world. Help the children think of some things that the Lord might reveal to the living prophet today, such as where to build temples, whom to call when new apostles are needed, where to send missionaries, and what to teach people in general conference.

You may also want to discuss with the children how some of the modern conveniences they named help members of the Church learn and share the gospel. For example, many members of the Church learn what the Lord wants them to do by listening to general conference on the radio or watching it on television or via satellite.

Conclusion

Testimony	Bear your testimony of the importance of the Doctrine and Covenants to us because it was revealed in these latter days. Express your gratitude for continuing revelation for the Church through the living prophet. Encourage the children to ask their parents what their favorite sections of the Doctrine and Covenants are and why those sections are their favorites.
Suggested Home Reading	Suggest that the children study the “Explanatory Introduction” to the Doctrine and Covenants and Doctrine and Covenants 67:4 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

The Prophet Receives a Vision of the Three Degrees of Glory

Lesson
23

Purpose To give the children a better understanding of the three degrees of glory and to strengthen their desire to return to Heavenly Father with their families.

- Preparation**
1. Prayerfully study the historical account given in this lesson; Doctrine and Covenants 131:1–4; 137; and the following verses from Doctrine and Covenants 76: verses 11–24 (circumstances of Joseph Smith and Sidney Rigdon’s vision of the three degrees of glory); verses 50–60, 62, 70, 92–93 (requirements and rewards of the celestial kingdom); verses 71–80, 91 (requirements and rewards of the terrestrial kingdom); and verses 81–90, 100–103 (requirements and rewards of the telestial kingdom). Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
 2. Additional reading: John 5:28–29 and *Gospel Principles* (31110), chapters 46 and 47.
 3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
 4. Make the following wordstrips:

Celestial Kingdom

Terrestrial Kingdom

Telestial Kingdom
 5. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. A Bible.
-

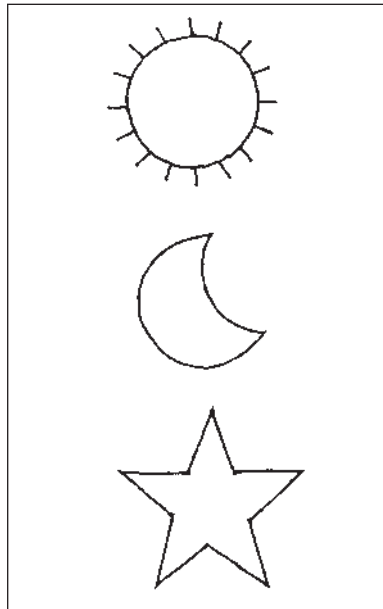
Suggested Lesson Development

Development Invite a child to give the opening prayer.

Attention Activity Ask the children to close their eyes and imagine they are outside on a cloudy night when everything is absolutely dark.

- What do you see?
- What could you see if you had the light of the stars?
- What could you see if you had the light of the moon?
- What could you see if you had the light of the sun?

Have the children open their eyes. Draw pictures of a star, the moon, and the sun on the chalkboard, with the star at the bottom of the chalkboard, the moon above the star, and the sun above the moon.



- If you could choose just one of these sources of light to see by, which would it be? Why?

Explain that Heavenly Father has provided three different places for people to live after they are resurrected. These places are referred to as kingdoms of glory in heaven.

As you explain the following information about these kingdoms, put the corresponding wordstrip next to the drawing of the star, moon, or sun:

- The telestial kingdom is the lowest kingdom. It has a glory compared to the brightness of the stars. (See D&C 76:81.)
- The terrestrial kingdom is the middle kingdom. It has a glory compared to the brightness of the moon. (See D&C 76:71.)
- The celestial kingdom is the highest kingdom. It has a glory compared to the brightness of the sun. (See D&C 76:70.)

You may want to have the children repeat the words on the wordstrips.

Explain that we learn about these kingdoms and who will live in each one from a vision received by Joseph Smith and Sidney Rigdon.

Scriptural and Historical Accounts

Tell the children about Joseph Smith and Sidney Rigdon's vision of heaven, as described in the following historical account. Then discuss Joseph and Sidney's testimony of Jesus Christ and their explanation of the three kingdoms and who will live in each one, as explained in the scriptures listed in the "Preparation" section.

As you discuss the three kingdoms, emphasize that Heavenly Father and Jesus Christ want all of us to live in the highest level, or degree, of the celestial kingdom with them and our families. To be worthy of the celestial kingdom, we must keep Heavenly Father's commandments and receive important gospel ordinances. The Church of Jesus Christ of Latter-day Saints has been restored to the earth to help us reach the celestial kingdom.

While Joseph Smith and Sidney Rigdon were working on the translation of the New Testament in 1832, they read John 5:29, which talks about the resurrection of people who have done good things and people who have done evil. This scripture made Joseph and Sidney wonder about heaven. They realized that if God rewards people after they die based on what they did while they were on the earth, then there must be more than one place, or kingdom, in heaven (see section heading to D&C 76). While they thought about these ideas, Joseph and Sidney received a vision of Heavenly Father, Jesus Christ, and the three degrees of glory: the celestial, terrestrial, and telestial kingdoms. This vision is described in Doctrine and Covenants 76.

The vision was given at John Johnson's home in Hiram, Ohio, where Joseph and Emma Smith were living at the time. About twelve other men were in the room and witnessed Joseph and Sidney receiving this vision, but they did not see the vision themselves. Philo Dibble, one of the men present, recorded what he observed:

"Joseph would, at intervals, say: 'What do I see?' as one might say while looking out the window and beholding what all in the room could not see. Then he would relate what he had seen or what he was looking at. Then Sidney replied, 'I see the same.'

"Presently Sidney would say, 'What do I see?' and would repeat what he had seen or was seeing, and Joseph would reply, 'I see the same.'

"This manner of conversation was repeated at short intervals to the end of the vision; and during the whole time not a word was spoken by any other person. . . . Not a sound nor motion [was] made by anyone but Joseph and Sidney, and it seemed to me that they never moved a joint or limb during the time I was there, which I think was over an hour, and to the end of the vision.

"Joseph sat firmly and calmly all the time, in the midst of a magnificent glory, but Sidney sat limp and pale, apparently as limp as a rag. Observing such at the close of the vision, Joseph remarked smilingly, 'Sidney is not used to it as I am'" (quoted in Carter E. Grant, *The Kingdom of God Restored*, pp. 156–57).

Joseph Smith continued to learn and teach about the three kingdoms of glory. In 1836 Joseph and others experienced another vision of the Father and the Son and the celestial kingdom while they were in the Kirtland Temple. This vision is recorded in Doctrine and Covenants 137. In 1843 Joseph taught some friends that the celestial kingdom is divided into three levels, or degrees. The highest degree is the only part of heaven where people will live with their families. The Prophet taught that a person must be married for eternity in the temple to obtain this highest degree of the celestial kingdom. These teachings are recorded in Doctrine and Covenants 131:1–4.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- What did Joseph Smith and Sidney Rigdon see as they thought about the scripture in John 5:29? (D&C 76:19–21.) What testimony did they give of Jesus Christ? (D&C 76:22–24.) How does their testimony strengthen your testimony of Jesus Christ?

- Who will live in the telestial kingdom? (D&C 76:81–82, 103.) Which member of the Godhead will visit the people in the telestial kingdom? (D&C 76:86, 88.) Explain that the Holy Ghost and angels will minister to the people in the telestial kingdom. The people there will know about Heavenly Father and Jesus Christ but will never live with them or see them. (See enrichment activity 3.)
- Who will live in the terrestrial kingdom? (D&C 76:71–76.) Which member of the Godhead will visit the people in the terrestrial kingdom? (D&C 76:77.) Explain that Jesus Christ will visit the people in the terrestrial kingdom. The people there will know about Heavenly Father but will never live with him. (See enrichment activity 3.)
- Who will live in the celestial kingdom? (D&C 76:50–52.) Explain that the celestial kingdom will include faithful members of the Church who have been baptized and confirmed and have kept the commandments (see enrichment activity 1). Which members of the Godhead will the people in the celestial kingdom live with? (D&C 76:62; see enrichment activity 3.)
- How did Joseph describe the celestial kingdom in Doctrine and Covenants 137? (D&C 137:1–4.) Whom did Joseph see, besides Heavenly Father and Jesus Christ, in this vision of the celestial kingdom? (D&C 137:5.) Remind the children that Alvin was Joseph’s older brother who died before Joseph received the gold plates. Why was Joseph puzzled to see Alvin in the celestial kingdom? (Alvin had not been baptized; D&C 137:6.) What did the Lord tell Joseph about Alvin and other people like him, who had not had the opportunity to hear the gospel and be baptized? (D&C 137:7.) What happens to children who die before they are eight years old? (D&C 137:10.)
- Into how many parts is the celestial kingdom divided? (D&C 131:1.) Who will live in the highest degree of the celestial kingdom? (D&C 131:2–3.) Explain that in the highest degree of the celestial kingdom will be those who have made and kept sacred covenants (promises) in the temple, including being married for eternity in the temple. Remind the children that the highest degree of the celestial kingdom is the only place where families can live together.
- Why would you like to live in the celestial kingdom?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Before class, make a large illustration of the sun out of paper, and cut it into four puzzle pieces. Write one of the following on each piece:
 - a. Be baptized and confirmed a member of The Church of Jesus Christ of Latter-day Saints.
 - b. Receive the Holy Ghost by the laying on of hands.
 - c. Receive the temple endowment.
 - d. Be married, or sealed, in the temple.

Explain to the children that we must receive certain ordinances to be able to live with Heavenly Father and Jesus Christ in the highest degree of the celestial kingdom. Place the four puzzle pieces on the table or floor, with the illustration facing up. Have a child turn over a piece and read what it says. Repeat with the other three pieces. Then have the children put the puzzle together.

- Which of these ordinances have you received? Which do you still need to receive?

Assure the children that if they live righteously, at the proper times they will have opportunities to receive all these ordinances.

2. Prepare the following wordstrips:

Live with Heavenly Father and Jesus Christ (D&C 76:62).

Become like Heavenly Father (D&C 76:58; 132:20).

Live with my righteous family members (D&C 131:2–4).

Receive a fulness of joy (D&C 138:17).

Write on the chalkboard *If I am worthy to live in the highest degree of the celestial kingdom, I can—*.

Invite a child to choose one of the wordstrips, read it, and post it on the chalkboard under the written statement. Discuss with the children the promised blessing. Repeat for each of the other wordstrips. Help the children understand how wonderful it will be in the celestial kingdom, and encourage them to keep the commandments so that they will be worthy to live in the highest degree of the celestial kingdom.

3. Make for each child a copy of the worksheet found at the end of this lesson. Ask the children to match the kingdom in the first column with the correct description in the second column by drawing lines between them. If it is not feasible to make a copy for each child, read the descriptions aloud and have the children work together to choose the correct kingdom. (Answers: a-3; b-1; c-2.)
4. Help the children memorize Doctrine and Covenants 76:22–23 through *on the right hand of God*.
5. Sing or say the words to “I Know My Father Lives” (*Children’s Songbook*, p. 5) or “I Lived in Heaven” (*Children’s Songbook*, p. 4).

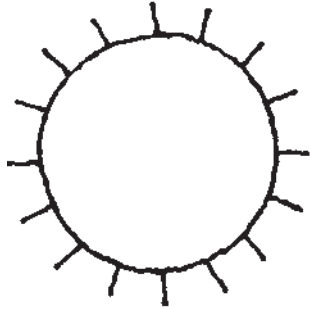
Conclusion

Testimony	Share with the children your feelings about Heavenly Father and Jesus Christ and why you want to live with them in the celestial kingdom. Encourage the children to choose to obey the commandments and receive the proper ordinances so that they will be worthy to live with Heavenly Father and Jesus Christ and with their families in the highest degree of the celestial kingdom.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 76:11–24 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

The Three Degrees of Glory

Match the kingdom in the first column with the correct description in the second column by drawing a line between items.

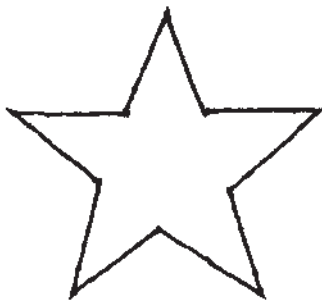
a. Celestial kingdom



b. Terrestrial kingdom



c. Telestial kingdom



1. This kingdom will include good people who did not believe the gospel when they heard it on earth, but believed it after they died. They obeyed some but not all of God's commandments. This kingdom will also include those who accepted the gospel but did not fully obey the commandments.

2. This kingdom will include people who never accepted the gospel on earth or after they died. They disobeyed God's commandments.

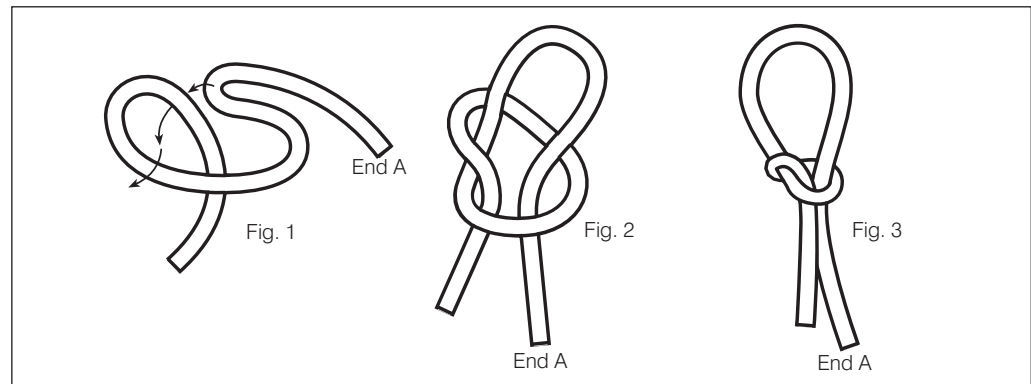
3. This kingdom will include members of the Church who had faith in Jesus Christ, repented, obeyed all of God's commandments, and completed the necessary ordinances.

The School of the Prophets and the Word of Wisdom

Lesson
24

Purpose To help the children understand and desire to live the Word of Wisdom.

- Preparation**
1. Prayerfully study Doctrine and Covenants 88:77–80, 118, 122–127; the historical accounts given in this lesson; and Doctrine and Covenants 89. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
 2. Additional reading: Doctrine and Covenants 49:18–19, 55:4; and *Gospel Principles* (31110), chapter 29.
 3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
 4. Obtain a piece of lightweight rope, heavy string, or yarn and make a snare, as illustrated below:



5. Materials needed:
A Doctrine and Covenants for each child.

**Suggested
Lesson
Development**

Attention Activity

Invite a child to give the opening prayer.

Show the snare you have made and explain that hunters sometimes use snares to catch animals and birds. Hunters set snares on a trail or in a place where small animals or birds come for water. Sometimes a snare is attached to a tree limb so that it hangs just above the trail, where an animal will run into it. Other times a snare is placed on the ground and covered with leaves so it cannot be easily seen. A lure such as food may be placed in or near the snare to tempt an unsuspecting animal or bird to step into the snare. The snare catches and holds the animal in such a way that it cannot easily free itself.

Scriptural
and Historical
Accounts

Tie End A of the snare (see the illustrations in the “Preparation” section) to a stationary object, such as a doorknob or table leg, or hold it firmly in your hand. Have a child place a finger in the loop of the snare and gently pull against it. Point out how the snare gets tighter when something pulls against the loop.

Explain that just as hunters set snares to capture animals, Satan has set many snares for us. He uses appealing things as lures, hoping to catch us in one of his snares and destroy us (see enrichment activity 3). However, by learning and following the Lord’s commandments we can avoid Satan’s snares.

Teach the children about the organization of the School of the Prophets and about the revelation of the Word of Wisdom, as described in the scriptures listed in the “Preparation” section and the following historical accounts. Then discuss with the children the health guidelines given in the Word of Wisdom (D&C 89).

The School of the Prophets Is Organized

In Doctrine and Covenants 88 the Lord instructed Joseph Smith to form a school to teach the leaders of the Church about the gospel and prepare them to serve the members of the Church. In this school, called the School of the Prophets, Church leaders were to teach one another about the gospel and other important subjects (see D&C 88:77–80). Leaders of the Church in the Kirtland area began attending the School of the Prophets at the end of January 1833. The school was held in the evenings, in an upstairs room of Newel K. Whitney’s store. The Prophet taught the men about the importance of learning and preaching the gospel and of learning about the world around them. In addition to studying the scriptures and the principles of the gospel, the men also studied Hebrew and Greek.

In 1831 the Lord had commanded Oliver Cowdery and W. W. Phelps to write and select textbooks for children (see D&C 55:4). After Joseph Smith organized the School of the Prophets for the priesthood leaders of the Church, he organized a school for children. Classes were held in the attic of the Kirtland Temple. One hundred forty children attended the school.

The Lord Reveals the Word of Wisdom

The School of the Prophets met often to discuss the gospel and Church business. Many of the men smoked or chewed tobacco during the meetings. (You may want to explain that at this time people did not know that tobacco was bad for their bodies.) The first thing the brethren did when they gathered for meetings was light their pipes. They smoked as they talked, and when they were not smoking they would chew tobacco. As they chewed the tobacco, they would spit it all over the floor. Joseph Smith did not like teaching the school “in a cloud of tobacco smoke,” and Emma Smith did not like cleaning up the mess the men made with their pipes and chewing tobacco (Brigham Young, in *Journal of Discourses*, 12:158).

On 27 February 1833 Joseph Smith entered the room where the School of the Prophets was held. The room was filled with tobacco smoke. Joseph had just come from the clean outside air, and the smell of smoke offended him. He left the room and asked the Lord what he should do about the situation. The Lord answered Joseph’s prayer with the revelation we now call the Word of Wisdom (D&C 89).

Discussion
and Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- What was the purpose of the School of the Prophets? (D&C 88:77–78, 80.) What were the Church leaders instructed to study in this school? (D&C 88:78–79.) Why was it important for these leaders to study and learn? Remind the children that Joseph Smith also established a school for children. Why is learning important for all of us? Emphasize the importance of learning and encourage the children to do their best in school and other educational settings.
- Point out that the men attending the School of the Prophets were instructed to gain “a knowledge . . . of countries and kingdoms” (D&C 88:79). How can learning about other countries and cultures help members of the Church be good missionaries?
- How can members of the Church today learn about the gospel? (Answers may include by attending Primary and other Church meetings, by listening to or reading general conference talks, by holding family home evening and family scripture study, and through personal study of the scriptures and other Church publications.) Why is it important to study the gospel as well as school subjects such as reading and math?
- Why did the Lord reveal the Word of Wisdom? Why is it important for us to take good care of our physical bodies? Whom do you think the “conspiring men” mentioned in Doctrine and Covenants 89:4 might include? Why does Satan want us to use things (such as tobacco products or alcoholic drinks) that the Lord forbids in the Word of Wisdom?
- According to section 89, what foods are good for our bodies? (Grains, fruits, vegetables, small amounts of meat; see D&C 89:10–16 and enrichment activity 4.) What counsel has the Lord given us regarding sleep? (D&C 88:124.) What are we promised if we obey the Word of Wisdom and take care of our bodies? (D&C 89:18–21; you may want to explain that some people have disabilities or illnesses that keep them from being completely healthy even if they obey the Word of Wisdom. However, if they obey the laws of God, the time will come, either in this life or the next, when they can enjoy every blessing mentioned in these verses.)
- In section 89, what does the Lord command us not to use? (D&C 89:5, 7–9; explain that prophets have told us that “hot drinks” refers to tea and coffee.) Point out that some things that are harmful to us (such as illegal drugs) are not specifically mentioned in the Word of Wisdom, but Church leaders teach us not to use anything that is harmful to our bodies or minds. (If the children bring up medicinal drugs, explain that some drugs can help us when we are ill, but they should be used only with a parent’s or doctor’s supervision.) What are some results of using things that are harmful to us?
- What harm can come from not obeying the Word of Wisdom? (Answers may include illness and disease, poverty, dishonesty, addictive habits, automobile accidents, inactivity in the Church, and sins resulting from loss of good judgment.) Explain that in Joseph Smith’s time people did not know all that we know now about the bad effects of smoking and alcohol use. But the Lord

knew about these bad effects, and he warned the people (see D&C 89:4). The Lord also knew that people who disobey the Word of Wisdom lose the desire to obey the other commandments and to become like Jesus Christ. Physical desires become more important to them than spiritual desires.

- What can you do when someone offers you something that is against the Word of Wisdom? (See enrichment activity 2.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Explain that Spencer W. Kimball, the twelfth President of the Church, counseled us to decide now that we will keep the Word of Wisdom. Read or have a child read the following quotation:

“When I was young, I made up my mind unalterably that I would never taste tea, coffee, tobacco, or liquor. I found that this rigid determination saved me many times throughout my varied experiences. There were many occasions when I could have sipped or touched or sampled, but the unalterable determination firmly established gave me good reason and good strength to resist” (*The Teachings of Spencer W. Kimball*, ed. Edward L. Kimball [Salt Lake City: Bookcraft, 1982], p. 164).

Explain that if we decide now how we will act when we are tempted, instead of waiting until the temptation comes, it will be easier for us to make wise choices. Encourage the children to decide now to obey the Word of Wisdom.

2. Have the children role-play situations in which they are presented with and resist temptations such as tea or coffee, tobacco, alcohol, or other drugs. Help them think of responses to arguments such as the following:

- “Just try it. Once won’t hurt you.”
- “Everyone is doing it. Don’t you want to fit in?”
- “All the famous people in the movies and on television do it.”
- “It will make you feel good.”

3. Display advertisements (cut from magazines or newspapers) for products that are harmful to our bodies.

- Why did the Lord warn us about people who try to get us to use things forbidden by the Word of Wisdom (see D&C 89:4)?

Remind the children of the snare you demonstrated in the attention activity. Compare the snare to unhealthful practices such as smoking or drinking alcohol. Have the children study the advertisements to discover some of the lures people use to try to catch us in Satan’s snares. For example, advertisers use pictures of attractive people having fun to try to make us think that smoking or drinking alcohol will make us beautiful and happy. These things will not make us happier or more beautiful, but if we start using these products we will be caught in the snare and may become addicted.

Point out that some things, such as illegal drugs, are not advertised, but people who want us to buy and use them may use arguments similar to those in the ads.

Explain that people who are addicted to unhealthy products such as tobacco, alcohol, or other drugs have difficulty giving them up, even when they know the products are bad for their bodies and their spirits. If we have friends or family members who need to stop using these things, we can pray for them, encourage them, and set good examples for them.

4. List on the chalkboard some scripture references that give specific advice on how to care for our bodies, such as the following:

D&C 88:124 (get enough sleep)

D&C 89:7 (do not drink alcoholic beverages)

D&C 89:8 (do not use tobacco)

D&C 89:9 (do not drink hot drinks such as coffee and tea)

D&C 89:16 (eat grains and fruit)

Give the children pencils and paper, and have them look up these references. Have each child make a list of several things he or she can do to take care of his or her body. Encourage the children to take their lists home to remind them to take good care of their bodies.

5. Explain that we need to use good judgment in caring for our bodies (see D&C 59:20). Even some good things can be harmful if used too much.

- How might it be bad for our bodies if we exercise too much? sleep too much? eat too much of one kind of food?

Tell the children that during Joseph Smith's time, many people in the Kirtland, Ohio, area were concerned about what was good for the human body and what was not. A nearby group from another religion followed a very strict diet and did not eat meat (see section heading to D&C 49).

Have a child read aloud from Doctrine and Covenants 49:18–19 what the Lord told Joseph Smith in March 1831 about eating meat.

- What are some of the reasons the Lord put animals on the earth? (To provide us with food and clothing; D&C 49:19.) What does the Word of Wisdom say about eating meat? (D&C 89:12.)

Help the children understand that while meat is a good and acceptable food, it should be used wisely and sparingly.

6. Tell one of the following stories in your own words:

- a. Anna Widtsoe, an early convert to the Church, was not taught about the Word of Wisdom until she had been a member for some time. She did not drink alcoholic beverages, but she did drink coffee and tea, which were common in the country where she was born. When Anna learned about the Word of Wisdom, she "set about to give up the use of tea and coffee, but found it difficult. When she sewed every night far beyond midnight, the cup of coffee seemed to freshen her, she thought. After a two months' struggle she came home one day, having given serious consideration to the Word of Wisdom problem. Her mind was made up. She stood in the middle of the room and said aloud, 'Never again. Get behind me, Satan!' and walked briskly to her cupboard, took out the packages of coffee and tea, and threw

them on the fire. From that day she never used tea or coffee” (“‘Get Behind Me, Satan,’” in Leon R. Hartshorn, comp., *Remarkable Stories from the Lives of Latter-day Saint Women*, 2 vols. [Salt Lake City: Deseret Book Co., 1973–75], 1:255).

- b. As a young man LeGrand Richards, who became Presiding Bishop of the Church and later a member of the Quorum of the Twelve Apostles, was invited by a young woman to have dinner at a dance with her and some friends. He describes what happened at that dinner:

“As we neared the table, I noted that there was a beer bottle by each plate. I stopped suddenly. I looked at the table and then looked at [the young woman]. She said, ‘What is the matter, are you too good to drink a little beer?’ I had to make a decision in a hurry. So I replied, calling her by name, ‘Well, I guess I am; I thought you were too. Goodbye. . . .’ I went up the steps faster than I had come down. I don’t recall that I have seen that girl from that day until the present.

“I have often thought of that little experience and wondered if I would have become the Presiding Bishop of the Church . . . if I had taken that first bottle of beer. If one never takes the first drink of beer or liquor, he will never have to worry about the second. The same with . . . smoking cigarettes” (*Just to Illustrate* [Salt Lake City: Bookcraft, 1961], p. 298).

7. Write the names of several healthful foods on pieces of paper (be sure to include some foods mentioned by name in D&C 89). Let each child choose a paper and try to describe the listed food without saying its name. Have the other children try to guess what food the child is describing.
8. If you are teaching younger children, you may want to use *Doctrine and Covenants Stories*, chapter 31, on the Word of Wisdom.
9. Sing or say the words to “The Word of Wisdom” (*Children’s Songbook*, p. 154).

Conclusion

Testimony	Testify to the children of the importance of study and learning, especially learning about the things Heavenly Father and Jesus Christ want us to do. Tell the children how obeying the Word of Wisdom blesses your life. Encourage the children to decide now to obey the Word of Wisdom and to say “no” to all harmful things they may be tempted to use.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 89:4–14, 18–21 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

The Kirtland Temple Is Constructed

Lesson
25

Purpose To help the children have the desire to sacrifice to help build the kingdom of God.

Preparation

1. Prayerfully study Doctrine and Covenants 88:119–20; 95:1–3, 8, 11–17; and the historical account given in this lesson. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. Paper and a crayon or pencil for each child.
 - c. Picture 5-25, Kirtland Temple (Gospel Art Picture Kit 500; 62431).

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity

Give each child a piece of paper and a crayon or pencil. Ask the children to each draw a picture of a temple, and give them a few minutes to do so. Let each child display his or her picture to the rest of the class.

Explain that it probably was not too hard for the children to draw a temple because they know what temples look like. They have seen temples or pictures of temples. However, when Joseph Smith was commanded to build a temple, he had never seen a temple or even a picture of one. The Lord revealed the plans for the Kirtland Temple to the Prophet Joseph in a vision.

**Scriptural
and Historical
Accounts**

Teach the children about the building of the Kirtland Temple, as described in the scriptures listed in the “Preparation” section and the following historical account (see enrichment activity 1). Show the picture of the Kirtland Temple at an appropriate time.

In December 1832 the Lord commanded the members of the Church to build a temple in Kirtland, Ohio. They were to “establish a house, even a house of prayer, a house of fasting, a house of faith, a house of learning, a house of glory, a house of order, a house of God” (D&C 88:119).

The Saints were very poor and they knew the temple would cost a lot of money, so they did not start building it right away. Six months later they still had not started building the temple. In June 1833 the Lord revealed to Joseph Smith that he was displeased with the Saints for not starting to build his house. The Lord said the Saints had committed “a very grievous sin” by not obeying this commandment (D&C 95:3). The Church members repented of their delay, and four days later men began hauling stone and digging trenches in preparation for building the temple.

Joseph Smith asked some of the other Church leaders how they thought the temple should be built. Some said it should be made of logs, while others said it should be of wooden boards. Joseph said, "Shall we, brethren, build a house for our God, of logs? No, I have a better plan than that. I have a plan of the house of the Lord, given by himself; and you will soon see by this, the difference between our calculations and his idea of things" (quoted in Lucy Mack Smith, *History of Joseph Smith*, p. 230). The plans for the Kirtland Temple were shown to the First Presidency of the Church—Joseph Smith, Sidney Rigdon, and Frederick G. Williams—in a vision. Frederick G. Williams reported that the Lord told Joseph to gather with his counselors, and the Lord would show them how to build the temple (see D&C 95:14).

The three men knelt to pray, and they saw a vision of the temple. First they saw the outside, and then the building seemed to pass over them and they saw the inside. Frederick G. Williams said that when the Kirtland Temple was completed it looked exactly as it had in the vision. During the building of the temple someone tried to get Joseph Smith to change some of the design, but Joseph insisted that the temple be built just as it appeared in the vision.

The Kirtland Temple was not exactly like today's temples, where families are sealed for time and all eternity and work is performed for the dead. It was more like a special meetinghouse where the Saints held their Church meetings. The Lord told the Saints exactly how big to build the temple (D&C 95:15). It was 110 feet from the ground to the dome. The temple was built of stone, and the outside walls were covered with plaster. Inside, the main floor had three ascending rows of three pulpits each at both the east and west sides. The rows at one end of the floor were the Melchizedek Priesthood pulpits, and the rows at the other end were the Aaronic Priesthood pulpits. The seats in the room were reversible so that the audience could face either direction.

Because the members of the Church were so poor, they had to sacrifice much to build the Kirtland Temple. Almost all the men who could work and who were not away on missions helped build the temple. Joseph Smith was foreman in the quarry where the stone for the walls was cut. On Saturdays the men who had horses and wagons hauled stone from the quarry to the temple site so the stonemasons would have enough stone to work with during the week.

Emma Smith supervised the women of Kirtland in sewing clothing for the temple workmen. The women also made carpets and curtains of white canvas. The curtains were hung from the ceiling of the temple and could be used to divide the large rooms on the first and second floors into smaller rooms. Curtains were also hung above the pulpits to provide privacy when needed.

Many people worked on the temple every day. Because they were giving all their available money to build the temple, sometimes the workers did not have very much food or nice clothing to wear. Daniel Tyler recalled:

"How often have I seen those humble, faithful servants of the Lord, after toiling all day in the quarry, or on the building, when the walls were in [the] course of erection, weary and faint, yet with cheerful countenances, retiring to their homes with a few pounds of corn meal that had been donated. And, in the case of those who lacked a cow to give a little milk, the corn meal was sometimes, for days together, all that they and their families had to subsist upon. When a little flour,

butter or meat came in, they were luxuries. Sometimes a little . . . molasses . . . would be donated, but oftener the hands had to seek a job elsewhere to get a gallon or so, and then return to the labor on the temple” (quoted in Karl Ricks Anderson, *Joseph Smith’s Kirtland: Eyewitness Accounts*, p. 161).

Church leaders and members prayed for help to finish the temple. One way the Lord answered their prayers was by sending some wealthy members to Kirtland. These members had enough money to pay back the money Church members owed to the bank, so the bank did not take ownership of the temple.

Church members had to protect the temple from mobs trying to destroy it. Some men got very little sleep because they worked on building the temple during the day and then sat up guarding the temple with their guns at night. The mobs also threatened the lives of the Prophet and other Church leaders. Oliver Huntington, Joseph Smith’s bodyguard, told about one incident:

“At a time when Joseph Smith was guarded day and night by his brethren from mob violence . . . he was in a log house at night. Several brethren were with him and were making arrangements as to who should stand guard that night.

“Joseph was listening to the prayer of a little boy in the room adjoining. The boy prayed for the Prophet, that he might be secure and safe from his enemies, the mob, that night.

“When the boy had done praying, Joseph turned to his brethren and told them all to go to bed and all sleep and rest themselves that night, for God had heard and would answer that boy’s prayer. They all went to bed and slept safely until morning undisturbed” (quoted in Anderson, p. 165).

The members of the Church collected broken dishes and glass to be put in the plaster so that the temple would be more beautiful. When the temple was finished, the plaster on the outside of the temple sparkled when the sun shone upon it.

The Lord commanded the Saints to build the Kirtland Temple because he needed a place where he and other heavenly messengers could come to restore essential keys of the priesthood. The Saints also needed a place where they could meet together and learn from their leaders. Building the Kirtland Temple was a great task, but the members worked hard and had faith that the Lord would help them do what he had asked them to do. By March 1836 the temple was ready to be dedicated.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- What kind of building did the Lord command the Saints to build? Have the children follow along in their scriptures as one child reads Doctrine and Covenants 88:1-19. Why is it important that the Lord’s house be all these things? What are some things we could do to make our homes like this? (See enrichment activity 2.)
- Why was the Lord displeased with the Saints in June 1833? (D&C 95:3.) Why did the Saints wait to start building the temple? Have you ever delayed doing something you knew you should do because you were afraid or did not know how you would accomplish it? Let the children tell about any such experiences

they want to share. What did the Lord promise the Saints if they kept his commandments? (D&C 95:11.) What did he say would happen if they did not keep his commandments? (D&C 95:12.) What does the Lord promise us if we keep his commandments? What happens if we do not keep his commandments?

- Who gave the plans for the temple? (D&C 95:13–14.) How did the members of the Church find out what these plans were? Who saw the plans in a vision?
- What were some of the purposes of the Kirtland Temple? (D&C 95:16–17.) What are some of the purposes of temples today?
- What sacrifices did the Saints make to build the Kirtland Temple? What sacrifices have you made for the Church? What sacrifices might you be asked to make in the future to help build the kingdom of God? (See enrichment activities 3 and 4.)
- How do you think the Saints felt when they saw the completed Kirtland Temple? How do you feel when you make a sacrifice to do something you are asked to do?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Bring objects representative of those mentioned in the historical account, such as a rock, white fabric to represent curtains, a dish or glass object, a needle, cornmeal, play money (or small coins), and a watch or clock (to represent the time spent building the temple).

At the beginning of class, have each child choose an object. As you mention each item while relating the historical account, have the child display the object on the table or floor. After you have finished the historical account, discuss how each of the items represents something the Saints sacrificed to help build the temple.

2. Write each descriptive phrase from Doctrine and Covenants 88:119 (“a house of prayer,” “a house of fasting,” and so on) on a separate piece of paper, and put the papers in a container.

Let each child (or pair of children, if your class is large) select at least one paper from the container. Read or have a child read Doctrine and Covenants 88:119 aloud, and have the children display the phrases in order as the scripture is read. Have the child (or children) who selected each paper suggest one way children can help their homes have the quality described. (For example, “I can make my home a house of prayer by participating reverently in personal and family prayers” or “I can make my home a house of order by putting my clothes and toys in their proper places.”) Then let the other children make additional suggestions.

Encourage the children to choose one or two things to work on during the week to make their homes more like a house of the Lord.

3. Print each letter in the word *sacrifice* on a separate piece of paper. Mix up the letters and let the children unscramble them to spell the word.

- What sacrifices did the Saints in Kirtland make to build the temple?
- What sacrifices have you seen members of the Church today make to attend the temple?

Tell about someone you know who has made sacrifices to attend the temple, or tell in your own words the following story related by Elder Claudio R. M. Costa of the Second Quorum of the Seventy:

“One man I met lived simply in a tiny, little town in the middle of the Amazon. After being baptized with his family, he could hardly wait to complete a year’s membership in the Church so he could take his wife and children to the temple. The São Paulo Brazil Temple is very far from the Amazon. It usually takes four days by boat and four days by bus to get to the temple—about a week’s travel. This man was a cabinetmaker. How could he save enough money to pay [travel costs] for himself, his wife, and his children? Although he worked hard for many months, he made very little money.

“When the time came to go to the temple, he sold all his furniture and appliances, even his electric saw and his only means of transportation, a motorcycle—everything he had—and went to the temple with his wife and children. It required eight days of travel to reach São Paulo. After spending four glorious days in the temple doing the work of the Lord, this family then had to travel seven more days to return to their home. But they went back home happy, feeling that their difficulties and struggles were nothing compared to the great happiness and blessings they had experienced in the house of the Lord” (in Conference Report, Oct. 1994, p. 34; or *Ensign*, Nov. 1994, p. 27).

4. Write on cards or small pieces of paper some actions the children might make sacrifices to do, such as attend a Church meeting, fast, pay tithing, do a service project, or serve as a missionary. Make at least one card for each child in your class.

Have each child choose a card, read it to the class, and tell one or two ways the action listed might require sacrifice. Then help all the children think of ways they may be blessed by making sacrifices to do what the Lord asks.

5. Bring two identical sets of blocks (or paper cut in block shapes) that could be used to create a small building. Divide the children into two groups, and have them sit so the members of each group cannot see what the other group is doing. Have one group “build” a temple with their blocks, and then have them give directions to the second group on how to build an identical temple. Have the second group try to build an identical temple by listening to the directions, without looking at the first group’s temple. (You may need to set a time limit for this activity.)

When the second group is done building, have them look at the first group’s temple and make any corrections needed to make theirs identical. Remind the children that Joseph Smith not only received verbal directions on how to build the Kirtland Temple, but he also saw the temple in a vision, so he knew exactly how it should be built.

6. Sing or say the words to “I Love to See the Temple” (*Children’s Songbook*, p. 95).

Conclusion

Testimony	Bear your testimony that when we do what the Lord asks us to do, even if it requires great sacrifice, he will help and bless us.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 88:119 and 95:11–12 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

The Kirtland Temple Is Dedicated

Lesson
26

Purpose To help the children understand that priesthood keys giving authority to do missionary and temple work were restored in the Kirtland Temple.

Preparation

1. Prayerfully study Doctrine and Covenants 109:1–16 (part of the dedicatory prayer given at the Kirtland Temple); Doctrine and Covenants 110; and the historical account given in this lesson. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Additional reading: The rest of Doctrine and Covenants 109 and *Gospel Principles* (31110), chapter 14.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. Several keys of different sizes and shapes (if actual keys are unavailable, draw several keys on the chalkboard before class).
 - c. Picture 5-15, John the Baptist Conferring the Aaronic Priesthood (Gospel Art Picture Kit 407; 62013); picture 5-16, Melchizedek Priesthood Restoration (Gospel Art Picture Kit 408; 62371); picture 5-25, Kirtland Temple (Gospel Art Picture Kit 500; 62431).

Suggested

Lesson

Development

Invite a child to give the opening prayer.

Attention Activity

Show several keys of different sizes or shapes (or refer to the ones on the chalkboard).

- Why do we use keys? How do we use them?
- What do you think these keys will open?
- What would happen if we lost a key to something that was locked?

Explain that priesthood keys are very important in the Church, but they are not keys like the ones displayed. They are not made of metal and cannot be held in your hand or put in your pocket. When we speak of priesthood keys, we mean the power and authority, given to the prophet and other priesthood leaders through the laying on of hands, to direct God’s work on earth. The President of the Church holds all the keys of the priesthood, and other priesthood leaders hold some of them. Priesthood holders may perform priesthood ordinances only as authorized by those who hold the appropriate priesthood keys. For example, before a father can baptize his child, he must receive permission from the bishop.

Remind the children that during the Apostasy the priesthood was not on the earth. The priesthood and the keys to direct the power of the priesthood needed to be restored so the Church could be restored and Church members could receive all the blessings of the gospel.

- Who restored the Aaronic Priesthood to Joseph Smith? (Show the picture of John the Baptist restoring the Aaronic Priesthood.)
- Who restored the Melchizedek Priesthood to Joseph Smith? (Peter, James, and John; show the picture of the Melchizedek Priesthood restoration.)

Explain that one of the reasons the Kirtland Temple was built was to provide a place where the Lord and his servants could restore additional keys of priesthood authority.

Scriptural and Historical Accounts

Teach the children about the dedication of the Kirtland Temple and the visions received in the temple a week later, as described in the following historical account and in the scriptures listed in the “Preparation” section. Show the picture of the Kirtland Temple at an appropriate time.

You may want to review from the previous lesson some of the ways the Saints sacrificed to build the temple. Remind the children that the Kirtland Temple was not designed for the ordinances we now perform in temples. It had no baptismal font in which to perform baptisms for the dead and no altars for temple marriages. Rather, it was a sacred place where heavenly beings could come to restore priesthood keys and a meetinghouse where the Saints could gather to worship and to learn the gospel.

On Sunday, 27 March 1836, the Kirtland Temple was dedicated to the Lord. *Dedicated* means the leaders of the Church offered a special prayer asking the Lord to accept and bless the temple and all the people who would come into it. Hundreds of Saints came to Kirtland for the dedicatory services; some traveled long distances to attend. There were nearly a thousand seats inside the temple, but many more people wanted to attend the dedication. The Prophet told the people who could not get seats in the temple to hold a separate meeting in the schoolhouse nearby, and the next Thursday the dedication service was repeated so these people could hear it.

In addition to the dedicatory prayer, the seven-hour dedication meeting included hymn singing, testimony bearing, the passing of the sacrament, a two-and-a-half-hour sermon by Sidney Rigdon, and a solemn assembly where Joseph Smith and other Church leaders were sustained.

The Prophet Joseph Smith read the dedicatory prayer, which had been given to him in a revelation. This prayer is recorded in Doctrine and Covenants 109. In the prayer the Prophet thanked Heavenly Father for the blessings he had given the members of the Church. Joseph prayed that the temple would be a place of prayer, fasting, faith, learning, glory, and order (see D&C 109:8, 16) and that those who came to the temple would grow in faith and wisdom (see D&C 109:14–15). He asked the Lord to accept the temple and make it a holy place (see D&C 109:4, 12–13). After the prayer the choir sang “The Spirit of God” (*Hymns*, no. 2), which had been written by William W. Phelps for the dedication of the temple. The congregation then partook of the sacrament and ended the service by giving the sacred Hosanna Shout: they raised their hands above their heads and shouted three times, “Hosanna, hosanna, hosanna to God and the Lamb, amen, amen, and amen.”

Temples are dedicated today following the pattern of the Kirtland Temple dedication. The prophet (or someone he chooses) gives the dedicatory prayer, “The Spirit of God” is sung, and the entire congregation gives the Hosanna Shout.

On the day the Kirtland Temple was dedicated, the Lord blessed his Saints for their sacrifices in building the temple. Everyone present felt a holy, joyful feeling. Many people saw angels or heard angels singing, and others saw visions, prophesied, or spoke in tongues. Several people saw a heavenly messenger, whom Joseph Smith said was the Apostle Peter, in the temple. He was clothed in a long cloak and sandals and sat near the Prophet’s father.

Very small children were not allowed to come to the dedication of the temple. One sister who had traveled a long way to come to the dedication went with her six-week-old baby to Joseph Smith Sr., the patriarch. She was very upset because she did not know anyone who could take care of her baby, but she could not bear to miss the dedication. Patriarch Smith told the mother to bring her child and promised her that the baby would not disturb the meeting. His promise was proven true: the baby remained quiet, even though the dedication service was very long.

That evening a priesthood meeting was held. Over four hundred men attended. In the dedicatory prayer earlier that day, Joseph Smith had asked that the temple “be filled, as with a rushing mighty wind” (D&C 109:37) to show that Heavenly Father and Jesus Christ were pleased with the temple. This happened at the priesthood meeting. The Prophet recorded:

“A noise was heard like the sound of a rushing mighty wind, which filled the Temple, and all the congregation simultaneously arose, being moved upon by an invisible power; many began to speak in tongues and prophesy; others saw glorious visions; and I beheld the Temple was filled with angels, which fact I declared to the congregation. The people of the neighborhood came running together (hearing an unusual sound within, and seeing a bright light like a pillar of fire resting upon the Temple), and were astonished at what was taking place. This continued until the meeting closed at eleven p.m.” (*History of the Church*, 2:428).

A week later, following a Sunday afternoon worship service, Joseph Smith and Oliver Cowdery went into the temple and lowered the curtains around the Melchizedek Priesthood pulpits so that they could pray privately. As they prayed they received a wonderful vision (see D&C 110). They saw the Savior, who came to accept the temple. They also saw the ancient prophets Moses, Elias, and Elijah, who came to give Joseph and Oliver priesthood keys authorizing them to do missionary and temple work. Every member of the Church today has been blessed because of the priesthood keys that were restored in the Kirtland Temple.

After these sacred events the Kirtland Temple continued to be a meeting place for the Saints until they were forced to leave Ohio.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Why did the Saints build the Kirtland Temple? (D&C 109:2–3, 5, 14–15.)
How was the Kirtland Temple different from the temples we have today?

- What kind of house was the Kirtland Temple to be? (D&C 109:16.) Explain that the temple was to be a sacred place where the Saints could grow closer to Heavenly Father and Jesus Christ through worship.
- How were the Saints shown that Heavenly Father and Jesus Christ were pleased with the Kirtland Temple? How does the Holy Ghost witness important things to us? Explain that the events on the day of dedication were truly miraculous. Usually the Holy Ghost tells us important things by giving us warm, good feelings.
- Who first appeared in the Kirtland Temple to Joseph Smith and Oliver Cowdery? (D&C 110:2.) What did the Savior look like? (D&C 110:3.) What did he tell Joseph and Oliver about the Kirtland Temple? (D&C 110:7.) Who else appeared to Joseph and Oliver in the temple that same day? (D&C 110:11–13.)
- What priesthood keys did Moses give to Joseph Smith and Oliver Cowdery? (D&C 110:11.) Explain that these keys give the prophet authority to send missionaries to preach the gospel throughout the world. Why is it important for the Church to send missionaries throughout the world?
- What blessings do we enjoy as members of the Church that others need to have? (See enrichment activity 1.) How can we help others learn about the gospel and the blessings that come with it?
- What priesthood keys did Elijah restore? (D&C 110:13–16.) Explain that these keys are called the keys of sealing power. They give the prophet (and others he appoints) the authority to perform in the temple all the ordinances that enable both the living and the dead to be sealed together as husbands and wives and as families. How can you and your family be blessed because of temple ordinances? (See enrichment activity 1.) Help the children understand that all children born after their parents are married or sealed in the temple are automatically sealed to their parents. We refer to this as being born in the covenant. Children who are not born in the covenant can be sealed to their parents in the temple.
- How were the Saints blessed for the sacrifices they made to build the Kirtland Temple? How are we blessed today because of the events that took place in the Kirtland Temple?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. To help the children understand their responsibilities as members of the Church to preach the gospel and participate in temple ordinances, make a copy for each child of the worksheet found at the end of the lesson. Give the children pencils and have them complete the worksheet. (If it is not feasible to make a copy for each child, copy the worksheet onto the chalkboard and have the children complete it together.) Discuss the answers as a class. (Answers: 1-gospel; 2-temple; 3-sealed; 4-forever; 5-temple work; 6-eternity.)
2. Have the children perform the following readers' theater to help them understand the keys that were restored in the Kirtland Temple. The script is written for eight participants (Moses, Elias, Elijah, Joseph Smith, and four unnamed

speakers); divide or combine parts as needed for the number of children in your class. You may want to make name tags for the participants. Have the children read their lines in order (you may want to make copies of the script).

- Speaker 1: In the Kirtland Temple, ancient prophets restored priesthood keys to Joseph Smith and Oliver Cowdery.
- Speaker 2: These keys give the leaders of the Church power and authority to direct missionary work and temple work.
- Moses: My name is Moses. I am a prophet of God.
- Speaker 3: Moses was born in Egypt and was raised by the Pharaoh's daughter.
- Speaker 4: One day while Moses was tending sheep, God spoke to him from a burning bush.
- Moses: God told me to gather the children of Israel in Egypt and lead them to the promised land.
- Joseph Smith: I am Joseph Smith. Moses appeared to Oliver Cowdery and me in the Kirtland Temple. He gave us the priesthood keys he held to gather Israel.
- Speaker 1: Because the keys for the gathering were restored, today millions of people in the world are being gathered to the Church by missionaries.
- Speaker 2: Abraham was also a prophet. God promised Abraham that through his children all nations of the earth would be blessed with the gospel and the priesthood. God gave Abraham and his children the responsibility to bring the blessings of the gospel to all the world.
- Speaker 3: Abraham had a son named Isaac. Isaac had a son named Jacob. Jacob had twelve sons, whose families became the twelve tribes of Israel. Every Church member belongs to one of the tribes of Israel.
- Speaker 4: As members of Abraham's family, we want to help everyone on the earth be baptized and sealed in the temple. Then, if we are faithful, we can live eternally with our righteous family members and with Heavenly Father and Jesus Christ.
- Joseph Smith: Elias appeared in the Kirtland Temple and gave Oliver and me the keys to the blessings of Abraham.
- Speaker 1: Now when people join the Church, they can receive the same blessings of the gospel that Abraham was given.
- Elijah: My name is Elijah. I am a prophet. I lived in Israel in Old Testament times.
- Speaker 2: God told Elijah that whatever he sealed on earth would also be sealed in heaven.
- Elijah: I was the last prophet on the earth to hold the keys of the sealing power of the Melchizedek Priesthood before the time of Jesus Christ.

- Speaker 3: With the sealing power, a man and a woman can be united as husband and wife, and families can be sealed together for this life and for eternity in holy temples.
- Joseph Smith: Elijah restored the priesthood keys of the sealing power to Oliver and me in the Kirtland Temple.
- Speaker 4: Because these keys were restored, righteous families can live together forever.

3. With the approval of your Primary president, ask members of a family who have recently been sealed to come to class and take three to five minutes to tell the children about how they prepared to go to the temple and how they felt when they were sealed as a family.
4. Share an experience you have had attending a temple dedication or visiting a temple. (With the approval of your Primary president, you may want to ask someone in your ward or branch who has attended a temple dedication to talk to the children about his or her experience.) Invite the children to share experiences they have had with temples.

You may want to relate the following experience of Sylvia Cutler Webb, who as a young girl was present at the Kirtland Temple dedication:

“One of my earliest recollections was the dedication of the [Kirtland] Temple. My father took us up on his lap and told us why we were going and what it meant to dedicate a house to God. And although so very young at that time, I clearly remember the occasion. I can look back through the lapse of years and see as I saw then Joseph the Prophet, standing with his hands raised towards heaven, his face ashy pale, the tears running down his cheeks as he spoke on that memorable day. Almost all seemed to be in tears. The house was so crowded the children were mostly sitting on older people’s laps; my sister sat on father’s, I on my mother’s lap. I can even remember the dresses we wore. My mind was too young at that time to grasp the full significance of it all, but as time passed it dawned more and more upon me, and I am very grateful that I was privileged to be there” (quoted in Karl Ricks Anderson, *Joseph Smith’s Kirtland: Eyewitness Accounts* [Salt Lake City: Deseret Book Co., 1989], pp. 182–83).

5. Sing or say the words to “The Spirit of God” (*Hymns*, no. 2) or “Families Can Be Together Forever” (*Children’s Songbook*, p. 188).

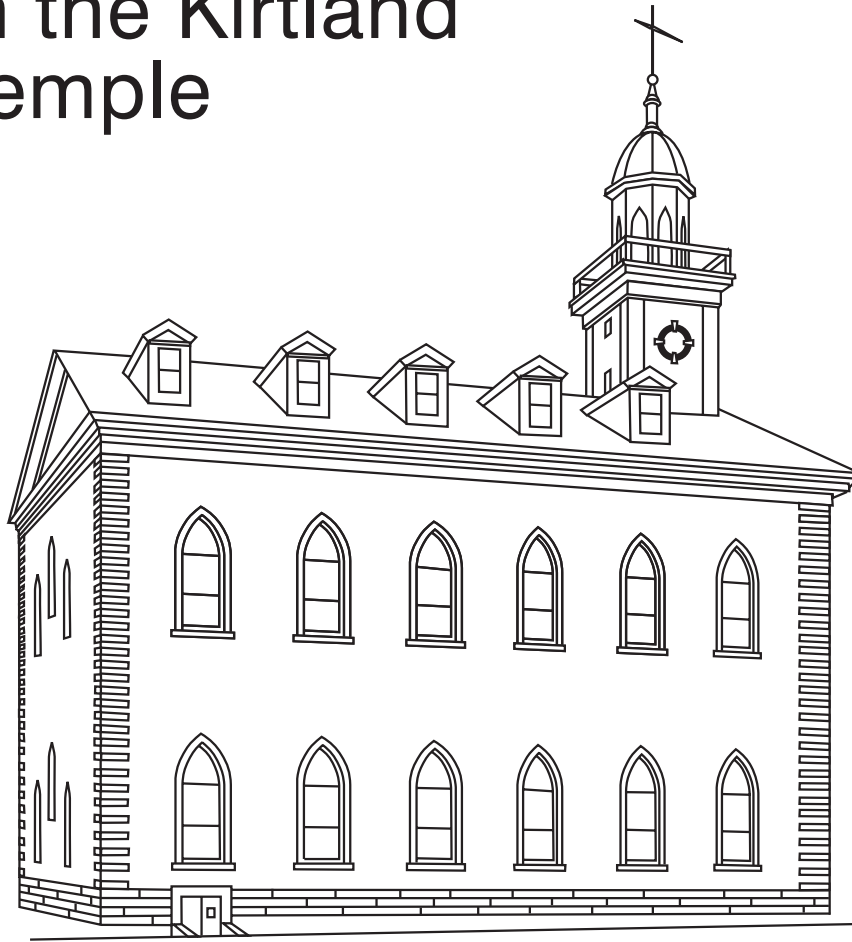
Conclusion

Testimony

Express your gratitude to Heavenly Father for restoring the priesthood keys of missionary work and sealing ordinances to the earth. Help the children understand that because of the events that took place in the Kirtland Temple, they and their families can be members of the Church and have the opportunity to be sealed together as families. You may want to share your feelings about being a member of The Church of Jesus Christ of Latter-day Saints and knowing that your family is or can be sealed to you for eternity.

Suggested Home Reading	Suggest that the children study Doctrine and Covenants 110 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
	Invite a child to give the closing prayer.

Keys Were Restored in the Kirtland Temple



Fill in the blanks below with one of the following words or phrases: *temple*, *eternity*, *gospel*, *sealed*, *forever*, *temple work*.

When I share the (1) _____ with others, then people can learn about the Church, be baptized, and receive (2) _____ ordinances.

When I am (3) _____ to my husband or wife in the temple, then my family can be together (4) _____ if we are faithful.

When I do (5) _____ for those who have died, then they can be sealed to their families for (6) _____.

The Saints Are Expelled from Jackson County

Lesson
27

Purpose To help the children understand that even though we experience problems and trials, we will be blessed if we are obedient and endure to the end.

- Preparation**
1. Prayerfully study Doctrine and Covenants 82:10 and 57:1–6; the historical accounts given in this lesson; and Doctrine and Covenants 97:1–2; 98:1–6, 11–14, 22–27; 101:1–9. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
 2. Additional reading: Ether 13:1–8; Doctrine and Covenants 45:64–67; 90:34; and *Gospel Principles* (31110), chapter 41.
 3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
 4. Practice the chemical reaction used in the attention activity. On the day of class bring baking soda, vinegar, measuring spoons, and two open containers large enough to contain the reaction. If you choose to do the alternate attention activity, bring instead a pencil and a copy of the following message for each child:

Go di scon stant. Hew ill alwa ysb less uswh enweo beyh im.
 5. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. Picture 5-26, Mormons Driven from Missouri.

**Suggested
Lesson
Development**

Attention Activity

Invite a child to give the opening prayer.

Place two open, empty containers on a table. In one of the containers, cause a chemical reaction by mixing a teaspoon of baking soda with two tablespoons of vinegar (if these items are not available, use the alternate attention activity on the next page). Invite a child to try the same experiment in the other container. Observe that the resulting chemical reaction was the same both times. When vinegar and baking soda are combined, they produce an identical reaction each time. This reaction is constant. Ask the children to define the word *constant* (possible synonyms might be *unchanging*, *dependable*, *reliable*, *always the same*).

Explain that our Father in Heaven is constant and unchanging. When he makes a promise, we can depend on him to keep it. Have a child read aloud Doctrine and Covenants 82:10. Explain that no matter what trials and problems we may experience, if we are faithful and obedient we will eventually receive the promised blessings.

Alternate
Attention Activity

Give each child a pencil and a copy of the message. Explain that the letters of the message are in the correct order, but the spaces between the words are not in the right places. Ask the children to examine the message and put a line where each word space should be. Tell the children not to reveal the message until everyone has had a chance to finish.

Have a child read aloud the correct message (“God is constant. He will always bless us when we obey him”). Ask the children to define the word *constant* (possible synonyms might be *unchanging*, *dependable*, *reliable*, *always the same*).

Explain that our Father in Heaven is constant and unchanging. When he makes a promise, we can depend on him to keep it. Have a child read aloud Doctrine and Covenants 82:10. Explain that no matter what trials and problems we may experience, if we are faithful and obedient we will eventually receive the promised blessings.

Scriptural
and Historical
Accounts

Emphasize the importance of continually obeying God’s commandments as you teach the children about the New Jerusalem (Zion); the persecution suffered by the Saints in Jackson County, Missouri; and the Saints’ eventual expulsion from the county, as described in the historical accounts below and the scriptures listed in the “Preparation” section. Show the picture at an appropriate time.

The Location of Zion Is Revealed and the Land Is Dedicated

Prophets in the Book of Mormon prophesied that a holy city called Zion, or the New Jerusalem, where everyone would be righteous, would be established on the American continent (see Ether 13:1–8). The Doctrine and Covenants describes this city as a place of peace and safety for the Saints, a place where Jesus Christ shall dwell and where the wicked will not come (see D&C 45:66–67).

In July 1831 Joseph Smith received a revelation (D&C 57) that this city of Zion would be located in Jackson County, Missouri, and that a temple would be built in Independence, a town in Jackson County (see D&C 57:1–3). On 2 August 1831 Sidney Rigdon dedicated the land of Jackson County to the Lord for the gathering of the Saints, and Joseph Smith dedicated the temple site in Independence the next day. As part of the dedication of the land, the members of the Church attending the dedicatory service promised to keep the laws of God and to help their neighbors do the same.

The Saints Settle in Jackson County

Many members of the Church were eager to move to Jackson County to help build the city of Zion. Following the Lord’s instruction, they bought as much land as possible for farms and homes (see D&C 57:4–6). The Saints who came to build Zion enjoyed a time of peace. There were no thieves or idlers among them, and they all worshiped God together. Parley P. Pratt said of the Saints in Jackson County at this time, “There has seldom, if ever, been a happier people upon the earth than the Church of the Saints now were” (*Autobiography of Parley P. Pratt*, p. 93).

As time passed, however, some of the Saints became disobedient. Some were disappointed that the Prophet Joseph Smith had not moved to Missouri, and they began to criticize him. Some argued with or ignored their priesthood leaders because they thought they could do a better job than the men who had been called by God to lead the Church. The Saints allowed a spirit of jealousy and disobedience to come among them.

The Saints were told to repent. They were reminded to read the Book of Mormon and obey the commandments they had been given. Most of the Saints did repent, and they pledged to keep God's commandments in the future. When the Saints began to repent, the Lord told Joseph Smith that "the angels rejoiced over them" (D&C 90:34).

The Saints Face Persecution in Jackson County

Although the members of the Church in Jackson County had peace among themselves, some nonmembers in Missouri were afraid of them or angry toward them. When the Saints began moving into Jackson County, the town of Independence was a rough frontier village with about twenty houses and just a few stores. Few of the people living there could read or write. Most of the Saints who came to Jackson County could read and write. Some people had heard the Saints say that God had given them the land in Jackson County. These people feared that members of the Church would take over the county and drive everyone else out. The preachers in the area were also afraid, because they feared the members of their churches would join with the Saints. The preachers tried to stir up fear and contention among the people.

In April 1833 feelings of hate and envy led a mob of three hundred men to meet in Independence to plan how to get rid of the Saints. The leaders of the Church heard of this meeting and prayed fervently for the Lord to stop the mob's evil plans. Their prayers were answered: members of the mob, unable to agree on a plan, got drunk and ended up fighting each other. However, the members of the mob did not give up their efforts to make the members of the Church leave Jackson County.

In July 1833 a large group of enemies of the Church met again in Independence. At the meeting they pledged to get rid of the Saints "peaceably if we can, forcibly if we must." The people at the meeting formed a mob and destroyed the printing press of William W. Phelps, where the Book of Commandments was being printed (see lesson 22). A few days later a mob of armed men burned the Saints' crops and destroyed some of their buildings, then threatened to destroy the Saints themselves. Six Church leaders—Edward Partridge, William W. Phelps, Isaac Morley, Sidney Gilbert, John Whitmer, and John Corrill—bravely offered to surrender if the mob would leave the other Saints alone, but the mob refused. The Church leaders finally signed an agreement to leave Jackson County by the beginning of the next year if the mob would leave the Saints in peace.

The Saints in Jackson County were angry and fearful because of the persecution they experienced, and they naturally considered revenge. But even before the Prophet knew completely what the Saints were facing in Jackson County, he received a revelation (D&C 98) in which the Lord told the Saints not to seek revenge but to patiently endure and to work within the laws of the land. The Saints obeyed the laws of the land and asked the government to stop the persecution from the mob, but the mob ignored the law and made their persecution more severe. The Saints were unable to get help from the government; some local government officials were even part of the mob. Most people living in Jackson County were friendly toward the Saints, but they were afraid to defend the Saints against the mob.

The Saints Leave Jackson County

On 4 November 1833, near the Big Blue River, members of the mob began a battle against a small group of Latter-day Saint men and boys. One of the Church members was a ventriloquist, and for a time he frightened the mob by making his voice sound like many Saints who were ready to fight. In reality, however, the mob outnumbered the Saints two to one and had nearly three times as many weapons. Though mob members fired first and the Saints were defending themselves, enemies of the Church spread the story that the members of the Church were attacking Jackson County residents. Church leaders urged all the Church members to leave the county for safety.

During the next two days more than 1,000 Saints fled from their enemies in the bitter cold. One group of 190, mostly women and children, were driven thirty miles over sharp prairie stubble, which cut their feet as they fled. Most of the Saints camped along the banks of the Missouri River, some in tents and some in the open air around campfires, while heavy rain fell. Although the Saints were suffering, they knew Heavenly Father still loved them. One night they saw amazing meteor showers in the sky. The long streaks of light curled into amazing shapes all through the night. The Saints considered this a sign that Heavenly Father would take care of them. Members of the mob, riding toward the river to persecute the Saints again, also saw the meteor showers and were so surprised that they turned back to their homes. They did not bother the Saints for ten days.

The Saints were never able to return to their homes in Jackson County. They suffered much persecution, but they knew that if they were faithful and obedient they would eventually receive all the blessings they had been promised, if not in this life, then in the next. The early Saints were not able to establish the city of Zion, the New Jerusalem, but it will eventually be built in preparation for the Savior's second coming.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- According to the revelation Joseph Smith received, where will the city of Zion be located? (D&C 57:1–2.) Where will the temple be built? (D&C 57:3.) When will the city of Zion be established? (Just before the Second Coming.) What will it be like? (D&C 45:66–67.)
- How were some of the Saints in Jackson County disobedient? (D&C 101:6–7.) What does it mean to be slow to hearken? Why should we be quick to obey? How does being obedient affect the answers to our prayers?
- What kind of temptations and pressures do children your age face that might lead to disobedience? How can you resist these temptations and pressures?
- What did the Lord tell the Saints in Jackson County when he counseled them not to seek revenge? (D&C 98:1–3.) How did he tell them to deal with the persecution of their families? (D&C 98:23–24; see enrichment activity 2.) How can we develop more patience and forgiveness in dealing with those who are unkind to us?

- Explain that the Lord told the Saints not to be afraid to die for the gospel (D&C 98:13–14). Today the test we face is usually not whether we will die for the gospel but whether we will live for it. How can we live for the gospel? How does the Lord tell us to live? (D&C 98:11.)
- How did the Lord feel about the Saints in Jackson County, even though they had been disobedient? (D&C 101:1–3, 9.) Explain that some of the Saints were not guilty of serious sins but were still driven from their homes. They received or will yet receive every blessing promised them for obedience. What are some of the blessings you have already received because of obedience? What are some blessings we hope to receive in the next life for obedience to the commandments in this life?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Name a commandment that we have been given and one way to keep it, then toss a beanbag or similar object to a child. Have that child name another commandment and a way to keep it and then toss the beanbag to another child. Continue until each child has had at least one turn.
2. Place inside a large sock or cloth bag five to ten familiar items, such as a small toy, a key, a button, a nail, and a piece of candy. Tie the end of the sock or bag in a knot, or tie some string around it to keep it closed.

Give the children pencils and paper, and allow each child to feel the sock or bag and make a list of what he or she thinks is in it. After everyone has had a turn, open the sock or bag and show the children the contents. Point out that it was hard to know what was inside the sock or bag by looking at or feeling the outside of it. Similarly, we can see a person's actions, but we cannot see the thoughts or feelings that cause those actions.

Explain that the Saints were commanded by the Lord in Doctrine and Covenants 98:23–24 to bear their persecution with patience and not seek revenge against their enemies. The Saints could see their enemies' actions, but only the Lord knew why the mob members did what they did. Only he knew the intent of their hearts. The Saints were to forgive instead of seeking revenge.

- What happens to people who refuse to forgive? (Feelings of hate, anger, and revenge drive away the Spirit of God. No person who refuses to forgive can be truly happy.)

3. Tell the following story in your own words:

During a battle with the members of the mob in Jackson County, Church member Philo Dibble was shot in the abdomen. He was not expected to live—in those days people wounded this way usually bled to death or died from infection.

The Saints were fleeing Jackson County, and Philo Dibble's friends did not want to leave him, but he was too injured for them to take him with them and it was too dangerous for them to stay. One friend, Newel Knight, sneaked past members of the mob into Philo Dibble's home, quickly gave Philo a priesthood blessing, and then rode away.

The next day Newel Knight met Philo Dibble, nearly recovered, ten miles from his home. Philo told Newel that when he received the blessing, the pain left and his body “discharged a large amount of infected fluid, along with the bullet and even some cloth from his shirt.” Because of the priesthood blessing, Philo recovered completely. He crossed the plains to Utah and was a faithful member of the Church for the rest of his life. (See Dean Hughes and Tom Hughes, *Great Stories from Mormon History* [Salt Lake City: Deseret Book Co., 1994], pp. 35–37; see also Parley P. Pratt, *Autobiography of Parley P. Pratt* [Salt Lake City: Deseret Book Co., 1975], pp. 99–100; and *History of the Church*, 1:431.)

4. Help the children memorize Doctrine and Covenants 82:10, and emphasize to them that when we keep the commandments, the Lord will bless us.
5. Help the children memorize or review the third article of faith. Remind the children that obedience to the commandments of God is necessary for our salvation.
6. Sing or say the words to “Keep the Commandments” (*Children’s Songbook*, p. 146) or “I Want to Live the Gospel” (*Children’s Songbook*, p. 148).

Conclusion

Testimony	Challenge the children to obey God’s commandments. Testify that even though we all have problems and trials, if we are obedient and endure to the end, we will eventually receive all the promised blessings.
Suggested Home Reading	Suggest that the children study and possibly memorize Doctrine and Covenants 82:10 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

Zion's Camp Marches to Missouri

Lesson
28

Purpose To help the children understand that trials and tests of faith can strengthen us if we are faithful and obedient.

Preparation

1. Prayerfully study Doctrine and Covenants 103:1–6, 27–36; the historical account given in this lesson; and Doctrine and Covenants 105:1–13, 18–23. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Additional reading: Abraham 3:24–26 and the rest of Doctrine and Covenants 103 and 105.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. A Pearl of Great Price.
 - c. A piece of paper and a pencil for each child.
 - d. Picture 5-27, The Lord Protects Zion's Camp (62033).

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity

Tell the children you are going to give them a test. Give each child a piece of paper and a pencil, and have the children write the numbers 1 through 7 down one side of the paper. Ask them to decide if each statement you read is true or false and write *T* for true or *F* for false by the appropriate number. Read the following statements:

1. Joseph Smith saw Heavenly Father and Jesus Christ. (T)
2. The angel Moroni talked to Joseph. (T)
3. Joseph translated the Book of Mormon from silver plates. (F; they were gold plates.)
4. Joseph Smith and Oliver Cowdery baptized each other after receiving the Aaronic Priesthood. (T)
5. The Melchizedek Priesthood was given to Joseph and Oliver by Abraham, Isaac, and Jacob. (F; the Melchizedek Priesthood was given by Peter, James, and John.)
6. The Church of Jesus Christ of Latter-day Saints was organized on 6 April 1830. (T)
7. Joseph Smith was called by God to be a prophet. (T)

Briefly discuss the answers. If the children have any incorrect answers, have them correct the answers.

Discuss with the children the tests they take in school.

- Why do teachers give tests? (To see if we are learning certain information or learning how to do certain things, and to help us know if we are learning.)
- What other tests do we have in life?

Explain that one of the reasons we are sent to earth is to have our faith in Jesus Christ tested. We are here to prove that we will live the way Heavenly Father and Jesus Christ want us to live (see Abraham 3:24–25), despite the trials and difficulties we face. Sometimes we do not live the way Heavenly Father and Jesus want us to, but we can repent and change to doing what is right. Tell the children that in this lesson they are going to learn about Zion’s Camp, an experience that tested the faith of some of the early members of the Church.

Scriptural
and Historical
Accounts

Teach the children about the experiences of the Saints in Zion’s Camp, as described in the following historical account and Doctrine and Covenants 103 and 105. Show the picture at an appropriate time.

In the winter of 1833–34 the Saints in Jackson County, Missouri, were persecuted and driven out of their homes by enemy mobs. The Saints had very little food and no protection from the winter weather. Governor Daniel Dunklin of Missouri promised to help the Saints get their land and homes back if they organized a group of men to protect themselves from the mobs, so the Church leaders in Missouri sent Parley P. Pratt and Lyman Wight to Kirtland to seek help and guidance from the Prophet Joseph Smith. The Prophet received a revelation (D&C 103) directing him to organize a group of men to march to Missouri and help the Saints there. This group, which would be called Zion’s Camp, was to take food, clothing, and money to the Missouri Saints and help them recover their homes and land.

The Lord wanted Zion’s Camp to have five hundred men, but if the Church leaders could not gather five hundred they were to find at least one hundred (see D&C 103:30–34). Men gathered slowly, but by the time the camp reached Missouri it contained just over two hundred men, the youngest sixteen years old and the oldest seventy-nine. Several women and children also traveled with the camp. Camp members brought twenty-five wagons with them, but the wagons were filled with supplies to help the Missouri Saints, so the men had to walk most of the way to Missouri.

Before Zion’s Camp started out, the Prophet organized the men into companies, with a captain over each company, and set the rules they were to follow. On 5 May 1834 the men of Zion’s Camp started the one-thousand-mile march from Kirtland, Ohio, to Missouri. The men prayed every morning and evening and met together on Sundays to partake of the sacrament and listen to sermons. They had mock (pretend) battles and drills to prepare for attacks by the mobs. The Prophet Joseph said of their journey: “God was with us, and His angels went before us, and the faith of our little band was unwavering. We know that angels were our companions, for we saw them” (*History of the Church*, 2:73; see also D&C 103:20).

The long march was difficult, and the men experienced many trials. The weather was hot and humid and the roads were bad. The men’s feet became sore and blistered and often bled. The men had trouble obtaining enough good food and

drinking water. They often had to eat spoiled food and sometimes had to strain their water to remove insects before drinking it. Because of these hardships, quarreling and contention occurred among some of the men. Some men blamed Joseph Smith for the hardships.

One evening there was an argument between Sylvester Smith (who was not related to the Prophet) and some of the other men. They asked the Prophet to settle the argument. Because Sylvester Smith and some of the other men were so rebellious, the Prophet told them, they would have more problems before they left the place where they were currently camped. The next morning almost every horse in camp was sick. The Prophet told the men that if they repented and humbled themselves before the Lord, their horses would be made well again. The men did repent, and by noon all of the horses were well except Sylvester Smith's, which died.

When Zion's Camp reached Missouri, Joseph Smith sent Parley P. Pratt and Orson Hyde to the state capital to meet with Governor Dunklin. When these two brethren returned, they reported that the governor had changed his mind and now refused to help the Saints regain their homes and property. The governor suggested that the Saints give up all their property in Missouri and find another place to live. Despite this discouraging news, Zion's Camp continued on toward Jackson County.

As they marched, members of Zion's Camp were spied on and bothered by members of the Missouri mobs. One mob leader named James Campbell swore that "the eagles and turkey buzzards shall eat my flesh if I do not fix Joe Smith and his army . . . before two days are passed." Campbell and his companions tried to cross the Missouri River, but their boat sank in the middle of the river and James Campbell and six other men drowned. Campbell's body floated downstream, and eagles, buzzards, and other birds and animals ate his flesh before his remains were found. (See *History of the Church*, 2:99–100.)

One night Zion's Camp stopped by the Fishing River. As the men were setting up camp, five mobbers armed with guns rode into the camp and threatened them, warning that the mob was going to attack. Some members of Zion's Camp wanted to fight against the mob, but Joseph Smith told them to trust in the Lord's protection. Very soon a terrible storm came up. Rain and hail fell and the earth trembled. Lightning flashed continuously and thunder roared. The storm soaked the mob's ammunition, frightened their horses into running away, tore holes in their hats, and even broke some of their rifles. The rain raised the level of the river so much that the mob could not cross it and attack the men of Zion's Camp.

Early in the march Joseph Smith gave Zion's Camp a prophetic warning. He told the people in the camp that if they quarreled and complained and did not keep the Lord's commandments, a scourge (a great affliction or illness) would come upon the camp. The Prophet even prophesied that some people would die because of the scourge. But he also said that if the people would humble themselves and repent, most of the scourge would be turned away.

About three weeks later this prophecy came to pass when a violent illness called cholera hit the camp. The illness attacked those who had been obedient as well as those who had quarreled and complained. Even the Prophet Joseph and his brother Hyrum became sick. Joseph and Hyrum were so sick they thought they were going to die, and they tried several times to pray for help. Suddenly Hyrum

sprang to his feet and exclaimed, “Joseph, we shall return to our families. I have had an open vision, in which I saw mother kneeling under an apple tree; and she is even now asking God, in tears, to spare our lives. . . . The Spirit testifies, that her prayers, united with ours, will be answered” (quoted in Lucy Mack Smith, *History of Joseph Smith*, p. 229).

After eight days of illness in the camp, Joseph met with many of the group and said that if they would humble themselves before the Lord and covenant to keep his commandments, the cholera would leave immediately. The men raised their hands and covenanted with the Lord, and the illness stopped. About sixty-eight people of Zion’s Camp had suffered from the disease, and fourteen people had died.

At the end of June 1834 Joseph Smith received a revelation (D&C 105) from the Lord ordering the men of Zion’s Camp not to fight against the Missouri mobs. Some of the men of Zion’s Camp returned to the mission fields where they had been serving, and some remained in Missouri, but most of them returned to their homes and families. Although Zion’s Camp did not help the Missouri Saints get their homes and lands back from the mob, it served an important purpose as a test of faith for the men involved. They had to learn to follow the Prophet Joseph Smith without complaining and to overcome the obstacles they faced. The men who passed this test and remained faithful became strong leaders in the Church: most of the first members of the Quorum of the Twelve Apostles and First Quorum of the Seventy were chosen from this group.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Why did Joseph Smith organize Zion’s Camp? (D&C 103:1.) What was this group originally organized to do? How many men did the Lord want in Zion’s Camp? (D&C 103:30.) Why was he willing to accept only one hundred? (He knew that not all of the men asked would be willing to help; D&C 103:31–34.)
- What were some of the tests the members of Zion’s Camp faced? (See enrichment activity 1.) What did they do to bring some of these problems upon themselves? How do we sometimes cause problems for ourselves? Why did trials come to those who remained obedient as well as those who quarreled and complained? Why do we sometimes experience trials and problems even when we have been obedient? (Possible answers include to help us learn and grow; to test us; because of accidents; because other people have agency and may make wrong choices that affect us.)
- How did the members of Zion’s Camp know the Lord was watching over them? How can we know the Lord is watching over us? What can we do to seek the Lord’s help in our lives?
- Why didn’t Zion’s Camp accomplish what it set out to do, namely, recover the homes and lands of the Missouri Saints? (D&C 105:1–6.) What do the Saints need to do before Zion can be established in Missouri? (D&C 105:9–11.) Point out that the establishment of Zion in Missouri is still in the future. It will happen shortly before the Savior’s second coming.

- Why did the Lord have these men go through the experience of Zion's Camp, since he later commanded them not to fight the mobs as they had planned? (D&C 105:19.) What does "trial of their faith" mean? Point out that many of the men in Zion's Camp proved they could remain faithful. They did not complain, quarrel, or lose their tempers. Their faith became stronger and they learned much about leadership as they listened to and watched the Prophet.
- How is our faith in Heavenly Father and Jesus Christ tested? What trials of your faith have you experienced? How have these trials made you a stronger person?
- Have a child read aloud Doctrine and Covenants 105:23. What qualities did the Lord ask the Saints to have? How can being faithful, prayerful, and humble strengthen us and help us during trials of our faith? (See enrichment activity 4.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Bring a small piece of rough, slivery wood and a piece of sandpaper (or bring a sharp or jagged stone and a smooth one, and adjust the activity accordingly).
 - What were some of the problems faced by the members of Zion's Camp? (Answers may include illness, persecution by enemies, quarreling, bad tempers, spoiled food, unsafe water, and sore feet.)

As the children name the problems, pass the rough wood around and let them feel it. Compare the rough, slivery wood to God's children before they are tested with trials and problems.

- Would you want to use something (such as a spoon or pencil) made out of this piece of wood? Why not?
- What are some of the tests we face in life?

Write the children's answers on the chalkboard.

- How can we pass these tests?

As you discuss the tests we face and how we can meet them, rub the wood with the sandpaper until at least a part of the wood is smooth. Compare this to the refining influence of facing our problems and overcoming them. As we overcome problems, our imperfections are "smoothed out" and we become better people and more useful to Heavenly Father and Jesus Christ.

Pass the wood around again so the children can feel the difference between the rough part and the smooth part.

2. Draw two large circles on the chalkboard. Label one *Premortal Life* and the other *Life on Earth*. Read with the children Abraham 3:24–26. Explain that our first estate was our premortal life, our life before we were born on earth.
 - How do we know that we passed our test there? (We kept our first estate—we were born on earth.)

Explain that our second estate is our life on earth.

- What do we have to do to pass our test here and "prove [that we] will do all things whatsoever the Lord [our] God shall command [us]"?

Help the children make a list on the chalkboard of the things God has asked them to do (such as pay tithing, go to church, and love each other). Have each child choose one or two things to work on during the week and write them on the back of his or her test paper from the attention activity.

Help the children understand that we will be tested throughout our lives—we cannot keep the commandments for a day or a week and think that we have passed the test. On the other hand, if we break a commandment we have not permanently failed; if we repent and keep the commandment in the future, we will still be worthy to return to Heavenly Father.

3. Choose part of the historical account for the children to dramatize. You could write dialogue for the children to use, or you could narrate the story and let the children role-play what the characters might say in those circumstances.
4. List and discuss the principles in Doctrine and Covenants 105:23–24 that apply to the children, such as being faithful, prayerful, and humble and not boasting or bragging about what we believe and do. Help the children understand how following these principles can help them in times of trial. Have the children decide what they can do this week to live these principles better.
5. Organize the class into a “Zion’s Camp” and discuss what you as a class could do to help members of your ward or branch, such as visiting a widow, participating in a ward or branch clean-up project, or inviting a less-active member of your class to come to Primary. With the approval of your priesthood leader, select and carry out a service project.
6. Sing or say the words to “I Will Follow God’s Plan” (*Children’s Songbook*, p. 164).

Conclusion

Testimony	Share your feelings about having the opportunity to come to earth, and express your desire to be worthy of one day returning to live with Heavenly Father and Jesus Christ. Remind the children that if they are faithful and obedient, even during trials and tests, they will prove themselves worthy of this great blessing.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 105:1–6, 9–10 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

Missionaries Go to Other Nations

Lesson
29

Purpose To increase each child's desire to be a missionary and share the gospel with others.

Preparation

1. Prayerfully study Doctrine and Covenants 107:23, 33, 35; 112:section heading, 19–22, 28, 30–34 (the responsibilities of the Twelve Apostles); and the historical accounts given in this lesson. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Additional reading: Doctrine and Covenants 11:21, 18:26–28, and 112:4–10.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Write on separate pieces of paper important terms or phrases from the lesson. Prepare as many pieces of paper as there are children in your class. (If your class is small, you may want to prepare two papers for each child.) Use terms or phrases such as the following:

Twelve Apostles
“Truth will prevail”
\$87.00
1,800 people
Race to be baptized
Special witnesses of Jesus Christ
Constable
“Hurrah, hurrah for Israel.”
5. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. Map of the world, found at the end of the lesson.

Suggested

Lesson

Development

Invite a child to give the opening prayer.

Attention Activity

- Have you ever gone on a trip or vacation? How far away from your home did you travel?

Invite the children to tell of anyone in their families who has traveled to another part of the world.

Display the map of the world. Help the children point out places where they or their family members have traveled or lived.

- Where have some of the missionaries you know been called to serve? (If the children cannot answer, you may want to point out places where you, your friends, or your family members have served missions or where missionaries from your ward or branch are currently serving.)

Explain that missionary work has always been an important part of the church of Jesus Christ. As the Church grew stronger in Ohio and Missouri, the Lord called missionaries to preach the gospel in other parts of the world.

Scriptural
and Historical
Accounts

Give each child one of the pieces of paper you have prepared. Ask the children to listen for their term or phrase as you teach the lesson. When a term or phrase is mentioned, have the child bring the paper to the front of the class and display it on the chalkboard or table.

Teach the children about the responsibility of the Twelve Apostles to be special witnesses of Christ and direct missionary work, as described in the scriptures listed in the “Preparation” section and the historical account “The Quorum of the Twelve Apostles Is Organized,” below. Then teach the children about the efforts of early missionaries to preach the gospel to other nations, as described in the other historical accounts. Point out places on the map as you discuss them.

The Quorum of the Twelve Apostles Is Organized

An important part of the restoration of Jesus Christ’s church was the organization of the Quorum of the Twelve Apostles. In February 1835 twelve men were called and ordained to be Apostles. The Lord revealed to the Prophet Joseph Smith the duties of the Twelve Apostles, and the Prophet taught the Apostles what they were to do. The Apostles were to be “special witnesses of the name of Christ” and go to all the world to preach the gospel and teach people about Jesus Christ (see D&C 107:23, 33, 35; see also D&C 18:28). The current Twelve Apostles have these same responsibilities, although they fulfill them differently than the first latter-day Apostles did.

These first Twelve Apostles traveled hundreds of miles doing missionary work and strengthening and instructing members of the Church. Although they were responsible for the missionary work of the Church, they were not the only people who served as missionaries. Joseph Smith himself went on many short missions to states near Ohio and to Canada, and other men were called to be missionaries to areas around Kirtland, Ohio, to teach about the restoration of Jesus Christ’s true church. Most missionaries would go to teach for a few weeks or months, return home for a short time, and then go on another mission. The wives and children of these missionaries remained at home and took care of the homes and farms while the men served missions. Soon missionaries began to travel farther and serve for longer periods of time to preach the gospel to people all over the world.

Heber C. Kimball Goes to England

In June 1837 Joseph Smith came to Heber C. Kimball, one of the Twelve Apostles, in the Kirtland Temple and told him, “Brother Heber, the Spirit of the Lord has whispered to me: ‘Let my servant Heber go to England and proclaim my Gospel, and open the door of salvation to that nation’” (quoted in Orson F. Whitney, *Life of Heber C. Kimball*, pp. 103–4; see also *History of the Church*, 2:490). Elder Kimball was poor, and he worried about his ability to serve a mission, but he accepted the call and prayed that he would be a good missionary.

Elder Kimball and six companions sailed to Liverpool, England. After they had been in Liverpool for a few days, the Spirit of the Lord told them to go to Preston, a town about thirty miles away. When they arrived in Preston, the streets were filled with people because it was election day. The missionaries saw a large banner with the motto "Truth will prevail." They hoped this was a sign that they would be successful missionaries in this country, and said, "Amen. So let it be" (quoted in Stanley B. Kimball, *Heber C. Kimball: Mormon Patriarch and Pioneer*, p. 45).

The next day the missionaries were invited by a local minister to preach to his congregation. Some of the people in the congregation had seen the missionaries in dreams before the missionaries came to England. The missionaries also preached to people in homes and on street corners. Within a week, some people were ready to be baptized.

The morning of the day the first baptisms in England were to take place, the missionaries felt the presence of evil spirits in their room. They realized that Satan was trying to stop the spreading of the gospel in England. The missionaries prayed fervently, and the Lord cast the evil spirits out. The baptisms took place as planned. Some people were so eager to be baptized that they raced down to the river where Elder Kimball was waiting. George D. Watt won the race and became England's first baptized convert. Within eight months the elders had taught and baptized over two thousand people in England. Heber C. Kimball returned home to Kirtland in May 1838 after being gone almost a year.

The Twelve Apostles Go to England

The members of the Quorum of the Twelve Apostles were commanded to go to England in 1839 to continue preaching the gospel. When the time came to depart, many Apostles and their families were ill with malaria. The Apostles decided to leave, even though they were sick, and trust that the Lord would take care of them.

The Apostles' wives, many of whom were also sick, knew life would be difficult without their husbands at home, but they supported their husbands in their calls to serve as missionaries. Though weak with sickness, Heber C. Kimball and Brigham Young gave their wives a cheer as they drove off in a wagon. They swung their hats over their heads three times and shouted, "Hurrah, hurrah for Israel." Their wives came to the door and called back, "Goodbye, God bless you" (quoted in Whitney, p. 266).

Elder Young and Elder Kimball had very little money for their journey to England. Between them they had \$13.50, which had been given to them by friends. They traveled from Missouri to Kirtland by stagecoach and expected to ride only a short way before their money was gone, but when Elder Young went to his trunk to get the money to pay for the first part of their journey, he found they had enough money left to continue farther. The same thing happened the next time, and so it continued until they reached Kirtland. They had traveled four hundred miles by stagecoach and had spent \$87.00, even though they had only \$13.50 when they started. Elder Young and Elder Kimball felt that the extra money must have been placed in the trunk by a heavenly messenger who knew they needed help.

As the members of the Quorum of the Twelve arrived in England, they split up and went to different areas of the country. Wilford Woodruff went south to the area of Herefordshire, where he found many people eager to accept the gospel.

Elder Woodruff sometimes had over a thousand people attend the meetings where he was teaching. Once a constable (law enforcement officer) came into the meeting where Elder Woodruff was teaching. The constable said he had been sent by the minister of the local church to arrest Elder Woodruff for preaching. Elder Woodruff explained that he had a legal license to preach, and he asked the constable to sit down. He promised he would talk to him after the meeting. The constable listened to Elder Woodruff teach the principles of the gospel for over an hour. At the end of the meeting seven people wanted to be baptized, including four preachers from other churches and the constable who had come to arrest Elder Woodruff. The constable returned to the minister who had sent him and told the minister he would not arrest Elder Woodruff, for he had heard Elder Woodruff preach “the only true gospel sermon he had ever listened to in his life.” The minister sent two clerks to spy on another meeting to find out what Elder Woodruff preached. The two clerks were also converted and baptized. (See Matthias F. Cowley, *Wilford Woodruff: History of His Life and Labors*, p. 118.) Through the efforts of Wilford Woodruff and his companions, over eighteen hundred people in southern England became members of the Church.

The other Apostles also had great success preaching the gospel in England. By the time they returned to the United States in the spring of 1841, thousands of people had joined the Church. Many of these converts came to the United States to live. The faith and support of the Saints from England were a great blessing to the Church.

Missionaries Go to Other Parts of the World

When the Twelve Apostles returned to Nauvoo, Illinois, where the headquarters of the Church was then located, they directed missionary work around the world. Elder Orson Hyde had already preached the gospel for a short time in Germany and the Netherlands and had gone to Jerusalem to dedicate the Holy Land, where Jesus had lived when he was on the earth. Missionaries were soon called to go to the islands in the Pacific Ocean. Through the Twelve Apostles, the word of the Lord had begun to spread to all the nations of the earth.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- What is the main responsibility of the Twelve Apostles? (D&C 107:23.) What does it mean to be a witness of the name of Christ? (To teach people about Christ and testify that he is our Savior.) To whom are the Twelve Apostles to be special witnesses of Jesus Christ?
- In addition to being witnesses of Jesus Christ, what are the Twelve Apostles called to do? Explain that the Twelve Apostles supervise missionary work (D&C 18:26–28; 112:21–22) and other Church business (D&C 107:33). They also jointly hold all the keys of the priesthood (D&C 107:35; 112:30–32).
- How did the Lord promise to bless the Twelve Apostles and the other missionaries sent to preach the gospel in other nations? (D&C 112:19, 21.) What did the missionaries have to do to receive this blessing? (D&C 112:10, 22, 28; see also D&C 11:21.) How can this blessing apply to us? What can we do to receive this blessing?

- How did the people of England react to the message of the missionaries? Why do you think evil spirits came to Elder Kimball and his companions? Why does Satan want to stop missionary work?
- How did the wives and children of the Twelve Apostles and other missionaries contribute to missionary work? How were the missionaries and their families blessed as the missionaries taught the gospel? How are missionaries and their families blessed today? (You may want to share a personal experience of a time when you or your family members were blessed for serving a mission or supporting a missionary.)
- Why do Heavenly Father and Jesus Christ want us to share the gospel with others? What are some of the blessings we enjoy and want others to have also? (Answers may include the knowledge of Heavenly Father's plan and his love for us, the happiness that comes as we obey the commandments, and the ordinances that will allow us to live with Heavenly Father and Jesus again someday if we are worthy.)
- How can you be a missionary now? (See enrichment activity 1.) How can you prepare to be a full-time missionary someday? (See enrichment activity 2.) How does being a missionary help us get closer to Heavenly Father and Jesus Christ?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Before class, write instructions such as the following on individual pieces of paper (at least one for each child in your class), and put each piece of paper in a separate paper cup or other small container:
 - Repeat or explain your favorite scripture.
 - Repeat and explain an article of faith.
 - Name a Church activity you could invite a friend to attend.
 - Name a Church video you could show to a friend.
 - Name a Church magazine or book you could share with a friend.
 - Suggest how you could be a friend to someone at school who seems to be left out.
 - Name two ways you can be courteous to others.
 - Name two ways you can set a good example for others.
 - Sing or tell about your favorite Church hymn or song.
 - Tell why you appreciate Jesus Christ.
 - Share what you could write in a Book of Mormon to give to a friend.
 - Tell something you can do to help your testimony grow.
 - Give someone a sincere compliment.
 - Name your favorite person from the scriptures and the reason he or she is your favorite.

Write *I can be a missionary now* on the chalkboard, and explain that you are going to ask the children to practice ways they can be missionaries now. Group the paper cups or containers close together on the floor, and give a child a small stone or button. Have the child toss the stone or button into a cup, remove the cup from the group, take out the paper, and follow the instruction on the paper. Repeat with another child, and continue until all the children have had at least one turn and the instructions have all been demonstrated.

Following the activity, you may wish to give the children pencils and paper and have them each write down a specific way they will try to be a missionary during the week. Let the children take these papers home to remind them to be missionaries now.

2. List on separate pieces of paper skills the children could learn or activities they could do to prepare to be full-time missionaries in the future. Put these pieces of paper in a container. Have each child draw a paper from the container and pantomime (or draw on the chalkboard) clues to help the other children guess the skill or activity.

Use the following ideas or create some of your own (you could also invite the children to think of their own skills or activities to pantomime):

- Read the scriptures.
- Write in your journal.
- Save money.
- Introduce yourself to others.
- Iron a shirt or blouse.
- Sew on a button.
- Tie a tie.
- Cook a meal.
- Fix a tire on your bicycle.

3. Ask the children how many of them are members of the Church because of missionary work. Help the children realize that all of them are members because missionaries taught the gospel to them, their parents, or other family members. Share a personal experience of how you or your family members were taught the gospel. Allow the children to share similar experiences. Encourage the children to ask their parents how the first Church members in their families learned about the gospel.

4. Write on the chalkboard *Have I been a missionary today?*

Have a child read the following quotation from Spencer W. Kimball, twelfth President of the Church:

“Every man, woman, and child—every young person and every little boy and girl—should serve a mission. This does not mean that they must serve abroad or even be formally called and set apart as full-time missionaries. But it does mean that each of us is responsible to bear witness [testimony] of the gospel truths that we have been given. We all have relatives, neighbors, friends, and fellow workmen, and it is our responsibility to pass the truths of the gospel on to them, by example as well as by precept [teachings]” (“It Becometh Every Man,” *Ensign*, Oct. 1977, p. 3).

- What did President Kimball mean when he said we should teach the gospel by example? How can we do as President Kimball said and be missionaries now? What have you done that might help someone want to know more about the Church?
5. Help the children memorize or review the tenth article of faith. Explain that the gathering of Israel refers to bringing people into Jesus Christ's church. This is done through missionary work as people are taught the gospel throughout the world.
 6. Sing or say the words to "I Want to Be a Missionary Now" (*Children's Songbook*, p. 168) or "I Hope They Call Me on a Mission" (*Children's Songbook*, p. 169).

Conclusion

Testimony	Express your gratitude for the restoration of the gospel and for the missionaries who proclaim the gospel to the world. Encourage the children to follow the examples of the early missionaries of the Church and develop the desire to share the gospel with others.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 107:23 and 112:10, 19 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the "Suggested Home Reading." Invite a child to give the closing prayer.



Purpose To help the children look forward to and prepare for the second coming of Jesus Christ and the Millennium.

Preparation

1. Prayerfully study the historical accounts given in this lesson and Doctrine and Covenants 29:9–11; 43:20–23, 29–31; 45:32, 39–40, 44–45, 55–59; 101:22–34; 107:53–56; 115:7–10; and 116. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Additional reading: Matthew 24:36; Acts 1:9–11; Doctrine and Covenants 49:7; and *Gospel Principles* (31110), chapters 41, 43, and 44.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Make small wordstrips of the following words: *first, wife, garden, fruit, cast out, mortal, children*.
5. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. A Bible.
 - c. Map of Missouri and Surrounding Area, found at the end of the lesson.
 - d. Picture 5-28, The Second Coming (Gospel Art Picture Kit 238; 62562).

Suggested Lesson Development

Invite a child to give the opening prayer.

Attention Activity Write the name *Adam* on the chalkboard.

- Who was Adam?

Have the children take turns choosing one of the small wordstrips you have prepared and telling what they know about Adam, using the words as reminders. Give help as needed.

Be sure the following points are mentioned:

Adam was the first man God placed on the earth. Adam and his wife, Eve, lived in the Garden of Eden. After they partook of the fruit of the tree of knowledge of good and evil, they were cast out of the garden. They became mortal and were able to have children.

Explain that in this lesson the children will learn things about Adam that were revealed to Joseph Smith.

Scriptural and Historical Accounts

Teach the children about the growth of the Church in northern Missouri and the events that occurred at Adam-ondi-Ahman, as described in the following historical accounts and Doctrine and Covenants 107:53–56; 115:7–10; and 116.

Show the picture and map at appropriate times. Then teach the children what life will be like during the Millennium, as described in Doctrine and Covenants 45:55–59 and 101:22–34.

The Church Grows in Far West

Members of the Church had been driven out of Jackson County, Missouri, but in 1836 they received permission from government authorities to move to northern Missouri and begin a new county. This county was to have a six-mile strip of unsettled land around it so that Church members and nonmembers could remain separated. The Saints moved into this area and built a central city, called Far West, with other towns around it.

Back in Kirtland, Ohio, there were many problems, especially with former Church members who had become bitter enemies of the Prophet. In January 1838 Joseph Smith was warned that some men who wanted to take over the Church were planning to kill him. Joseph needed to leave Kirtland, and the Church in Far West needed help getting organized, so Joseph and Emma Smith moved to Far West.

Joseph Smith's enemies did not want him to leave Kirtland, so some friends helped Joseph sneak out of town. They hid him in a large box and put the box in an ox cart. Then they drove the cart out of town without the Prophet's enemies knowing he was in the cart. When he was safely out of town, Joseph got out of the box, mounted his horse, and rode toward Far West with Sidney Rigdon. They traveled about sixty miles, waited for their families to join them, and then continued on. Their enemies, armed with guns, pursued them for more than two hundred miles but could not catch them. The Saints at Far West sent out wagons and supplies to meet the Prophet and his group and gratefully welcomed them to Far West.

A few months after Joseph Smith arrived in Far West, he received a revelation commanding the Saints to build a temple there. The Lord told the Saints to begin building the temple on 4 July 1838 (see D&C 115:8–10). On the morning of 4 July, the Mormon militia (a small local army), Church leaders, and Church members formed a great procession. Marching to music, they went to the temple site and formed a circle. Sidney Rigdon spoke, after which the crowd shouted "Hosanna" and Solomon Hancock sang a song composed for the occasion by Levi W. Hancock. The Prophet Joseph then supervised the laying of the four cornerstones for the temple.

Joseph Smith Receives Revelations about Adam-ondi-Ahman

One day in May 1838 the Prophet and some other men were looking for places to build other cities for the Saints to live in. They came to a place called Spring Hill, where Joseph received another revelation (D&C 116). The Lord told Joseph that his name for Spring Hill was Adam-ondi-Ahman. Orson Pratt later said this name means "Valley of God, where Adam dwelt" in "the original language spoken by Adam" (in *Journal of Discourses*, 18:343).

Write *Adam-ondi-Ahman* on the chalkboard.

According to Joseph Smith, Adam-ondi-Ahman is where God talked with Adam and the place where Adam offered up sacrifices to the Lord. At Adam-ondi-Ahman, Adam called his family together before he died so he could bless them (see D&C 107:53–56).

Adam-ondi-Ahman will also be an important place in the future: near the time of Christ's second coming, Adam will come again to Adam-ondi-Ahman and hold a great council. All the prophets who have held keys of priesthood authority upon the earth will come to this council to give a report of their work to Adam. Jesus Christ will then come to Adam-ondi-Ahman, and Adam will return the priesthood keys to him. Christ will then return to earth to begin the Millennium, the thousand years when Christ will live on and reign over the earth.

This information about Adam-ondi-Ahman was very exciting to members of the Church. Joseph Smith said the area should be a gathering place for the Saints who were moving to Missouri from Kirtland. Many Saints moved to Adam-ondi-Ahman during the summer of 1838. They considered it a great blessing to live where Adam had lived.

The Millennium

As you discuss with the children what life on earth will be like during the Millennium, explain the following points from Doctrine and Covenants 101:22–34 (you may want to have the children look up the verses in their own scriptures):

- Everyone will be able to see the Savior (v. 23).
- All the wicked will be destroyed (v. 24).
- People and animals will live in peace (v. 26).
- Satan will not have power to tempt anyone (v. 28).
- There will be neither sorrow nor death (v. 29).
- A person will grow old, then be changed suddenly from mortal to immortal life (vv. 30–31).
- The Lord will reveal all things about the earth and heaven, including how the earth was created and what will become of it (vv. 32–34).

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Why was the area known as Spring Hill so important? (D&C 107:53–56; 116.) How do you think the members of the Church felt when they found out that Adam had lived there?
- What events occurred long ago at Adam-ondi-Ahman? (D&C 107:53–56; point out that Adam was 927 years old at the time he blessed his family and predicted what would happen to his posterity.) What future event will take place at Adam-ondi-Ahman? (Adam will come again; D&C 116.) Explain that Christ will also come to Adam-ondi-Ahman to receive the keys of priesthood authority back from Adam and the other prophets, in preparation for his second coming and the beginning of the Millennium.
- What do we mean by the second coming of Jesus Christ? Explain that when Jesus first came to live on the earth he came as a baby, but when he comes again he will be an adult. Remind the children that after his death and resurrection, Christ appeared to his Apostles and then ascended into heaven. Two angels appeared and told the Apostles that someday Jesus would return

to earth the same way he left (see Acts 1:9–11; see also D&C 29:11; 45:44). Since that time people have been looking forward to the second coming of Jesus to the earth.

- When will the Second Coming take place? (D&C 29:9–11.) Explain that “the hour is nigh” means that it is coming soon, but no one except Heavenly Father knows exactly when it will be (see Matthew 24:36; D&C 49:7). Why is it good that we do not know when Jesus will come?
- How long will the Savior rule over the earth when he comes again? (D&C 29:11.) What will this thousand-year period be called? (D&C 43:30.)
- What will happen to righteous people when Jesus comes again? (D&C 45:45, 57–59.) Why should we look forward to the second coming of Jesus Christ and to the Millennium? (D&C 45:39, 44; explain that in verse 39 *fear* means a feeling of reverence.) Help the children realize that those who love and obey the Savior and are waiting for him to come will be blessed. How can we prepare ourselves for the Savior’s second coming? (D&C 43:20–23; 45:32, 57; see enrichment activity 1.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Prepare the following wordstrips describing ways we should prepare for the Second Coming and the Millennium (see D&C 43:20–23; 45:32, 57):

Repent and be baptized.

Stand in holy places.

Receive the truth.

Let the Holy Spirit (Holy Ghost) be your guide.

Do not be deceived by Satan.

Let a child choose a wordstrip, read it to the class, and display it on the chalkboard, table, or floor. Discuss with the children what the phrase on the wordstrip means and how they can prepare themselves in that way (for example, to “stand in holy places,” the children can live worthy to enter the temple, attend church, stay away from places with bad influences, and help keep a good feeling in their homes).

2. Write the following words or phrases on cards: *Adam-ondi-Ahman*, *Second Coming*, *Millennium*, *Be Prepared*. Turn the cards face down on the table or floor. Have the children take turns choosing a card and telling one thing they learned about that subject from the lesson. Have each child return the card and mix the cards up before the next child takes one. Continue until each child has had at least one turn and all the subjects have been discussed.
3. Make a copy of the drawings at the end of the lesson for each child, or draw similar illustrations on the chalkboard. Explain that each of these drawings represents one of the signs that will appear before the second coming of Jesus Christ.

Have each child look up one or more of the following scriptures and identify which drawing represents the sign mentioned in the scripture:

D&C 29:14

D&C 29:16

D&C 29:18

D&C 45:26–27

D&C 45:32

D&C 45:33

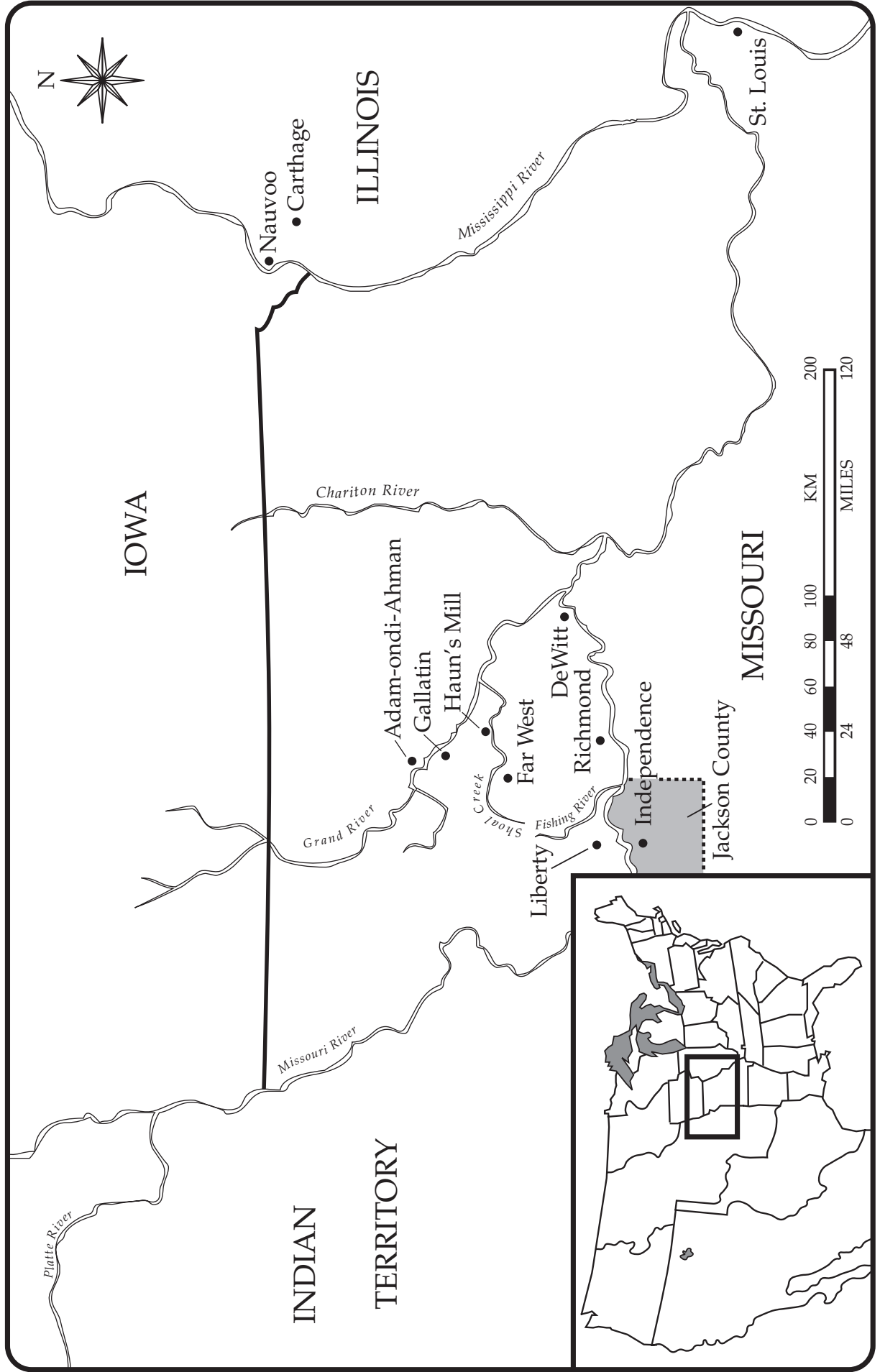
Assure the children that if we are trying to live the gospel, we do not need to fear the Second Coming. We will be protected so that we can do the things Heavenly Father wants us to do for him, and we can look forward to being with Jesus Christ again.

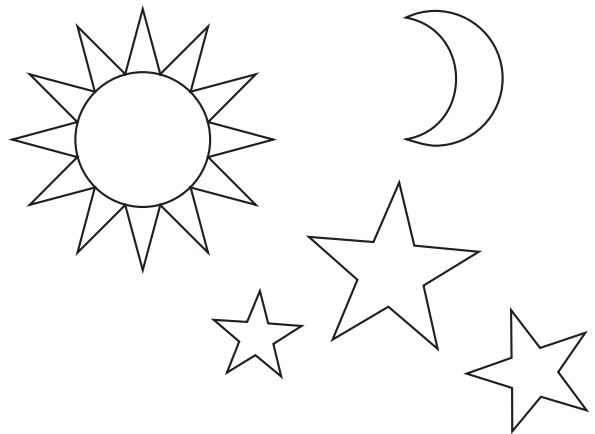
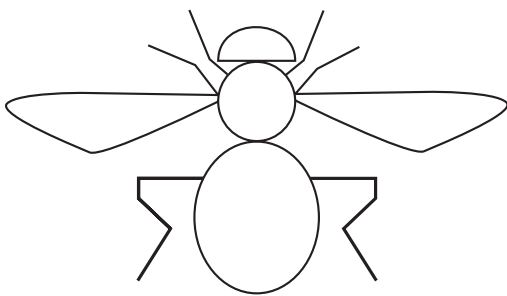
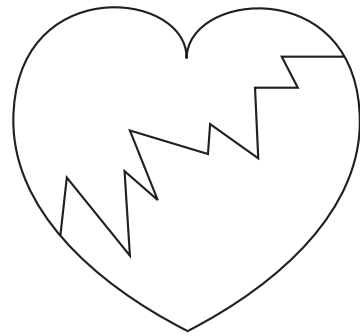
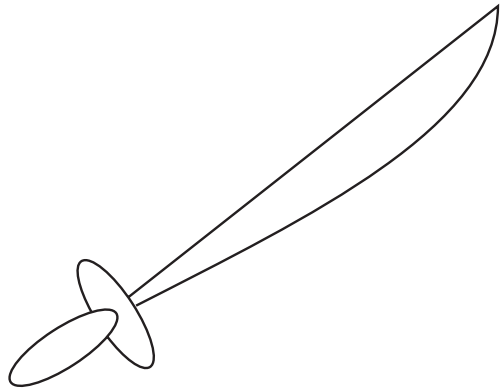
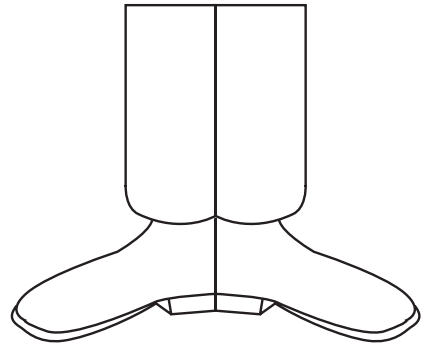
4. Help the children memorize or review the tenth article of faith.
5. Sing or say the words to “When He Comes Again” (*Children’s Songbook*, p. 82).

Conclusion

Testimony	Express your love and gratitude for the Savior, and explain how wonderful it will be when he comes to live on the earth once more. Encourage the children to prepare themselves for the Second Coming and the Millennium by following Jesus Christ and obeying his commandments.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 29:10–11 and 107:53–56 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
	Invite a child to give the closing prayer.

Missouri and Surrounding Area





The Extermination Order

Purpose To help the children appreciate some of the difficulties faced by early members of the Church, and to strengthen the children's desire to listen to and obey the prophet.

Preparation

1. Prayerfully study Doctrine and Covenants 105:6–10 and the historical accounts given in this lesson. Then study the lesson and decide how you want to teach the children the historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. Map of Missouri and Surrounding Area, found at the end of lesson 30.
 - c. Picture 5-29, Haun's Mill; picture of the living prophet (from the meetinghouse library or a Church magazine).

Suggested

Lesson

Development

Invite a child to give the opening prayer.

Attention Activity

- What would you do if you heard someone scream, “Fire!” and you looked up and saw smoke coming into the room?
- What might happen if you did nothing?
- What would you do if you heard a warning that a hurricane (or tornado, flood, typhoon, volcanic eruption, or some other disaster) was about to hit your area?
- What might happen if you did nothing?

Point out to the children that we need to listen to and follow warnings. Explain that some of the early members of the Church faced many problems, some of which could have been avoided if the members had listened to and followed the warnings of the Prophet Joseph Smith.

Historical Accounts

Teach the children about some of the trials and persecutions suffered by early Church members in Missouri, as described in the following historical accounts. Show the picture of Haun's Mill at an appropriate time, and show on the map where the various events occurred. You may want to have a child place a small marker on the map as you mention each place.

Remind the children that the Saints had been driven out of Jackson County, Missouri. The Lord told them they would have to wait to establish Zion because they had not been as obedient as they should have been (see D&C 105:6–10). The Saints then settled in northern Missouri, but problems occurred there also.

Violence Starts in Northern Missouri

On election day in August 1838, a group of Latter-day Saint men from Adam-ondi-Ahman went to the town of Gallatin to vote. They were met by a mob who wanted to stop them. The men in the mob were afraid their candidate would not win the election if the Saints voted. A man from the mob hit one of the Saints and knocked him down, and a fight broke out. Several people, both Saints and mob members, were hurt. By the next day, when Church leaders in Far West, Missouri, heard about the fight, the reports had become exaggerated, saying that some members of the Church had been killed. Joseph Smith and some other men armed themselves and rode to the settlement at Adam-ondi-Ahman, where they found out that fortunately no one had been killed. Enemies of the Church falsely accused Church members of starting the fight, and several untrue reports were sent to Lilburn W. Boggs, governor of Missouri.

The following month, mob members planned to attack the Saints at Adam-ondi-Ahman. Two leaders of the Missouri militia (local army), Major General David Atchison and Brigadier General Alexander Doniphan, protected the Saints and prevented actual fighting.

Other mobs were causing problems for Church members in the nearby town of DeWitt. Members of the Church sent a request for help to the governor, but he did not answer. Concerned about the Saints, Joseph Smith rode on back roads and slipped past mob members guarding the roads to get to DeWitt. He found the people almost starving while trying to oppose the large mob. The Saints again asked the governor for help and protection, but the governor refused to help, saying that “the quarrel was between the Mormons and the mob” and that they should “fight it out” themselves (*History of the Church*, 3:157). Unable to get help, the Saints decided to leave DeWitt. They packed up seventy wagons and left on 11 October. A woman who had just had a baby died the first day the group left, and several more of the group died before they reached safety.

The mobs were pleased by their success in driving the Saints out of DeWitt and by the governor’s refusal to get involved. They decided to attack Adam-ondi-Ahman next. Colonel George M. Hinkle, a member of the Church who was also a member of the Missouri militia, helped organize the Saints to protect themselves. Joseph Smith led some volunteers from Far West to help the people in Adam-ondi-Ahman. When they arrived, in the middle of October, they found that several Saints had been tied up and whipped, houses had been burned down, and livestock had been chased away.

The Saints were then warned that the Missouri militia was planning to attack Far West, so they prepared to defend themselves. Part of the militia, led by Captain Samuel Bogart, started attacking the homes of the Saints near Far West. The militia took three prisoners and ordered the rest of the members of the Church to leave Missouri. Colonel Hinkle gathered a group of Saints to rescue the prisoners before they were killed. Early one morning this group prepared to cross the Crooked River, twenty miles from Far West. They did not know that Captain Bogart and his soldiers were hiding by the river. One of Bogart’s guards fired a shot, and the fighting began. The battle ended quickly, but men on both sides were wounded, including Elder David W. Patten, one of the Twelve Apostles, who died several hours later. Two other members of the Church were also killed.

Governor Boggs Signs the Extermination Order

Reports of the battle that reached Governor Boggs were greatly exaggerated. The governor was told that members of the Church had killed or imprisoned all of Captain Bogart's militia members. All over northern Missouri mobs were attacking Latter-day Saint settlements, setting fire to houses and crops, stealing cattle, and taking prisoners, but the governor believed that the Saints were causing the problems. General Atchison urged Governor Boggs to come and see for himself what was happening, but instead the governor believed the false reports he had heard and ordered his troops to fight against the Saints. He wrote, "The Mormons must be treated as enemies and *must be exterminated* or driven from the state" (*History of the Church*, 3:175; emphasis in original). Explain that *exterminate* means kill or get rid of. By the end of October 1838 more than two thousand men had gathered outside Far West, prepared to carry out the governor's "extermination order."

The Haun's Mill Massacre

Twelve miles east of Far West was Haun's Mill, a small town founded by a member of the Church named Jacob Haun. The town had a mill for grinding grain, a blacksmith shop, and a few houses. After the battle at Crooked River, Joseph Smith told all the Saints to move into Far West or Adam-ondi-Ahman for protection, but Jacob Haun did not want to leave his property. He ignored what the Prophet said and instructed the other families to stay in the town. They set up guards to protect the mill and the town.

On 30 October nine wagons from Kirtland arrived in Haun's Mill. The people in them had been stopped by the mob two days before and had been forced to give up all their guns and ammunition. They decided to rest at Haun's Mill for a few days before traveling to Far West. That afternoon a group of 240 men attacked Haun's Mill. Many of the townspeople ran into the woods, while some of the men ran to the blacksmith shop, planning to use it as a fort. Members of the mob aimed their guns through the wide cracks in the walls and the open door of the blacksmith shop and fired many shots. They then entered the building and deliberately killed a ten-year-old boy hiding there and dragged the boy's dying father around the floor, trying to steal his boots. Seventeen people were killed during the raid and thirteen more were wounded.

Years later the Prophet Joseph Smith said, "At Hauns' Mill the brethren went contrary to my counsel; if they had not, their lives would have been spared" (*History of the Church*, 5:137).

The day after the attack at Haun's Mill, some members of the Missouri militia surrounded Far West. Colonel Hinkle, a member of the Church who had previously helped his fellow Saints, turned against the Church. He betrayed Joseph Smith and the other Church leaders by pretending to arrange a peace conference with General Samuel D. Lucas of the militia. Instead General Lucas took the Church leaders prisoner. General Lucas ordered that the Church leaders be executed, but General Doniphan, a friend of the Saints, refused to participate and ordered General Lucas not to hold the execution.

The Saints were ordered to leave Missouri, but they were finally allowed to stay in Far West through the winter as long as they did not plant crops or make any plans to stay longer.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Why were the Saints driven out of Missouri even though it had been dedicated to be Zion? (D&C 105:6–10.) Remind the children that Zion will be established in the future.
- What might prevent us from receiving blessings from Heavenly Father? (Disobedience; D&C 105:6.) What can we do to be worthy of his blessings?
- Why didn't Jacob Haun and the settlers at Haun's Mill do what Joseph Smith told them to do? Point out that Jacob Haun knew what the Prophet said, but he thought he had a good reason for not doing it. He had worked hard to build his mill and the community around it, and he did not want to give them up. He thought he would be able to protect them. How might the tragedy at Haun's Mill have been avoided?
- Show the picture of the living prophet. Who is this man? How can we learn what our prophet tells us? Why should we do what he asks us to do? (See enrichment activity 2.) Explain that following the prophet will not protect us from all suffering. Church members who did what the Prophet Joseph Smith told them to do still suffered persecution in Missouri, and the Prophet himself suffered greatly. Heavenly Father allows everyone to have agency and make choices, and sometimes we suffer because of the wrong choices of other people. However, following the prophet will help us avoid the suffering that may come from our own wrong choices.
- Have you (or has anyone you know) ever been mistreated because you were a member of the Church? How should we react to those who mistreat us?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Write the following statements on strips of paper:

1. Jesus Christ reveals his will to the prophet.
2. The prophet tells us what Jesus Christ wants us to do.
3. We listen to the prophet.
4. We do what the prophet says.
5. We someday return to live with Heavenly Father and Jesus Christ.

Make a chain by fastening the strips of paper together in interlocking links. Make sure the words are on the outside of the links. Attach the strips in numerical order, and fasten number 5 to both number 4 and number 1 so the chain forms a circle. Have the children read the strips in order and discuss the process by which we are guided by a prophet so we may return to live with Heavenly Father and Jesus Christ. Help the children understand that if we skip step number 4, we will not reach step number 5. We must not only listen to our prophet but also do what he says.

2. List on the chalkboard or on a large piece of paper several things that our prophet has told us to do, such as read the scriptures, keep a journal, love our families, and be worthy to attend the temple. Discuss with the children how they can follow the prophet in each of these things, and also discuss with the children what might happen if they do not follow the prophet and do these things.
3. Explain that even amid great persecution and suffering, the Saints knew the Lord was watching over them. Some even experienced miracles. Read or tell in your own words the following story of Amanda Barnes Smith and her experience at Haun's Mill:

When the mob came to Haun's Mill, Amanda Barnes Smith ran away with her two daughters, and they were not injured. After the shooting stopped, Sister Smith came back to see what had happened to her husband and sons. She later wrote:

"Emerging from the blacksmith shop was my eldest son, bearing on his shoulders his little brother Alma. 'Oh! my Alma is dead!' I cried, in anguish. 'No, Mother; I think Alma is not dead. But Father and brother Sardius are killed!' . . .

". . . The entire hip joint of my wounded boy had been shot away. Flesh, hip bone, joint, and all had been ploughed out from the muzzle of the gun which the ruffian placed to the child's hip through the logs of the shop and deliberately fired. We laid little Alma on a bed in our tent and I examined the wound. It was a ghastly sight. I knew not what to do. It was night now. . . .

". . . 'Oh, my Heavenly Father,' I cried, 'what shall I do? Thou seest my poor wounded boy and knowest my inexperience. Oh, Heavenly Father direct me what to do!' And then I was directed as by a voice speaking to me.

"The ashes of our fire was still smouldering. We had been burning the bark of the shag-bark hickory. I was directed to take those ashes and make a lye [a strong disinfectant] and put a cloth saturated with it right into the wound. It hurt, but little Alma was too near dead to heed it much. Again and again I saturated the cloth and put it into the hole from which the hip joint had been ploughed, and each time mashed flesh and splinters of bone came away with the cloth, and the wound became as white as chicken's flesh. Having done as directed I again prayed to the Lord and was again instructed as distinctly as though a physician had been standing by speaking to me. Nearby was a slippery-elm tree. From this I was told to make a slippery-elm poultice and fill the wound with it. . . .

"I removed the wounded boy to a house, some distance off, the next day, and dressed his hip, the Lord directing me as before. I was reminded that in my husband's trunk there was a bottle of balsam. This I poured into the wound, greatly soothing Alma's pain. 'Alma, my child,' I said, 'you believe that the Lord made your hip?' 'Yes, Mother.' 'Well, the Lord can make something there in the place of your hip, don't you believe he can, Alma?' 'Do you think that the Lord can, Mother?' inquired the child, in his simplicity. 'Yes, my son,' I replied, 'he has shown it all to me in a vision.' Then I laid him comfortably on his face, and said: 'Now you lie like that, and don't move, and the Lord will make you another hip.'

"So Alma lay on his face for five weeks, until he was entirely recovered—a flexible gristle having grown in place of the missing joint and socket. . . .

On the day that he walked again I was out of the house fetching a bucket of water when I heard screams from the children. Running back, in affright, I entered, and there was Alma on the floor, dancing around, and the children screaming in astonishment and joy” (“A Living Miracle of the Power of God,” in Leon R. Hartshorn, comp., *Remarkable Stories from the Lives of Latter-day Saint Women*, 2 vols. [Salt Lake City: Deseret Book Co., 1973–75], 1:164–67).

Help the children understand that not all those who pray for help in suffering or trials experience miracles. But the Lord is always watching over us, and he knows what is best for us. If he does not relieve our suffering, he will help us endure it.

4. Remind the children that the Lord speaks to us through his living prophet. We need to listen to the prophet and do what he says.

Write the following words on the chalkboard: *prophets, commandments, hear, listen, learn, do/does, obeyed/obedience*. Tell the children that these words about listening to our prophets and doing what they say are in many scriptures.

Have each child look up one of the following scripture references:

D&C 1:1

D&C 1:14

D&C 1:32

D&C 19:23

D&C 63:1

D&C 63:5

D&C 82:10

D&C 89:18

Have the children read the scripture verses out loud and find the words listed on the chalkboard. You may want to have a child put a mark by each word whenever it is read.

- How can we listen to the voice of the Lord and his prophet?
- Why is it important to do what the prophet tells us?

5. Sing or say the words to “Follow the Prophet” (*Children’s Songbook*, p. 110) or “Keep the Commandments” (*Children’s Songbook*, p. 146).

Conclusion

Testimony	Testify to the children that the living prophet is a prophet of God. Express your love and appreciation for him and for the counsel he gives. Encourage the children to listen to the prophet at the next general conference and do what he asks us to do.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 105:6–10 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
	Invite a child to give the closing prayer.

Purpose To help the children understand that if we have faith in the Lord, he will help us meet whatever adversity we face.

- Preparation**
1. Prayerfully study Doctrine and Covenants 121:1–8, 16–22, 26, 33, 36–37, 41–46; 122:5–9; and the historical accounts given in this lesson. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
 2. Additional reading: Exodus 20:7.
 3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
 4. Label a paper bag *Adversity* and place inside it several objects that could each represent a type of adversity, such as a piece of money to suggest financial difficulties, an empty medicine bottle to suggest illness, a fork or spoon to suggest hunger, a schoolbook to suggest difficulties in school, or a picture or drawing of an angry face to suggest a friend who is angry or unkind.
 5. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. A Bible.
 - c. Map of Missouri and Surrounding Area, found at the end of lesson 30.
 - d. Picture 5-30, General Doniphan Refuses to Execute Church Leaders; picture 5-31, Joseph Smith Chastises the Guards at Richmond Jail; picture 5-32, Joseph Smith in Liberty Jail.

Suggested Lesson

Development Invite a child to give the opening prayer.

Attention Activity Display the bag labeled *Adversity*.

- What is adversity?

Have each child take an object out of the bag and explain how the object could represent adversity, how a person might deal with that type of adversity, and where a person might go for help with that type of adversity. Make sure the children mention that they can turn to Heavenly Father for help in adversity. Tell the children that in this lesson they will learn about a terrible adversity that Joseph Smith and other Church leaders faced and how they were strengthened by this experience.

Scriptural and Historical Accounts

Invite the children to share what they remember from the previous lesson about persecution of the Saints in Missouri. Remind the children that Joseph Smith and other Church leaders were taken prisoner by General Lucas after being betrayed by Colonel Hinkle. Teach the children about how the Prophet Joseph Smith and

other Church leaders were jailed unjustly, as described in the historical account “Joseph Smith and Other Church Leaders Are Arrested.” Then discuss Joseph Smith’s experiences in jail, as described in the other historical accounts and in the scriptures listed in the “Preparation” section. Show the pictures and the map at appropriate times.

Joseph Smith and Other Church Leaders Are Arrested

By the end of October 1838, anti-Mormon mobs and militia members were prepared to attack Far West, Missouri. The Saints in Far West tried to protect the town by building a barricade, but it was not of much use since the Saints were outnumbered five to one by their enemies. General Samuel D. Lucas, the leader of the anti-Mormon part of the Missouri militia, made a secret arrangement with Colonel George M. Hinkle, a member of the Church who was also a member of the militia. Colonel Hinkle became a traitor to the Church and agreed to turn over Joseph Smith and other leaders of the Church for trial and punishment, even though he knew that the charges against them were not true. Colonel Hinkle also agreed that the enemies of the Saints could take the Saints’ property and said that the Saints themselves would give up their weapons and leave Missouri.

Colonel Hinkle went back to Far West and told Joseph Smith, Sidney Rigdon, Lyman Wight, Parley P. Pratt, and George W. Robinson that General Lucas wanted to meet with them to discuss a peace agreement. When the Church leaders came to the meeting, however, General Lucas took them prisoner. Parley P. Pratt described the incident:

“The haughty general [Lucas] rode up, and, without speaking to us, instantly ordered his guard to surround us. They did so very abruptly, and we were marched into camp surrounded by thousands of savage looking beings, many of whom were dressed and painted like [American] Indian warriors. These all set up a constant yell, like so many bloodhounds let loose upon their prey, as if they had achieved one of the most miraculous victories [in] the world” (*Autobiography of Parley P. Pratt*, pp. 186–87).

Members of the Church heard this yelling, and they were afraid that the Prophet had been murdered. Most of them spent the entire night praying for the safety of their leaders.

The Church leaders had to lie on the ground in the rain while their captors mocked them and demanded that they perform miracles. In the middle of the night General Lucas conducted a secret and illegal court-martial and sentenced the Church leaders to be executed the next morning. He ordered General Alexander W. Doniphan, who was not a member of the Church but who was a friend of the Saints, to carry out the execution. General Doniphan refused, saying: “It is cold-blooded murder. I will not obey your order.” General Doniphan and his men were leaving Far West, but he said that if General Lucas executed the Church leaders, “I will hold you responsible before an earthly tribunal [a court of law], so help me God” (*History of the Church*, 3:190–91). General Lucas was frightened by General Doniphan’s response and did not carry out the executions. The Saints’ prayers for the safety of their leaders had been answered.

Enemies of the Church planned to arrest the Latter-day Saint men who had been involved in the battle at Crooked River (see lesson 31), so those men left Far West to go to Iowa. Hyrum Smith and Amasa Lyman were not able to escape; they were arrested and held with the other prisoners.

The next morning Colonel Hinkle led the Latter-day Saint troops out of Far West, and the Missouri militia took over the city. They stole valuable possessions, arrested some of the men, and ordered the rest of the Saints to leave Missouri.

The enemies of the Church planned to take their prisoners to the city of Independence for trial. The prisoners begged to be allowed to see their families before they left, and their guards took them back to Far West. Joseph Smith's wife Emma and their children were very glad to see Joseph, because they thought he had been killed. But the guards did not allow the prisoners to stay long with their families. The prisoners were being guarded in a wagon when Lucy Mack Smith, mother of Joseph and Hyrum, arrived, and she was only able to touch their hands as they were being taken away. Later, however, Lucy received a comforting revelation. She was told, "Let your heart be comforted concerning your children, they shall not be harmed by their enemies" (Lucy Mack Smith, *History of Joseph Smith*, p. 291).

Joseph Smith Rebukes the Guards

Like his mother, Joseph Smith also received a comforting revelation. He told his fellow prisoners that none of them would die during this experience: "Be of good cheer, brethren; the word of the Lord came to me last night that our lives should be given us, and that whatever we may suffer during this captivity, not one of our lives should be taken" (quoted in Pratt, p. 192). The prisoners were kept in an empty house in the town of Richmond for two weeks until their trial began. This trial was not a fair one: the witnesses against the Church leaders told lies, and the witnesses supporting the Church leaders were thrown in jail or chased out of the county before they could testify. General Doniphan tried to defend the Church leaders, but he concluded that "if a cohort of angels were to come down, and declare [the Church leaders] were innocent, it would all be the same" (*History of the Church*, 3:213). The judge had already decided before the trial to throw the Church leaders in prison, so nothing that was said in the trial made any difference to him.

During the thirteen-day trial the prisoners were kept chained together and at night had to lie on the floor. They had to listen to their guards saying terrible things about them and the other Saints. One night the guards were telling about horrible things they claimed to have done to the Saints, using filthy language and frequently taking the Lord's name in vain. These things were very painful for the prisoners to hear. Suddenly Joseph Smith stood up and commanded: "SILENCE, ye fiends of the infernal pit. In the name of Jesus Christ I rebuke you, and command you to be still; I will not live another minute and hear such language. Cease such talk, or you or I die THIS INSTANT!" (quoted in Pratt, pp. 179–80).

Even though he was in chains and had no weapon, Joseph Smith stood calm and dignified. His words frightened the guards, and they apologized and sat quietly in a corner for the rest of their shift of guard duty.

Joseph Smith and Other Church Leaders Are Taken to Liberty Jail

At the end of this trial some of the prisoners were released and some were left in the jail in Richmond, but Joseph Smith and five others were taken to another jail in Liberty, Missouri, to await another trial. This small jail was like a dungeon, with little heat or light even though it was winter. The ceiling was so low that the

prisoners could not stand up completely, and they were given terrible food to eat. Joseph Smith and the other prisoners were kept in this jail for four months, while Brigham Young, Heber C. Kimball, and John Taylor helped the Saints leave Missouri for Illinois.

While he was in Liberty Jail, Joseph Smith asked the Lord how long the Saints would have to suffer (see D&C 121:1–6). He received a wonderful and comforting reply from the Lord in which he was assured that the Lord had not forgotten him or the other members of the Church (see D&C 121:7–8). Joseph Smith received other revelations while in jail, and he wrote a long letter to the Saints, telling them about these revelations (see D&C 121–23).

In April 1839 the prisoners were sent to Daviess County and then to Boone County for trial. While they were being moved to Boone County, the guards let them escape because some officials thought the prisoners could not be convicted of the crimes they were charged with and the trial would be a waste of time. Joseph Smith and the other prisoners went to Illinois to join their families and the rest of the Saints.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- What did Colonel Hinkle, a Church member, do to betray the Prophet? What did General Doniphan, a nonmember, do to help the Prophet? Why do you think each man did what he did? Why might it have been hard for General Doniphan to stand up for what was right? When might it be hard for you to stand up for what you know is right? What can you do to receive help in such situations?
- How did the Lord comfort Joseph Smith and his mother when Joseph was taken away to prison? How do you think these revelations helped Lucy and Joseph endure their trials? How can the Lord comfort you when you are sad or are having problems?
- How should we use the Lord's name? (Exodus 20:7.) Why do you think Joseph Smith was offended by the guards' taking the Lord's name in vain? (See enrichment activity 3.) What could we do when those around us take the Lord's name in vain? (See enrichment activity 2.)
- Why does the Lord allow adversity (problems or struggles) in our lives? (D&C 121:7–8; 122:5–9.) How can adversity "give [us] experience" and "be for [our] good"? (D&C 122:7.) How can we learn from our problems? Who had to face the greatest adversity while he was on the earth? (D&C 122:8.) How can knowing of the Savior's adversity help us face our own? You may wish to share an appropriate experience of how adversity has strengthened you or invite the children to share experiences they have had.
- What will happen to those who fight against the truth and tell lies about the Church? (D&C 121:16–22.) What blessings has the Lord promised to those who remain faithful despite the adversity they may face? (D&C 121:7–8, 26, 33.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Have one child read aloud Doctrine and Covenants 121:7–8 and another read Doctrine and Covenants 122:7. Review the items used to show adversity in the attention activity, and have the children decide how enduring these types of adversity could “give [them] experience” and “be for [their] good.”
2. Explain that words are powerful. They can cause emotions and pictures to come into our minds. Have the children close their eyes and listen as you say some descriptive words. Say the words slowly, and pause after each word to allow a child to describe how the word makes him or her feel. Have a different child comment on each word.

Examples:

Rainbow	Sickness	Sweet
Thunder	Sticky	Laughter
Muddy	Darkness	Sour
Christmas	Light	Crying

Explain that because words are powerful, we should carefully choose the words that we use. We should avoid words that bring inappropriate pictures to our minds or show disrespect for Heavenly Father, Jesus Christ, or other people.

Read and discuss with the children the following quotation from “My Gospel Standards” (found in the booklet *My Achievement Days* [35317]):

“I will use the names of Heavenly Father and Jesus reverently. I will not swear or use crude words.”

3. Tell in your own words the following story by Elder Spencer W. Kimball, who became the twelfth President of the Church:

“In the hospital one day I was wheeled out of the operating room by an attendant who stumbled, and there issued from his angry lips vicious cursing with a combination of the names of the Savior. Even half-conscious, I recoiled and implored:

“‘Please! Please! That is my Lord whose names you revile.’ There was a deathly silence, then a subdued voice whispered: ‘I am sorry’” (“Profane Not the Name of Thy God!” *Improvement Era*, May 1953, p. 320).

Explain that because President Kimball loved and honored Heavenly Father and Jesus Christ, it was painful for him to hear other people use their names in a disrespectful way, without love or honor.

4. Have the children imagine what it would be like to spend four months in a place like Liberty Jail.
 - What would you miss most?
 - How would you spend your time?
 - How might you be strengthened by such an experience?

You may want to arrange ahead of time to have some of the children in the class pretend to be Joseph Smith, Hyrum Smith, and other prisoners in Liberty Jail while the other class members interview them about their experiences in the jail.

5. Tell in your own words the following account by Mercy Thompson, sister-in-law of Hyrum Smith:

“About the first of February 1839 by the request of her husband [Hyrum Smith], my sister [Mary Fielding Smith, who was sick at the time] was placed on a bed in a wagon and taken on a journey of about 40 miles to visit him in prison, her infant son Joseph F. then being about 11 weeks old. The weather being extremely cold, we suffered much on the journey. We arrived at the prison in the evening. We were admitted and the doors closed upon us. A night never to be forgotten. A sleepless night. I nursed the darling babes [Joseph F. and Mercy’s own eight-month-old daughter] and in the morning prepared to start for home with my afflicted sister, and as long as memory lasts will remain in my recollection the squeaking hinges of that door which closed upon the noblest men on earth. Who can imagine our feelings as we traveled homeward, but would I sell the honor bestowed upon me by being locked up in jail with such characters for gold? No! No!” (quoted in Don Cecil Corbett, *Mary Fielding Smith: Daughter of Britain* [Salt Lake City: Deseret Book Co., 1966], p. 86).

6. Explain that part of the revelation received by Joseph Smith while he was in Liberty Jail concerned the use of the priesthood. Have the children take turns reading aloud Doctrine and Covenants 121:41–46 to find the answers to the following questions:
- How should men use the power of the priesthood? (D&C 121:41–46.)
 - What are the blessings of the righteous use of the priesthood? (D&C 121:45–46.)
 - How can young men prepare to use the priesthood righteously?
 - How can you honor the priesthood?
7. Sing or say the words to “Dare to Do Right” (*Children’s Songbook*, p. 158).

Conclusion

Testimony	Express your gratitude for Joseph Smith and his willingness to rely on the Lord in the most difficult circumstances. Testify that we can be strengthened through adversity, and encourage the children to rely on the Lord when they have problems.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 121:1–8, 41–46 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”
	Invite a child to give the closing prayer.

The Saints Work to Build Nauvoo, the Beautiful

Purpose To encourage the children to be hard workers like the Saints who settled Nauvoo.

- Preparation**
1. Prayerfully study the historical accounts given in this lesson and Doctrine and Covenants 42:40–42, 56:17, 58:27–29, 75:3, 88:124. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
 2. Additional reading: Doctrine and Covenants 124:22–24.
 3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
 4. List on separate pieces of paper various Olympic sports that the children could pantomime, such as weightlifting, running, figure skating, swimming, discus throw, soccer, and basketball. (You may want to include suggestions for how to pantomime each sport.) Prepare at least one piece of paper for each child. Put the papers in a container.
 5. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. Map of Missouri and Surrounding Area, found at the end of lesson 30.
 - c. Picture 5-33, The City of Nauvoo; picture 5-34, Joseph Smith Helping Little Children; picture 5-35, Emma Smith, the Elect Lady.

Note to the teacher: Enrichment activity 1 could be used as an alternate attention activity.

Suggested Lesson Development

Invite a child to give the opening prayer.

Attention Activity Give each child an opportunity to select a piece of paper from the container and pantomime the sport listed on the paper. Have the other class members guess which sport the child is pantomiming. When each child has had a turn, ask:

- How must a person prepare to compete in one of these sports in the Olympics [or another competition]?

Emphasize that it is not enough for a person to want to win; he or she must also work hard at learning and practicing the sport. Explain that it takes more than desire to accomplish anything worthwhile; it also takes much hard work and determination.

- What things have you accomplished by working hard? (Give each child an opportunity to answer.)

Explain that Heavenly Father and Jesus Christ have commanded us to work. Read or have a child read Doctrine and Covenants 75:3 and 88:124. Explain that to be idle means to be lazy and unwilling to work, or to waste time doing little or nothing.

Teach the children about the value of work as you tell about the building of Nauvoo, as described in the following historical accounts. Also teach about the Lord's commandments regarding work, as given in the scriptures listed in the "Preparation" section. Show the pictures and the map at appropriate times.

The Saints Work to Build Nauvoo

After the Saints were driven out of Missouri, they gathered in Illinois and settled on the banks of the Mississippi River in a small town called Commerce. The Prophet Joseph Smith renamed the town Nauvoo, which means "beautiful" in Hebrew. Nauvoo was built on swampy land that had to be drained and cleared of trees before houses and other buildings could be built. While this was happening, most of the Saints lived in wagons or tents. Joseph Smith and his family lived in one of the few log houses that already existed, and several families lived in empty military barracks (dormitories) on the other side of the river.

The Saints worked hard to make Nauvoo into a prosperous city. The men farmed and built homes and businesses, and the women cared for the children, nursed the sick, and took care of the homes. They cooked over fires; sewed clothing for their families; cared for the animals; grew gardens; made soap, candles, and cloth; dried meat and fruit; and made butter, cheese, jam, jelly, and maple syrup. Sometimes the men were called on missions and their families had to take over their work. Louisa Barnes Pratt's husband was called on a mission; while he was gone Louisa supervised the building of a house for the family and even did some of the building herself. She worked as a seamstress to provide food and other necessities for her family. She was a talented seamstress and made suits for Joseph and Hyrum Smith. The next year she earned money by teaching school in her home.

Children also helped build Nauvoo. If they were old enough, they helped take care of the animals and the farms, gathered wood and berries, and helped make cider, soap, and candles. They also went to school. One group of young boys helped in a unique way. Many criminals came to Nauvoo, and the Saints did not want these people in their city but did not want to use violent means to get rid of them. A group of boys was organized into a "whistling and whittling brigade." Whenever the boys saw a suspicious stranger on the street, they would surround him and walk along with him. They would not speak, but would just whistle and whittle as they followed the stranger wherever he went. It would be annoying and frustrating to the stranger, but he could not fight all the boys at once, so he would soon leave town (see enrichment activity 2).

With the work of the Saints Nauvoo grew quickly into a large and beautiful city. There were many log homes, and some people were building two-story brick homes. The homes and yards were neat and clean. A home called the Mansion House was built for the Prophet to use to entertain and accommodate visitors. Later the Lord directed the Saints to build the Nauvoo House, a hotel to provide more rooms for the many visitors to Nauvoo (see D&C 124:22–24).

The Saints worked hard, but they also took time to play and have entertainment. They attended the theater and held dances, programs, choir and band concerts, and parades. They played ball, wrestled, and had stick-pulling contests (a strength

contest where two people sat facing each other, took hold of a stick, and each tried to pull the other to a standing position). They often combined work with pleasure as they held quilting bees, built barns and houses together, and held log-sawing races.

Visitors to Nauvoo were impressed by the city. One man wrote to a friend:

“You would be surprised if you were here, at the vast improvement made in so short a space of time. . . . You will see nothing like idleness, but will hear the hum of industry [and] the voice of merriment. . . . If a small portion of wickedness happens among [the Saints], the contrast between the spirit of Christ and that of darkness is so great that it makes a great upstir and tremendous excitement; . . . but in other communities the same amount of crime would hardly be noticed” (quoted in E. Cecil McGavin, *Nauvoo, the Beautiful*, p. 73).

The Saints Work to Help Each Other

Besides working to build up their own homes and businesses, the Saints in Nauvoo helped each other. Drusilla Hendricks's husband, James, had been shot in the neck in the battle at Crooked River (see lesson 31) and was unable to work, so Drusilla provided for the family. Numerous times the Hendricks family was kept from starving because neighbors followed the promptings of the Holy Ghost and brought them food. One man told Drusilla he had been very busy but had stopped his work to bring the family some food because the Holy Ghost had told him, “Brother Hendricks' family is suffering” (quoted in *Church History in the Fulness of Times*, p. 215).

In Nauvoo Drusilla provided for her husband and their five children by taking in boarders, raising a garden, milking cows, and feeding livestock. She made gingerbread and drinks and sold them at town celebrations, and she also made and sold gloves and mittens. One winter, however, Drusilla could afford to buy only a little cornmeal for food. Her husband asked her to pray for help. When she was through praying, Drusilla knew they would receive something to eat. Soon a man sold the family some fresh pork and told them they would not need to pay for it for twelve months.

The Prophet Joseph Smith was a good example of someone who worked hard and helped others. In addition to his responsibilities as the Prophet and leader of the Church, Joseph was also the lieutenant general of the Nauvoo Legion (a militia of about three thousand men) and a city councilman of Nauvoo. Even though he was very busy, he always found time to help others (see enrichment activity 3).

The Prophet loved little children and enjoyed playing with them and helping them. One day Margarett and Wallace, two children who were neighbors of the Prophet, were on their way to school. Because it had rained the day before, the ground was very muddy, and the two children got stuck in the mud. They began to cry. The Prophet came along and helped them out of the mud, cleaned off their shoes, wiped their tears, and cheered them up before sending them on to school.

Joseph Smith also helped at home. His wife, Emma, was also very busy, for she frequently had to cook and clean for the many guests who came to their home for dinner or to stay overnight. Some guests stayed for weeks. Joseph helped Emma when he could by building fires, cleaning the fireplace, bringing wood and water into the home, and taking care of the children.

One man thought that these duties were “women’s work” and that it was not proper for the Prophet to do such things. The man tried to tell Joseph how to manage his home, saying, “Brother Joseph, my wife does much more hard work than does your wife.” The Prophet gently told the man that he should love and cherish his wife “and do his duty by her, in properly taking care of her” and helping her. The Prophet added that if the man did not treat his wife well, he would not be with her in the next life. After talking to the Prophet, the man tried to help his wife more. (See Richard Nietzel Holzapfel and Jeni Broberg Holzapfel, *Women of Nauvoo*, p. 28.)

The Saints Do the Lord’s Work

The Saints did the Lord’s work by helping others, and in return the Lord helped the people of Nauvoo. When the Saints first came to Nauvoo, the land was very swampy. The Saints did not know that the mosquitoes that thrived in the swamplands spread a dangerous disease called malaria. Many of the Saints came down with this disease, which caused severe chills and fever. Emma Smith nursed many people, and her six-year-old son helped her by carrying water for the sick until he also came down with malaria. Even the Prophet was sick. The Lord blessed the people, however, giving the Prophet the ability to heal them. Wilford Woodruff reported what happened when a group of priesthood holders led by Joseph Smith visited the home of one sick man:

“The next place they visited was the home of Elijah Fordham, who was supposed to be about breathing his last. When the company entered the room the Prophet of God walked up to the dying man, and took hold of his right hand and spoke to him; but Brother Fordham was unable to speak, his eyes were set in his head like glass, and he seemed entirely unconscious of all around him. Joseph held his hand and looked into his eyes in silence for a length of time. A change in the countenance of Brother Fordham was soon perceptible to all present. His sight returned, and upon Joseph asking him if he knew him, he, in a low whisper, answered, ‘Yes.’ Joseph asked him if he had faith to be healed. He answered, ‘I fear it is too late; if you had come sooner I think I would have been healed.’ The Prophet said, ‘Do you believe in Jesus Christ?’ He answered in a feeble voice, ‘I do.’ Joseph then stood erect, still holding his hand in silence several moments; then he spoke in a very loud voice, saying: ‘Brother Fordham, I command you in the name of Jesus Christ to arise from this bed and be made whole.’ His voice was like the voice of God, and not of man. It seemed as though the house shook to its very foundations. Brother Fordham arose from his bed and was immediately made whole. His feet were bound in [bandages], which he kicked off, then putting on his clothes, he ate a bowl of bread and milk, and followed the Prophet into the street” (quoted in Joseph Fielding Smith, *Essentials in Church History*, pp. 223–24).

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- What are some of the ways the Saints in Nauvoo obeyed the commandment in Doctrine and Covenants 58:27? What are some of the good things you work to accomplish? How do you feel when you learn to do something new or accomplish a task or job?

- How did Louisa Pratt follow the counsel given in Doctrine and Covenants 42:40–42? Why should we learn to work hard and do things for ourselves?
- How did children in Nauvoo work? What work do you do to help your family? How did the “whistling and whittling brigade” help rid the city of suspicious strangers? What does the Lord say in Doctrine and Covenants 56:17 about those who want to gain money and goods by stealing instead of working? (Explain that *wo* [woe] means suffering and misery.)
- What did Drusilla Hendricks do after her husband was disabled? After Drusilla had done all she could to provide for her family, how did God provide for her? Explain that God often meets our needs by sending other people to help us. How do you think the men who helped the Hendricks family felt about what they had done? What should we do when we feel prompted to help someone?
- What kind of example did the Prophet Joseph Smith show regarding work? How can you help your family members with their work? Why should you help your family members with their work? How can work help us be happier?
- Point out that not only are we to do our own personal work, but we are also to help with the Lord’s work. What is the Lord’s work? How did the Saints in Nauvoo do the Lord’s work? How did Emma Smith and her son do the Lord’s work? How did the Lord bless the Saints in Nauvoo because they did his work and helped each other? What can we do to help with the Lord’s work?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Display several tools used in different types of work, such as a pen, a book, a screwdriver, a pair of scissors, measuring spoons, a thermometer, a hammer, and a measuring tape.
 - What do these things have in common? (They are all used to do work.)

Hold up each item and have the children identify a kind of work that can be done with the item.

 - What do you like about work? What do you dislike about work?
 - What are some things we can do to make work pleasant? (You may want to remind the children that the people of Nauvoo often combined work and pleasure by working together in activities such as quilting bees and log-sawing races.)
2. Remind the children of the story of the “whistling and whittling brigade.” Point out that while a “whistling and whittling brigade” might not be effective in today’s society, there are many things that each of us can do to help our families and community.
 - What work can you do to help your family or community?

List the children’s answers on the chalkboard, and ask each child to select one thing he or she will do during the coming week to help family or community.
3. Bring to class two clear jars of the same size, a small ball or rock (approximately the size of a golf ball) that will fit in one of the jars, and enough dried beans or gravel to fill the jar.

Display the empty jars. Have the children tell you the things they do during the day, and as they talk, slowly fill one of the jars with dried beans or gravel (do not shake this jar). Explain that sometimes people have so much they want to do in a day that they think they do not have enough time to do important things such as read their scriptures, say their prayers, or help others.

Show the ball (or rock). Explain that the ball represents important things our Heavenly Father has commanded us to do, and the beans (or gravel) represent all the other things we want to do in a day.

Place the ball on top of the beans and try to push the ball into the jar. Some beans will spill out. Explain that if we wait until we have completed all we want to do during the day, we may not be able to fit in the important commandments. Now place the ball in the bottom of the empty jar and slowly pour the beans from the first jar over the top of the ball until the jar is about half full. Gently shake the jar to let the beans settle, and add the remaining beans. Point out that the ball and all the beans (or most of the beans) now fit into the jar. Explain that if we do what the Lord asks us to do first, we will be able to find time to do the other things we need or want to do.

Encourage the children to share this demonstration with their families during family home evening.

4. Tell in your own words the following story:

Joseph Smith owned a farm three miles outside the city of Nauvoo. This farm was run by Cornelius Lott, who lived on the farm with his wife, Permelia, and their children. The Prophet came out to the farm to work with Cornelius as often as possible. Once when Joseph was being chased by a mob, he came to the farm and asked Permelia Lott to hide him. Permelia had been making the beds, so she pushed aside the straw in her straw mattress and told the Prophet to climb inside the mattress. Then she made up the bed normally.

When the mob came, they searched the house. Permelia asked if they wanted to search the bed, but the mob members looked embarrassed and said no. The mob searched the other rooms but did not find the Prophet, and eventually they left the farm. (See *Descendants of Cornelius Peter Lott, 1798–1972*, comp. Rhea Lott Vance [n.p., n.d.], pp. 7–10.)

- How did Sister Lott help the Prophet?
- How can we help our prophet today?

5. Help the children list on the chalkboard some of the people who work to help them, such as parents and teachers. Have each child select a person from the list and write a note to thank that person for the work he or she does.
6. Write the words of Doctrine and Covenants 88:124 on a piece of paper, and cut the verse into pieces at every semicolon and comma. Give the children the pieces and let them arrange the scriptural phrases in order. Have them try first without using their scriptures; then, if needed, allow them to use their scriptures to place the phrases correctly. Discuss with the children what they think the scripture means.
7. Sing or say the words to “Put Your Shoulder to the Wheel” (*Hymns*, no. 252).

Conclusion

Testimony	Testify to the children that doing our work to the best of our ability can give us a feeling of accomplishment and can bring blessings to our lives and the lives of others as we serve them. Challenge the children to do their work during the week willingly, promptly, and thoroughly.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 58:27–28 and 88:124 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

Joseph Smith Teaches about Baptism for the Dead

Lesson
34

Purpose To help the children understand the importance of baptism for the dead.

Preparation

1. Prayerfully study John 3:5; Doctrine and Covenants 127:1, 5–10; 128:1, 12–13, 15–18; 138:6–19, 28–35, 58–60; and the historical account given in this lesson. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Additional reading: 1 Corinthians 15:29; Doctrine and Covenants 137:1, 5–10; Articles of Faith 1:4; and *Gospel Principles* (31110), chapter 20.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. A Bible.
 - c. A comb.
 - d. Picture 5-36, Temple Baptismal Font (*Gospel Art Picture Kit* 504; 62031).

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity

Give a child a comb. Ask the child to comb his or her hair without bending his or her arms at the elbows. Ask the child:

- Why can't you comb your hair?

Ask all the children:

- If we were not able to bend our elbows, how would our hair get combed? (Someone else would have to comb it for us.)
- When has someone helped you by doing something that you could not do for yourself? How did you feel about having someone help you in that way? (Give each child an opportunity to answer.)

Have a child read aloud John 3:5. Discuss the meaning of the scripture, and remind the children that being baptized is one of the first steps toward returning to live with Heavenly Father and Jesus Christ again. People cannot enter the kingdom of God unless they have been baptized.

Explain that many people have lived on the earth at times when baptism was not available or have died before they had a chance to learn about the true gospel and baptism by the proper priesthood authority.

- Since baptism is required of all people, how will these people be able to return to live with Heavenly Father and Jesus Christ? (Someone must be baptized for them.)

Scriptural
and Historical
Accounts

Point out that Heavenly Father loves each of his children equally and wants each one to have the opportunity to live again with him. He has made it possible for members of the Church to help people who were not baptized when they lived on the earth. We can do for these people what they cannot do for themselves.

Teach the children about the revelations received by Joseph Smith and Joseph F. Smith on baptism for the dead, as described in the following historical account and the scriptures listed in the “Preparation” section. Show the picture of the baptismal font at an appropriate time.

In May 1842 the Saints living in Nauvoo learned that Lilburn W. Boggs had been shot and wounded in Independence, Missouri. Boggs had been the governor of Missouri when the Saints lived there, and he had issued the “extermination order” forcing the Saints out of Missouri. Boggs had many political enemies who would have been likely suspects in the shooting, but Missouri authorities accused Joseph Smith of trying to kill Boggs. Joseph knew that he was innocent of this charge, so he made a statement to a newspaper editor and forgot the incident.

Two months later the Prophet and Orrin Porter Rockwell, one of his bodyguards, were arrested. Boggs had formally accused Porter Rockwell of firing the gun and Joseph Smith of ordering him to do it. Under the laws of the United States, however, the Prophet and Porter Rockwell had been improperly and illegally arrested, so they were released. Realizing that he was in danger, the Prophet went into hiding for the next few months.

During this time of hiding, Joseph Smith wrote two inspired letters to the Saints in Nauvoo. These letters contained instructions given by the Lord regarding how baptisms for the dead should be done. The letters are now published as Doctrine and Covenants 127 and 128.

Several years earlier, in the Kirtland Temple, Joseph Smith had received a vision of the celestial kingdom in which he saw his brother Alvin, who had died before Joseph had received the gold plates (see D&C 137). Joseph was surprised to see Alvin in the celestial kingdom, because Alvin had not been baptized before he died. The Lord explained to Joseph that all people who would have received the gospel, been baptized, and lived righteously if they had been given the opportunity will be able to be in the celestial kingdom (see D&C 137:7). Joseph later learned that baptisms for the dead could be done vicariously, using people on the earth as proxies.

Write the words *vicarious* and *proxy* on the chalkboard. Explain that to do something vicariously means that a person does something in place of someone else. The person doing the work or activity is called a proxy. In the temple we can be baptized for people who died without being baptized. We serve as proxy for these people. We are the ones who go down into the water and are baptized, but they are the ones for whom the baptism counts. We are participating in vicarious baptisms.

Explain that everyone must be baptized in order to enter the celestial kingdom. Because baptism is an earthly ordinance, baptisms can be done only by people living on the earth. While we are on the earth, we can help people who have not been baptized by doing vicarious baptisms for them.

Explain that vicarious baptisms for the dead were performed after Jesus Christ's resurrection (see 1 Corinthians 15:29) until Christ's church fell into apostasy and

the priesthood was taken from the earth. Before the Prophet Joseph learned about baptism for the dead, no one in his time realized that vicarious baptism was a part of the gospel of Jesus Christ.

In 1918 Joseph F. Smith, the sixth President of the Church, received a revelation explaining more about what happens to those who die without baptism. This revelation is published in Doctrine and Covenants 138. President Smith saw Jesus Christ and some of his followers in the spirit world. Jesus organized his followers to teach the gospel to people who had not had the opportunity to learn the gospel and be baptized before they died. This teaching prepared the people to accept the vicarious baptisms that would be done for them.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Why do we need to be baptized? (John 3:5; Articles of Faith 1:4.) What is baptism for the dead? Why do members of the Church perform baptisms for the dead?
- How are we baptized? Why are we baptized by immersion? (Coming out of the water is symbolic of our coming out of our graves in the Resurrection; see D&C 128:12.) Show the picture of the temple baptismal font. Explain that the baptismal font is usually placed in the basement or lowest part of the temple. Why is the baptismal font located in the lowest part of the temple? (D&C 128:13.)
- Why did the Lord instruct the Saints to keep careful records of the baptisms they performed for the dead? (D&C 127:6–7, 9; see enrichment activity 2.)
- Who can be baptized for the dead? (Members of the Church at least twelve years old who have received an appropriate temple recommend from their bishop.)
- What did Joseph F. Smith see in his vision of the spirit world? (D&C 138:11–19, 28–35.) What happens to people who die without being taught the gospel? (D&C 138:31–33.)
- Why is it important for each of us to make sure our ancestors have had the ordinance of baptism performed for them? (D&C 128:15.) Explain that other ordinances, such as temple marriage, can also be performed for the dead by proxy. This way all the members of our family can be sealed together for eternity. All our righteous ancestors can be part of our eternal family. (See enrichment activity 4.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Tell in your own words the following story:

Brigitte and Carla met in the third grade in Europe. Carla had just been baptized and wanted everyone to know she was a member of the “only true church.” Some of Carla’s classmates made fun of her for saying this, but Brigitte became her friend.

Brigitte’s family was active in their own church, but they were respectful of other religions. Brigitte even went to Church activities with Carla a few times.

Brigitte and Carla remained friends all through their school years. Then, at seventeen years of age, Brigitte died.

Two months later Carla awoke in the night to see Brigitte standing at the foot of her bed. She did not speak, and Carla wondered why she had appeared to her. The following year Brigitte visited Carla again, and she came a third time the next year.

Carla later moved to the United States and was married in the Salt Lake Temple. After Carla had been through the temple, Brigitte appeared to her more often. Then, a week before Carla and her husband were planning to go to the temple again, Brigitte appeared to Carla three nights in a row.

On the third night Carla woke her husband and told him about Brigitte's visits. They both felt Brigitte had been taught the gospel plan in the spirit world and had accepted it. Now she wanted to be baptized. Carla and her husband prayed and asked the Lord how to obtain the necessary records. They were inspired to contact a researcher and were able to get Brigitte's death certificate. Carla was now able to send in Brigitte's name to the temple so her temple work, including baptism, could be done.

A few weeks later Carla again awoke to see Brigitte. This time Brigitte was dressed in a white gown and was standing in a place that looked like a baptismal room. The next morning Carla received a letter from the temple telling her that the baptism for Brigitte had been done. (See Carla Sansom, "From Beyond the Veil," *Ensign*, Feb. 1978, pp. 49–50.)

Note to the teacher: Before temple ordinances can be performed for a deceased individual who was born within the last ninety-five years, permission must be obtained from the individual's closest living relative.

2. Read and discuss Doctrine and Covenants 127:6–7 and 128:6–8 with the children. Help the children understand why it is important to keep accurate records of ordinances that have been performed. Explain that the Church keeps for each member a record containing such things as dates of birth, baptism, and marriage and names of some family members. It is important for each of us to also keep our own records.

If possible, show the children some of your important records, such as your birth certificate and certificate of baptism. Encourage the children to have their parents help them keep a special collection of important records.

3. If possible, display a picture of your extended family or of an ancestor you can tell the class about.
 - Have you ever been to a family reunion?
 - Who was at the reunion? Were any of your grandparents there? your great-grandparents?

Tell the children about a family reunion you attended or about the ancestor whose picture you displayed. Remind the children that those who live righteously and receive all the necessary ordinances will have the opportunity to live with their families forever. By making sure ordinances such as baptism are done for all our dead family members, we will help them be able to live with us forever.

Invite the children to share stories they know about their grandparents or other ancestors.

4. Display a pedigree chart for your family. Point out that every person is a child in a family, and if each child is sealed to his or her parents, families can be linked together for many generations.

Explain that if our ancestors have not received ordinances such as baptism or being sealed to parents, we can take or send their names to the temple to have this important work done. Tell the children that after they become twelve years old, if they are living righteously they can receive a temple recommend and go to the temple to participate in baptisms for the dead.

5. Tell in your own words the following story:

Brother J. Hatten Carpenter, who served as a recorder in the Manti Temple, told of a patriarch who was watching baptisms for the dead being performed in the temple one day.

The patriarch saw “the spirits of those for whom they were officiating in the font by proxy. There the spirits stood awaiting their turn, and, as the Recorder called out the name of a person to be baptized for, the patriarch noticed a pleasant smile come over the face of the spirit whose name had been called, and he would leave the group of fellow spirits and pass over to the side of the Recorder. There he would watch his own baptism performed by proxy, and then with a joyful countenance would pass away [to] make room for the next favored personage who was to enjoy the same privilege.”

As time went on, the patriarch noticed that some of the spirits looked very sad. He realized that the people in the temple were finished with baptisms for the day. The unhappy spirits were those whose baptisms would not be performed that day.

“‘I often think of this event,’ says Brother Carpenter, ‘for I so often sit at the font, and call off the names for the ordinances to be performed which means so much to the dead’” (quoted in Joseph Heinerman, *Temple Manifestations* [Manti, Utah: Mountain Valley Publishers, 1974], pp. 101–2; see also *The Utah Genealogical and Historical Magazine* 11 [July 1920]: 119).

6. Sing or say the words to “Families Can Be Together Forever” (*Children’s Songbook*, p. 188) or “Genealogy—I Am Doing It” (*Children’s Songbook*, p. 94).

Conclusion

Testimony	Express your gratitude for your baptism and for the opportunity to help make baptism available to every person who ever lived on the earth. If appropriate, encourage the children to talk with their families about having baptisms performed for their ancestors.
Suggested Home Reading	Suggest that the children study John 3:5 and Doctrine and Covenants 128:15; 138:29–34 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

Lesson
35

The Nauvoo Temple Is Used for Sacred Ordinances

Purpose

To help the children understand the importance of temples and of being worthy to receive temple ordinances.

Preparation

1. Prayerfully study Doctrine and Covenants 124:26–47, 55 (the commandment to build the Nauvoo Temple); Doctrine and Covenants 97:15–17; 105:12, 18; 109:20 (the importance of temple worthiness); Doctrine and Covenants 109:22–23 (the power of the endowment); and the historical accounts given in this lesson. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. Two white or light-colored towels or cloths, one clean and one with mud or dirt on it.
 - c. A temple recommend, if available.
 - d. Picture 5-36, Temple Baptismal Font (Gospel Art Picture Kit 504; 62031); picture 5-37, Nauvoo Temple (Gospel Art Picture Kit 501; 62432).

Suggested**Lesson****Development**

Invite a child to give the opening prayer.

Attention Activity

Show the children the clean towel.

- What would this towel look like if I used it after washing my hands with soap and water?
- What would this towel look like if I used it while my hands were dirty?

Hold up the clean towel and the dirty towel.

- Which towel would you rather use? Why?

Explain that our lives can be compared to these towels. When we obey the commandments and live as we should, our lives are like the clean towel. We are spiritually clean. When we do wrong things, our lives are like the dirty towel. We become spiritually unclean.

- What can we do to make this dirty towel clean again?

Explain that if we compare our lives to the towels, repentance is like washing the dirty towel to make it clean again. Remind the children that it is better not to sin in the first place, but if we do sin, the Lord has provided a way for us to become spiritually clean again by repenting.

Explain that the Lord has emphasized the importance of being spiritually clean by commanding that no unclean thing or person shall enter his temple (see D&C 109:20). He wants the temple to remain sacred and holy. To enter the temple we must have a temple recommend, which we receive if we are found worthy in interviews with our bishop and a member of our stake presidency. Show a temple recommend, if possible.

Tell the children that they should try to live righteously and be worthy of a temple recommend, so that they will be able to receive one when they are older. This lesson will help them better understand how to live to be worthy to enter the temple and participate in sacred temple ordinances.

Scriptural
and Historical
Accounts

Teach the children about the building of the Nauvoo Temple and the importance of being worthy to receive temple ordinances, as discussed in the following historical accounts and the scriptures listed in the “Preparation” section. Show the pictures at appropriate times.

The Saints Are Commanded to Build the Nauvoo Temple

In January 1841 Joseph Smith received a revelation commanding the Saints to build a temple in Nauvoo, Illinois (see D&C 124:26–44). The Prophet selected, and the Lord approved, a site on a hill overlooking the city (see D&C 124:43).

The plans for the Nauvoo Temple, like the plans for the Kirtland Temple, were revealed to Joseph Smith in a vision. Joseph Smith told the architect (the man who drew the plans for the temple) how the temple should look. When the architect told the Prophet that there was no room for the oval windows he wanted, Joseph said, “I wish you to carry out my designs. I have seen in vision the splendid appearance of that building . . . and will have it built according to the pattern shown me” (quoted in E. Cecil McGavin, *The Nauvoo Temple*, p. 6).

As they had done for the building of the Kirtland Temple, members of the Church made many sacrifices to help build the Nauvoo Temple. Tithing money was used to pay for building materials, and members also paid whatever else they could to buy supplies. Women of the Relief Society each contributed a penny a week to buy glass and nails, eventually collecting fifty thousand pennies (five hundred dollars). These pennies weighed 343 pounds! One man gave Brigham Young twenty-five hundred dollars in gold, a huge amount of money in those days. Men contributed labor either at the temple site or at the quarry where stones for the outside walls were prepared, often working on the temple every tenth day as tithing labor. The women sewed clothing and cooked meals for the men building the temple.

The Saints labored to make the temple the finest possible. The carved oxen beneath the baptismal font, for example, were patterned after the most beautiful live ox the Saints could find. The most beautiful furnishings available were put inside the temple to make it a proper house for the Lord.

The temple was built of light gray limestone and measured 165 feet from the ground to the top of the spire, 55 feet taller than the Kirtland Temple. On the outside were carved figures of the sun, moon, and stars, representing the three degrees of glory. Over the doors in gold letters was written *The House of the Lord, built by the Church of Jesus Christ of Latter-Day Saints, Commenced April 6th, 1841. Holiness to the Lord*. The finished temple was one of the most beautiful buildings in the area.

Baptisms for the Dead Are Performed in the Nauvoo Temple

Before the Nauvoo Temple was built, some temple ordinances were performed in places other than a temple, since there was no temple available. Baptisms for the dead were performed in the river. When the Lord commanded the Saints to build the Nauvoo Temple, however, he told them that after a certain time baptisms for the dead done outside the temple would no longer be acceptable to him (see D&C 124:29–32). Therefore, rooms in the temple were dedicated and used as soon as they were completed. Because the baptismal font was in the basement of the temple, it was ready for use before the rest of the temple was completed. Baptisms for the dead were begun in the temple in November 1841, when the outside walls of the temple had not yet reached the first-story windowsills.

While the Saints were building the temple, the city of Nauvoo continued to prosper. Some non-Latter-day Saints living around Nauvoo saw the growth of the city and began to worry that the Church would become too powerful, so they began to persecute the members of the Church. Joseph Smith was killed before the temple was completed. The Saints would soon have to move west to the Rocky Mountains to find peace and safety, but they wanted to receive as many temple ordinances as possible before leaving Nauvoo. The Saints hurried to complete the temple.

Endowments and Sealings Are Performed in the Nauvoo Temple

One of the sacred temple ordinances is called the endowment. This ordinance helps us become more like Heavenly Father and prepares us to live in the highest degree of the celestial kingdom. As part of the endowment we make covenants, or promises, with Heavenly Father. Most members of the Church receive the endowment just before going on a mission or getting married. After receiving the endowment, Church members can be married in the temple for time and eternity. When a husband and wife are married in the temple, their children who are born afterwards are automatically sealed to them. This is called being born in the covenant. Children who were born before their parents were sealed to each other can be sealed to their parents in the temple. In the temple we can also be endowed and sealed vicariously for people who were not able to receive these ordinances while they lived on the earth (see lesson 34).

Several upstairs rooms of the Nauvoo Temple were finished and dedicated for endowment work at the end of November 1845, and the first endowments were given a week and a half later. By this time persecution had become severe and the Saints knew they would soon have to leave Nauvoo. They were eager to receive their endowments and be sealed to their families before leaving. Brigham Young was one of the men performing the temple ordinances, and in January 1846 he said that so many Saints were anxious to receive the ordinances that he had “given [him]self up entirely to the work of the Lord in the Temple night and day, not taking more than four hours sleep, upon an average, per day, and going home but once a week” (*History of the Church*, 7:567). Armed men guarded the temple because the Saints feared their enemies would try to burn it down.

During this time enemies of the Church kept trying to arrest Brigham Young and others of the Twelve Apostles on false charges. In late December 1845 Brigham Young learned that a U.S. marshal was in town to arrest him. President Young, who was in the temple at the time, knelt and prayed for guidance and protection. Then he sent his carriage driver to bring his carriage to the front door of the temple.

President Young asked Brother William Miller, who was about his size, to help him. Brother Miller put on President Young's hat and a cloak that looked like President Young's cloak, and he went outside to the carriage. As Brother Miller was getting into the carriage, the marshal arrested him without asking who he was. Brother Miller told the marshal he was making a mistake, but the marshal insisted that Brother Miller go to Carthage for trial.

William Miller went to Carthage while Brigham Young stayed in Nauvoo, helping with the temple ordinances and making plans for the move west. When Brother Miller and the marshal arrived in Carthage, people there told the marshal that the person he had arrested was not Brigham Young. The marshal finally asked Brother Miller what his name was. The marshal was angry and embarrassed to learn that he had not arrested Brigham Young, and he released Brother Miller.

Brigham Young planned to stop doing ordinance work in the temple in early February so that he could safely leave for the West before his enemies captured him. But because there were so many Saints waiting to receive their endowments, he stayed for another two weeks. Almost six thousand members of the Church received their endowments in the Nauvoo Temple.

The Nauvoo Temple Is Destroyed

After Brigham Young left Nauvoo, no more temple ordinances were performed in the Nauvoo Temple, but the Saints kept working to complete the building. They wanted to leave it as a monument to their faith and hard work. The temple was completed in April 1846 and dedicated on 1 May 1846 by Elder Orson Hyde, a member of the Quorum of the Twelve Apostles. A week later Wilford Woodruff gave the last sermon inside the temple to about three thousand Saints still remaining in Nauvoo. The temple was then locked, and a caretaker was hired to watch over it.

In September 1846 a mob of fifteen hundred enemies of the Church took over the temple and ruined it. They gambled, drank liquor, and smoked inside the temple. They destroyed the furnishings and walls and made fun of the sacred temple ordinances. Soon after the mob took over the temple, lightning struck the steeple and broke the shaft that held the figure of an angel on top of the temple. Later, enemies of the Church paid a man to set fire to the temple. Everything burned but the outside walls, which were made of stone. Two years later a tornado blew down three of these walls, and the fourth wall was later torn down.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Why did the Lord command the Saints to build the Nauvoo Temple? (D&C 124:27–29, 40.) What are some of the ordinances that were performed in the Nauvoo Temple? (Baptisms for the dead, endowments and sealings for both the living and the dead.) Where are these ordinances performed today? Why are these ordinances important? (D&C 124:55.)
- Why are temples important to Heavenly Father's work? Why are temples important to us?

- Who gave Joseph Smith the plans for the temple? (D&C 124:42.) What kind of materials did the Lord want used to build the temple? (D&C 124:26–27.) Why do you think the Church builds temples out of the finest materials available? Why is the temple called the house of the Lord?
- Why were temple ordinances once permitted in places other than the temple? (D&C 124:29–30.) Why were temple ordinances performed in the Nauvoo Temple before the entire building was finished? (D&C 124:33, 36; explain that “places . . . for refuge” refers to temples. Also remind the children that the Saints needed to hurry to receive their endowments before they were forced to leave Nauvoo.)
- Why do you think the Saints were eager to receive the temple endowment? Explain that the endowment gave them spiritual knowledge and strength (see D&C 109:22–23) that helped them endure the challenges they faced on the westward trek and in settling the area that is now Utah.
- What eventually happened to the Nauvoo Temple? How do we know the Spirit of the Lord left the temple when the mobs took it over? (D&C 97:17.)
- Why is it important to live so that we are worthy to enter the temple? (D&C 97:15–17; 105:12, 18; 124:46.) How does being worthy to enter the temple help us live happier lives? (See enrichment activity 1.) What do we need to do to be worthy to enter the temple? How can we avoid sins that would make us unworthy to attend the temple? (See enrichment activity 3.) What can we do if we do make mistakes or commit sins that would make us unworthy to attend the temple?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Read or have a child read the following quotation from Howard W. Hunter, fourteenth President of the Church:

“It would please the Lord if every adult member would be worthy of—and carry—a current temple recommend. The things that we must do and not do to be worthy of a temple recommend are the very things that ensure we will be happy as individuals and as families” (in Conference Report, Oct. 1994, p. 8; or *Ensign*, Nov. 1994, p. 8).

Discuss with the children how each of the things on the following list will help us be happy and receptive to the Spirit of the Lord as well as worthy to hold a temple recommend (for example, being kind to family members will help us have more love in our families; obeying the Word of Wisdom will help us be healthy and strong):

- Believe in Heavenly Father, Jesus Christ, and the Holy Ghost.
- Gain a testimony that the Church is true.
- Follow the prophet.
- Think clean thoughts.
- Read the scriptures.
- Attend Primary and sacrament meeting.

- Support Church leaders.
 - Dress modestly.
 - Be honest.
 - Obey the Word of Wisdom.
 - Pay a full tithing.
 - Repent of your sins.
 - Pray.
 - Choose friends who choose to do what is right.
 - Honor your parents and be kind to family members.
 - Serve others.
2. Fill a box with objects, pictures, and wordstrips that give clues about things we need to do to be worthy to enter the temple (see the list in enrichment activity 1). For example, a picture of the living prophet could be a clue for following the prophet, or a coin could be a clue for paying tithing. Let each child select an object, picture, or wordstrip from the box and explain to the other children how it relates to temple worthiness.
 3. Help the children review or memorize the thirteenth article of faith, and discuss with them how it relates to temple worthiness. Explain that “chaste” and “virtuous” mean modest, morally (sexually) clean, and pure in thought and action. Discuss with the children what they can do to be virtuous and chaste when they choose their clothing, entertainment, language, and friends.
 4. With the approval of your Primary president, invite a member of the bishopric to spend five minutes discussing with the children the importance of living so as to be worthy to enter the temple.
 5. Sing or say the words to “I Love to See the Temple” (*Children’s Songbook*, p. 95), “The Lord Gave Me a Temple” (*Children’s Songbook*, p. 153), or “Hum Your Favorite Hymn” (*Children’s Songbook*, p. 152).

Conclusion

Testimony	Help the children understand that temples are beautiful, sacred places where important ordinances are performed to help prepare us to live again with Heavenly Father and Jesus Christ. Temples are kept sacred by allowing only those who are worthy to enter. Encourage the children to live worthily today so that they will be ready to enter the temple when they are old enough to participate in sacred temple ordinances.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 124:26–29, 40–45 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

Lesson
36

Joseph Smith Writes the Articles of Faith

Purpose To strengthen the children’s desire to understand and memorize the Articles of Faith.

Preparation

1. Prayerfully study the Articles of Faith, located at the end of the Pearl of Great Price, and the historical account given in this lesson. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Materials needed:
 - a. A Pearl of Great Price for each child.
 - b. Articles of Faith charts from the meetinghouse library (65001–65013 or 65014, which contains all thirteen Articles of Faith).

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity

- What kind of mathematics are you studying in school?

After the children respond, write the following algebra problem on the chalkboard:

$$a^2 + b^2 = 25$$

- Why might this problem be difficult for you to solve?
- Before you can do algebra problems, what do you first need to learn?

Explain that before they learn how to do algebra problems, the children need to learn basic mathematical principles. Similarly, to learn and understand the gospel, we must first learn the basic principles of the gospel.

Explain that the Prophet Joseph Smith wrote thirteen statements that briefly summarize some of the basic principles and beliefs of The Church of Jesus Christ of Latter-day Saints. Members of the Church and others who are learning about the Church can study these statements to help them understand and remember the basic beliefs of the Church.

- What are these thirteen statements called? (The Articles of Faith.)

Alternate
Attention Activity

Write the following letters on the chalkboard:

O T T F F S S E N T E T

- What letter comes next in this sequence?

After the children have offered some ideas, explain that the letters are the first letters of the words “one,” “two,” “three,” and so on through “twelve.” The next letter in the sequence would be *T* for “thirteen.”

Explain that the Prophet Joseph Smith wrote thirteen statements that briefly summarize some of the basic principles and beliefs of The Church of Jesus Christ of Latter-day Saints. Members of the Church and others who are learning about the Church can study these statements to help them understand and remember the basic beliefs of the Church.

- What are these thirteen statements called? (The Articles of Faith.)

Scriptural and Historical Accounts

Teach the children about Joseph Smith’s writing of the Wentworth Letter, which included the Articles of Faith, as described in the following historical account. Then display the Articles of Faith charts and discuss with the children some of the Latter-day Saint doctrines explained in the Articles of Faith.

In 1842 a man named George Barstow was writing a history of the state of New Hampshire, and he wanted to include a chapter about the members of the Church living in New Hampshire. Mr. Barstow did not know much about the Church and wanted to find out what the Latter-day Saints believed. Since the headquarters of the Church were in Nauvoo, Illinois, Mr. Barstow contacted his friend John Wentworth, who was the editor of a newspaper in Chicago, Illinois.

Mr. Wentworth asked Joseph Smith about the beliefs and history of The Church of Jesus Christ of Latter-day Saints. The Prophet answered with a letter that has become known as the Wentworth Letter. In it he told Mr. Wentworth about the First Vision and how he received and translated the gold plates, and he also described the organization of the Church and the persecution and history of the Saints. In the last part of this important letter, the Prophet listed some of the basic beliefs of the Church. This list has become known as the Articles of Faith.

Joseph Smith wrote the Articles of Faith to help people who are not members of the Church understand how The Church of Jesus Christ of Latter-day Saints is different from other churches. The Articles of Faith do not contain all of the teachings and beliefs of the Church, but they do explain some of our most important beliefs. They can help build faith, understanding, and a testimony of the gospel, and they also give us a good foundation for sharing the gospel with others.

The Articles of Faith were never published in Barstow’s history of New Hampshire or in Wentworth’s newspaper, but they were published by a Church newspaper in 1842. In 1880 members of the Church at the October general conference raised their hands in common consent to accept the Articles of Faith as scripture. They are now included as scripture in the Pearl of Great Price.

Discussion and Application Questions

Study the following questions as you prepare your lesson. Use the questions you feel will best help the children understand and apply the principles in their lives.

- What are the Articles of Faith? Why did Joseph Smith write them?
- Why is it important for members of the Church to be familiar with the Articles of Faith? How do the Articles of Faith help us understand and live the gospel? (See enrichment activity 1.)
- Why is it helpful to memorize the Articles of Faith? You may want to review one or more of the Articles of Faith with the children.

- How can knowing the Articles of Faith help us share the gospel with others? (See enrichment activity 4.) Have you ever shared the Articles of Faith with someone who was not a member of the Church? Allow the children to share any experiences they have had.

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Before class, write each of the following statements on a separate piece of paper:

1. I know who the members of the Godhead are.
2. I am responsible for the things I do.
3. I can understand Heavenly Father's plan for his children.
4. I can return to Heavenly Father by obeying the first principles and ordinances of the gospel.
5. I know Church leaders are called of God through priesthood authority.
6. I know The Church of Jesus Christ of Latter-day Saints is the same church Jesus organized when he lived on the earth.
7. I may receive many gifts and blessings through the Holy Ghost.
8. I know the scriptures are the word of God.
9. I know revelation comes from God.
10. I know Jesus Christ will come again.
11. I am free to worship God.
12. I need to obey the laws of my country.
13. I can develop good traits that will help me live the gospel and will contribute to my happiness.

Write *Pathway to a Testimony* on a large piece of paper or on the chalkboard. Under this title draw a pathway with thirteen stones leading to a destination labeled *Testimony*. Explain to the children that the Articles of Faith can help us understand the gospel and strengthen our testimonies.

Ask a child to stand and read from the scriptures or repeat from memory the first article of faith and then read statement 1 from the papers you have prepared. Briefly discuss the meaning of the article of faith, and have the child place the paper by the first pathway stone. Repeat with the other Articles of Faith and the corresponding statements in order until each child has had at least one turn and all the Articles of Faith and the statements have been read. Discuss with the children how the Articles of Faith can help us strengthen our testimonies.

2. Make for each child a copy of the handout "Articles of Faith Key Words," found at the end of this lesson, or write the numbers 1 through 13 and the corresponding key words on the chalkboard. Discuss with the children how each key word or phrase can help us remember the corresponding article of faith. Ask the children to suggest other methods they might use to memorize the Articles of Faith. (See "Helping Children Memorize Scriptures," p. xi.)
3. Play a matching game to help the children remember the subject of each article of faith. Write the numbers 1 through 13 on separate cards or pieces of paper. Then write on separate cards or papers each of the key words or phrases listed on the handout at the end of the lesson. Shuffle the cards and

place them face down in a grid pattern on the table or floor. Allow the children to take turns turning two cards over to try to match the key word with the appropriate article of faith number.

4. Tell in your own words the following story related by President Thomas S. Monson of the First Presidency:

A man was traveling by bus across the United States to California. When the bus stopped in Salt Lake City, a young girl got on and sat next to the man. They started talking, and he asked her if she was a Mormon. When she answered, "Yes, sir," he asked her what Mormons believe. The girl recited the first article of faith and explained it to the man. She then recited and explained the rest of the Articles of Faith. The man was very impressed with the young girl's knowledge, and when she got off the bus, he kept thinking about what she had told him. When he arrived in California, he called the local mission president. The mission president sent missionaries to teach the man, and eventually the man's entire family was baptized, thanks to a young Primary girl who understood and shared the Articles of Faith. (See "Primary Days," *Ensign*, Apr. 1994, pp. 67–68.)

5. Obtain one of the small Articles of Faith cards (33240; available through Church distribution centers) used by missionaries. (If possible, you may want to obtain one card for each child in your class.) Show this card to the children and explain how the missionaries use these cards. With the approval of your Primary president, you may want to invite a missionary or returned missionary to share an experience he or she had using one of these cards or sharing the Articles of Faith in another way.
6. Have the children sit in a circle on the floor. Place a bottle (or similar object that can spin and point to someone) in the center of the circle. Say the number of an article of faith out loud and then spin the bottle. When the bottle stops spinning, have the child it points to tell the subject of or a key word from that article of faith. If the child cannot recall the subject, have the child to the right of him or her tell it. Then have the child who named the subject or the key word say the number of a different article of faith and spin the bottle. Continue the game until all the articles of faith have been used at least once. (If the children in your class have been memorizing the Articles of Faith, you may wish to have them recite the entire article of faith instead of just naming the subject.)









Alternate method: Divide a large piece of paper into thirteen sections, and write on each section a number from 1 to 13. Place the paper on the floor, and let a child toss a small object such as a button or stone onto the paper. Then have the child name the subject of (or recite) the article of faith that corresponds to the number of the section where the object landed. Repeat until every child has had at least one turn.

7. Help the children memorize any of the Articles of Faith (you may want to use the Articles of Faith charts [65001–65014] to help the children memorize).
8. Sing any of the Articles of Faith songs from the *Children's Songbook*, pages 122–32.

Conclusion

Testimony	Express your gratitude that we have the Articles of Faith to help us understand and remember some of the basic beliefs of the Church. Share an experience when the Articles of Faith have helped you or been important to you. Encourage the children to study and memorize the Articles of Faith.
Suggested Home Reading	Suggest that the children study the Articles of Faith in the Pearl of Great Price at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

Articles of Faith Key Words

1	2	3	4	5
GODHEAD	ADAM	ATONEMENT	1ST PRINCIPLES	HANDS
				
6	7	8	9	10
ORGANIZATION	GIFTS	WORD OF GOD	REVELATION	TEN TRIBES
				
	11	12	13	
	WORSHIPING	LAW	PRAISEWORTHY	
				

Lesson
37

Joseph and Hyrum Smith Are Martyred

Purpose To strengthen each child’s testimony of the Prophet Joseph Smith.

- Preparation**
1. Prayerfully study the historical accounts given in this lesson and Doctrine and Covenants 135. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
 2. Additional reading: Doctrine and Covenants 124:91, 94–96.
 3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
 4. Make the following small wordstrips:

Prayer	Scriptures	Truth
Holy Ghost	Study	Obedience
Teachers	Prophets	Bearing Testimony

5. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. Three bowls of equal size.
 - c. A button or small stone.
 - d. Map of Missouri and Surrounding Area, found at the end of lesson 30.
 - e. Picture 5-1, The Prophet Joseph Smith (Gospel Art Picture Kit 401; 62002), or 5-2, Joseph Smith (Gospel Art Picture Kit 400; 62449); picture 5-38, Hyrum Smith; picture 5-39, Carthage Jail; picture 5-40, Martyrdom of Joseph and Hyrum.

Suggested

Lesson

Development

Invite a child to give the opening prayer.

Attention Activity

Place three bowls on the floor in a row or group. Put three small wordstrips in each bowl. Give each child a turn to toss a button or stone into one of the bowls, take a wordstrip from that bowl, and tell how the word or phrase on the wordstrip can help the children strengthen their testimonies. The wordstrips can be used more than once if necessary.

Remind the children that part of having a testimony of the gospel is knowing that Joseph Smith was a true prophet of God. In this lesson the children will learn about the deaths of Joseph Smith and his brother Hyrum.

Scriptural
and Historical
Accounts

Teach the children about the persecution and martyrdom of Joseph and Hyrum Smith, as described in the following historical accounts and Doctrine and Covenants 135. Show the pictures and the map at appropriate times.

The Saints in Nauvoo Are Persecuted

By 1844 the Saints had built Nauvoo into a large and prosperous city in Illinois, and more members of the Church were moving to Nauvoo each day. Many non-Latter-day Saints in Illinois were afraid of the potential economic and political power of so many members of the Church. They began to persecute the Saints.

Some enemies of the Church believed that if they got rid of Joseph Smith, the Church would fall apart. These men started a newspaper in which they told many vicious lies about Joseph Smith. The members of the Church were angry about these lies. Joseph Smith, who was mayor of Nauvoo at the time, called a meeting of the city council, which was composed of both Church members and nonmembers. The city council declared the newspaper a “public nuisance” and ordered the town marshal to destroy the printing press used to print the newspaper.

The enemies of the Church used this event to justify even more persecution of the Saints and the Prophet. The governor of Illinois, Thomas Ford, urged Joseph Smith and the other members of the city council to come to Carthage, Illinois, to stand trial for the destruction of the press. The governor promised that the men would be safe. Joseph wrote the governor that he felt their lives would be in danger if they went to Carthage. Joseph did not think a fair trial was possible, and he doubted that the governor could protect them as promised.

Believing that they were the only ones wanted by the enemies of the Church, Joseph and Hyrum went into hiding and made plans to move west with their families. But when a posse from Carthage came to Nauvoo, they threatened to take over the city if Joseph and Hyrum were not found. Some of the Saints were afraid of the posse and called Joseph and Hyrum cowards for leaving Nauvoo. When Joseph heard this he was sad, and he said, “If my life is of no value to my friends it is of none to me.” Joseph asked Hyrum what they should do, and Hyrum responded, “Let us go back and give ourselves up, and see the thing out” (*History of the Church*, 6:549).

Joseph knew that if they went back they would be killed, but he told other Church leaders: “I am going like a lamb to the slaughter, but I am calm as a summer’s morning. I have a conscience void of offense toward God and toward all men. If they take my life I shall die an innocent man, and my blood shall cry from the ground for vengeance, and it shall be said of me ‘He was murdered in cold blood!’” (*History of the Church*, 6:555; see also D&C 135:4).

Joseph and Hyrum Smith Are Murdered

Joseph and Hyrum went to Carthage, and on 25 June 1844 they were falsely accused of rioting and treason (working against the government). They and several of their friends were put in the Carthage Jail, where mobs threatened and cursed them. In jail the brethren prayed and read the Book of Mormon. The Prophet bore his testimony of the truth of the gospel to the men guarding them.

Dan Jones was one of the brethren in jail with the Prophet. On the morning of 27 June 1844 one of the prison guards told him:

“We have had too much trouble to bring Old Joe here to let him ever escape alive, and unless you want to die with him you had better leave before sundown; . . . and you’ll see that I can prophesy better than Old Joe, for neither he nor his brother, nor anyone who will remain with them will see the sun set today” (*History of the Church*, 6:602).

Dan Jones reported this threat to Governor Ford, but the governor replied, "You are unnecessarily alarmed for the safety of your friends, sir, the people are not that cruel" (*History of the Church*, 6:603). Then the governor left Carthage, leaving some of the Prophet's worst enemies in charge of the jail. That day most of the Prophet's friends were ordered to leave the jail.

Only four men remained in Carthage Jail: the Prophet Joseph Smith; his brother Hyrum; and John Taylor and Willard Richards, two of the Apostles. These four men had two guns that had been given to them by friends who visited them. Elder Taylor and Elder Richards also had walking canes.

Because the governor had left Carthage and had put some members of the mob in charge of the jail, the four men knew their lives were in danger. That morning Joseph had written a letter to his family telling them that he loved them and that he was innocent. In the letter he also pronounced a blessing on his family and friends. In the afternoon John Taylor sang "A Poor Wayfaring Man of Grief" (*Hymns*, no. 29). This beautiful song about the Savior comforted the men greatly, and the Prophet asked Elder Taylor to sing it again.

Around five o'clock in the evening a mob of about one hundred men attacked the jail. Many of the men had blackened their faces with mud and gunpowder so they would not be recognized. The guards at the jail were friends of the mobbers and made no serious attempt to stop the attack. Some members of the mob shot at the windows of the jail, and others ran up the stairs to shoot into the room where the Church leaders were.

The brethren tried to bar the door shut and use their few weapons to drive off the mob. Joseph Smith fired a pistol and John Taylor used his heavy cane to try to knock down the guns of the mob as they were pushed into the room through the door, but there were too many people in the mob for the brethren to defend themselves.

Hyrum Smith was shot in the face by a bullet fired through the door. He fell to the floor, crying out, "I am a dead man!" As he fell he was hit by three other bullets. Joseph cried out, "Oh dear, brother Hyrum!" (*History of the Church*, 6:618).

John Taylor moved toward the open window, hoping to jump to safety. A bullet fired from inside the jail hit his leg and he started to fall out the window, but a second bullet from outside the jail hit his pocket watch with such force that it pushed him back into the room, saving his life. Elder Taylor was hit with three more bullets as he crawled under the bed.

After Hyrum and John Taylor were shot, the Prophet moved to the window. He was hit by two bullets fired from the doorway of the room and a third bullet fired from outside the jail. He cried, "Oh Lord, my God!" and fell out the window (*History of the Church*, 6:618).

The mob inside the jail ran out to see the Prophet's body, and Willard Richards hurried to the window. After seeing the Prophet's lifeless body, Elder Richards ran for the door. He stopped when he heard John Taylor cry out from under the bed. He knew he would not be able to carry Elder Taylor out right away, so he hid him under an old mattress, saying, "If your wounds are not fatal, I want you to live to tell the story" (*History of the Church*, 6:621). Elder Richards expected to be shot as he left the jail, but before the mob could make sure they had killed all four men, someone mistakenly shouted, "The Mormons are coming!" and the mob members fled into the woods.

Elder Richards had not been injured in the attack. This miracle fulfilled a prophecy made a year earlier by Joseph Smith, who had told Elder Richards that there would be a time when “the balls [bullets] would fly around him like hail, and he should see his friends fall on the right and on the left,” but he would not be hurt (*History of the Church*, 6:619).

The Prophet’s brother Samuel was on his way to Carthage to help his brothers. He was chased by members of the mob along the way, and he arrived, exhausted, to find that his brothers had been murdered. He helped move his brothers’ bodies to an inn in Carthage. Tired and weak from his trip to Carthage, Samuel developed a bad fever, and he died the next month.

The bodies of Joseph and Hyrum were carried back to Nauvoo in wagons and laid out in the Mansion House. The next day, ten thousand Saints waited in line to walk past the caskets and pay their respects. The Saints grieved over the loss of the Prophet and his brother.

Lucy Mack Smith wrote of seeing her martyred sons:

“I had for a long time braced every nerve, roused every energy of my soul and called upon God to strengthen me, but when I entered the room and saw my murdered sons extended both at once before my eyes and heard the sobs and groans of my family . . . it was too much; I sank back, crying to the Lord in the agony of my soul, ‘My God, my God, why hast thou forsaken this family!’ A voice replied, ‘I have taken them to myself, that they might have rest’” (Lucy Mack Smith, *History of Joseph Smith*, p. 324).

Doctrine and Covenants 135 contains an account of the martyrdom written by Elder John Taylor, who was wounded in the attack that killed Joseph and Hyrum. Elder Taylor said Joseph Smith “lived great, and he died great in the eyes of God and his people; and like most of the Lord’s anointed in ancient times, has sealed his mission and his works with his own blood; and so has his brother Hyrum. In life they were not divided, and in death they were not separated!” (D&C 135:3).

Before the Prophet’s father died, he had given Joseph a blessing and told him, “You shall even live to finish your work. . . . You shall live to lay out the plan of all the work which God has given you to do” (quoted in Smith, pp. 309–10). Joseph Smith valiantly completed his mission, doing all God asked him to do.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Remind the children of what Joseph Smith said as he went to Carthage (see D&C 135:4). What does it mean to have “a conscience void of offense towards God, and towards all men”? Point out that we sometimes call this a clear conscience. Joseph and Hyrum had clear consciences when they died. What must each of us do to have a clear conscience?
- What is a martyr? (Someone who chooses to die rather than deny or reject what they believe in.) Why are Joseph and Hyrum Smith considered martyrs? (They chose to die rather than deny their testimonies of Jesus Christ and his gospel.)
- Based on the way they lived their lives, how might Joseph and Hyrum have felt as they met with Jesus after their deaths? How might members of the mob feel meeting Jesus? How would you feel if you were to meet Jesus today?

- Why do you think the brethren in Carthage Jail felt comforted when John Taylor sang “A Poor Wayfaring Man of Grief”? What other things did the brethren do to bring them comfort? What would bring you comfort if you were afraid?
- What can we learn about the kind of person Joseph Smith was by the fact that he bore his testimony to the jail guards? Have you ever been afraid to bear your testimony to someone? How can we overcome this fear?
- Why do you think members of the mob blackened their faces? Explain that when people do bad things they often do not want others to see or recognize them. What choices do we need to make so we will never be ashamed to have others see our actions?
- Remind the children that some members of the mob thought that by killing Joseph Smith they could destroy the entire Church. Why didn’t the Church fall apart after the Prophet was killed?
- Why is it necessary to have a testimony that Joseph Smith was a prophet of God? Explain that if we do not believe that Joseph Smith was a prophet, we cannot believe the Book of Mormon is true or that the gospel of Jesus Christ has been brought back to the earth. How can we gain a testimony of Joseph Smith? (See enrichment activity 3.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Write each of the following words on a separate piece of paper: *prophet, jail, innocent, testimony, song, mob, cane, pocket watch, martyr, conscience*. Let each child choose a paper and give clues to help the other children guess the word. For example, the child who chose the word *innocent* might say, “Someone who is not guilty is _____” or “If you are accused of something you did not do, you are _____.” After each word is guessed, ask the children to tell what they have learned about how the word relates to the life and martyrdom of the Prophet Joseph Smith and his brother Hyrum.
2. With the approval of your Primary president, invite a man to portray Elder John Taylor and tell the children the story of the martyrdom, using as his text Doctrine and Covenants 135 and the historical accounts in this lesson. Ask him at least one week before the lesson.
3. Make a copy of the following statements for each child, or write the statements on the chalkboard. Have the children fill in the blanks with words from the list below.
 1. The first step in gaining a testimony is to _____ one.
 2. We must _____ our Heavenly Father in prayer to help us gain a testimony.
 3. We must want a testimony enough to _____ to gain one.
 4. We must _____ the scriptures to increase our knowledge of the truth.
 5. To keep our testimony we must _____ the commandments.
 - a. ask
 - b. desire
 - c. obey
 - d. work
 - e. study

(Answers: 1-b; 2-a; 3-d; 4-e; 5-c.)

4. Have a child read the first sentence of Doctrine and Covenants 135:3.

- What did John Taylor mean by this statement? What were some of Joseph Smith's great accomplishments?

Have the children follow along in their scriptures as you read the rest of Doctrine and Covenants 135:3. As you read, list on the chalkboard the accomplishments of Joseph Smith that are listed in this verse. Discuss with the children how their lives would be different if Joseph Smith had not done these things.

5. Tell the children about John Taylor's experiences after leaving Carthage Jail:

John Taylor was too severely wounded to return immediately to Nauvoo. After a few days he was carried from his bed on a stretcher, but the uneven movement of the steps of those carrying him caused such terrible pain that a bed was prepared for him on a sleigh, which was pulled behind a wagon over the prairie grass. Elder Taylor's wife rode with him and put ice water on his wounds. The sleigh moved gently over the tall grass and did not cause Elder Taylor additional pain. As Elder Taylor came closer to Nauvoo, many friends came to meet him. When they came to low wet places in the prairie, his friends lifted the sleigh and carried it over the water, and when they passed through parts of the city where the roads were muddy, they tore down fences and carried Elder Taylor over the fields instead, so as not to cause him any unnecessary pain. Although he had traveled eighteen miles in the sleigh and was in great pain, Elder Taylor was very glad to get home to Nauvoo. (See B. H. Roberts, *A Comprehensive History of the Church*, 7:117–19; see also "Applying Ice Water to My Wounds," in Leon Hartshorn, comp., *Classic Stories from the Lives of Our Prophets* [Salt Lake City: Deseret Book Co., 1975], pp. 96–97.)

6. Tell the children that William W. Phelps, who spoke at the funeral of Joseph and Hyrum, wrote a beautiful poem about the Prophet. This poem later became a favorite Church hymn, "Praise to the Man." Sing or say the words to "Praise to the Man" (*Hymns*, no. 27).

Conclusion

Testimony	Testify that Joseph Smith was truly a prophet of God, that he saw Heavenly Father and Jesus Christ, and that through him the true gospel of Jesus Christ was restored to the earth. Challenge the children to search the scriptures, pray, and keep the commandments so that they may strengthen their testimonies of Jesus Christ and Joseph Smith.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 135:1–4 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the "Suggested Home Reading." Invite a child to give the closing prayer.

Brigham Young Leads the Church

Purpose

To help the children understand that the living prophet is called by God.

Preparation

1. Prayerfully study the historical accounts given in this lesson and Doctrine and Covenants 107:23, 33, 35; 112:21, 30–32; 124:127–28. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Additional reading: Doctrine and Covenants 124:108–10.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Write on separate pieces of paper several occupations such as the following:

Doctor

Teacher

Police officer

Firefighter

Ticket taker

Prepare at least one piece of paper for each child in your class, and place these papers in a bag or other container. Then write on separate pieces of paper statements that describe the main authority held by people in the occupations you wrote on the first set of papers. Place these papers in another bag or container.

Authority to give prescriptions for medicine

Authority to give grades on your report card

Authority to stop criminals

Authority to use firefighting equipment

Authority to let you into a movie, concert, or sports event

5. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. Picture 5-41, Exodus from Nauvoo (Gospel Art Picture Kit 410; 62493); a picture of the living prophet (from the meetinghouse library or a Church magazine).

**Suggested
Lesson
Development**

Attention Activity

Invite a child to give the opening prayer.

Have a child choose a paper from the “occupation” container, and have another child choose a paper from the “authority” container (without attempting to match the authority to the occupation). Have each child read his or her paper, and discuss with the children the situation described, such as a teacher prescribing medicine or a ticket taker giving grades. Let the children take turns choosing papers until all the papers have been read. Then have the children match each occupation with the proper authority.

- Why is it important that a person have the proper authority before performing certain tasks?

Tell the children that in this lesson they will learn how the Saints knew who had the authority to lead the Church after the death of the Prophet Joseph Smith.

Scriptural
and Historical
Accounts

Teach the children about Brigham Young becoming the leader of the Church and leading the Saints out of Nauvoo, as described in the following historical accounts and the scriptures listed in the “Preparation” section. Show the picture of the exodus from Nauvoo at an appropriate time.

Brigham Young Becomes the Leader of the Church

After Joseph Smith was murdered, the Saints in Nauvoo were very sad and worried. The Prophet and the Patriarch (Hyrum Smith) were dead, and most of the members of the Quorum of the Twelve Apostles were away on missions. Joseph Smith had written to the Apostles in June 1844 and asked them to come back to Nauvoo, but the Apostles did not receive these letters until after the Prophet had been killed. The Apostles all came back to Nauvoo as soon as they heard of the Prophet’s death. The Nauvoo City Council instructed the Saints to “be peaceable, quiet citizens, doing the works of righteousness” until the Apostles returned and gave them further directions (*History of the Church*, 7:152). William W. Phelps, a city councilman who was also Church publisher and the Prophet’s scribe, helped keep the city calm.

Sidney Rigdon, who had been First Counselor to Joseph Smith in the First Presidency of the Church, had become displeased with the Church and had moved to Pennsylvania against the wishes of the Lord (see D&C 124:108–10). However, when he heard about the death of the Prophet, Sidney returned to Nauvoo. He felt that because he had been in the First Presidency, it was his right to be the next leader of the Church. Before all the Apostles returned to Nauvoo, Sidney was able to convince some people that he should lead the Church. When all the members of the Quorum of the Twelve Apostles were back in Nauvoo, they met with Sidney, who told them why he should be leader of the Church. Brigham Young, who was then President of the Quorum of the Twelve, declared that he wanted to find out what the Lord wanted them to do. He said:

“I do not care who leads the church, . . . but one thing I must know, and that is what God says about it. I have the keys and the means of obtaining the mind of God on the subject. . . .

“Joseph conferred upon our heads all the keys and powers belonging to the Apostleship which he himself held before he was taken away, and no man or set of men can get between Joseph and the Twelve in this world or in the world to come” (*History of the Church*, 7:230).

At a meeting of the Church on 8 August 1844, Sidney Rigdon gave an hour-and-a-half-long speech on why he should be the leader of the Church. Brigham Young then gave a short talk, and while he spoke a miracle occurred. To the people in the audience, Brigham Young suddenly looked and sounded like Joseph Smith. Zina Huntington said of this experience: “President Young was speaking. It was the voice of Joseph Smith—not that of Brigham Young. His very person was changed. . . . I closed my eyes. I could have exclaimed, I know that is Joseph Smith’s voice! Yet I knew he had gone.” George Q. Cannon said, “It was the voice of Joseph himself; . . . it seemed in the eyes of the people as though it was the very person of Joseph which stood before them.” Wilford Woodruff declared, “If I had not seen him with my own eyes, there is no one that could have convinced me that it was not Joseph Smith speaking” (quoted in *Church History in the Fulness of Times*, p. 292).

Cornelius and Permelia Lott, who ran Joseph Smith’s farm just outside Nauvoo and who had seen the Prophet frequently, attended the meeting with their children. When Brigham Young got up to speak, eleven-year-old Alzina Lott thought he was Joseph Smith, and she turned to her mother, Permelia, and said, “Mama, I thought the Prophet was dead.” Her mother answered, “He is[,] Alzina, and this is the way our Heavenly Father has told us who is to be our next leader and Prophet” (quoted in *Descendants of Cornelius Peter Lott*, pp. 10–11).

That afternoon the members of the Church held another meeting. Brigham Young said at the meeting, “If the people want President Rigdon to lead them they may have him; but I say unto you that the Quorum of the Twelve have the keys of the kingdom of God in all the world” (*History of the Church*, 7:233). These keys, or rights to use the authority of the priesthood, were given to each member of the Quorum of the Twelve by Joseph Smith before he died. The members of the Church voted unanimously to sustain the Twelve Apostles as their leaders.

Sidney Rigdon was not willing to admit that the Twelve Apostles had greater authority than he had, and he continued to try to obtain leadership over the Church until he was excommunicated in September 1844. He organized his own church, but it lasted only a few years.

Through the miracle of the transformation of Brigham Young, the Saints learned that after the Prophet died, the power and authority to lead the Church were held by the Quorum of the Twelve Apostles. Three and a half years later Brigham Young, the senior Apostle and President of the Quorum of the Twelve Apostles, was set apart as the new President of the Church. Today when the prophet dies, the Quorum of the Twelve Apostles leads the Church. The senior Apostle (the man who has been an Apostle the longest) is then set apart as the new President of the Church.

The Saints Prepare to Move West

In 1842 Joseph Smith had told the Saints, “Some of you will live to go and assist in making settlements and build cities and see the Saints become a mighty people in the midst of the Rocky Mountains” (*History of the Church*, 5:85). The Saints began making plans to move west in the spring of 1844, and the Twelve Apostles continued this planning as soon as they were sustained as the presiding authority of the Church. They planned for the Saints to leave in April 1846, which would give them time to finish building the Nauvoo Temple and provide endowments and sealings for the members before they left. However,

Brigham Young and eight other Apostles were accused of a false charge of counterfeiting, and some Saints heard a false rumor that federal troops would not allow them to move west but planned to kill them instead. These incidents made the Saints anxious to leave Illinois as soon as possible.

The first groups left Nauvoo in early February 1846, and the Apostles themselves left in mid-February. Church leaders had planned to have other groups leave during the late winter and spring, but many of the Saints did not want to remain in Nauvoo after the Apostles had left, so they started out before they should have and before they were properly prepared.

Members of the Church who did not leave with the first groups tried to sell their property in Nauvoo so they could buy supplies to move west. People from the surrounding areas came to Nauvoo to buy property at very low prices. One woman was offered ten dollars for her house and twenty acres of land. She felt this price was too low, but the buyer knew she was eager to leave, so he would not pay any more money. Many of the Saints traded their land and furniture for horses, wagons, and cattle, traveling up to a hundred miles from Nauvoo to find cattle to buy.

All the houses in Nauvoo were used as workshops for building wagons. Supplies needed for a family of five in the first group to leave included one strong wagon, two or three yoke of oxen, a thousand pounds of flour, a musket or rifle for each man, twenty-five pounds of salt, twenty pounds of soap, and four or five fishhooks and lines. Many families contained more than five people and thus needed even more supplies.

The first part of the journey to the Salt Lake Valley was very difficult for the first groups of pioneers. It took them 131 days to travel 300 miles across Iowa. A year later another group of pioneers took only 111 days to travel the 1050 miles from Iowa all the way to the Great Salt Lake Valley.

The Battle of Nauvoo and the Miracle of the Quail

Some members of the Church stayed in Nauvoo through the summer. Some of these people wanted to harvest crops and try to sell their property; others were immigrants recently arrived from the East who were too late to join the earlier companies of pioneers. Most of these immigrants had used all their money just to reach Nauvoo.

In September 1846 about eight hundred anti-Mormon men with six cannons began to attack the people left in Nauvoo. After a few days of fighting, the anti-Mormons forced the Saints to leave Nauvoo. Five men and their families were allowed to stay to try to sell the Church members' property. The rest left at once without any extra clothing or supplies. Most of these people crossed the Mississippi River and formed camps on the Iowa side. Some of the people were too sick to travel, and many were too poor to buy the necessary supplies to move on. Most had only blankets or branches for shelter and only corn to eat.

One day a miracle occurred. Thousands of small birds called quail flew into the camps. The quail were everywhere. Even though the people in the camps were weak from hunger and illness, they easily caught many quail. The quail were delicious to eat, and they provided much-needed food for the starving Saints.

When Brigham Young heard about the Saints in these camps, he sent people with wagons and supplies to bring the people in the camps to other camps throughout Iowa where most of the other Saints were staying for the winter.

Discussion
and Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Who held the keys of the priesthood and the authority to lead the Church after the death of Joseph Smith? (D&C 112:30–32; 124:128.) Who holds the keys after the death of the President of the Church today? Who will become the new President of the Church when the living prophet dies? (The senior member of the Quorum of the Twelve Apostles.) Why can't a man appoint himself leader of the Church, as Sidney Rigdon wanted to do?
- How did the Lord let the people of Nauvoo know who was to lead the Church after Joseph Smith was martyred? Show the picture of the living prophet. How can you know today that the living prophet has been chosen by the Lord? How does it make you feel to know that the Lord knows who the next prophet will be?
- What are the duties of the Apostles? (D&C 107:23, 33, 35; 112:21; 124:128.) How do the Apostles today carry out these duties?
- Why did the Saints need to leave Nauvoo? What did they take with them when they left for the West? What would you want to take if you were going on a similar journey today? Remind the children that many of the Saints had to sell their land and property very cheaply or simply leave it behind. They could not take much with them when they left Nauvoo. How do you think the Saints felt about making these sacrifices to go west? What would you be willing to sacrifice for the gospel and the Church?
- How did the quail help the Saints camped by the river? Why were the quail so easy to catch? How has Heavenly Father helped you when you needed help?

**Enrichment
Activities**

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Bring pictures of the current First Presidency and Twelve Apostles (from a Church magazine or the meetinghouse library). Tell the children each man's name and one or two details about him, such as where he is from, how many children he has, or what his occupation was before he became an Apostle.

Point out the senior Apostle (the man who has been an Apostle the longest, after the President of the Church). Explain that this man is the current President of the Quorum of the Twelve Apostles. The President of the Quorum of the Twelve Apostles becomes the next President of the Church when the current prophet dies. Tell the children something that this Apostle said in his last conference address, and help them think of ways they could apply his counsel in their lives. (Note that the senior Apostle may be a counselor in the First Presidency. In this case, he is still the President of the Quorum of the Twelve Apostles, although another Apostle serves as Acting President of the Quorum.)
2. Give each child a piece of paper and a pencil. Have the children write down things they would take with them if they had to leave their homes and travel a long distance in a wagon or handcart. Have them share their lists and discuss the items they have chosen.

Show the children the dimensions of a wagon or handcart (approximately 58 inches [147 cm] long and 45 inches [114 cm] wide). You may want to mark the space on the floor with tape or string. Ask the children to look at their lists again and determine how many of the items on the list would fit and how many would have to be left behind.

Invite the children to share and discuss their lists with their families.

3. Have the children sit in a circle and play the following memory game:

Have a child say, "I'm going to the Rocky Mountains and I am going to take _____," filling in the blank with an object of his or her choice. The next child says the same sentence but must repeat what each previous child has said before adding his or her own item to the list.

4. Help the children review or memorize the fifth article of faith.

5. Sing or say the words to "Praise to the Man" (*Hymns*, no. 27) or "We Thank Thee, O God, for a Prophet" (*Hymns*, no. 19).

Conclusion

Testimony

Bear your testimony that Brigham Young was chosen by the Lord to lead the Church after Joseph Smith's death and that the living prophet has been chosen by the Lord to lead the Church today. Express your gratitude that the Savior has organized his church so that the right man is always chosen as the next prophet. Tell how thankful you are for the Twelve Apostles and their role as special witnesses of Jesus Christ. You may want to share an experience you have had listening to an Apostle, either in person or in a conference broadcast.

Suggested Home Reading

Suggest that the children study Doctrine and Covenants 112:30–32 at home as a review of this lesson.

Suggested Family Sharing

Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the "Suggested Home Reading."

Invite a child to give the closing prayer.

The Saints Build Winter Quarters

Purpose

To help the children understand that great things can be accomplished when people cooperate and serve each other.

Preparation

1. Prayerfully study Mosiah 2:17, the historical accounts given in this lesson, and Doctrine and Covenants 136:1–11. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Write some of the following scripture references on separate cards or pieces of paper (prepare half as many cards as there are children in your class):

Mosiah 2:18

Mosiah 2:21

Alma 30:8

Moroni 6:3

D&C 4:2

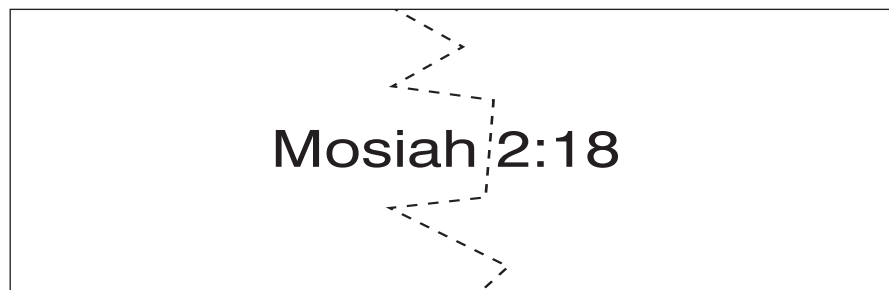
D&C 4:3

D&C 42:29

D&C 76:5

D&C 100:16

Then cut the cards in half so the book and the chapter and verse are on separate pieces (see illustration). Cut each card with a different-shaped line so that the two pieces can be matched up like puzzle pieces.



4. Materials needed:
 - a. A Doctrine and Covenants and a Book of Mormon for each child.
 - b. Map of the Western Route of the Saints, found at the end of the lesson.
 - c. Picture 5-42, Winter Quarters.

Suggested**Lesson****Development**

Invite a child to give the opening prayer.

Attention Activity

Distribute the cut-up cards to the children so that each child has at least one card. Ask each child to look up the scripture reference on his or her card.

- Why can't you find the scripture listed on your card?

Explain to the children that they will have to cooperate and help each other to find the scriptures. Have the children match the card pieces together, and then have each pair of children look up the scripture on their cards. Have one child from each pair read aloud the scripture they looked up. Ask the children to listen for one word that appears in each of the scriptures.

- What word appeared in each scripture?

Write *SERVE* on the chalkboard.

- Whom should we serve?
- How do we serve God?

Have a child read aloud Mosiah 2:17. Discuss the meaning of this verse with the children.

Tell the children that in this lesson they are going to learn about how the Saints who were driven out of Nauvoo served God by helping and serving each other.

Scriptural
and Historical
Accounts

Teach the children about the Saints' journey to and experiences in Winter Quarters, as described in the following historical accounts and Doctrine and Covenants 136:1–11. Show the map and the picture of Winter Quarters at appropriate times.

Remind the children that after the Saints had worked hard to complete the Nauvoo Temple and build Nauvoo into a prosperous city, they were driven out of Nauvoo. Once again they had to leave their homes to escape their enemies.

The Camp of Israel Crosses Iowa

By April 1846 the main group of Saints, calling themselves the Camp of Israel, was only about halfway across Iowa. Some members of this group had planned to go all the way to the Rocky Mountains that summer, but they were not sure it would be possible. The weather had been bad, members of the group were low on food and supplies, and many Saints were still back near Nauvoo. The leaders of the Church decided to establish temporary camps and plant crops along the way to the West. These camps provided a place for the Camp of Israel Saints to stay and would also provide food and shelter for Saints who would come later. Two of the first camps established were the settlements of Garden Grove and Mount Pisgah in Iowa.

At about the same time the members of the Church were organizing Garden Grove and Mount Pisgah, the United States declared war on Mexico. The United States government asked the leaders of the Church to provide an army to help in the war. This was a difficult thing for the Saints to do, but they agreed. They wanted to maintain a good relationship with the government, and the money earned by the men in the army would help pay for things needed on the trip west. Five hundred men left their families to go to war in California. Brigham Young promised

these men, known as the Mormon Battalion, that their families would be taken care of while they were gone. He also promised them that if they were righteous and obedient, they would not have to fight in the war.

When the Mormon Battalion left, other members of the Church helped take care of their families. One day a woman came to Charles C. Rich, one of the Church leaders in Mount Pisgah, and tearfully explained that her husband was away with the Mormon Battalion and she and her children had nothing to eat. Brother Rich asked his wife to give the woman some flour. Sister Rich explained that they had only a little flour in the house and there was none available to buy, but Brother Rich told his wife, "Let her have all that there is in the house, and trust in the Lord to provide for us." Sister Rich did as her husband asked, even though she wondered what her own family would eat. Later that day some wagons stopped in front of the Rich home, and a man gave Brother Rich fifty dollars, saying that the Spirit had told him the family was out of money. Brother Rich handed the money to his wife and said, "Now you see the Lord has opened the way for us to get flour." The man also told Brother and Sister Rich that there was a wagon full of flour coming to Mount Pisgah, so they would be able to buy what they needed. Brother and Sister Rich both burst into tears as they realized how the Lord blessed them for sharing their small amount of flour. When the wagon full of flour arrived in Mount Pisgah, Brother Rich purchased flour for his family and to give to the sick and poor people in the settlement. (See Sarah Pea Rich, "The Spirit Tells Me You Are Out of Money," pp. 145–46.)

Early in June 1846 a small group of Saints, including some members of the Quorum of the Twelve Apostles, left Mount Pisgah to find a place where the Saints could stay for the winter. After negotiating with the American Indians who lived on the land on which they were traveling, the group decided to find a place on the west side of the Missouri River. In September they crossed the river into what is now Nebraska and selected a high piece of land overlooking the river. It was a large area with plenty of plants for their animals to eat. They named it Winter Quarters and immediately began to plan the community.

The Saints Establish Winter Quarters

Many of the Saints moved to Winter Quarters, and by the end of the year there were seven hundred homes and nearly four thousand Saints in the settlement. Some of the houses were built of logs, while others were dug out of the sides of hills. The whole settlement was surrounded by a stockade (a large fence) to protect against raids by unfriendly Indians.

Everyone worked hard to build the settlement at Winter Quarters. While some of the men built homes, others plowed the land and planted crops. Some took care of the large herds of cattle and still others gathered hay for the winter. The women spun yarn, knitted and sewed clothing, and made leggings from deer hides. Brigham Young instructed some people to build a mill next to the river to grind wheat into flour, and he had others make baskets and washboards to sell. Even with all their hard work, the Saints had a difficult time building Winter Quarters. They had to rely on the Lord and on each other.

The Saints knew that the only way they could take care of themselves was to work together and help each other. Orson Spencer and his family had been driven out of Nauvoo with the rest of the Saints. The Spencers traveled toward Winter Quarters, but before they got there Brother Spencer was called on a mission to

England. He did not want to leave his six children. Ellen, the oldest, was fourteen; Aurelia was twelve; Catharine was ten; Howard was eight; George was six; and Lucy was four. Their mother had died of an illness just outside Nauvoo, and they had no one to take care of them. However, Brother Spencer accepted the mission call. He took his children on to Winter Quarters and built them a home, and then he asked his neighbors to help care for them, which they willingly did. The older Spencer children took care of the younger ones, and they all learned to help each other. That winter the Spencer children kept busy attending school, keeping the house clean, sewing dresses, and spending time with the neighbor children practicing spelling, telling riddles and stories, and playing games.

To help the Saints better take care of each other, Winter Quarters was divided into twenty-two wards. The leaders of each ward were instructed to look after the spiritual and physical needs of the people in the ward. They held Sunday services to strengthen the faith of their ward members and established schools for the children. Classes were held in homes or outside if the weather was good.

Illness was a major problem at Winter Quarters. Much sickness was caused by malaria-carrying mosquitoes from the river marshes and by the lack of fresh fruits and vegetables for good nutrition. More than six hundred people died and were buried in Winter Quarters that fall and winter. Most of the people in Winter Quarters became sick, and the few who did not become sick spent all their time taking care of others. Vilate Kimball, wife of Apostle Heber C. Kimball, went throughout the settlement bringing food and taking care of the sick. She was so busy helping others that she seldom took time to eat or take care of herself. Many people were healed through fasting and prayer and the willingness of others to serve and take care of them.

The Saints in Winter Quarters also helped people who were not members of the Church. In December 1846 an American Indian chief named Big Head was camped near Winter Quarters with some of his family and friends. One night they were attacked by another band of Indians, and Big Head and some of his group were severely wounded. The people of Winter Quarters took them in and cared for them until others of their tribe came for them.

In spite of all their hardships, the Saints not only worked together but also played together, holding dances, family gatherings, and community celebrations. There was a lot of laughter and music in Winter Quarters.

The Saints Prepare to Leave Winter Quarters

In January 1847 Brigham Young received a revelation (D&C 136) concerning the Camp of Israel and their preparations to continue west. While they were in Winter Quarters, the people were to organize themselves into companies and prepare everything they would need for their journey across the plains and mountains. They were also to continue to build homes and plant crops for the Saints who would stay in Winter Quarters until the following spring. The first company, called the Pioneer Company, left Winter Quarters for the Salt Lake Valley in April 1847, led by Brigham Young. Other companies left later that year and the next year. By the end of 1848 Winter Quarters was empty.

Discussion
and Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Why do you think it was hard for the Saints to send the Mormon Battalion to California to help with the war? Why do you think these men agreed to go? How was the Saints' situation more difficult after these five hundred men left?
- How did the Rich family help others? Remind the children that Charles Rich told his wife to trust in the Lord. How did the Lord help the Rich family? Point out that the Lord usually helps us by sending other people to assist us with our needs. Why is it important for us to be aware of others' needs and be willing to help? How have you helped someone in need? How does it make you feel when you help others?
- How did the Saints help each other while building Winter Quarters? What would have happened if each family had had to do everything for themselves (build their own home, plow and plant their own crops, weave and sew their own clothes)? (See enrichment activity 1.)
- How did the neighbors help the Spencer family so Brother Spencer could serve a mission? How did the Spencer children help each other? How can you help your neighbors? How can you help your family members? (See enrichment activity 2.)
- Why do you think the Saints in Winter Quarters took time to play together when conditions were so difficult? How do you think playing together helped them? Why is it important for us to work together, worship together, and play together in our families and wards (or branches)?
- What did the Lord instruct the Saints to do while they were at Winter Quarters? (Prepare for the move west; D&C 136:1–2, 5.) What did he ask them to do to help others? (D&C 136:8–9.) What did the Lord promise the Saints if they would prepare and help each other? (D&C 136:11.)
- What important lessons do you think the Saints learned in Winter Quarters? What can we learn from their experiences?

**Enrichment
Activities**

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Ask the children to pretend they are pioneers who have just arrived in Winter Quarters.

- What do you need to do to help build Winter Quarters?

List all the children's answers on the chalkboard (answers may include build homes, plow land, plant crops, tend animals, gather hay, build a mill to grind flour, spin thread, make clothes, and build a stockade).

Give each child a piece of paper and a pencil. Tell the children they have one minute to draw all the things listed on the chalkboard. Have them start drawing when you say "go." After one minute say "stop" and have the children show how much they drew.

Have the children turn their papers over, and assign each child to draw one item from the list on the chalkboard. Allow another minute for drawing, and then have the children display their united efforts.

- How was the second drawing activity similar to the way Winter Quarters was built?

Point out how much more was accomplished when the children cooperated and worked together.

- What would happen if you had to do everything to take care of your home and family? What would happen if your mother or father had to do everything? Why is it important for us to work together and help each other?

2. Ask the children:

- How do you feel when someone does something to help you? How do you feel when you do something to help someone else?

Invite the children to share experiences they have had with service.

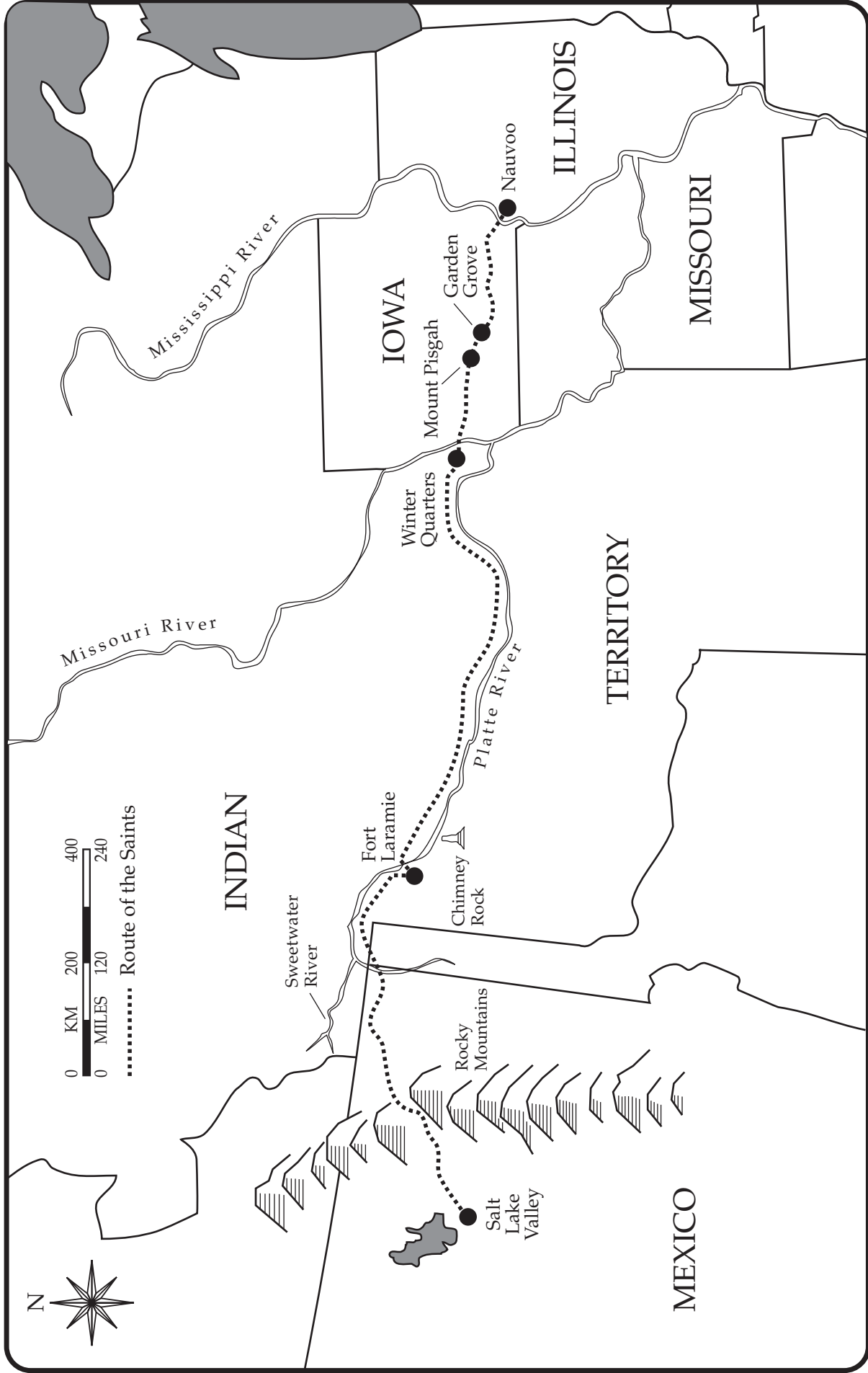
Write *Neighbors* and *Family* on the chalkboard. Have the children suggest things they can do to help their neighbors and families, and write each response under the proper heading. Give each child a piece of paper and a pencil, and have the children choose and write down one or more items from each list to do during the coming week.

3. Consult with your Primary president and priesthood leader about a small service project the children could do as a class for someone in the ward, branch, or community. Help the children plan and carry out the service project.
4. Help the children memorize Mosiah 2:17. Remind the children that Heavenly Father is pleased when we serve him by serving others.
5. Review the thirteenth article of faith with the children. Point out that “being . . . benevolent” and “doing good to all men” are principles of service.
6. Sing or say the words to “I’m Trying to Be like Jesus” (*Children’s Songbook*, p. 78) or “Because I Have Been Given Much” (*Hymns*, no. 219).

Conclusion

Testimony	Testify to the children that by serving others we can become more Christlike and gain true happiness. Express your gratitude for what others do for you and for the opportunities you have to serve others. Encourage the children to look for ways to help their families and friends.
Suggested Home Reading	Suggest that the children study Mosiah 2:17 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

Western Route of the Saints



The First Pioneer Company Crosses the Plains

Lesson
40

Purpose To encourage the children to feel gratitude for the efforts of the first pioneers to reach the Salt Lake Valley.

Preparation

1. Prayerfully study Doctrine and Covenants 136:1–18, 28–33 and the historical accounts given in this lesson. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Draw or copy a covered wagon on sixteen pieces of paper (see the pattern at the end of the lesson). Number the wagons from 1 to 16. On the back of each wagon write the corresponding question or statement from the numbered headings in the historical accounts (for example, write *Who was in the first company of pioneers?* on the back of wagon number 1). Display the wagons around the room in sequence.
4. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. A blindfold.
 - c. Map of the Western Route of the Saints, found at the end of lesson 39.
 - d. Picture 5-43, Pioneer Ox-Led Wagon; picture 5-44, The Odometer; picture 5-45, Crossing the Platte; picture 5-46, Bulletin on the Plains.

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity

Ask for a volunteer to be blindfolded. Blindfold the child and turn him or her around several times. Then ask the child to find the doorway to the classroom. Have the other children stand as obstacles in the path to the doorway. After the child runs into a few obstacles, take him or her back to the starting point. Explain that there is a better way of getting to the door.

Have the other children line up in two rows, forming a pathway to the doorway. Start the blindfolded child down the path between the children. After the child reaches the door, remove the blindfold and have all the children return to their seats.

- What kind of problems did (name of child) face as he (or she) tried to reach the door the first time?
- How were we able to help direct him (or her) to the door?

Explain that the Lord knew that the Saints would face many obstacles and dangers as they moved west to the Rocky Mountains. None of the Saints had

ever been in that part of the country before. The Lord told Brigham Young to select a group of people to go as pioneers to prepare the way for the thousands of Saints who would follow. This first group of pioneers was to mark the route west and then return to guide others to their new home.

Explain that a pioneer is someone who prepares the way for others who will follow. Until the railroad was completed in 1869, all the Saints moving west were referred to as pioneers.

Teach the children about the instructions the Lord gave to Brigham Young regarding how the Saints should be organized to move west, as described in Doctrine and Covenants 136:1–18, 28–30.

Then teach the children about the first pioneer company's journey to the Salt Lake Valley, as described in the following historical accounts. Show the pictures and the map at appropriate times.

Ask the children to imagine that they are traveling west across the plains with Brigham Young and the first pioneer company. Explain that the journey to the Salt Lake Valley took almost sixteen weeks; the sixteen covered wagons represent those sixteen weeks. Have a child read the question on the back of wagon number one; then answer the question with the information in the corresponding historical account. You may want to allow the children to try to answer the question before you relate the historical information. Continue with the rest of the wagons in sequence.

1. Who was in the first company of pioneers?

The first company of pioneers, which left Winter Quarters in April 1847, was led by Brigham Young. The group included 143 men, 3 women, and 2 children. These pioneers had 73 wagons and 93 horses, 66 oxen, 52 mules, 19 cows, 17 dogs, and some chickens. The oxen pulled the covered wagons across the plains. Oxen are large, strong cattle, but they are very slow. The pioneers also took along a boat and a cannon.

2. What were the camp rules?

Brigham Young gave the pioneers the following rules at the beginning of the journey:

- a. A bugle will blow at 5:00 A.M. Everyone is to get up, pray, eat breakfast, feed and water the animals, and be ready to go by 7:00 A.M.
- b. The wagons are to keep together while traveling.
- c. Every man must stay by his wagon and keep his gun by his side.
- d. At night the wagons are to be drawn into a circle. The bugle will blow at 8:30 P.M. Everyone is to pray and be in bed by 9:00 P.M.

3. What did the pioneers do each day?

The first pioneers were to prepare the way for the many Saints who would come later. As they traveled, they made roads and prepared bridges and other ways to cross rivers and streams. They also made maps of the trail and recorded information that would be helpful to the next companies of pioneers, such as good places to camp or feed the animals. The pioneers also stayed busy hunting for food, repairing their wagons and equipment, and taking care of their animals.

4. *What did the pioneers do at night?*

At night the pioneers brought their wagons into a circle, with the openings of the wagons facing out. The horses and oxen were tied inside the circle. Some people had brought musical instruments with them, and the pioneers loved to sing and dance. William Clayton had written “Come, Come, Ye Saints” (*Hymns*, no. 30) during the difficult journey to Winter Quarters, and the pioneers sang this hymn often to give them courage to face their problems. The pioneers also enjoyed playing games such as checkers and telling humorous stories.

Ask the children some riddles similar to those the pioneers might have enjoyed:

When Brigham Young left Winter Quarters, what did he see on his right hand?
(Four fingers and a thumb!)

What animals can jump higher than a house? (All animals—houses can’t jump!)

What are eggshells used for? (To hold eggs together!)

5. *What route did the pioneers travel?*

One good trail through the Rocky Mountains already existed when the pioneers moved west. This trail was known as the Oregon Trail, and it was used by hundreds of people such as traders, fur trappers, and explorers. The Oregon Trail followed along the south side of the Platte River. Because they wanted to avoid trouble with other people traveling west, Brigham Young and the pioneers built a new trail on the north side of the Platte River. The new trail was easier to travel than the Oregon Trail because it was not as steep. This trail was called the Mormon Trail.

6. *When the pioneers first left Winter Quarters, William Clayton walked beside his wagon and counted all day. One day he counted up to 4,070. What was he counting?*

The pioneers wanted to keep a record of how far they traveled each day, so William Clayton tied a red flag on one of his wagon wheels and counted the times the flag went around. He was able to calculate the distance the wagon had traveled using the measurement of the wheel and the number of turns of the flag. This was a very tiring job, so Brother Clayton invented a machine that would do the counting for him. Some other men helped him build the machine. This machine, called an odometer, was connected to a wagon wheel. As the wagon wheel turned, smaller wheels inside the machine moved and measured the distance the pioneers traveled each day (see enrichment activity 1).

7. *What animals did the pioneers see on the plains?*

As the pioneers traveled across the grassy plains, they saw many wild animals such as antelope, deer, and wolves. They also saw thousands of buffalo. The buffalo herds ate the grass on the prairie, often leaving nothing for the pioneers’ animals to eat. When food for their oxen and horses was scarce, the pioneers could not travel as far that day. The pioneers killed and ate some buffalo, but they were instructed to kill only the animals they needed.

8. *How did the pioneers get along with the American Indians they met?*

The pioneers were always alert to protect themselves from Indian attacks. Sometimes Indians tried to sneak into the camp at night and steal animals. Other Indians demanded gifts for the right to cross their lands. Most of the Indians were friendly and helpful, however, and the Saints treated them as friends.

9. *How did the pioneers observe the Sabbath?*

On Sundays Brigham Young told the Saints crossing the plains to rest their animals and themselves. No fishing, hunting, or labor of any kind was allowed on Sunday. The pioneers held sacrament meeting, prayed, and studied the scriptures. Sometimes they wrote letters to family members left behind.

10. *What marked the halfway point of the pioneers' journey?*

Chimney Rock, near the present-day Nebraska-Wyoming border, marked the halfway point of the journey from Winter Quarters to the Salt Lake Valley. This large rock formation resembling a chimney could be seen for many miles before the Saints actually reached it on 26 May 1847. The Saints stopped at nearby settlement Fort Laramie to make repairs to their wagons and equipment.

11. *How did the pioneers cross the Platte River?*

After the pioneers left Fort Laramie, they needed to cross the Platte River. They used the leather boat they had brought to take across their belongings and supplies, and they built light rafts to take the wagons across the river. Other people also wanted to cross the Platte River, and they paid the Saints to take their supplies across the river, paying the fee with flour, meal, and bacon. The Saints' supplies were low and this food was very welcome. Wilford Woodruff said, "It looked as much of a miracle to me to see our flour and meal bags replenished. . . . The Lord has been truly with us on our journey, and has wonderfully blessed and preserved us" (quoted in Joseph Fielding Smith, *Essentials in Church History*, p. 365).

12. *How did the pioneers leave messages along the trail?*

The pioneers wrote down the miles they traveled each day and often left the information for later pioneers to see as they came along the trail. Sometimes this information was carved on the side of a tree or on a wooden post set in the ground. Other times the pioneers carved the information into buffalo skulls that were lying by the trail. These engravings became known as "bulletins on the plains." Brigham Young once wrote on a skull:

Pioneers
camped here
June 3rd, 1847
making 15 miles today
All well
Brigham Young.

(*Note to the teacher:* B. H. Roberts believed this date is incorrect and should be June 23rd. See *A Comprehensive History of the Church*, 3:177–78.)

13. *Who was Jim Bridger, and what did he tell the Saints about the Salt Lake Valley?*

As the pioneers traveled along the Sweetwater River toward the Salt Lake Valley, they met several trappers. One day they met the most famous trapper in the West, Jim Bridger. Bridger told Brigham Young that he did not think crops would grow in the Salt Lake Valley, and he offered \$1,000 for the first bushel of corn the pioneers could raise there.

Brigham Young had heard that California and Oregon were beautiful places where the soil was rich and crops grew easily. But he knew that thousands of people, including some enemies of the Church, were already moving to these places. The Saints needed to settle where they would not be persecuted again. Brigham Young knew that Heavenly Father would help the Saints make the Salt Lake Valley a beautiful place.

14. *What part of the journey was the most difficult?*

The horses and oxen had difficulty traveling when the pioneers reached the Rocky Mountains. The hillsides were very steep and there were many streams and rivers to cross. Temperatures were very cold at night and hot during the day. This part of the journey was difficult for the people too. Many of the men became sick with mountain fever. The company split into three groups: a small group went ahead to prepare a road for the wagons, the main group followed, and a group of those who were sick trailed behind.

15. *Who were the first pioneers to enter the Salt Lake Valley?*

On 20 July 1847 the small scouting group reached East Canyon, just above the Salt Lake Valley. The next day Orson Pratt and Erastus Snow rode ahead of the wagons and were the first pioneers to enter the valley. The first wagons reached the valley two days later. The pioneers gathered together and dedicated the land to the Lord; then they set to work planting crops. They placed a dam in a nearby stream and flooded the land to prepare it for planting.

16. *THIS IS THE RIGHT PLACE!*

Brigham Young and the rest of the pioneers entered the Salt Lake Valley on 24 July 1847. Brigham Young was very sick and was riding in Wilford Woodruff's carriage. Brother Woodruff turned the carriage so that President Young could look at the valley. The Lord had shown President Young a vision of the place where the Saints should settle, and after gazing at the valley for a long time, Brigham Young said, "It is enough. This is the right place. Drive on!" (quoted in B. H. Roberts, *A Comprehensive History of the Church*, 3:224).

The pioneers were thankful that the Lord had blessed them during their travels to this new land. Not one person had died on the difficult journey. The pioneers' hard work and courage had helped prepare the way for thousands of other Saints to come to the Salt Lake Valley. The pioneers knew they would fulfill the prophecy of Joseph Smith and "become a mighty people in the midst of the Rocky Mountains" (*History of the Church*, 5:85).

Discussion
and Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- How were the pioneers to be organized as they traveled west? (D&C 136:2–3.) Why do you think they were organized this way? What was each company to take with them? (D&C 136:5, 7.) What was the purpose of the first company?
- What did the pioneers promise to do while they were on their journey? (D&C 136:2, 4.) Why was it important for them to keep all the commandments? Why is it important for us to keep all the commandments?
- What were the pioneers commanded to do when they were happy? (D&C 136:28.) Why is it important to praise the Lord and be thankful? What were the pioneers to do when they were sorrowful? (D&C 136:29.) What can we do when we are sad?
- What was the pioneers' final destination, or goal? What obstacles or problems did they face as they traveled west? How did they overcome these problems? How did the Lord help them? What did the pioneers learn from facing these problems? (D&C 136:31–32.)
- What is our most important goal? (To live with Heavenly Father and Jesus Christ again in the celestial kingdom.) What obstacles do we face as we try to achieve this goal? List the children's ideas on the chalkboard. How can we overcome these obstacles? How will the Lord help us?
- What other goals do you have? What must you do to achieve your goals?
- What did the first pioneers do to prepare the way for others that would follow them? How can you help other people achieve their goals? How can you be like a pioneer to younger children?

**Enrichment
Activities**

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Make a large wheel out of heavy paper or cardboard, and put a pencil or stick through the center of the wheel. Ask the children to pretend they are William Clayton and this is the wagon wheel they are going to walk beside.

Have the children make a mark on the wheel so they can count the turns. Then have them measure the circumference (the distance around the outside edge) of the wheel with a tape measure. Write this measurement on the chalkboard. Have one or two children hold the pencil and roll the wheel along the wall around the room. Have the other children walk near the wheel and count its turns. (If your class is large, you may want to do the activity twice, letting half the children participate each time.)

Multiply the measurement on the chalkboard by the number of turns to determine the distance around the room. Ask the children to imagine counting the turns of the wheel all day long, as William Clayton did.

2. Make a large circle out of heavy paper or cardboard (this can be the same circle used for enrichment activity 1). Draw lines across the circle, dividing it into pie-shaped segments. On each segment write a goal that the children might have, such as the following:

- Keep my room clean.
- Obey the Word of Wisdom.
- Be a good student.
- Learn to play a musical instrument.
- Be kind to my family.
- Be honest.
- Learn a sport.
- Read the scriptures daily.
- Memorize the Articles of Faith.

Put a pencil through the center of the circle so it will spin. Have a child spin the wheel and read the goal written on the segment that is at the top when the circle stops spinning. Have the children suggest obstacles that might occur as they try to achieve that goal and what they could do to overcome those obstacles. Give each child at least one turn to spin the wheel.

When each child has had a turn, write on the chalkboard *Live with Heavenly Father and Jesus Christ in the celestial kingdom*. Discuss with the children the obstacles they might face as they work to achieve this goal. Ask the children to suggest ways to overcome these obstacles.

3. Ask a few children to pretend to be some of the first pioneers, including Brigham Young, William Clayton, Orson Pratt, and Erastus Snow. Have another child interview them and ask them to tell about some of the difficulties they faced during their journey, such as crossing rivers, finding food, measuring distances, and leaving messages for other pioneers. Have the “pioneers” explain how they overcame these obstacles to arrive at their destination.

You may want to ask these children a week in advance so that they can bring simple props or costumes.

4. To help the children understand some of the difficulties the pioneers faced, relate Wilford Woodruff’s account of what happened when the pioneers tried to cross the Loup Fork of the Platte River on 23 April 1847:

“Twelve of us started on horseback to search out a ford across the dangerous and troublesome Loup Fork of the Platte River. . . .

“The men . . . found the whole bed of the river one body of quicksand into which if a horse or wagon stopped it would begin to sink. We had two channels to cross and a sand-bar in the middle. The deepest water was from three to four feet and very rapid and about three hundred yards across. At some places the quicksand sank both man and beast instantly; and the more they struggled to get out, the more they would sink. Of course, we avoided such places as much as possible. . . .

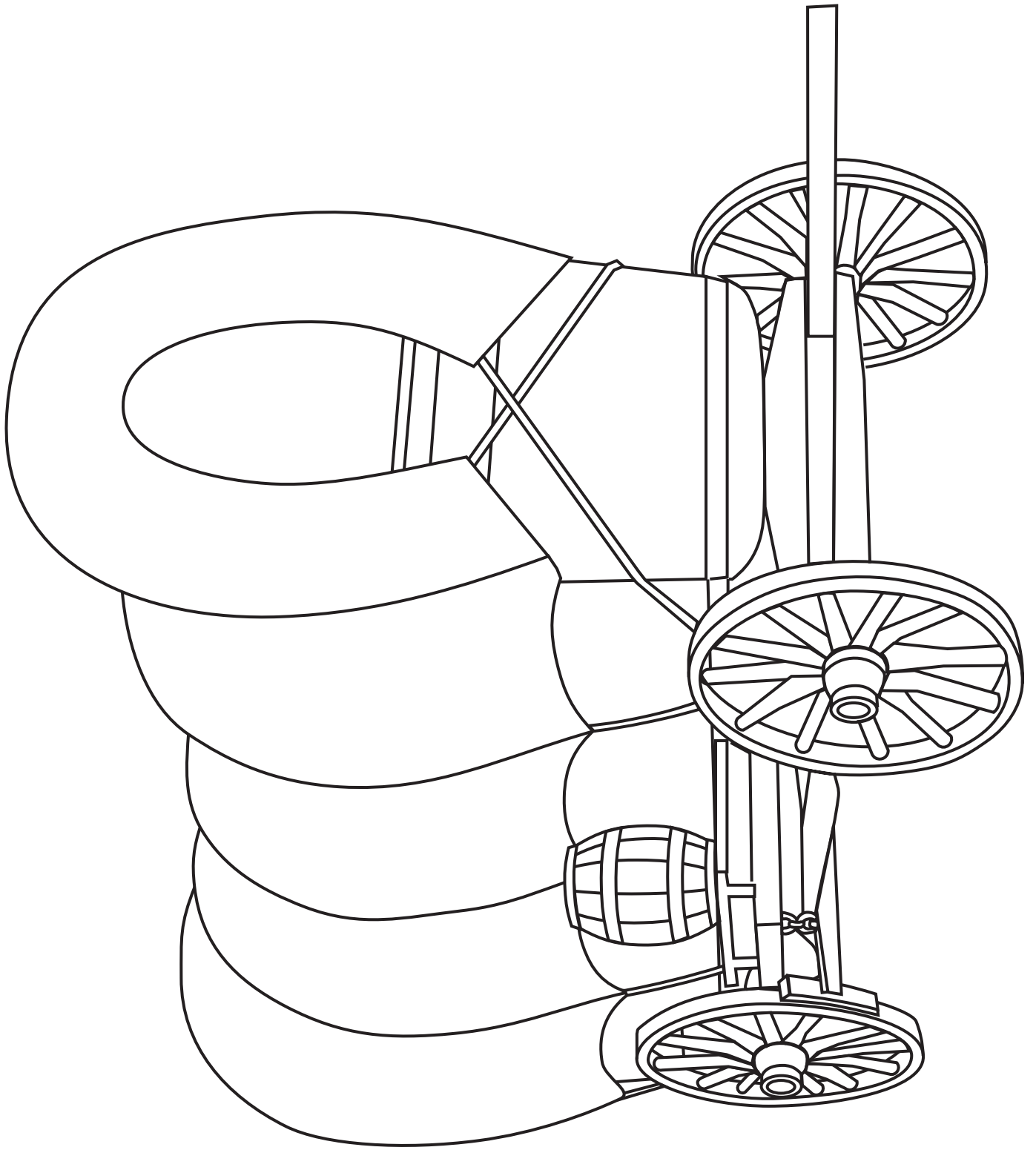
“ . . . I had two yoke of cattle and my horses on my carriage with about ten hundred [pounds of supplies] on it. As soon as I started, I immediately saw that the cattle did but little good, being slow and in the way, we would begin to sink. I jumped out of my carriage into the water up to my waist. About ten men came to my assistance with a rope and hitched it to the oxen and helped me in getting across the first stream, though with great difficulty. We stopped on a sand-bar out in the water, but my horses and wagon began to sink.”

Elder Woodruff’s wagon was then unloaded into a boat, and the wagon was pulled across with the help of men and horses. Most of the other wagons were forced to cross at a different place. That night Elder Woodruff was assigned to guard the camp during the first half of the night. He said, “Although I had been in the water the whole afternoon, I stood guard in my wet clothing one-half of the night and slept in them the other half” (quoted in Matthias F. Cowley, *Wilford Woodruff: History of His Life and Labors* [Salt Lake City: Deseret News, 1909], pp. 268–70).

5. Sing or say the words to “Come, Come, Ye Saints” (*Hymns*, no. 30). Discuss how the words provided encouragement to the Saints as they crossed the plains. Point out that even though the pioneers’ journey was difficult, they were joyful as they traveled, because they loved the gospel and wanted to be able to live it in peace.

Conclusion

Testimony	Share your gratitude for the pioneers and their efforts to establish the Church in the Salt Lake Valley. Encourage the children to work hard, as the pioneers did, to accomplish their goals and to help others.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 136:1–5, 7, 28–29 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.



The Saints Settle the Salt Lake Valley

Purpose

To help the children understand that keeping the Sabbath day holy is one way to show gratitude for the blessings we receive from Heavenly Father and Jesus Christ.

Preparation

1. Prayerfully study Mosiah 18:23; Doctrine and Covenants 59:7–21, 46:32, 78:19; and the historical accounts given in this lesson. Then study the lesson and decide how you want to teach the children the historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Materials needed:
 - a. A Doctrine and Covenants and a Book of Mormon for each child.
 - b. Picture 5-47, Miracle of the Sea Gulls (Gospel Art Picture Kit 413; 62603).

Suggested Lesson Development
Attention Activity

Invite a child to give the opening prayer.

Play the game “I’m Thinking of Something.” Ask each child to think of something for which he or she is grateful. Then choose one child to stand in front of the class and answer questions about this item. Have the child whisper the name of the item to you so you can help answer the questions if necessary.

Have the other children ask questions that can be answered “yes” or “no” to try to figure out what the child is thinking of (for example, “Is it alive?” “Is it bigger than a table?” “Is it inside a house?” “Is it made of metal?”).

When the item has been guessed, repeat the game two or three times, having different children stand in front of the class and be questioned.

Explain that we are commanded to express gratitude for our blessings. Have a child read aloud Doctrine and Covenants 59:7.

- How can we show our gratitude to Heavenly Father and Jesus Christ for the blessings we receive from them?

After the children have responded, have a child read aloud Mosiah 18:23. Explain that one way we can show our gratitude to Heavenly Father and Jesus Christ is by keeping the Sabbath day holy. On the Sabbath day we express our gratitude and appreciation as we worship Heavenly Father and Jesus.

Historical Accounts

Briefly review the account of the first pioneer company’s journey across the plains and entrance into the Salt Lake Valley (see lesson 40); then teach the children about the establishment of a settlement in the Salt Lake Valley, as described in the following historical accounts. Explain that the pioneers were

very grateful that they had been led to a land of peace and safety, even though they knew they had many more challenges to overcome. Emphasize that one way the pioneers showed their gratitude to Heavenly Father and Jesus Christ was by keeping the Sabbath day holy.

The First Weeks in the Valley

When the first pioneers arrived in the Salt Lake Valley, the first thing they did was plant crops. It was late summer and much of the growing season had already passed. The pioneers knew they needed to hurry if they were to have seeds for the next spring and food for the winter for themselves and the people who were expected to reach the valley before winter. Fifteen hundred pioneers in ten companies were already on the trail traveling to the Salt Lake Valley and were expected to arrive in early autumn.

The pioneers planted potatoes immediately. Some of them began planting even before they had their first meal in the valley. The ground was so hard that some of their plows broke, so they built a dam in a creek to flood the ground and soften it. Then they dug ditches to bring water from the mountain streams to the crops. This was one of the earliest uses of modern irrigation methods. Trappers and mountain men such as Jim Bridger had said that crops would never grow in the Salt Lake Valley, but by irrigating the land the pioneers were able to successfully produce crops.

The main company of pioneers had arrived and begun planting on a Saturday. The next day was Sunday, and even though there was much work to do, the pioneers rested from their labors and held worship services to thank Heavenly Father for bringing them safely to the valley. They were grateful to finally have a place where they could live in peace. That Sunday Brigham Young preached to the Saints and reminded them of the importance of keeping the Sabbath day holy. Wilford Woodruff recorded: "He told the brethren that they must not work on Sunday, [and if they did,] they would lose five times as much as they would gain by it" (quoted in Carter E. Grant, *The Kingdom of God Restored*, p. 430).

The following days were very busy. Brigham Young and several other brethren explored the area to determine the best places to settle. President Young had told his companions: "I can tell you before you start, you will find many good places . . . all around us, and you will all return feeling satisfied that this is the most suitable place. . . . Here is the place to build our city" (quoted in Erastus Snow, "This Is the Place," pp. 41–42). After exploring the area the men agreed with President Young. By Wednesday the Apostles had decided that the city would be laid out in large square blocks with wide streets. This was the same pattern that had been revealed to the Prophet Joseph Smith as he planned the city of Zion in Missouri. Wednesday evening President Young led the other men to a place between two forks of a large creek. He planted his cane in the ground and said, "Here will be the Temple of our God!" (quoted in Grant, p. 432).

By Saturday, 31 July, the pioneers had built their first structure. It was a bowery, a simple building with no walls and a ceiling made from brush and branches, supported by poles. This bowery was located near the temple site and was used as a place for worship and gathering.

The pioneers continued to irrigate more land and plant more crops. By the second week their corn and potatoes were sprouting.

Three weeks after he arrived in the valley, Brigham Young returned to Winter Quarters to lead another group of pioneers to Salt Lake. He took with him many of the men from the first pioneer company to join their families. Near Winter Quarters the Quorum of the Twelve Apostles held a special meeting to discuss a new First Presidency for the Church. At a conference on 27 December 1847, three and a half years after the death of Joseph Smith, Brigham Young was sustained as President of the Church, with Heber C. Kimball as First Counselor and Willard Richards as Second Counselor.

Life in the Salt Lake Valley

During August and September the pioneers in the valley built a stockade [fence] surrounding a ten-acre block. The stockade provided a place to build temporary houses and would protect the pioneers from hostile Indians and bitter winter winds. After the second large group of pioneers arrived in the fall, this stockade was enlarged. Log homes inside the stockade had flat roofs made of poles covered with brush and dirt. These roofs worked well during the fall and winter, but in the spring it rained, and mud and water dripped through the roofs. Orson Whitney wrote: "Umbrellas were in great demand, even while in bed, and it was no uncommon sight to see a good housewife bending over her stove, upon which the drops from above unceasingly dripped and sizzled, holding an umbrella in her left hand while turning a beef steak or stirring a mush-kettle with her right" (quoted in Grant, p. 435). Mice also liked to nest in the dirt and branches on the roofs. Eliza R. Snow once spent a whole night in bed with her umbrella up, laughing as mice and mud fell through the roof. The pioneers were thankful when the spring rain stopped and they could dry out.

The first school in the valley was started in October 1847 by seventeen-year-old Mary Jane Dilworth. School was held in a tent in the middle of the stockade. There were no chairs, desks, or chalkboards. The children sat on logs. One girl described the first day of school: "We entered the tent, sat down on the logs in a circle, and one of the 'brethren' offered prayer. . . . We learned one of the Psalms of the Bible, and sang songs" (quoted in Grant, p. 439). The children did have books, and they used the books to learn to read, write, sing, spell, and do math. When the weather became cold, the school was moved to a log cabin in a corner of the stockade. Tables for the school were made from parts of wagons. There was no glass for windows, so the students stretched greased cloths across the window frames. Little light came through the cloths, so the door was usually left open for light, even when it was cold. The children were thankful that they were able to go to school and learn.

By the end of the first winter in the valley, the Saints' supplies were low. Many people did not have shoes or clothing in good condition, so they used animal skins to make new ones. Most of the food had run out except the wheat and corn the pioneers needed to use as seeds in the spring. One boy said: "For several months we had no bread. Beef, milk, pig-weeds, segoes [wildflower bulbs], and thistles [weeds] formed our diet. I was the herd-boy, and while out watching the [animals], I used to eat thistle stalks until my stomach would be as full as a cow's." This boy's family finally took an old, dried-out oxhide and made it into soup (quoted in Grant, pp. 443–44). When spring came and crops began to grow again, the pioneers were grateful that they had survived their first winter in the valley.

The Crickets and the Seagulls

The pioneers were eager to harvest their spring crops, but late spring frosts killed some of the crops, and a drought killed more of them. Then crickets came and began eating everything that was left. The pioneers did everything they could think of to fight these insects. Some people tried to frighten the crickets away by making loud noises; others tried to shake them off the plants. Some chased the crickets into piles of straw and set fire to them, and some chased the crickets into ditches filled with water to drown them. No matter what the pioneers did, however, the crickets kept coming. They were everywhere—on the trees and fences and in the houses, beds, and clothing.

The pioneers were very worried. If the crickets ate all the crops, the people would have nothing to eat and would die from starvation. For two weeks the people fought the crickets and prayed for Heavenly Father to help them. The stake president finally asked the Saints to hold a special day of fasting and prayer. Susan Noble Grant, who was sixteen years old at the time, described what then happened (display the picture of the miracle of the seagulls as you relate this account):

“The answer to our fasting and prayers came on a clear summer afternoon.

“We were fearfully alarmed, for all of a sudden, circling above our . . . fields, appeared great flocks of screaming gulls. ‘A new plague is descending upon us,’ was our first thought. Down the gray and white birds swooped in hundreds, then in thousands, uttering shrill . . . cries as they pounced upon [the crickets]. . . . Then a strange thing happened. As soon as they had gorged themselves, they sailed over to a nearby stream, took a few sips of water, disgorged [vomited] and returned to join their screaming companions. All our people stood in wonderment! Our prayers were answered” (quoted in Grant, p. 446).

The seagulls came back day after day for about three weeks. They ate crickets until all the crickets were gone. The Saints knew their prayers had been answered in a miraculous way. They were grateful that their crops and their lives had been spared.

In August 1848 the Saints had a feast to celebrate the harvest. They displayed their crops and had speeches, music, and dancing. They were grateful to Heavenly Father for helping them harvest a good crop.

By the end of 1848 nearly three thousand people were living in the Salt Lake Valley. This was about one-fourth of all the people who had lived in Nauvoo. Brigham Young wrote to the Saints who were still in Iowa and told them that the Church had finally found a place where they could live in peace and safety.

Although the first year in the valley had been filled with many hardships, the Saints felt very blessed. They had endured their challenges and turned a desert into a comfortable settlement where they could live in peace and worship Heavenly Father. They continued to keep the Sabbath day holy to show their gratitude to Heavenly Father and Jesus for their many blessings.

Discussion
and Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- What commandment has the Lord given us about gratitude? (D&C 59:7; 46:32.) How will we be blessed when we show gratitude to Heavenly Father and Jesus Christ? (D&C 59:15–19; 78:19.)
- Why do you think the Saints were grateful to be in the Salt Lake Valley? How did they show their gratitude? What are some blessings for which you are grateful? (See enrichment activities 2, 3, and 4.) How can we show our gratitude to Heavenly Father and Jesus?
- How were the Saints blessed for keeping the Sabbath day holy? (D&C 59:15–19.) How does keeping the Sabbath day holy show gratitude? (See enrichment activity 2.) How have you been blessed by keeping the Sabbath day holy?
- What were some of the challenges and hardships the Saints endured during their first year in the Salt Lake Valley? How do you think giving thanks for their blessings, even when they were having troubles, helped them? Why should we give thanks even when things are not going well for us? Help the children understand that when we make an effort to thank Heavenly Father and Jesus Christ for our blessings, we will remember the many blessings they have given us. This will help us feel less discouraged. (See enrichment activity 4.)
- What did the pioneers do to try to destroy the crickets? Why were the pioneers discouraged by the crickets? What would have happened if the crickets were not destroyed? How did the pioneers know the coming of the seagulls was a miracle?
- Why did the pioneers fast as well as pray for help with the crickets? What is a fast? How did Heavenly Father respond to the pioneers' fasting and prayers? How can fasting and prayer help us with our problems? (When we fast and pray, we can gain spiritual strength, which gives us greater faith to ask Heavenly Father to help us with our problems.)

**Enrichment
Activities**

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Using the following quotations from President Ezra Taft Benson, thirteenth President of the Church, write on separate pieces of paper several activities that are good to do on the Sabbath and several activities that are not good to do on the Sabbath. Put the pieces of paper in a container.
 - a. “Many—too many—have almost ceased to observe the Sabbath. Not only is it a workday now, but it is . . . a day of amusement and recreation: golf, skiing, skating, hunting, fishing, picnicking, racing, movies, theaters, ball playing, dancing, and other forms of fun-making—all are coming largely to be the rule. . . . But God’s law says keep the Sabbath day holy” (*The Teachings of Ezra Taft Benson* [Salt Lake City: Bookcraft, 1988], p. 438).

- b. “What fits the purpose of the Sabbath? Here are a few suggestions: Activities that contribute to greater spirituality; . . . Church meetings in the house of prayer; [gaining] spiritual knowledge—reading the scriptures, Church history and biographies, and the inspired words of the Brethren; resting physically, getting acquainted with the family; [telling] scriptural stories . . . , bearing testimonies, building family unity; visiting the sick and aged . . . ; singing the songs of Zion and listening to inspired music; . . . personal and family prayer; fasting, administrations, father’s blessings; preparing food with singleness of heart—simple meals prepared largely on Saturday” (*The Teachings of Ezra Taft Benson*, p. 439).

To help the children understand how to keep the Sabbath day holy, write two headings on the chalkboard: *Good Activities for the Sabbath* and *Activities to Avoid on the Sabbath*. Ask the children, one by one, to select a paper from the container and read it to the class. Have them determine which category on the chalkboard the activity belongs to, and write the activity under the appropriate heading. When all the papers have been read, have two children read the quotations from President Benson.

Note to the teacher: As you discuss with the children the kinds of activities that are appropriate on the Sabbath, be sensitive to the family situations of the children in your class. Some children may have less-active or nonmember parents (or other family members) who invite the children to participate in activities that are inappropriate for the Sabbath. Encourage the children to pray for guidance and do their best to keep the Sabbath day holy without being disrespectful to or disobeying their parents.

2. Have a child read the following quotation from Spencer W. Kimball, twelfth President of the Church:

“It is unthinkable that one who loves the Lord with all his heart and with all his soul . . . would fail to spend one day in seven in gratitude and thankfulness. . . . The observance of the Sabbath is an indication of the measure of our love for our Heavenly Father” (*The Teachings of Spencer W. Kimball*, ed. Edward L. Kimball [Salt Lake City: Bookcraft, 1982], p. 218).

Discuss with the children how keeping the Sabbath day holy shows love for Heavenly Father and Jesus Christ. Then seat the children in a circle. Give them an object such as a small ball or beanbag to pass around the circle. As a child receives the object, he or she names something for which he or she is grateful and passes the object to the next child. The seventh child to receive the object says, “I will keep the Sabbath day holy” instead of naming an item. At this point all the children stand up and change seats. When the children are all seated in new seats, repeat the activity.

3. To help the children recognize how many blessings Heavenly Father has given them, have them play the following game:

Seat the children in a circle. Have each child in turn name a blessing that begins with the letter *A* (for example, “I am thankful for my arms” or “I am thankful for apples”). Continue around the circle until the next child cannot think of another blessing that begins with *A*, and have that child start the letter *B* (“I am thankful for books”). Continue through as many letters as the children have attention or time for (you probably will not be able to use the entire alphabet).

4. Read or have a child read the following quotation from President N. Eldon Tanner, a former member of the First Presidency:

“As we express our appreciation for our many blessings, we become more conscious of what the Lord has done for us, and thereby we become more appreciative” (in Conference Report, Oct. 1967, p. 54; or *Improvement Era*, Dec. 1967, p. 42).

Have the children sing or say the words to “Count Your Blessings” (*Hymns*, no. 241). Then give each child a pencil and a piece of paper, and have the children list as many of their blessings as they can in three minutes (adjust the time limit to fit the children’s attention spans). Have each child share his or her list with the other class members. You may want to have the children compare lists and cross off items that are duplicated. Point out how many items on each list were not mentioned on any other list, and emphasize that we all have more blessings than we can count.

5. Help the children memorize Doctrine and Covenants 59:7.
6. Sing or say the words to one or more of the following songs: “Pioneer Children Sang As They Walked” (*Children’s Songbook*, p. 214), “Saturday” (*Children’s Songbook*, p. 196), “Can a Little Child like Me?” (*Children’s Songbook*, p. 9), “I Thank Thee, Dear Father” (*Children’s Songbook*, p. 7).

Conclusion

Testimony

Express your gratitude for those who sacrificed to establish the Church in the Salt Lake Valley. Help the children understand that keeping the Sabbath day holy is one way we can show our gratitude to Heavenly Father and Jesus Christ. Tell how you have been blessed by keeping the Sabbath day holy.

Suggest that the children discuss with their families how they can keep the Sabbath day holy.

Suggested Home Reading

Suggest that the children study Doctrine and Covenants 59:7–19 and 78:19 at home as a review of this lesson.

Suggested Family Sharing

Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”

Invite a child to give the closing prayer.

The Pioneers Show Their Faith in Jesus Christ

Lesson
42

Purpose To strengthen the children’s faith in Jesus Christ by teaching them about the faith of the pioneers.

- Preparation**
1. Prayerfully study the historical accounts given in this lesson; Moroni 7:33; Doctrine and Covenants 8:10, 20:29; and Articles of Faith 1:4. Then study the lesson and decide how you want to teach the children the historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
 2. Additional reading: *Gospel Principles* (31110), chapter 18.
 3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
 4. Prepare to tell a story about a pioneer ancestor of yours or about a modern-day pioneer (someone who was one of the first members of the Church in an area or family).
 5. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. A Book of Mormon.
 - c. Picture 5-48, Jesus the Christ (Gospel Art Picture Kit 240; 62572); picture 5-49, Mary Fielding and Joseph F. Smith Crossing the Plains (Gospel Art Picture Kit 412; 62608); picture 5-50, Rest Stop at the Sweetwater.

Note to the teacher: This lesson may contain more historical accounts than you can use in a single class period. Choose the accounts that will be most meaningful to the children in your class.

Suggested

Lesson

Development

Invite a child to give the opening prayer.

Attention Activity

Play the following pioneer game with the children:

Ask a child to leave the room (or close his or her eyes) while you hide a thimble, rock, or other small object somewhere in the room. Then have the child return (or open his or her eyes) and look for the object. Have the other children help by saying “hot” when the child is near the object or moving toward it and “cold” when the child is far from the object or moving away from it.

When the child has found the object, tell the children that this lesson is about the faith of the pioneers. Write *FAITH* on the chalkboard.

- What does it mean to have faith?

Explain that to have faith is to believe and trust that something is real and true even though we have not seen it with our own eyes. Point out that the child who was looking for the hidden object had faith that it was in the room, even though he or she could not see it.

- In whom must we have faith?

Display the picture of Jesus Christ. Help the children review the fourth article of faith. Point out that this article of faith says that faith in Jesus Christ is the first principle of the gospel.

- Why is it important to have faith in Jesus Christ?

Explain that we must believe that Jesus Christ is our Redeemer in order to believe that we can repent of our sins and live with Heavenly Father and Jesus Christ again.

Point out that when we are willing to keep the commandments, even if it is hard for us, we are showing faith in Jesus Christ. Obeying the commandments also helps us increase our faith. Help the children understand that when they attend Church meetings and make other right choices, they show that they are developing faith in Jesus Christ.

Historical Accounts

Teach the children about the pioneers' faith, as illustrated by the following historical accounts. Relate as many accounts as you have time for, and ask the corresponding questions from the "Discussion and Application Questions" section. Help the children see how faith in Jesus Christ affected the choices of the people in each account. Show the pictures at appropriate times.

After the first pioneer company arrived in the Salt Lake Valley, Brigham Young began making preparations to help the rest of the Saints make the journey across the plains. Within a few months additional companies of Saints began arriving. For many years (1847 to 1869), companies of Saints traveled across the plains to the Salt Lake Valley in wagons or handcarts. Some came across the ocean from other lands before crossing the plains. It was a difficult journey for all the pioneers. Many people died along the way; others suffered great hardships. The pioneers left their homes and traveled west because of their faith in Jesus Christ and in the truthfulness of his restored gospel. This faith helped them through the difficult times.

Mary Fielding Smith's Cattle Are Stolen

After Joseph Smith and his brother Hyrum were martyred, Hyrum's wife, Mary Fielding Smith, left Nauvoo and traveled to Winter Quarters with her children and several other people she and Hyrum had taken into their home.

While at Winter Quarters, Mary and some of her family traveled south into Missouri to get supplies for the journey west. Bad weather made it difficult to travel, and the oxen had difficulty pulling the full, heavy wagons. The journey to Missouri took one week, but the journey back to Winter Quarters took much longer.

On the way back, Mary and her family camped near the Missouri River. Camping nearby were some men who were driving a herd of cattle to market. Mary's son, Joseph F., and his uncle usually unyoked their oxen at night so the oxen could eat and rest more easily, but because they were so close to the other herd of cattle they left the yokes on the oxen. That way the oxen would be easy to find if they got mixed in with the other animals.

The next morning some of the oxen were missing. Joseph F. and his uncle spent all morning looking for them, but they could not find them. As Joseph F. returned to the camp, tired and discouraged, he saw his mother kneeling in prayer. He heard her asking the Lord to help them find the lost oxen so they could continue their journey in safety.

When Mary finished her prayer, she had a smile on her face. Although her brother said the cattle were surely gone for good, Mary said she would go out and look for a while. Her brother tried to convince her that he and Joseph F. had searched everywhere and it was useless for her to search also, but she went anyway.

As Mary walked away from her camp, one of the men taking the cattle to market called out, “Madam, I saw your oxen over in that direction this morning about daybreak.” Although the man was pointing in the opposite direction, Mary continued walking toward the river. Joseph F. was watching her, and he came running when she beckoned to him. When he came near her, he saw their oxen tied to a clump of willows. Someone had hidden them, probably with the intention of stealing them. With their oxen found, Mary Fielding Smith and her family were able to continue their journey. (See Don Cecil Corbett, *Mary Fielding Smith: Daughter of Britain*, pp. 209–13.)

Mary Fielding Smith and Her Family Cross the Plains

When the time came for Mary Fielding Smith and her group to go west, many of her animals had died from severe winter weather. Mary prepared for the journey as best she could; however, she had to attach two wagons together because she did not have enough oxen and drivers, and instead of sturdy ox teams for each wagon, she had wild steers, cows, and young oxen pulling her wagons. These animals had not been trained to work together and were difficult to control.

The captain of the company told Mary it would be foolish for her to go west because she was not prepared. He said she would never make it to the Salt Lake Valley and would be a burden on the rest of the company. He told her to return to Winter Quarters and wait to come to the Salt Lake Valley until she could get more help. Mary calmly told the captain that she did not need his help. Furthermore, she said, she would enter the valley before he did!

Friends provided several more oxen, which were a great blessing to Mary and her family, and as they progressed across the plains, the untrained oxen learned to work together well. All the children helped on the journey. Martha, the youngest, gathered wood and brush for fires and helped herd the loose cattle (the cattle that were not pulling wagons). Joseph F., who was nine years old, drove a team of oxen, as did his older brother, John. Jerusha and Sarah helped with the daily chores and cared for the loose cattle. All the children walked barefoot most of the way.

As the company was crossing Wyoming one day, one of Mary’s oxen suddenly lay down as if poisoned. It appeared the ox would die, and Mary had no spare ox with which to replace him. As the ox began to stiffen, the company captain exclaimed, “He is dead, there is no use working with him, we’ll have to fix up some way to take the Widow [Mary] along. I told her she would be a burden on the company.”

Mary said nothing, but she took a bottle of consecrated oil from her wagon and asked her brother, Joseph Fielding, and another man to administer to her ox. “It was a solemn moment there under the open sky. A hush fell over the scene. The men removed their hats. All bowed their heads as Joseph Fielding . . . laid his hands on the head of the [dying] ox, and prayed over it. The great beast lay stretched out and very still. Its glassy eyes looked nowhere. A moment after the administration the animal stirred. Its huge, hind legs commenced to gather under it.

Its haunches started to rise. The forelegs strengthened. The ox stood and, without urging, started off as if nothing had happened." Soon another ox fell ill and was administered to, and it also recovered.

The day before the company was to enter the Salt Lake Valley, several of Mary's oxen were missing again. She knelt in prayer, asking Heavenly Father's help in finding them. She was certain that Heavenly Father would help her.

The captain and the rest of the company started off while Mary and her family were still searching for their oxen. Suddenly a storm cloud appeared, thunder rolled, lightning flashed, and rain poured down. Everyone was forced to wait. Sixteen-year-old John was able to find the lost animals during the storm and had them hitched up ready to go as the storm cleared. Mary's family left while the others were still gathering up their teams. They entered the valley hours before the captain and the rest of the company. (See Corbett, pp. 223–49.)

Margaret McNeil Helps Her Family Cross the Plains

Margaret McNeil and her family joined the Church in Scotland. They immigrated to Utah when Margaret was ten years old. Margaret walked all the way across the plains, often with her four-year-old brother James on her back. Margaret's mother was sick on the journey, so Margaret helped her as much as she could.

Margaret made breakfast and dinner for the family each day, and she also cared for the family cow. The cow had to be well fed so she could provide enough milk for the family. Every morning Margaret would take the cow out ahead of the rest of the company and let the cow eat grass until the wagons had all passed by. Then Margaret and the cow would hurry to catch up with the rest of the company again. When they came to a river, Margaret wrapped the cow's long tail around her hand and she and the cow swam across.

The food the McNeils had brought with them ran out on the journey, so the family ate milk and wild rose berries. They finally arrived in Utah and were very grateful to Heavenly Father for helping them arrive safely. (See Margaret McNeil Ballard, "I Walked Every Step of the Way," pp. 10–11; see also Susan Arrington Madsen, *I Walked to Zion*, pp. 125–26.)

Jedediah M. Grant Is Comforted

Jedediah M. Grant was a member of the First Council of the Seventy and captain of one of the pioneer companies. He was also the father of Heber J. Grant, who became the seventh President of the Church. While the Grant family was crossing the plains, Jedediah's wife and infant daughter became sick with cholera, a disease many people caught on the way to the Salt Lake Valley. As she was dying, Jedediah's wife asked that she and the baby be buried in the Salt Lake Valley. However, the baby died first and had to be buried in a shallow grave in Wyoming. Jedediah's wife died near the end of the journey and was buried in the Salt Lake Valley. On a later trip back to Wyoming, Jedediah visited the baby's grave, only to find that wolves had dug the grave up.

It must have been difficult for Brother Grant to lose his wife and child, but he continued to follow the Church leaders. Several years later he was permitted to see a vision of the spirit world. He saw his wife with their little daughter in her arms. She showed the child to Brother Grant and said, "Here is little Margaret." Brother Grant saw that although the child had died on the plains and the grave had been disturbed by wolves, his daughter was safe in the spirit world with her mother. (See *Church History in the Fulness of Times*, pp. 337–38.)

Lydia Knight Helps Others Cross the Plains

After the martyrdom of Joseph and Hyrum Smith, the Newel and Lydia Knight family began moving west with the rest of the Saints. One winter night, however, Newel became very ill and died. Lydia was left with seven children and another soon to be born. She had no one to help or protect her. She moved back to Winter Quarters, where President Brigham Young advised her not to start on the difficult journey to the Salt Lake Valley with a new baby. He did ask, however, if she could lend her oxen and wagons to help someone else make the journey. Without hesitation, Lydia gave them. Two years later Lydia was able to gather more equipment and make the journey to the Salt Lake Valley with her children. (See Susa Young Gates, *Lydia Knight's History*, pp. 64–76, 84–89.)

Louisa Wells Drives an Ox Team across the Plains

When twenty-two-year-old Louisa Wells crossed the plains with her family, she was given the job of driving one of her father's teams of oxen as well as caring for her younger brother and sister.

After packing their possessions in the wagon, Louisa bravely started on her way. She had a large sunbonnet on her head and a parasol (sunshade) in one hand. In her other hand she carried an ox whip to help her control the animals. Things went well for a short time, considering Louisa had never driven a team of oxen before, but soon it began to rain. Her parasol and sunbonnet quickly became soaked and useless, and before night she was muddy and soaking wet all over.

Despite this discouraging start, Louisa faithfully kept going. When the company arrived at the Sweetwater River, Louisa's best yoke of oxen died from drinking bad water, so she had to use two cows in their place. The cows were not accustomed to pulling wagons, so Louisa had to pull and coax them along for the rest of the journey. A woman in the company became ill, and Louisa was assigned to help care for her. For three weeks she walked at the side of her wagon all day and nursed the sick woman during the night. Fortunately Louisa was able to stay healthy and safely guide her team and wagon into the valley with the rest of the company.

After wearing out three pairs of shoes on the journey, Louisa sewed rags around her feet to protect them, but the rags would wear out in a few hours. Often Louisa's cut feet left bloody tracks on the trail. (See Edward W. Tullidge, *The Women of Mormondom*, pp. 336–37.)

Jane Allgood Is Given Encouragement

Fifteen-year-old Jane Allgood and her parents came from England in 1864 and crossed the plains to the Salt Lake Valley. Jane later told her granddaughter how tiring the journey was. The young people in the company had to walk the entire way. Their only food was flour, beans, and dried peaches. One day Jane and her friend Emma were so tired from walking that they sat down to rest. They watched the wagons go on without them, but their feet were so sore that they did not care about being left behind. They felt they just could not go any farther. Jane said, "While sitting there so tired, a young man came to us on a horse. We didn't see where he came from nor after talking to us, where he went. But he talked to us very nice and encouraged us to go on. He promised us if we would try we would make it alright, and would not be harmed." Jane said they were so tired at that point that "we didn't care whether we died or lived," but the man was kind and encouraged them to continue the journey. The two

girls began to feel better and stronger, and they got up and went on. It was after dark when they caught up with the wagon train. (See Julie A. Dockstader, "Children Entered Valley with 'Hearts All Aglow,'" pp. 8–9.)

Modern-Day Pioneers Build the Church

Remind the children that a pioneer is someone who prepares the way for others who will follow. Explain that many members of the Church are modern-day pioneers. Tell the children a story from your family history or a story of a modern-day pioneer who was the first of his or her family or area to join the Church. Emphasize the need for new members to show faith in Jesus Christ as they join the Church.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- How did Mary Fielding Smith's faith in Jesus Christ help her find her missing oxen? Explain that Heavenly Father and Jesus Christ know all things, and we can receive guidance from them when we pray in faith (see D&C 8:10). Point out that Mary prayed for help, and then she and her family did their part by searching for the cattle.
- How was Mary Fielding Smith's faith in the power of the priesthood a blessing to her and her family? Remind the children that the priesthood is the power and authority to act in the name of God. When we exercise faith in the power of the priesthood, we are showing faith in Jesus Christ.
- How do you think a ten-year-old girl found the strength to do what Margaret McNeil did? (Moroni 7:33.) What would have been hard for you if you had been in her situation?
- How was Jedediah M. Grant's faith rewarded? How does obeying the prophet and other Church leaders show faith in Jesus Christ?
- Why might it have been difficult for Lydia Knight to give up her oxen and wagons? How did doing this show Lydia's faith?
- Why do you think Louisa Wells continued the journey even when it became difficult? Share a personal experience when you had to endure problems and inconveniences for the gospel's sake.
- How did Heavenly Father help Jane Allgood and her friend Emma find the strength they needed to continue their journey? Why is it important not to give up when we become tired or discouraged? How can our faith in Jesus Christ help us at such times? (See enrichment activity 3.)
- Why did each of these pioneers make the necessary sacrifices to cross the plains? (Answers may include to be with other members of the Church, to escape persecution, and to be obedient to Church leaders.) Explain that in the early days of the Church, Church members scattered throughout the world had little or no communication with Church leaders or other members of the Church. They came to the Salt Lake Valley to be with other members and learn from the leaders. Today communication has improved, and while many areas of the world still have only a few Church members, we are now encouraged to stay in our own countries and help build up the Church where we live.

- How did each of these pioneers strengthen his or her faith in Jesus Christ and the restored gospel? What must we do to strengthen our faith? (See enrichment activity 4.)
- What would have been difficult for you if you had been a pioneer? How do you think you would have handled these situations? What difficulties do you have in life that the pioneers did not have? How can your faith in Jesus Christ help you handle such situations? (See enrichment activity 3.)
- What hardships would you be willing to suffer in order to be with other members of the Church and to worship Heavenly Father and Jesus Christ? When might you be asked to endure hardships for the gospel? (Answers may include when serving a mission or sacrificing to help someone else serve a mission, or when there are only a few members of the Church in your school or community.) How could your faith in Jesus Christ help you in such circumstances? (Moroni 7:33.)
- When have you chosen to do the right thing even though it was hard? Why did you choose to do right? Explain that when we choose to obey the commandments, we are showing our faith in Jesus Christ. Explain that to have faith in Jesus Christ means to have such trust in him that we obey whatever he commands.
- What difference can our faith in Jesus Christ make in the way we live each day?
- How can our faith in Jesus Christ help us when we are sad or have problems? (See enrichment activity 3.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Write on the chalkboard or on separate wordstrips the heading *Faith* and the scripture references below. Have each child (or pair of children, if your class is large) look up one of the scriptures and read it to the class. Discuss as a group what each scripture teaches about faith, and write on the chalkboard (or post a wordstrip) under each reference a statement explaining what that scripture teaches about faith.

Alma 32:21	Faith is believing in what is true, even if we cannot see it.
Alma 37:33	Faith in Jesus Christ can help us resist temptation.
Moroni 7:33	If we have faith in Jesus Christ, we will receive power to do whatever he asks us to do.
Moroni 10:4	We must have faith in Jesus Christ in order to receive a testimony.
D&C 20:29	We must have faith in Jesus Christ to be able to endure to the end and gain eternal life.
D&C 29:6	When we pray, we have faith that Heavenly Father will hear and answer our prayers.
Articles of Faith 1:4	Faith in Jesus Christ is the first principle of the gospel.

2. Make for each child a copy of the worksheet found at the end of the lesson. Have the children draw a line connecting each problem in the first column with the appropriate solution in the second column. (Answers: 1-b; 2-g; 3-a; 4-e; 5-d; 6-c; 7-f.) If it is not feasible to make a copy for each child, you could put the phrases on separate wordstrips and let the children work together to match them. Discuss with the children why having faith in Jesus Christ can help in these situations.
3. Discuss with the children how having faith in Jesus Christ can help them deal with situations such as serious illness, the death of a loved one, moving to a new ward or school, feeling left out, or feeling discouraged about a problem. Remind the children that having faith includes doing all we can do ourselves, such as praying, fasting, studying the scriptures for answers, and obeying the commandments; asking for the Lord's help; and accepting the Lord's will in each situation.
4. Show the children a small plant or sprouted seed. Explain that faith can be compared to a seed because it also starts small and grows as it is fed and nurtured.
 - What do plants need to help them grow and be strong?
 - What "feeds" our faith and keeps it strong? (Obeying the commandments.)
 Help the children think of specific commandments, such as praying and attending Church meetings, that help them strengthen their faith in Jesus Christ.
5. Have the children dramatize one or more of the stories in the lesson, using simple costumes and props.
6. Help the children review or memorize the fourth article of faith. Discuss the importance of faith in Jesus Christ.
7. Sing or say the words to "Pioneer Children Sang As They Walked" (*Children's Songbook*, p. 214). Point out that the pioneers were able to sing and be happy on their difficult journey because they had faith in the Savior. They knew that they would be blessed, either in this life or the next, for following the Savior and the leaders of his church.

Conclusion

Testimony	Bear your testimony of the importance of having faith in Jesus Christ. You may wish to tell about a time when you were blessed by having faith in the Savior and obeying the commandments. Encourage the children to strengthen their faith by obeying the commandments and learning more about the gospel.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 8:10 and 20:29 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the "Suggested Home Reading." Invite a child to give the closing prayer.

Faith in Jesus Christ

If I—

1. do something wrong and am tempted to lie about it
2. am asked to do extra chores at home
3. feel angry with someone
4. am unhappy or afraid
5. am feeling shy about giving a talk in Primary
6. am asked to attend a sports activity on Sunday
7. see a child who needs a friend

My faith in Jesus Christ can help me—

- a. forgive.
- b. be honest.
- c. keep the Sabbath day holy.
- d. pray for help, then prepare and give the talk.
- e. pray for comfort and help.
- f. show love to others.
- g. give service cheerfully.

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- g. give service cheerfully.

Handcart Companies Come to the Salt Lake Valley

Purpose

To inspire the children to be like the handcart pioneers and valiantly endure to the end.

Preparation

1. Prayerfully study the historical accounts given in this lesson and Doctrine and Covenants 14:7; 24:8; 76:5; 121:7–8, 29. Then study the lesson and decide how you want to teach the children the historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
3. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. A clock or watch with a second hand.
 - c. Picture 5-51, Martin Handcart Company in Bitter Creek, Wyoming (Gospel Art Picture Kit 414; 62554); picture 5-52, Three Young Men Rescue the Martin Handcart Company (Gospel Art Picture Kit 415; 62606).

Suggested
Lesson
Development

Invite a child to give the opening prayer.

Attention Activity

Tell the children you would like them to participate in two activities about time. Invite a child to come to the front of the class. Ask the child to tell you, without looking at a watch or clock, when he or she thinks one minute has passed. Give the child a signal to start timing. While you keep track of the time on the clock or watch you brought, talk with the child and the other class members to make it harder for the child to concentrate. When the child says that one minute has passed, tell the class how much time has actually passed.

Then ask all the children to stand and see if they can remain completely still and quiet, like a statue, for one minute. Give the children a signal to start, and say “stop” when one minute has passed.

Point out that the passage of time is hard to judge. Sometimes time seems to go by very quickly, while on other occasions it seems to pass very slowly.

Explain that none of us knows how much time we have to live on the earth, but we have been commanded to endure to the end no matter how long our lives are. To *endure to the end* means to live righteously, repenting when we do wrong things, and to never give up, even when life becomes hard. If we want to live with Heavenly Father and Jesus again, we must endure to the end valiantly. Explain that a valiant person is one who is strong, obedient, courageous, and true in living the gospel of Jesus Christ. Tell the children that in this lesson they will learn about some of the early Saints who valiantly endured to the end of their lives.

Historical Accounts Teach the children the importance of valiantly living the gospel of Jesus Christ and enduring to the end as you tell about the handcart companies, as described in the following historical accounts. Show the pictures at appropriate times.

Brigham Young's Plan

Many Saints came to the Salt Lake Valley in covered wagons pulled by oxen. Some of these Saints had purchased their wagons and supplies with money loaned to them by the Church. After arriving in the valley, they worked to pay back the money they had been loaned. The money they paid back was then loaned to other Saints making the journey across the plains. This was called the Perpetual Emigration Fund.

The fund was a good plan, but some people were too poor to pay back all the money they had borrowed, and many more Church members still wanted to come to the Salt Lake Valley. Church leaders had to find a less expensive way to bring people to the valley. President Brigham Young wrote in 1855: "We cannot afford to purchase wagons and teams as in times past, I am consequently thrown back upon my old plan—to make hand-carts, and let the emigration foot it. . . . They can come just as quick, if not quicker, and much cheaper" ("Foreign Correspondence," p. 813; see also *Church History in the Fulness of Times*, p. 358). It was estimated that using handcarts would cost one-third to one-half as much as using wagons.

Handcarts were like small, uncovered wagons and were pushed or pulled by people instead of oxen. In addition to the handcarts, each company of pioneers had a cow or two for every ten people and a few wagons and ox teams to carry those who could not walk. Handcarts did have some advantages over wagons: some parts of the trail were difficult to drive wagons over but could be more easily walked over, and because the handcarts were smaller and lighter than wagons, the pioneers could travel faster. They also did not have to worry about caring for so many animals. The handcarts also had disadvantages, however: they offered little room for food and supplies and gave no protection from storms.

The First Handcart Companies

Some of the Saints who came across the ocean from Europe went by train to Iowa City, Iowa, where they were outfitted with handcarts for their journey across the plains. The first handcart company left Iowa City on 9 June 1856.

The handcart companies faced many trials. One day six-year-old Arthur Parker, a member of the first handcart company, felt sick and sat down to rest. The other members of the company did not notice that he had stopped until they made camp later that day. When they realized that Arthur was gone, they began looking for him, but after two days they had to move on. Arthur's father stayed behind to look for Arthur. Arthur's mother gave his father a bright red shawl to wrap his son in if he was found dead. If Arthur was found alive, however, his father was to wave the shawl as a signal.

The entire company watched and prayed for Arthur for three days as his father looked for him. On the third day Ann Parker, Arthur's mother, looked back along the trail they had just traveled and saw her husband waving the red shawl. Arthur's mother was very glad to see Arthur again, and that night she was able to get a good night's sleep for the first time since Arthur was discovered missing.

Problems of the Willie and Martin Handcart Companies

The first three handcart companies had some difficulties, but they crossed the plains safely. The next two companies were not as fortunate (see enrichment activity 1). Members of the Willie and Martin handcart companies had arrived from England in the summer. When they arrived in Iowa City no handcarts were available, so they had to wait for some to be built. The companies left Iowa City late in July 1856. Their handcarts had been made of unseasoned (green) wood, so the handcarts broke down as the wood dried out, causing more delays. Many of the Saints' cattle were stolen by unfriendly Indians. The late start and numerous delays caused many problems for the Willie and Martin companies, for severe winter storms came much earlier than usual that year. In an attempt to lighten their loads so they could travel faster, the Saints discarded their extra clothing and bedding. They therefore had little protection when the storms came. The storms and the extremely cold weather caused many deaths. Those who died had to be buried in shallow graves along the trail.

Rescue of the Willie and Martin Handcart Companies

As Brigham Young prepared for general conference in October 1856, he received word that the Willie and Martin handcart companies were in trouble. During conference, rescue parties were organized.

Ephraim K. Hanks had just returned to Salt Lake City from a fishing trip. He had spent the night before he returned at a friend's home. Before he fell asleep that night, he heard a voice call his name. The voice said, "The hand-cart people are in trouble and you are wanted; will you go and help them?" Brother Hanks answered, "Yes, I will go if I am called." This conversation was repeated three times.

When Brigham Young called for volunteers to go and help the Willie and Martin companies come to Salt Lake, some of the men said they would be ready in a few days, but Ephraim Hanks said, "I am ready now!" He was one of the first people to reach the handcart companies. On his way to find them, he ran into the worst storm he had ever experienced. The snow became so deep that it was impossible to move his wagon through it. He left the wagon and started out with two horses, one to ride and one to carry supplies. At night, as he prepared a place to sleep, he thought how nice it would be to have a buffalo robe to sleep in and some meat to eat for supper. He prayed and asked Heavenly Father to send him a buffalo. After he finished praying, Brother Hanks looked up and saw a buffalo close to his camp. He killed the buffalo with one shot. In the morning he shot another buffalo, loaded the meat onto the horses, and again headed east.

Ephraim Hanks reached the immigrants in the Martin company as they were setting up camp for the night. They were overcome with joy when they saw him and the fresh buffalo meat he had brought. One of the men in the company had prophesied earlier that when the supplies ran out the people in the company would feast on buffalo. Ephraim Hanks helped fulfill that prophecy and continued to do so as he shot other buffalo for the company as they continued their journey.

When the people of the Martin handcart company arrived at the Sweetwater River, they were very weak. They saw no way they could cross the river, which was deep and wide and very cold. All they could do was pray. Then three eighteen-year-old boys from the relief party came to their rescue. George W. Grant, David P. Kimball, and C. Allen Huntington plunged into the icy water

and began carrying people across the river. They made many trips and carried almost the entire company across. The cold water caused health problems for the boys, and years later all three died from these health problems. When President Brigham Young heard what these three boys had done, he wept. He later said that this act alone would ensure the three young men places in the celestial kingdom.

Many members of the Willie and Martin companies died from the effects of the freezing storms, and others suffered frozen feet and legs. Mary Goble was a member of the Martin handcart company. Once, when the company had gone several days without any water but melted snow, Mary's sick mother begged Mary to get her a drink from a freshwater spring a few miles away. Another woman went with Mary, and on their way to the spring they found an old man in the snow. He was nearly frozen, and they knew he would soon die if they did not get help for him. They decided that Mary would go on to get the water while her companion went back to the camp to get help.

When Mary was alone she began to worry about running into unfriendly Indians. While trying to watch out for them she became lost and wandered around in snow up to her knees for several hours. When a search party found her, it was almost midnight. The search party brought Mary back to camp and tried to warm her frozen legs and feet by rubbing them with snow and putting them in a bucket of water. This was very painful. Mary's legs and feet recovered, but her toes did not.

Mary's mother died the day they arrived in Salt Lake City. The next day Brigham Young and a doctor visited Mary. She wrote: "When Bro. Young came in he shook hands with us all. When he saw our condition—our feet frozen and our mother dead—tears rolled down his cheeks." The doctor had to amputate Mary's toes, but Brigham Young promised Mary the remainder of her feet would heal. Her feet got worse, however, and the doctor wanted to cut off both feet at the ankle. Mary refused, remembering what the prophet had promised. A woman came each day to change the dressings on Mary's feet. Several months later Mary saw the doctor again. He said, "Well, Mary, . . . I suppose your feet have rotted to the knees by this time." When Mary told him her feet were well, he did not believe her. She took off her stockings and showed him her feet. The doctor said it was a miracle that her feet had healed. (See "Mary Goble Pay," pp. 144–45.)

A Privilege to Pay the Price

Because of the unexpected delays and other unfortunate circumstances, over two hundred members of the Willie and Martin handcart companies died before they could reach the Salt Lake Valley. None of the other handcart companies coming to the valley before or after them suffered so many problems.

Some years after the Martin company made their journey to Salt Lake City, a teacher in a Church class commented how foolish it was for the Martin company to come across the plains when it did. The teacher criticized the Church leaders for allowing a company to make such a journey without more supplies and protection.

An old man sitting in the classroom listened for a few moments and then spoke out, asking that the criticism be stopped. He said, "Mistake to send the Handcart Company out so late in the season? Yes. But I was in that company and my wife was in it. . . . We suffered beyond anything you can imagine and many died of

exposure and starvation, but did you ever hear a survivor of that company utter a word of criticism? *Not one of that company ever apostatized or left the Church, because everyone of us came through with the absolute knowledge that God lives for we became acquainted with him in our extremities* [difficulties].

“I have pulled my handcart when I was so weak and weary from illness and lack of food that I could hardly put one foot ahead of the other. I have looked ahead and seen a patch of sand or a hill slope and I have said, I can go only that far and there I must give up, for I cannot pull the load through it. . . . I have gone on to that sand and when I reached it, the cart began pushing me. I have looked back many times to see who was pushing my cart, but my eyes saw no one. I knew then that the angels of God were there.

“Was I sorry that I chose to come by handcart? No. Neither then nor any minute of my life since. *The price we paid to become acquainted with God was a privilege to pay, and I am thankful that I was privileged to come in the Martin Handcart Company*” (quoted in David O. McKay, “Pioneer Women,” p. 8; emphasis in original).

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- What were the advantages of using handcarts to travel across the plains? What would you find difficult about traveling this way? Why were the Saints willing to walk all the way across the plains?
- How can we follow the example of Ephraim Hanks when we are asked to do something difficult? How can we serve our families and friends? What will God do for those who serve in righteousness to the end? (D&C 76:5.)
- What valiant thing did the three eighteen-year-old boys do to help the Martin handcart company? Why do you think they did this? What did Brigham Young say would be the reward for the unselfish acts of these three young men?
- What did Mary Goble do that showed her faith? What comfort does the Lord give to those who suffer adversity? (D&C 121:7–8.) What kinds of adversity do you face? How can you prepare for adversity? Explain that having faith in Jesus Christ and living the gospel will help us be prepared for whatever lies ahead in our lives.
- Why did the elderly gentleman think being in the Martin handcart company was a privilege? Who helped him push his cart? Who will help us through our afflictions if we are faithful and patient? (D&C 24:8.)
- What do you think would have been the most difficult thing to endure if you had been a member of the Willie or Martin handcart companies? What has the Lord promised to all those who valiantly endure to the end? (D&C 14:7; 121:29.)
- Who are some people who are valiantly enduring? What are some of the qualities that help them live valiantly? What valiant qualities do you want to have? What can you do to get and keep those qualities? (See enrichment activity 2.)

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Make a copy of the “Journey by Handcart” map found at the end of the lesson. Bring a small object or piece of colored paper to serve as a marker.

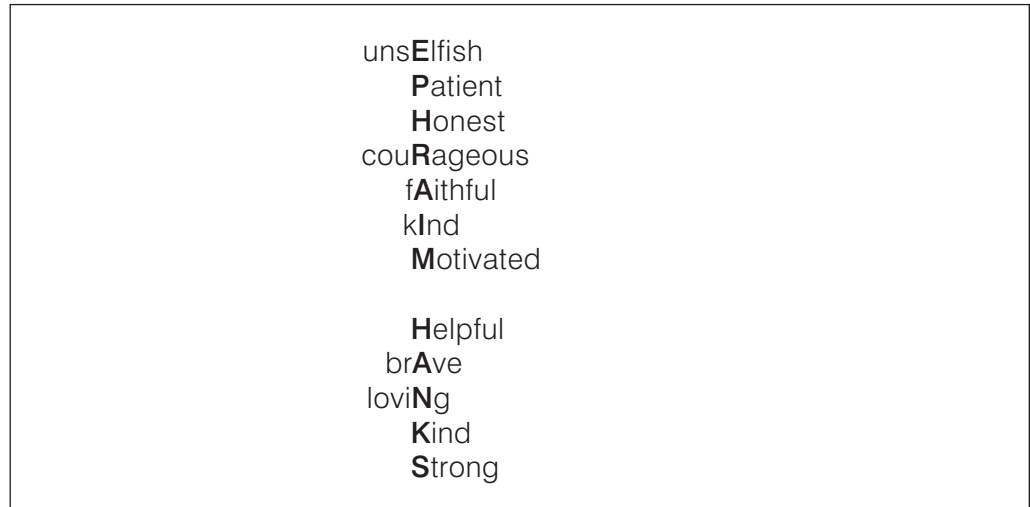
Show the map to the children, and explain that it illustrates some of the hardships and sufferings of the Willie and Martin handcart companies. Ask the children the following questions (you could ask all the questions at the end of the lesson as a review or give each child a question to be answered as the story is being told during the lesson). Place the marker on the map and move it ahead one step every time the children answer a question correctly. Repeat some questions if necessary to enable the children to reach the Salt Lake Valley on the map.

- Why did these pioneers use handcarts instead of wagons with ox teams? (The handcarts were less expensive and could go faster than the wagons.)
 - What were some disadvantages of using handcarts? (People had to pull them; they did not have room for many supplies; they did not offer shelter from storms.)
 - What sign was Brother Parker to give if he found his son alive? (He was to wave a red shawl in the air.)
 - What caused some of the delays for the Willie and Martin companies? (They arrived late from England; they had to wait for their handcarts to be built; unfriendly Indians stole their animals; their handcarts broke down; winter storms came early.)
 - How did members of the Martin company get across the Sweetwater River? (Three eighteen-year-old boys carried them across.)
 - How did Ephraim Hanks know the handcart companies were in trouble? (A voice spoke to him three times.)
 - How did Ephraim respond to the voice he heard? (He answered, “Yes, I will go if I’m called.”)
 - How did Mary Goble get lost? (While looking for water for her mother, she thought of Indians. As she looked around for them, she lost her way in the snow.)
 - What did Brigham Young promise Mary about her feet? (He told her that her feet would heal and would not have to be entirely cut off.)
 - Who did the elderly man say pushed his handcart when he no longer had strength? (Angels of God.)
 - What valiant qualities do you want to have?
2. Ask the children to think of words that describe someone who is valiant. Write the children’s answers on the chalkboard (answers may include *courageous, obedient, loving, kind, loyal, strong, true, faithful, honest, unselfish, patient, righteous, and forgiving*).

Tell the children that they are already valiant in many ways and you would like them to discover how many valiant words can be made a part of their names.

To demonstrate how they are to do this, have them help you with the name of one of the valiant men they have just learned about.

Write *Ephraim Hanks* vertically on the chalkboard. Ask the children to look at the valiant words on the chalkboard and see how many of those words contain a letter that is also in Ephraim's name. As they find a word, write the word on the chalkboard so that it becomes part of Ephraim's name, as in this example:



Give each child a piece of paper and a pencil. Ask the children to write their own names vertically and have them add some of the words from the list on the chalkboard to their names (they may also use other valiant words they can think of). Challenge the children to make these qualities not just part of their names but also part of their lives.

3. Before class, write the following names on separate pieces of paper and tape the papers under various chairs in the classroom:

Brother Parker

Three eighteen-year-old boys (George, David, and C. Allen)

Ephraim Hanks

Mary Goble

The elderly man in the Church class

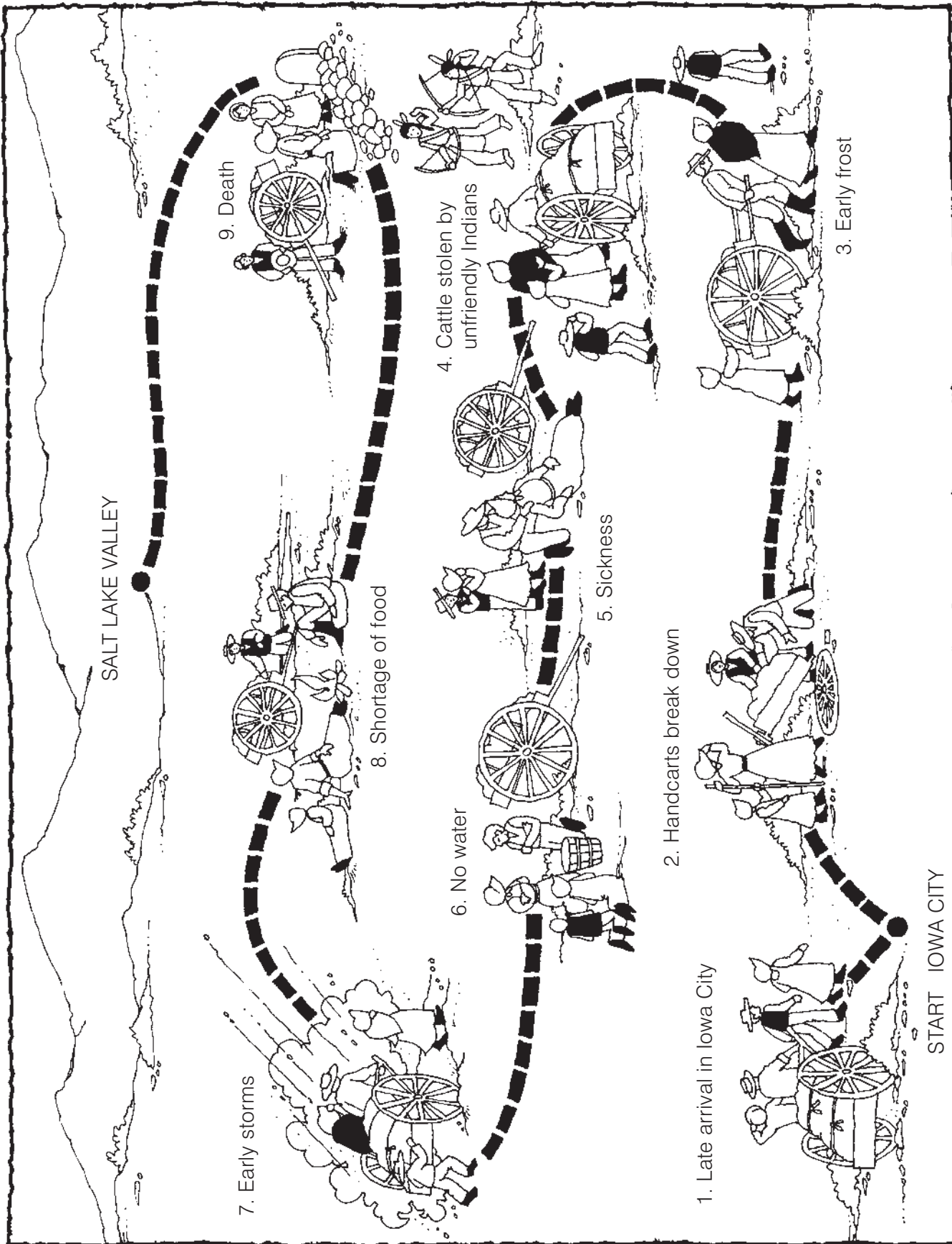
At the end of the lesson ask the children to look under their chairs to see if there is a name taped there. Have each child who finds a name tell something about that person (or persons) that shows a valiant enduring quality.

4. Help the children memorize Doctrine and Covenants 14:7.
5. Sing or say the words to "I Will Be Valiant" (*Children's Songbook*, p. 162). Ask each child to describe one way he or she will be valiant during the coming week.
6. Sing or say the words to "Pioneer Children Sang As They Walked" (*Children's Songbook*, p. 214) or "The Handcart Song" (*Children's Songbook*, p. 220).

Conclusion

Testimony	Testify that valiantly living the gospel every day of our lives will help us overcome afflictions and enable us to return to the presence of Heavenly Father and Jesus Christ after this life.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 14:7 and 24:8 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

Journey by Handcart



7. Early storms

SALT LAKE VALLEY

9. Death

8. Shortage of food

6. No water

4. Cattle stolen by unfriendly Indians

5. Sickness

2. Handcarts break down

1. Late arrival in Iowa City

3. Early frost

START IOWA CITY

The Salt Lake Temple Is Constructed and Dedicated

Lesson
44

Purpose

To help the children have the desire to live the law of chastity and be worthy to be married in the temple.

Preparation

1. Prayerfully study the historical accounts given in this lesson; Doctrine and Covenants 46:33, 109:20, 131:1–4, 132:15–21; and Moses 2:27–28. Then study the lesson and decide how you want to teach the children the scriptural and historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Additional reading: Helaman 5:12 and *Gospel Principles* (31110), chapters 38 and 39.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Prepare nine rectangular pieces of paper to resemble foundation blocks, or bring actual objects such as wooden blocks or bricks. Label each block with one of the following statements:
 - Believe in Heavenly Father, Jesus Christ, and the Holy Ghost.
 - Follow the prophet and other Church leaders.
 - Live the law of chastity.
 - Be honest.
 - Treat family members with respect and love.
 - Attend sacrament meeting and other Church meetings.
 - Pay a full tithe.
 - Obey the Word of Wisdom.
 - Repent of past sins.
5. Materials needed:
 - a. A Doctrine and Covenants for each child.
 - b. A Pearl of Great Price and a Book of Mormon.
 - c. Picture 5-7, The Angel Moroni on Top of the Salt Lake Temple; picture 5-53, Ox Team Carrying Granite Block for the Temple; picture 5-54, Granite Blocks Fill Temple Square; picture 5-55, Salt Lake Temple (Gospel Art Picture Kit 502; 62433); picture 5-56, Adam and Eve (Gospel Art Picture Kit 101; 62461); picture 5-57, Young Couple Going to the Temple (62559).

Note to the teacher: President Howard W. Hunter, fourteenth President of the Church, said: “Children need to be taught about morality at an earlier age than ever before. This can be accomplished by teaching the commandment to be chaste in clear terms children can easily understand and by establishing specific standards by which children can live. Adult members of the Church

reinforce this instruction as they exemplify virtue and modesty in their dress and manner. As children grow and come to understand the love the Lord has for them, their behavior will likely reflect their feelings of love for the Lord by following his counsel regarding modesty and chastity” (memo to the Primary General Presidency, 27 August 1994).

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

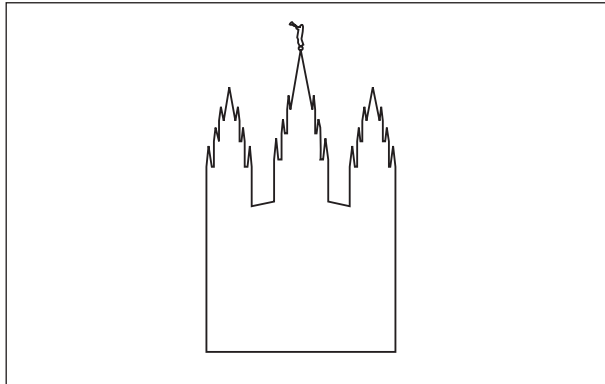
Attention Activity

Show the picture of the Salt Lake Temple. Briefly discuss with the children the temple's beauty and dignity.

- What helps this building remain upright and strong?

Explain that deep in the ground underneath this building is a strong foundation of stone blocks over eight feet deep. The builders of the temple put these stones in place so the walls of the temple would have a firm surface on which to rest. Then the building would remain solid and not crack or fall.

Draw a simple outline of the Salt Lake Temple on the chalkboard (see illustration).



Explain that just as the Salt Lake Temple is built on a firm foundation, Heavenly Father wants us to build our lives on a firm foundation so that we will remain righteous and strong and be worthy to enter the temple. We can build a firm foundation by doing the things that will help us be worthy to enter the temple. Using the blocks you prepared, briefly review with the children the requirements for temple worthiness (you may want to point out that the children will learn about the law of chastity later in the lesson). As you review each requirement, display the appropriate block on the chalkboard underneath the outline of the temple, so that the blocks form a foundation (if you are using real blocks or bricks, stack them on the table or floor near the illustration).

- What would happen if one or more of the foundation blocks under the Salt Lake Temple were removed or broke apart? (The foundation would be weakened, and the temple might crack or fall.)

Point to the foundation blocks you displayed.

- What would happen if one or more of these foundation blocks were missing from our lives? (Our foundation of righteousness would be weakened, and we would not be worthy to enter the temple.)

Scriptural
and Historical
Accounts

Explain to the children that in this lesson they will learn more about how the Salt Lake Temple was built and how they can build a foundation of righteousness in their own lives.

Teach about the building and dedication of the Salt Lake Temple, as described in the following historical accounts. Then, using the section of the lesson entitled “The Law of Chastity” and the scriptures listed in the “Preparation” section, help the children understand the importance of living the law of chastity so that they can be worthy to marry in the temple and receive the eternal blessings promised there. Show the pictures at appropriate times.

The Foundation of the Temple Is Laid

In February 1853, five and a half years after the first Saints entered the Salt Lake Valley, Brigham Young and other brethren held a groundbreaking ceremony to begin construction of the Salt Lake Temple. Two months later they held another ceremony to lay the cornerstones of the temple. On this day President Young told the members of the Church that he saw a vision of the temple every time he looked at the place where it would be built.

President Young drew an outline of the temple as he saw it in his vision, and architect Truman O. Angell made detailed plans of how the temple should be built. President Young sent Brother Angell to England to study the magnificent buildings there so that he would know how to make the temple beautiful and strong. President Young said he wanted to see the temple built so strong that “it will endure through the Millennium” (quoted in Richard Neitzel Holzapfel, *Every Stone a Sermon*, p. 21).

Workmen began laying the foundation for the temple, using several layers of large sandstone blocks. The foundation was over eight feet deep, and men worked on it for five years. In May 1858 work on the temple was stopped for a time because of problems with the United States government. The president of the United States had heard false stories that Church members were not obeying the law, so he sent an army to restore order. Brigham Young feared that the army would disturb the temple site, so he had the foundation covered over with dirt to make it look like an ordinary field.

After the problems with the government were resolved, President Young ordered the foundation uncovered. The workmen found that some of the mortar and small rocks used between the large foundation blocks had cracked and shifted. This caused some of the large blocks to crack and become unstable. They would not support the temple properly. The workers removed the small rocks and mortar and all of the sandstone blocks down to the first layer, replacing them with hard granite blocks. These granite blocks were cut to fit together well, so no rubble or mortar was necessary to make the blocks level. Fourteen years after construction on the temple had started, replacement of the foundation was complete and workmen started to build the walls of the temple.

Stone Blocks Are Prepared

The huge granite blocks for the temple were cut at a quarry in a canyon twenty miles from the temple site. The blocks weighed several tons each and had to be transported in wagons pulled by ox teams. It sometimes took four days to get one block from the canyon to the temple site. Often the wagons would break

down or the heavy blocks would fall off the wagons and crack or break. When the railroad came to Utah in 1869, a track was built from the quarry to the temple site, and steam engines were able to move many blocks in a single day. Thus the work on the temple moved much faster.

Once the blocks arrived at the temple site, they were shaped by skilled stonecutters. Some blocks were carved with symbols such as the sun, moon, and stars, reminders of important gospel principles revealed in temple ordinances. The shaping and carving of each stone block took days or sometimes weeks to finish. The children who lived near the temple site liked to play hide-and-seek among the huge stones waiting to be put in place.

John Moyle was one of the stonemasons who worked on the temple. Every Monday morning he walked twenty miles from his home to the temple site. He worked on the temple all week, and then on Friday he walked twenty miles home to take care of his farm. Brother Moyle was injured in an accident and his leg had to be removed, but he made himself a wooden leg. He practiced walking on the leg until he could endure the pain it caused. Then he walked on his wooden leg to Salt Lake City to continue working on the temple. He carved the words *Holiness to the Lord* on the east side of the temple.

The Temple Is Finished and Dedicated

Thirty-nine years after the temple was begun, the capstone (the round ball on top of the highest spire) was set in place. Fifty thousand people crowded onto Temple Square and thousands more watched from the streets or nearby buildings as President Wilford Woodruff, the fourth President of the Church, pressed an electric switch that allowed the capstone to fall into place. Later that day the statue of the angel Moroni was placed on the capstone.

The inside of the temple was finished during the following year by carpenters, plasterers, painters, and other skilled craftsmen. The ceilings and woodwork were decorated with splendid carvings. Artists who had been trained in Europe painted beautiful murals on the walls of the ordinance rooms. Remarkably, the entire inside of the temple was finished in a year.

The temple was dedicated in April 1893. The first dedication session was held on 6 April, exactly sixty-three years after the organization of the Church and just over forty years after the temple was begun. It was a cold and stormy day, with heavy wind, rain, and snow, but inside the temple it was peaceful and calm. President Woodruff knelt and gave the dedicatory prayer. Following the prayer, as in preceding temple dedications (see lessons 26 and 35), the congregation gave the Hosanna Shout and sang “The Spirit of God.”

Many people who attended the dedicatory services saw angels and heard heavenly singing. President Woodruff later remarked: “The Heavenly Host were in attendance at the [first] dedication [service]. If the eyes of the congregation could be opened they would [have] seen Joseph and Hyrum [Smith], Brigham Young, John Taylor and all the good men who had lived in this dispensation assembled with us, as also [Isaiah] . . . and all the Holy Prophets and Apostles who had prophesied of the latter day work” (quoted in LaRene Gaunt, “The Power of God Was with Us,” p. 29; see enrichment activity 1).

The sacred events that occurred during the dedication of the Salt Lake Temple helped the people feel the presence of God and have great reverence for the temple and its ordinances. When we see a temple today, it reminds us that Heavenly Father and Jesus Christ love us and want us to live with them again.

The Law of Chastity

Remind the children that to live with Heavenly Father, Jesus Christ, and our families in the highest degree of the celestial kingdom, we must be married in the temple and keep the promises we make there (see D&C 131:1–4).

Refer to the foundation blocks you displayed during the attention activity, and point out the block that reads “Live the law of chastity.” Explain that living the law of chastity is one of the things we must do to be worthy to enter the temple. This part of the lesson explains what the law of chastity is and why it is important to live this law.

Show the picture of Adam and Eve. Have the children explain who these people are, and then read or have a child read aloud Moses 2:27–28, through *replenish the earth*.

- What did Heavenly Father command Adam and Eve to do after they were married? (You may need to explain that “multiply, and replenish the earth” means to have children.)
- Why was it important for Adam and Eve to have children?

Remind the children that one of the reasons we came to earth was to receive a body of flesh and bones. Explain that as part of his plan for our happiness, Heavenly Father has given us the privilege of having children and preparing bodies for other spirits to receive when they come to earth. It is part of Heavenly Father’s plan of happiness that boys and girls grow up and marry in the temple and become fathers and mothers.

Explain that because the power to have children is such a sacred privilege, Heavenly Father has given us specific instructions regarding the use of this power. These instructions are called the law of chastity. The law of chastity is a commandment to remain sexually clean and pure. This means we should not have sexual relations with anyone but our husband or wife. The law of chastity also includes being pure in our words, thoughts, and actions. We should not say, think, or do anything that shows disrespect for this great power Heavenly Father has given us.

Tell the children that the Holy Ghost can help them know whether actions are right or wrong. Tell them that if they have any specific questions about the law of chastity, they should ask their parents or another adult they trust.

Help the children understand that living the law of chastity is so important to our happiness that Satan will tempt us to disobey it. As the children grow older, they will be tempted to break the law of chastity. If they build a firm foundation of righteousness and decide now to live the law of chastity, they will be better able to resist temptations.

Discussion
and Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- What were some of the challenges the Saints faced as they built the Salt Lake Temple? How do you think the people felt when the temple was finally completed? Why are temples so important?
- What did the builders have to do so the temple would last through the Millennium, as Brigham Young wanted? Why was it necessary to build the temple on a solid foundation? Why is it necessary to build our lives on a foundation of righteousness? (Helaman 5:12.) How can we build this foundation? (See enrichment activities 2 and 3.)
- Why is it so important to be married in the temple? What blessings has Heavenly Father promised to those who marry in the temple and keep their covenants? (D&C 131:1–4; 132:19–21.) Remind the children that people who marry in the temple and keep their covenants will live in the highest degree of the celestial kingdom with Heavenly Father, Jesus Christ, and their righteous family members.
- How long will people be married if they are sealed in the temple and keep their covenants? (D&C 132:19; see enrichment activities 4 and 5.) Explain that they will be married for time and all eternity, which means that they will be married forever.
- How long will people be married if they are not sealed in the temple? (Only until they die; see D&C 132:15.) What will happen to these people? (D&C 132:16.) Assure the children that those whose families have not yet been sealed in the temple should not be discouraged. They can pray, set a good example, and tell their parents how they feel about being sealed as a family. The opportunity to be sealed to their parents may yet come to them.
- Why is it so important to live the law of chastity? Explain that one consequence of disobeying the law of chastity (and not repenting) is not being worthy to enter the temple and participate in temple ordinances, and thus not being able to live with Heavenly Father and Jesus Christ in the celestial kingdom.
- Have a child read aloud Doctrine and Covenants 46:33. What does it mean to practice virtue and holiness? Explain that practicing virtue means keeping our minds and bodies clean and pure. How can we practice virtue continually? (See enrichment activity 2.)
- Why should we avoid using vulgar language? Explain that vulgar language often describes the body in a disrespectful way. Remind the children that the law of chastity involves not only what we do but also what we think and say. Heavenly Father wants us to refer to our bodies and their sacred functions with respect.

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Explain that the building of the Salt Lake Temple in Utah fulfilled a prophecy made by Isaiah hundreds of years before the birth of Jesus Christ. Read or have a child read Isaiah 2:2. Point out that Salt Lake City is located in the Wasatch Mountains in the western part of the United States.
2. Prepare the following wordstrips, making all the wordstrips of equal length:

Dress modestly.

Use clean and pure words.

Watch only wholesome movies, television programs, and videos.

Look at and read only wholesome books and magazines.

Listen to uplifting music.

Keep my body sacred and pure.

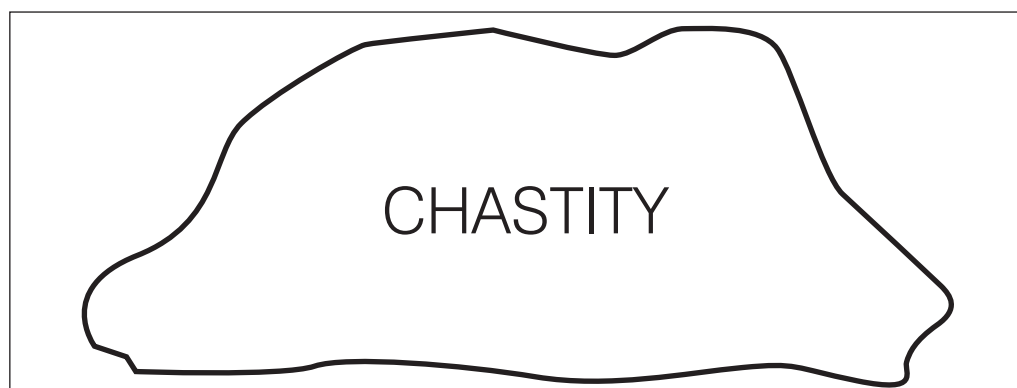
Obey the Word of Wisdom.

Think pure thoughts.

Do not date until age sixteen.

Choose good friends.

Draw a large, unshaped foundation stone on the chalkboard (make it large enough to contain all the wordstrips) and label it *Chastity* (see illustration). Have the children pretend they are stonemasons who must shape this rock to fit perfectly into a strong foundation.



Give each child a wordstrip. Have the children read their wordstrips aloud and then post them in a rectangular shape within the unshaped foundation stone outline. Then erase the unshaped chalkboard outline, leaving the rectangular finished foundation stone. Help the children understand that as

they do the things that are listed on the wordstrips, they are building a strong foundation to help them live the law of chastity.

Remind the children that the mortar and small stones used in the first foundation of the Salt Lake Temple cracked and shifted, causing the large foundation stones to crack. Have the children identify actions that would cause their foundation stone of chastity to crack, such as using vulgar language, reading or viewing pornography, or wearing immodest clothing. Encourage the children to avoid such actions.

3. Explain that President Spencer W. Kimball, twelfth President of the Church, said that young people should make decisions early in life that will lead to celestial marriage later. Read or have a child read the following quotation:

“The [decisions] are of two kinds: ‘This I *will do*’ and ‘This I *will not do*.’ . . . Very early, youth should have been living by a plan. . . . [They should] set a course in their education, a mission, the finding of a pure, clean sweetheart to be a life’s companion, their temple marriage and their Church service. When such a course is charted and the goal is set, it is easier to resist the many temptations and to say ‘no’ to the first cigarette, ‘no’ to the first drink, . . . ‘no’ to . . . immoral [unvirtuous] practices” (*The Miracle of Forgiveness* [Salt Lake City: Bookcraft, 1969], p. 236; emphasis in original).

Have the children set goals they hope to accomplish in life that will help them be worthy to marry in the temple, as President Kimball suggested. Give them each a piece of paper and a pencil, and have them write on their papers *My Plan to Be Married in the Temple*. Underneath this title, have them write the words *I Will*— and *I Will Not*—. Have them list several things under each heading, such as “I will—attend church each Sabbath day, obey my parents, have good friends, live worthy to enter the temple” or “I will not—listen to music that drives the Spirit away, watch immoral television shows or movies, swear or use vulgar words.”

Help the children realize that the choices they make in life help determine the kind of person they will become. Having the goal to be married in the temple will help them make good decisions.

4. Explain that the day a person is married in the temple is one of the most important days of his or her entire life.
 - Why will this day be so important for you? (It is a significant step toward returning to live with Heavenly Father and Jesus Christ in the highest degree of the celestial kingdom.)

If you have been married in the temple or sealed in the temple after your marriage, share your feelings about what happened on the day you were sealed. Show pictures of your temple wedding day, if available. If you have not yet been sealed in the temple, with your Primary president’s approval invite someone who has been sealed to share his or her feelings about the experience with the children.

5. Tell the following account by Heber J. Grant, seventh President of the Church:

Before the Salt Lake Temple was finished, Church members who lived in Salt Lake City had to travel to the temple in St. George, Utah, a distance of about three hundred miles, to participate in temple ordinances. President Grant explained:

“I shall always be grateful, to the day of my death, that I did not listen to some of my friends when, as a young man not quite twenty-one years of age, I took the trouble to travel all the way from Utah County to St. George to be married in the St. George Temple. . . . It was a long and difficult trip in those times, over unimproved and uncertain roads, and the journey each way required several days.

“Many advised me not to make the effort—not to go all the way down to St. George to be married. They reasoned that I could have the president of the stake or my bishop marry me, and then when the Salt Lake Temple was completed, I could go there with my wife and children and be sealed to her and have our children sealed to us for eternity.

“Why did I not listen to them? Because I wanted to be married for time and eternity—because I wanted to start life right. Later I had cause to rejoice greatly because of my determination to be married in the temple at that time rather than to have waited until some later and seemingly more convenient time. . . .

“I was out in one of the stakes attending a conference, and one of my daughters . . . [spoke and] said: ‘I am very grateful to the Lord that I was properly born, born [in] the covenant, born of parents that had been properly married and sealed in the temple of the Lord.’

“Tears came into my eyes, because her mother died before the Salt Lake Temple was completed and I was grateful that I had not listened to the remarks of my friends who had tried to persuade me not to go to the St. George Temple to be married. I was very grateful for the inspiration and determination I had to start life right” (*Gospel Standards*, comp. G. Homer Durham [Salt Lake City: Improvement Era, 1941], pp. 359–60).

6. Help the children memorize the thirteenth article of faith. Discuss how it relates to the law of chastity.
7. Sing or say the words to one or more of the following songs: “The Lord Gave Me a Temple” (*Children’s Songbook*, p. 153), “Families Can Be Together Forever” (*Children’s Songbook*, p. 188), “I Love to See the Temple” (*Children’s Songbook*, p. 95), “Dare to Do Right” (*Children’s Songbook*, p. 158), “I Will Follow God’s Plan” (*Children’s Songbook*, p. 164).

Conclusion

Testimony	Testify of the importance of obeying the law of chastity and living worthy to enter the temple. Tell the children that if they remain worthy to enter the temple, they will find true happiness and will be able to live with Heavenly Father and Jesus Christ and with their righteous family members for eternity in the highest degree of the celestial kingdom.
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 131:1–4 and 132:15–21 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

Lesson
45

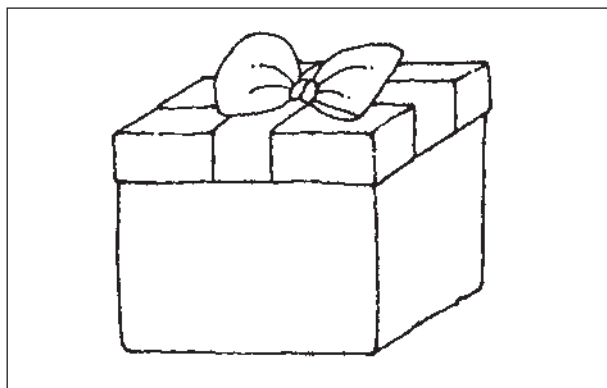
Lorenzo Snow Receives a Revelation on Tithing

Purpose

To help the children have the desire to pay a full tithe.

Preparation

1. Prayerfully study the historical accounts given in this lesson; Malachi 3:8–12; and Doctrine and Covenants 64:23, 119:4. Then study the lesson and decide how you want to teach the children the historical accounts. (See “Preparing Your Lessons,” pp. vi–vii, and “Teaching the Scriptural and Historical Accounts,” pp. vii–ix.)
2. Additional reading: *Gospel Principles* (31110), chapter 32.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Make for each child a drawing of a gift box on colored paper (see illustration). Or draw several gift boxes on the chalkboard before class begins.



5. Materials needed:
 - a. A Bible and a Doctrine and Covenants for each child.
 - b. A pencil for each child.
 - c. Picture 5-58, Lorenzo Snow.

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity

Give a gift box drawing to each child (or refer to the gift boxes you have drawn on the chalkboard). Ask the children to imagine that inside each box is a blessing from Heavenly Father.

- What blessings might we find inside these boxes?

Give each child a pencil and have him or her write on the gift box the name of a blessing Heavenly Father has given us. Have the children share their answers and display their boxes on the chalkboard, table, or floor. (If you have drawn the gift boxes on the chalkboard, have the children name some blessings out loud. As they do so, write a blessing inside each box on the chalkboard.)

- What do we have to do to receive Heavenly Father’s blessings?

Accept the children’s answers, and then explain that one thing we must do is mentioned in Malachi 3:10. Have a child read aloud the first phrase of Malachi 3:10 (through *storehouse*) while the other children follow along in their Bibles. Explain to the children that in this lesson they will learn more about tithing and the blessings we receive from paying a full tithe.

Historical Accounts Teach the children about the colonization of the Utah territory under the direction of Brigham Young, as described in the following historical accounts. Then help the children understand how paying tithing blessed the people in St. George during a serious drought and how tithing money enables the Church to carry out the Lord’s work. Emphasize how members of the Church are blessed individually and collectively when they pay a full tithe.

New Settlements Are Organized

During the Saints’ first ten years in Utah, Brigham Young organized approximately one hundred colonies (new settlements) throughout the Utah territory. Thousands of Church members were arriving each year, and they all needed places to live. President Young sent people to the north, south, east, and west of Salt Lake City to find and settle places where there was enough water, fertile soil, and other necessary resources and where the settlers would be safe from attacks by unfriendly Indians.

Brigham Young chose wise and capable men to lead these colonies. Bishops, presiding elders, and stake presidents supervised the building of towns as well as the development of wards and branches. When a new colony was to be created, often the families called to establish the colony found out about their callings when they heard President Young announce their names in general conference. Other times President Young chose leaders for the colony, and the leaders then found other families willing to move to the new colony with them. As Church members arrived in Utah from the East, they were usually assigned to live in one of the new settlements. They were often assigned a place to live depending on the skills they had. Each settlement needed a variety of workers, such as farmers, carpenters, brickmakers, butchers, bakers, and schoolteachers.

Not everyone was happy about moving to the new colonies, but the Saints were usually obedient and did as the prophet directed them. Once, all of the settlers in Nephi, Utah, had gathered to welcome President Young and other Church leaders to their town with bands, banners, and a pathway of evergreen boughs and flowers. The young women of the town were all dressed in white to meet the prophet. One of these young women was fifteen-year-old Elizabeth Claridge.

After eating a fine dinner in the homes of local residents, President Young and the other leaders conducted an afternoon meeting for all the Saints in Nephi. Near the end of the meeting President Young read some names of men called to move their families farther south and settle an area called “the Muddy.” The people did not know who would be called until President Young read the names. Samuel Claridge, Elizabeth’s father, was one of the men called. When Elizabeth heard her father’s name, she cried, because she did not want to move from her home. The father of the girl sitting next to Elizabeth was also called, and the girl said to Elizabeth, “What are you feeling so badly about? My father has been called, too, but you see that I am not crying because I know he won’t go.”

“That is just the difference,” Elizabeth answered. “My father is called and I know that he WILL GO: and that nothing can prevent him from going. He never fails to do anything when called upon; and badly as I feel about it I would be ashamed if he didn’t go.” Even though it was hard for Elizabeth to leave her home and friends, she knew her family would be blessed if her father obeyed the Lord and accepted this call to establish a new settlement. (See S. George Ellsworth, *Samuel Claridge: Pioneering the Outposts of Zion*, pp. 80–81.)

The Saints Build Tithing Houses

President Young wanted the Saints in the settlements to be able to take care of their own needs, so he instructed them to build tithing houses, or bishops’ storehouses, in each settlement. The Saints needed storehouses to hold the tithing because in those days most tithing was paid “in kind.” This means that instead of paying money, people paid their tithing with the goods they produced. For example, for every ten eggs a farmer’s chickens laid, the farmer brought one egg to the storehouse as his tithing. People brought food they had grown, animals they had raised, and goods they had made at home to the tithing houses. Many people also paid tithing with their labor, working one day out of every ten on various Church projects instead of their own work. About one-third of the tithing collected in each community was used to supply things needed by the Saints in the community, and the rest was sent to the general tithing office in Salt Lake City to be used for general Church needs.

One day Mary Fielding Smith, widow of Hyrum Smith, went to the tithing office in Salt Lake City to pay her tithing with a load of the best potatoes she had grown. One of the clerks at the tithing office scolded her, saying, “Widow Smith, it’s a shame that you should have to pay tithing.” Mary replied: “William, you ought to be ashamed of yourself. Would you deny me a blessing? If I did not pay my tithing, I should expect the Lord to withhold his blessings from me. I pay my tithing, not only because it is a law of God, but because I expect a blessing by doing it. By keeping this and other laws, I expect to prosper, and to be able to provide for my family.”

Joseph F. Smith, Mary’s son, recorded that Mary did prosper by obeying God’s commandments. The family always had enough to eat, and they developed strong testimonies too. Joseph F. related: “When William Thompson told my mother that she ought not to pay tithing, I thought he was one of the finest fellows in the world. . . . I had to work to dig and toil myself. I had to help plow the ground, plant the potatoes, hoe the potatoes, dig the potatoes, and all like duties, and then to load up a big wagon-box full of the very best we had, leaving out the poor ones, and bringing the load to the tithing office. I thought in my childish way that it looked a little hard, [especially] when I saw certain of my playmates . . . playing round, riding horses and having good times, and who scarcely ever did a lick of work in their lives. . . . Well, after I received a few years of experience, I was converted, I found that my mother was right and that William Thompson was wrong. . . . [Paying tithing] is a blessing that I enjoy, and I do not propose that anybody shall deprive me of that pleasure” (*Gospel Doctrine*, pp. 228–30).

Lorenzo Snow’s Revelation on Tithing

Over the years the settlements in Utah continued to progress. The telegraph was invented, making it easier for people to communicate with others in distant places. The railroad was built all across the United States, making it easier for

people to travel and for the people in Utah to obtain supplies from more developed areas. The Church had problems with the United States government and with the American Indians in the Utah area, but all of these situations were eventually resolved. President John Taylor became President of the Church after Brigham Young died. He was followed by President Wilford Woodruff, who was followed by President Lorenzo Snow (show the picture of Lorenzo Snow).

When Lorenzo Snow became the fifth President of the Church, the Church was deeply in debt. It had been expensive for the Church to solve its problems with the government, and there was no longer enough money to pay for everything the Church needed. President Snow prayed earnestly to learn what he should do about this serious problem. His prayer was not answered immediately, but he did receive a feeling that he should visit St. George and other towns in southern Utah. He did not know why he should go to southern Utah, but he knew he must obey the promptings of the Holy Ghost. He and other Church leaders traveled to St. George by train and horse-drawn carriage.

At the time of President Snow's visit, there had been no rain in southern Utah for months. As the Church leaders traveled south, President Snow noticed the dry earth and the thirsty plants and animals. Without rain the people in southern Utah did not know how they could grow crops to provide the food they needed to survive.

On 17 May 1899 President Snow spoke at a conference in St. George, Utah. During his talk, he suddenly paused. The room was still as everyone waited for him to speak. When he started talking again, his voice was strong, and the people could tell that he was speaking under the inspiration of the Lord. He said, "The word of the Lord is: The time has now come for every Latter-day Saint . . . to do the will of the Lord and to pay his tithing in full. That is the word of the Lord to you, and it will be the word of the Lord to every settlement throughout the land of Zion" (quoted in LeRoi C. Snow, "The Lord's Way Out of Bondage," p. 439).

President Snow told the Saints that the Lord was displeased with them because they had not been paying their tithing. He promised the people that if they paid their tithing, rain would fall and they would be able to plant and harvest good crops.

After his talk in St. George, President Snow wanted the whole Church to know about the revelation he had received. On his way back to Salt Lake City, he stopped in many settlements to preach the law of tithing to the people, and when he returned to Salt Lake City, he called an important meeting in the temple to talk to priesthood leaders about tithing. In one talk he said: "The poorest of the poor can pay tithing; the Lord requires it at our hands. . . . Everybody should pay tithing. . . . The law shall be observed. . . . And we shall pay our debts. . . . God bless you" (quoted in Carter E. Grant, *The Kingdom of God Restored*, p. 546). The Saints everywhere accepted what President Snow said and started paying tithing.

President Snow anxiously waited for the weather reports from southern Utah. One month passed, then two months, but no rain came. The people in St. George were not only paying a full tithe but were giving even more as offerings to the Lord. The prophet prayed more earnestly that the Lord would bless the people. He had promised them rain if they would pay their tithing. Finally, on 2 August 1899, he received a telegram that read, "Rain in St. George." The Saints were blessed and were able to harvest their crops that fall.

Discussion
and Application
Questions

In the year following President Snow's revelation, the Saints contributed twice as much in tithing as they had the previous two years. Not only were the Saints in St. George blessed with rain, but within eight years the Church was able to pay all its debts. Since that day, the Church has continued to have enough money to carry out the Lord's work because faithful Church members pay their tithing.

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- How did members of the Church find out they were called to settle new colonies in the Utah territory? How did they show their faith by settling these new colonies?
- Why did Mary Fielding Smith pay tithing even though she did not have much money or many possessions? Invite the children to talk about experiences when they or their families have been blessed for paying tithing.
- Why did President Snow travel to St. George? (The Holy Ghost prompted him to go.) How was President Snow blessed because he followed the promptings of the Holy Ghost? How are we blessed when we follow the promptings of the Holy Ghost?
- What problem was President Snow worried about when he went to St. George? (The debts of the Church.) What problem were the St. George members worried about? (The drought.) How did the Lord say the Saints could solve both of these problems?
- Why do we pay tithing? What are we doing if we fail to pay a full tithe? (Malachi 3:8.) Why is tithing the Lord's money? Remind the children that everything on the earth was created by Jesus Christ under the direction of Heavenly Father. All that we earn or receive on the earth is a gift from them.
- What does the Lord promise those who pay a full tithe? (Malachi 3:10–12; D&C 64:23.) What is a full tithe? (D&C 119:4; see enrichment activity 1.) Explain that to pay a full tithe means to pay one-tenth of our increase, or what we earn, to the Lord.
- How were the Saints in St. George blessed for paying tithing? How long did they wait before it rained? How did the Saints show their faith as they waited for the rain to come?
- How was the Church blessed when the members began to pay a full tithe? How does the Church continue to be blessed today because members pay tithing? How is tithing money used? (See enrichment activity 3.)

**Enrichment
Activities**

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Remind the children that a full tithe is a tenth of our increase, or what we earn. Write on the chalkboard several amounts of money, and show the children how to figure a tenth of each amount. Give a piece of paper and a pencil to each child, and have the children calculate the amount of tithing they should pay on several different amounts of money (for younger children,

you could bring actual objects, such as coins or pieces of fruit, and help the children calculate the tithing to be paid on the objects). Emphasize the importance of paying a full ten percent of your earnings for tithing. Anything less is not being honest with the Lord.

You may want to give each child a Tithing and Other Offerings form and show the children how to complete the form properly.

2. To help the children understand that the blessings we receive from paying tithing are not always financial, write the following blessings on pieces of paper and put them in a container (you may want to use pieces of paper shaped like gift boxes, as in the attention activity):

- Understanding of the gospel of Jesus Christ
- Strong testimony
- Feelings of closeness to Heavenly Father
- Strength to live the gospel
- Ability to be a good example to our families
- Peace and joy
- Ability to serve others unselfishly
- Eternal life
- Enough money for our needs

Read or have a child read the following quotation from Elder Melvin J. Ballard, who was a member of the Quorum of the Twelve Apostles:

“The Lord has promised that the man and woman who pay their honest tithing shall be provided for, [but] he doesn’t promise to make them rich, not in material things. The greatest blessings of the Lord are spiritual, and not material” (quoted in *The Teachings of Ezra Taft Benson* [Salt Lake City: Bookcraft, 1988], pp. 472–73).

Then have the children, one at a time, select a piece of paper and read the statement aloud. Discuss with the children the value of each of these blessings and how paying tithing can help us obtain these blessings.

3. Give each child a piece of paper containing one of the following statements about how tithing money is used (explain the statements as necessary):

- Building meetinghouses, temples, and other Church buildings
- Paying for ward and stake activities and lesson manuals
- Paying to light, heat, and maintain meetinghouses
- Paying travel expenses and providing supplies for missionaries
- Paying travel and other expenses for General Authorities
- Providing computers for use in temple and family history work
- Helping publish Church magazines
- Providing Church satellite broadcasts
- Providing for translation and publication of the scriptures

Have a child draw on the chalkboard an illustration representing the use of tithing described on his or her paper. Have the other children try to guess what the illustration represents. Repeat until every child has had a turn.

4. Read and discuss the following quotation from Heber J. Grant, seventh President of the Church:

“Tithing is a law of God and the payment of tithes brings peace and joy to the Latter-day Saint who does it. There is a satisfaction that comes into the heart of the man who is absolutely honest with the Lord. . . .

“Now, I can talk [of] tithing, because from the time I was a little boy earning money, I have paid my tithing. I have been honest with the Lord, and I am willing to be and have been all the days of my life—that is, to be honest with the Lord first” (*Gospel Standards*, comp. G. Homer Durham [Salt Lake City: Improvement Era, 1941], pp. 60, 63).

Explain that at the end of each year we have an opportunity to declare that we have been completely honest with the Lord in financial matters. This meeting is called tithing settlement, and in it we meet with the bishop (or branch president) and tell him whether or not we are full-tithe payers.

Help the children role-play a tithing settlement interview, with one child as the bishop and the rest of the children as a family of full-tithe payers. Have the “bishop” ask each member of the family whether he or she is a full-tithe payer, and have each family member respond.

5. Tell the following story in your own words:

“As Christmas approached [in the year 1929], many workers were unemployed.

“Our family was among the lucky ones. . . . My husband was still employed.

“But unexpectedly, just a week before Christmas, his job was terminated. When he brought home his last paycheck, which amounted to sixty-three dollars, our first thought was, ‘How shall we spend it?’

“We had canned plenty of fruit and vegetables, and we had a cow and chickens to provide milk, butter, and eggs. Our food supply was ample, so we planned to spend some of the money on Christmas presents for our three young children, ages six, four, and one.

“Then the bishop announced that he would hold tithing settlement the following weekend. We had paid some tithing each month but had not paid it in full. We were always hoping that our finances would improve and make it possible for us to catch up.

“After doing a little bookkeeping, we learned that we owed the bishop exactly sixty dollars if we were to end the year as full tithe-payers. Never had sixty dollars seemed such a vast amount! We were learning one of the greatest lessons in life: ‘Be honest with the Lord each payday.’

“ . . . We decided to walk to the bishop’s home and give him the sixty dollars before we were tempted to spend some of it.

“ . . . We still had three dollars left for Christmas shopping. The next day we . . . purchased a small can of black paint, and another of red. . . . My husband and I worked long hours after the children were asleep, creating wooden toys from scrap lumber and painting them. I sewed stuffed animals and made a Raggedy Ann doll.

“ . . . We settled down to enjoy Christmas despite our lack of funds.

“About the middle of January, my husband received a phone call with an offer of employment at one hundred and fifty dollars a month. It seemed like a fortune to us! From then until the day he died, my husband was never unemployed, and we prospered both spiritually and financially.

“In Malachi 3:10 we read: ‘Bring ye all the tithes into the storehouse, that there may be meat in mine house, and prove me now herewith, saith the Lord of hosts, if I will not open you the windows of heaven, and pour you out a blessing, that there shall not be room enough to receive it.’

“We accepted the challenge, and the blessings indeed came” (Jennie N. Ernstrom, “Tithing Came before Presents,” *Ensign*, Dec. 1988, p. 41).

6. Show a portion of “The Windows of Heaven” (32 min.) from the videocassette *Moments from Church History* (53145). With the approval of your Primary president, this video could be shown to all the Valiant classes during sharing time (the video could be divided into two sixteen-minute segments).
7. Help the children memorize Malachi 3:10.
8. Sing or say the words to “I’m Glad to Pay a Tithing” (*Children’s Songbook*, p. 150) or “I Want to Give the Lord My Tenth” (*Children’s Songbook*, p. 150).

Conclusion

Testimony	Testify to the children that they will be blessed both spiritually and temporally when they obey the law of tithing. You may want to tell about a time when you were blessed because you paid your tithing.
Suggested Home Reading	Suggest that the children study Malachi 3:8–12 at home as a review of this lesson.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.” Invite a child to give the closing prayer.

Lesson
46

Strengthening Our Testimonies of the Restored Gospel

Purpose

To strengthen the children's testimonies that Jesus Christ restored his true church through the Prophet Joseph Smith and that Jesus Christ directs the Church today.

Preparation

1. Prayerfully study 2 Nephi 28:30, Ether 4:11, and the following scriptures describing the parts of a testimony:
 - a. Doctrine and Covenants 19:16–19, 46:13, 76:22–23; Joseph Smith—History 1:17 (Jesus Christ is Heavenly Father's Son and our Savior.)
 - b. Doctrine and Covenants 21:1–3, 135:3; Joseph Smith—History 1:33 (Joseph Smith was the prophet through whom Jesus Christ restored his church to the earth.)
 - c. Moroni 10:3–5, Doctrine and Covenants 17:6 (The Book of Mormon is true.)
 - d. Doctrine and Covenants 1:30, 115:4; Joseph Smith—History 1:10–19 (The Church of Jesus Christ of Latter-day Saints is the only true church.)
 - e. Doctrine and Covenants 1:38; 21:1, 4; 28:6–7 (We are led by a living prophet today.)

Then study the lesson and decide how you want to teach the children the scriptural account. (See "Preparing Your Lessons," pp. vi–vii, and "Teaching the Scriptural and Historical Accounts," pp. vii–ix.)

2. Additional reading: *Gospel Principles* (31110), chapters 16 and 17.
3. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson.
4. Prepare the following wordstrips:

I can strengthen my testimony that—

Jesus Christ is Heavenly Father's Son and our Savior.

Joseph Smith was the prophet through whom
Jesus Christ restored his church to the earth.

The Book of Mormon is true.

The Church of Jesus Christ of Latter-day Saints
is the only true church.

We are led by a living prophet today.

5. Materials needed:
 - a. A Book of Mormon, a Doctrine and Covenants, and a Pearl of Great Price for each child.
 - b. A few reference books such as a dictionary or encyclopedia, magazines such as the *Friend*, or schoolbooks appropriate to be shown in Primary.
 - c. A picture of the living prophet (from the meetinghouse library or a Church magazine); selected pictures from previous lessons to illustrate the events you review while teaching the scriptural account.

**Suggested
Lesson
Development**

Invite a child to give the opening prayer.

Attention Activity

Write the word *knowledge* on the chalkboard.

- How do you learn new things or obtain knowledge?

Give the reference books, magazines, or schoolbooks to the children and let them quickly find some fact they can briefly share with the class. (If you have more children than books, let the children work in teams.) Allow the children to share their facts with the class. Explain that gaining knowledge is important, but knowing that the gospel of Jesus Christ is true is the most important knowledge. This knowledge is called a testimony. Write the word *testimony* next to the word *knowledge* on the chalkboard.

- How do you gain a testimony?

Read 2 Nephi 28:30 with the children and discuss what this verse means. Explain that we gain our testimonies of the gospel a little at a time. As we learn a few things about the gospel and live accordingly, we will learn more and strengthen our faith in what we have already learned. As we live the principles of the gospel, the Holy Ghost will help us know that they are true. Ask the children to listen to the following quotation to see how President Joseph F. Smith, the sixth President of the Church, gained his testimony. Read or have a child read the quotation:

“I would frequently go out and ask the Lord to show me some marvelous thing, in order that I might receive a testimony. But the Lord withheld marvels from me, and showed me the truth, line upon line, precept upon precept, here a little and there a little. . . . He did not have to send an angel from the heavens to do this. . . . By the whisperings of the still small voice of the spirit of the living God, He gave to me the testimony I possess” (in Conference Report, Apr. 1900, pp. 40–41).

Point out that even though Joseph F. Smith became a prophet, he did not gain his testimony by a spectacular experience, but a little at a time.

Tell the children that in this lesson they will discuss some of the basic parts of a testimony of the gospel, review what they already know about those parts, and learn how they can strengthen their own testimonies of the gospel.

Scriptural Account

Display the wordstrip *I can strengthen my testimony that—*. Discuss with the children what a testimony is. Explain that a testimony is a knowledge, confirmed by the Holy Ghost, that something is true. Help the children understand that as we study the gospel and pray about what we learn, the Holy Ghost will help us know that the gospel of Jesus Christ is true.

Post the remaining wordstrips one at a time. For each wordstrip, use the scriptures listed in the “Preparation” section and the applicable discussion and application questions to teach the children about the basic parts of a testimony of the gospel of Jesus Christ. You may want to review (or have the children review) events discussed in previous lessons, showing appropriate pictures, to help the children understand the parts of a testimony.

After you discuss the wordstrips, help the children understand that the good feelings we have when we hear these things—that Jesus Christ is Heavenly Father’s Son and our Savior, Joseph Smith was the prophet through whom Jesus Christ restored his church to the earth, the Book of Mormon is true, The Church of Jesus Christ of Latter-day Saints is the only true church, and we are led by a living prophet today—are a witness from the Holy Ghost that these things are true.

Help the children understand that they already have the beginnings of a testimony. To strengthen their testimonies they can study the gospel, pray about it, obey Heavenly Father’s commandments, and share their testimonies with others (see enrichment activities 1, 2, 3, and 5). Explain that when we bear our testimonies to others, we should include the basic parts of a testimony.

Discussion and Application Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Who is Jesus Christ? (JS—H 1:17.) How is Jesus our Savior? (D&C 19:16–19; 46:13.) How can we know that Jesus Christ is our Savior?
- What did you learn about Jesus Christ when you learned about the First Vision and the appearance of Jesus Christ in the Kirtland Temple? How do these things help strengthen your testimony that Jesus Christ is the Son of God and our Savior?
- How did Joseph Smith find out which church he should join? (JS—H 1:10–19.) How can following Joseph Smith’s example help us strengthen our testimonies of the gospel?
- What did Jesus Christ restore to the earth through Joseph Smith? How can we know that Joseph Smith was the prophet through whom Jesus Christ restored his church? (See enrichment activity 4.)
- How did Joseph Smith assist the Savior in the restoration of the true church to the earth? (D&C 135:3; you may want to have each child tell about a different event that contributed to the restoration of the church of Jesus Christ, such as Moroni appearing to Joseph Smith, Joseph receiving the plates, Joseph translating the plates, or Joseph organizing the Church.)
- Why is it important to read and study the Book of Mormon throughout our lives? How can we gain a testimony that the Book of Mormon is true? (Moroni 10:3–5; help the children understand that we can use the procedure described in Moroni 10:3–5 to gain a testimony of any gospel principle, not just that the Book of Mormon is true.)
- Why did Jesus Christ’s church need to be restored? (JS—H 1:19; D&C 1:30.) How can we know that The Church of Jesus Christ of Latter-day Saints is Jesus Christ’s true church?

- What is the complete name of the Church? (D&C 115:4.) Who gave the Church this name? Explain that the name of the Church was given to Joseph Smith by Jesus Christ himself. Remind the children that the name of the Church signifies that this is Jesus Christ's true church on the earth today.
- Who is the head of the Church today? (Jesus Christ.) Who is the leader of the Church on earth? (The living prophet.) Read or have a child read the following quotation from Gordon B. Hinckley, fifteenth President of the Church: "This church does not belong to its President. Its head is the Lord Jesus Christ, whose name each of us has taken upon ourselves" (in Conference Report, Apr. 1995, p. 94; or *Ensign*, May 1995, p. 71).
- Show a picture of the living prophet. Who is this man? What do you know about him? (Give each child an opportunity to tell something he or she knows about the prophet.) What does the prophet do? (He teaches us things that Heavenly Father and Jesus Christ want us to know and do; see D&C 1:38; 21:1, 4.)
- How can we know that we are led by a living prophet today?
- What makes up a testimony of the gospel of Jesus Christ? How do we receive a testimony? (Through the Holy Ghost; see Ether 4:11.)
- Why is it important for each of us to have our own testimony of the gospel? How can we strengthen our testimonies? (See enrichment activities 1, 2, 3, and 5.)
- How has learning about the Doctrine and Covenants and Church history this year in Primary helped strengthen your testimony of the gospel?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Emphasize how important it is for each member of the Church to have his or her own testimony of the gospel of Jesus Christ. Read or have a child read the following quotation from Harold B. Lee, eleventh President of the Church:

"You will have to be guided by the light within yourself [your own testimony]. If you do not have it, you will not stand" (*Stand Ye in Holy Places* [Salt Lake City: Deseret Book Co., 1974], p. 95).

Explain that while our testimonies are growing, we can use other people's testimonies to help us. For example, we can believe that the Book of Mormon is true because we know our parents, our bishop, or the living prophet know it is true. However, we must each work to gain our own testimony and keep it strong.

Have the children take turns illustrating on the chalkboard ways to strengthen testimonies, such as listening to the prophet, praying, reading the scriptures, being a missionary, going to church, participating in family home evening, giving a talk in Primary, singing in Primary, obeying the Word of Wisdom, and making wise choices. (You may want to write suggestions on separate pieces of paper for the children to choose, or have the children think up their own suggestions.) Have the other children try to identify the illustrations.

After each child has had a turn, ask:

- How do these things help strengthen your testimony? What would happen to your testimony if you decided to stop doing these things?

2. Write the word *testimony* on an uninflated balloon. Have the children suggest things that will help their testimonies grow, such as praying, reading the scriptures, and sharing their testimonies with others (see the suggestions in enrichment activity 1). As the children give each suggestion, blow some air into the balloon. Discuss how the balloon grows, just as their testimonies will grow if they do the things they have suggested.
 - What will happen to our testimonies if we do not do these things?

Slowly let the air out of the balloon, and explain that if we do nothing to keep them growing, our testimonies will shrink just like the balloon.
3. Explain that gaining a testimony can be compared to planting a seed. Read and discuss Alma 32:36–39 with the children.
4. Relate the following experience had by Gordon B. Hinckley, fifteenth President of the Church, at a priesthood meeting when he was twelve years old:

“The hall was filled with men . . . and they lifted their voices in unison in that great hymn, ‘Praise to the man who communed with Jehovah! Jesus anointed that Prophet and Seer. Blessed to open the last dispensation, Kings shall extol him and nations revere’ [see *Hymns*, no. 27]. . . . There came into my heart a conviction that the man of whom they sang [Joseph Smith] was really a prophet of God, and I am grateful to be able to say that that conviction, which came, I believe, by the power of the Holy Spirit, has never left me” (*Gordon B. Hinckley: Man of Integrity, 15th President of the Church*, videocassette [53503]).

Invite the children to share experiences when the Holy Ghost has given them a strong feeling that the gospel (or some principle of the gospel) is true. You may want to share an experience of your own.
5. Have a child read the following quotation from Elder Bruce R. McConkie, who was a member of the Quorum of the Twelve Apostles:

“Would you like a formula to tell how to get personal revelation [a testimony]? . . . My formula is simply this:

 - “1. Search the scriptures.
 - “2. Keep the commandments.
 - “3. Ask in faith.”

(“How to Get Personal Revelation,” *New Era*, June 1980, p. 50)

 - How did Joseph Smith apply this formula? How can you apply it?

You may want to have the children write this formula on cards that they can take home and display in their homes to remind them to continually strengthen their testimonies.
6. Invite the children to share how they feel about one or more of the statements on the wordstrips that were posted during the lesson. Help the children recognize that the good feelings they have about the Church and its teachings are the beginnings of a testimony.
7. Sing or say the words to “The Church of Jesus Christ” (*Children’s Songbook*, p. 77) or “I Know That My Redeemer Lives” (*Hymns*, no. 136).

Conclusion

Testimony	<p>Emphasize how important it is for all members of the Church to have their own testimonies of the gospel of Jesus Christ. Remind the children that they already have the beginnings of a testimony and that they can strengthen their testimonies through study and prayer. Express your gratitude for Jesus Christ, the Prophet Joseph Smith, the Book of Mormon, the Church, and the living prophet. Share your experiences in gaining your testimony, and invite the children to express their feelings about the gospel.</p> <p>Encourage the children to share their testimonies with their families.</p>
Suggested Home Reading	<p>Suggest that the children study Moroni 10:3–5 and Doctrine and Covenants 1:30, 76:22–23 at home as a review of this lesson.</p>
Suggested Family Sharing	<p>Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the “Suggested Home Reading.”</p> <p>Invite a child to give the closing prayer.</p>

The Priesthood Can Bless Our Lives

(Priesthood Preparation Lesson)

Purpose

This lesson has been written to help eleven-year-old children understand the blessings and responsibilities of the priesthood. It should be taught before the first child in your class turns twelve.

Preparation

1. Prayerfully study “Testimony of the Prophet Joseph Smith” in the introduction to the Book of Mormon or in Joseph Smith—History 1:29–54, 59, 66–72; Doctrine and Covenants 13, including the section heading; Doctrine and Covenants 121:34–46.
2. Study the lesson and decide how you want to teach the children the scripture account (see “Preparing Your Lessons,” p. vi, and “Teaching the Scriptural and Historical Accounts,” p. vii). Select the discussion questions and enrichment activities that will best help the children achieve the purpose of the lesson.
3. Materials needed:
 - a. A Book of Mormon for each child.
 - b. A Doctrine and Covenants.
 - c. A source of light such as a flashlight, a lightbulb, or a lantern.
 - d. Pictures 5-48, Jesus the Christ (Gospel Art Picture Kit 240; 62572); 5-15, John the Baptist Conferring the Atonic Priesthood (Gospel Art Picture Kit 407; 62013); 5-16, Melchizedek Priesthood Restoration (Gospel Art Picture Kit 408; 62371); and Ordination to the Priesthood (62341).

Suggested Lesson Development**Development**

Invite a child to give the opening prayer.

Attention Activity

Display an object that produces light.

- What is necessary for this object to make light? If you have a flashlight, show that it needs batteries, a lightbulb, and a switch that all work properly for it to make light. A lightbulb needs good filaments and must be screwed into a socket that is connected to a source of power. The switch also needs to be turned on to allow electricity to flow.

Ask the boys in your class to stand. These boys have the potential to receive the priesthood, which is a greater power than electricity because it is the power and authority to act in God’s name. Through this power Heavenly Father’s children can be baptized and receive other Church ordinances. But in order to receive this power and use it as God has intended, a boy must be worthy and properly prepared.

Scripture Account

Using the pictures at appropriate times, teach the account of Joseph Smith receiving the gold plates and being ordained to the Atonic Priesthood from “Testimony of the Prophet Joseph Smith” or Joseph Smith—History 1:29–54,

59, 66–72. (For suggested ways to teach the scripture account, see “Teaching from the Scriptures,” p. vii.) You may need to briefly review with the class the events leading up to Joseph’s receiving the gold plates.

Discussion and
Application
Questions

Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading and discussing the scriptures with the children in class will help them gain personal insights.

- Why couldn’t Joseph Smith have translated the gold plates, received the priesthood, and organized the Church immediately after the First Vision? (He was not prepared; he needed to grow in wisdom and knowledge.)
- What was the first major task the Lord asked Joseph Smith to do? (Translate the gold plates so we could have the Book of Mormon.)
- What was Joseph doing the night the angel Moroni first appeared to him? (Joseph Smith—History 1:29–30.) How many times did Moroni appear to Joseph Smith before Joseph saw the gold plates for the first time? (Joseph Smith—History 1:30, 44–49; four times.) Why do you think Moroni repeated his first message three more times?
- What other instruction did Joseph receive before he could start translating the gold plates? (Joseph Smith—History 1:53–54.) How did this instruction help prepare Joseph Smith for the other great things he was to do? What are you doing to prepare for your future?
- What special obligations do most Latter-day Saint young men take upon themselves at age twelve? (They receive the Aaronic Priesthood and are ordained deacons.)
- How did Joseph Smith receive the Aaronic Priesthood? (Joseph Smith—History 1:68–70.) How does a young man receive the Aaronic Priesthood today? (He is interviewed for worthiness and is ordained by the laying on of hands by a man who has the authority to ordain him.)
- How should boys prepare themselves to receive the priesthood? How should girls prepare themselves to receive the blessings of the priesthood? (Boys and girls prepare the same way. They pray, have faith, learn the gospel from parents and teachers, live worthily, obey the commandments, serve others, respect one another, and are honest.) (See enrichment activity 4.)
- What responsibilities do deacons have in the Church? (D&C 20:59.) How do they fulfill these responsibilities? (Pass the sacrament, collect fast offerings, act as a messenger for the bishop in sacrament meeting, and set a good example.)
- Who was the first person to pass the sacrament? (Jesus Christ.) Why is the sacrament so sacred? (It is an ordinance that represents the sacrifice that Jesus Christ made for each of us.)

Read or have a class member read the following quotation from Elder Jeffrey R. Holland: “We ask you young men of the Aaronic Priesthood to prepare and bless and pass these emblems of the Savior’s sacrifice worthily and reverently. What a stunning privilege and sacred trust given at such a remarkably young age! I can think of no higher compliment heaven could pay you. We do love you. Live your best and look your best when you participate in the sacrament

of the Lord's Supper" (in Conference Report, Oct. 1995, p. 89; or *Ensign*, Nov. 1995, p. 68).

- How can we all honor and sustain the priesthood? (By accepting callings from priesthood leaders; serving others; speaking respectfully of Church leaders; and praying for fathers, brothers, family members, and others who hold the priesthood.) (See enrichment activity 3.) How can your doing these things help your father or brother honor his priesthood? How can they help you prepare to receive the priesthood or the blessings of the priesthood?

Enrichment Activities

You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge.

1. Write on separate cards or pieces of paper the following blessings that come through the priesthood:

- Receiving a name and a blessing
- Being baptized
- Receiving the gift of the Holy Ghost
- Receiving a blessing when sick
- Partaking of the sacrament
- Serving a mission
- Being married in the temple

Divide the class into groups and give each group one of the cards. Invite the children in each group to share appropriate personal or family experiences related to the blessing written on their card.

2. Make the room as dark as possible. Then tell the children the story of a group of tourists who went into a deep, dark cave. Once inside the cave the guide turned off the lights, waited for a few minutes, and then asked each person to point in the direction of the exit. When the lights came back on, people were pointing in all different directions.

Make your classroom light again, and share the following quotation from Elder Robert D. Hales: "If the power of the priesthood were not upon the earth, the adversary would have freedom to roam and reign without restraint. There would be no gift of the Holy Ghost to direct and enlighten us; no prophets to speak in the name of the Lord; no temples where we could make sacred, eternal covenants; no authority to bless or baptize, to heal or comfort. . . . There would be no light, no hope—only darkness" (in Conference Report, Oct. 1995, p. 40; or *Ensign*, Nov. 1995, p. 32).

3. Read or tell the following story about what one family did to support their father in his priesthood calling:

"I was seated [at General Conference many years ago] with six children of Elder Ezra Taft Benson, one of whom was my college roommate. My interest heightened when President McKay arose and announced the next speaker. I watched respectfully as Elder Benson, whom I had not yet met, walked toward the microphone. He was a big man, well over six feet tall. He was a man with a master's degree, a man internationally known as the United States Secretary of Agriculture and a special witness of the Lord, a man who seemed serene and sure, one who had addressed audiences throughout the world. Suddenly

a hand touched my arm. A little girl leaned toward me and whispered urgently, 'Pray for Dad.'

"Somewhat startled, I thought, 'This message is being passed down the row, and I am to pass it on. Shall I say, "Pray for Elder Benson"? Shall I say, "You're supposed to say a prayer for your father"?' Sensing the immediate need to act, I leaned over and whispered simply, 'Pray for Dad.'

"I watched that whisper move along the row to where Sister Benson sat, head already bowed.

"Many times since that day I have remembered that message—Pray for Dad, the patriarch of the home. Pray for him as he serves as district president or home teacher. Pray for him when he becomes executive secretary of a civic group, when his business flourishes, or when he takes a cut in salary. Pray as he gives counsel in family home evening. Pray for Dad who works long hours so that Jerold can go on a mission and Diane can go to college. Pray for him as he speaks in sacrament meeting or gives Mother a blessing that she might be made well again. And in the evening, when he comes home tired or discouraged, pray for him. Pray for Dad in all that he might do—the small things and the great.

"As the years have passed, general conferences have come and gone, and each time President Benson has stood to speak, I have thought, 'His children, who are scattered across the continent, are united now in prayer for their father.'

"And I have come to believe that the brief message that passed along the row [many] years ago is the most important message a family can share. What extraordinary power and faith any man can have to meet the daily challenge of his life if somewhere in the world his daughter or son is whispering, 'Pray for Dad'" (Elaine McKay, "Pray for Dad," *New Era*, June 1975, p. 33).

4. When we live the gospel we will be prepared to accept the responsibilities and enjoy the blessings of the priesthood. Read "My Gospel Standards" (*My Achievement Days* booklet [35317], back cover), pausing after each one to let the children think about how worthily they are living that standard. When you have finished reading the list you may want to review by using illustrations, key words, or pantomimes.

My Gospel Standards

1. I will remember my baptismal covenants and listen to the Holy Ghost.
2. I will be honest with Heavenly Father, others, and myself.
3. I will seek good friends and treat others kindly.
4. I will dress modestly to show respect for Heavenly Father and myself.
5. I will only read and watch things that are pleasing to Heavenly Father.
6. I will only listen to music that is pleasing to Heavenly Father.
7. I will use the name of Heavenly Father and Jesus Christ reverently. I will not swear or use crude words.
8. I will keep my mind and body sacred and pure.
9. I will not partake of things that are harmful.

10. I will do those things on the Sabbath that will help me feel close to Heavenly Father.
 11. I will choose the right. I know I can repent when I make a mistake.
 12. I will live now to be worthy to go to the temple and serve a mission.
 13. I will follow Heavenly Father's plan for me.
5. Share the following quotation from President Gordon B. Hinckley, fifteenth President of the Church: "This church does not belong to its President. Its head is the Lord Jesus Christ, whose name each of us has taken upon ourselves [at baptism]. We are all in this great endeavor together. We are here to assist our Father in His work and His glory, 'to bring to pass the immortality and eternal life of man' (Moses 1:39). Your obligation is as serious in your sphere of responsibility as is my obligation in my sphere. No calling in this church is small or of little consequence. All of us in the pursuit of our duty touch the lives of others" (in Conference Report, Apr. 1995, p. 94; or *Ensign*, May 1995, p. 71).
 6. Sing or read the words to "Love Is Spoken Here" (*Children's Songbook*, p. 190).

Conclusion

Testimony	You may want to bear testimony that the priesthood has been restored and that it is the authority to act for God. Encourage the boys to live now to be worthy to hold the Aaronic Priesthood and all the class members to live worthy to receive all the blessings of the priesthood. Encourage the children to honor and support priesthood leaders.
Suggested Family Sharing	Encourage the children to share with their families a specific part of the lesson, such as a story, question, or activity, or to read with their families the "Suggested Home Reading."
Suggested Home Reading	Suggest that the children study Doctrine and Covenants 121:34–46 at home as a review of this lesson. Invite a child to give the closing prayer.

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