

## LESSON 28

# Genesis 18

### Introduction

Three messengers from God visited Abraham on their way to the city of Sodom. They reiterated the promise that Sarah would have a son. They also revealed to Abraham that they had been sent by God to see that Sodom and Gomorrah would be destroyed because of the wickedness of the cities' inhabitants. Abraham asked the Lord if He would spare Sodom if righteous people could be found there.

### Suggestions for Teaching

#### Genesis 18:1–15

*Messengers from God reiterate the promise that Abraham and Sarah will have a son*

Invite students to think about miraculous events they have read about in the scriptures. Ask several students to report which miraculous events they thought of. Write their responses on the board.

Then ask the following question:

- What makes these events miraculous?

Invite students to look for a promise about a miraculous event as they study Genesis 18.

Explain that while Abraham and Sarah were dwelling in the Plains of Mamre, three holy messengers visited Abraham. Invite a student to read Genesis 18:2–5 aloud. Ask the class to follow along and look for how Abraham treated these three messengers of the Lord. Ask them to report what they find.

To help students understand who these three messengers were, point out that Joseph Smith Translation, Genesis 18:3 (in Genesis 18:3, footnote *a*) uses the phrase “My brethren” instead of “My Lord,” indicating that the Lord was not one of the three men. Joseph Smith Translation, Genesis 18:23 (in Genesis 18:22, footnote *a*) clarifies that these three messengers were “holy men ... sent forth after the order of God.” In the King James Version of the Bible, the word *angels*, which was used in reference to these men (see Genesis 19:1), was translated from the Hebrew word *malakhim*, which can also mean “messengers.” Although we do not know the identity of the three messengers, Abraham treated them as if they were presiding authorities of the Lord’s kingdom then on the earth, and their messages were directly from the Lord (see Bruce R. McConkie, *Doctrinal New Testament Commentary* [1973], 3:235; Sidney B. Sperry, “Abraham’s Three Visitors,” *Improvement Era*, Aug. 1931, 583, 585).

Summarize Genesis 18:6–8 by explaining that Abraham and Sarah quickly prepared a meal for the messengers. Invite a student to read Genesis 18:9–10 aloud, and ask the class to look for what the messengers announced would happen to Sarah. Ask students to report what they find. Remind them that although Sarah had hoped to have children, she was past childbearing age.

- If you were Sarah, what might you have thought and felt when you heard this news?

Invite students to read Genesis 18:11–12 silently and look for how Sarah reacted to this news. Ask them to report what they find.

Invite a student to read Genesis 18:13–15 aloud. Ask the class to follow along, looking for what Abraham and Sarah learned about the Lord. Invite students to consider marking what they find.

- What did Abraham and Sarah learn about the Lord? (Students may use different words, but they should identify one of the following truths: **Nothing is too hard for the Lord. The Lord is able to do all things.**)
- When have you seen evidence of this truth in your life or the life of someone you know?

Explain that even though the Lord is able to do all things, He blesses us “in his own time, and in his own way, and according to his own will” (D&C 88:68).

Testify of how you know the Lord is able to do all things. Encourage students to pray for the righteous desires of their hearts and to hope for and trust in the Lord’s wisdom and timing.

### **Genesis 18:16–33**

*Abraham asks the Lord if Sodom can be spared if enough righteous people are found there*

Summarize Genesis 18:16–22 by explaining that because the Lord saw that Abraham would be faithful in keeping his covenants, He revealed to Abraham what He would do with Sodom and Gomorrah.

Invite a student to read Genesis 18:20 aloud. To help students discover what “very grievous” sin was being committed by people in Sodom and Gomorrah, invite them to silently read Genesis 19:4–5 and Jude 1:7. (If students have the Latter-day Saint edition of the King James Version of the Bible, you might also want to draw their attention to Genesis 18:20, footnote *b*). After sufficient time, explain that these verses in Genesis 19 and Jude 1 help us understand that the “very grievous” sin mentioned in Genesis 18:20 was homosexual behavior. This behavior was widely accepted and practiced among the inhabitants of Sodom and nearby cities (see Jude 1:7). The prophet Ezekiel spoke of additional sins that plagued the inhabitants of Sodom. He declared that they were full of “pride” and “idleness” and that although they had a “fulness of bread,” they rejected “the poor and needy” (see Ezekiel 16:49–50).

- Based on Genesis 18:20, how does the Lord view all sexual transgression? (As a “very grievous” sin. Write the following truth on the board: **All sexual sins, including homosexual behavior, are very serious.**)

You may want to explain that from the beginning, and consistently throughout the scriptures, the Lord has condemned violations of the law of chastity, including homosexual behavior. Consider inviting students to read Romans 1:24–32.

*Note:* The topic of same-sex attraction requires great sensitivity. As your class discusses this issue, ensure that it is done with kindness, compassion, and civility.

### **Help students answer difficult questions**

Students will be asked difficult questions about the Church throughout their lives. Providing students with accurate information and helping them locate trustworthy sources can help them think about and explain challenging topics in a faithful manner. Allowing students to discuss and practice answering difficult questions in a faith-filled environment builds their confidence in having gospel conversations with others.

Explain that in order to understand why all sexual sins, including homosexual behavior, are serious sins, we must understand the doctrine behind the purposes of marriage and family in Heavenly Father's plan. To help students understand this doctrine, invite a student to read aloud the following statement by the First Presidency and the Quorum of the Twelve Apostles (you may want to provide a copy for each student). Ask students to listen for doctrinal truths that can help us understand why homosexual behavior is a serious sin.

"We encourage all to bear in mind our Heavenly Father's purposes in creating the earth and providing for our mortal birth and experience here as His children. 'God created man in his own image, in the image of God created he him; male and female created he them. And God blessed them, and God said unto them, Be fruitful, and multiply, and replenish the earth' (Genesis 1:27–28). 'Therefore shall a man leave his father and his mother, and shall cleave unto his wife: and they shall be one flesh' (Genesis 2:24). Marriage between a man and a woman was instituted by God and is central to His plan for His children and for the well-being of society. Strong families, guided by a loving mother and father, serve as the fundamental institution for nurturing children, instilling faith, and transmitting to future generations the moral strengths and values that are important to civilization and crucial to eternal salvation.

"Changes in the civil law do not, indeed cannot, change the moral law that God has established. God expects us to uphold and keep His commandments regardless of divergent opinions or trends in society. His law of chastity is clear: sexual relations are proper only between a man and a woman who are legally and lawfully wedded as husband and wife. We urge you to review and teach Church members the doctrine contained in 'The Family: A Proclamation to the World.'

"Just as those who promote same-sex marriage are entitled to civility, the same is true for those who oppose it" ("Church Instructs Leaders on Same-Sex Marriage," Jan. 10, 2014, [mormonnewsroom.org](http://mormonnewsroom.org)).

- What doctrinal truths can help us understand why homosexual behavior is a serious sin?
- In what ways does homosexual behavior go against Heavenly Father's plan?

Explain that there is a difference between same-sex attraction and violating the law of chastity by participating in homosexual behavior. Those who experience same-sex attraction can enjoy all the blessings of the gospel as they keep the covenants they have made with God. As they choose to live the law of chastity, they can have pure and virtuous thoughts and avoid lust. They can counsel with trusted family members and their bishops or branch presidents about how to

remain sexually pure. Remind students that any member of the Church who breaks the law of chastity must repent, which includes confession to a bishop or branch president, who will lovingly help him or her obtain forgiveness from the Lord. The Lord loves all His children and wants them to repent and to be clean from sin.

Invite a student to read Genesis 18:22–26 aloud. Ask the class to follow along and look for what Abraham asked the Lord concerning Sodom.

- How did the Lord respond to Abraham’s questions?

Explain that Abraham continued to ask the Lord whether He would spare Sodom if any righteous people could be found there. Invite students to read Genesis 18:27–33 silently and look for the Lord’s responses to Abraham’s questions.

- How did the Lord respond to Abraham’s righteous concern for others?
- What principle about the Lord can we identify from His response to Abraham? (Students should identify a principle similar to the following: **The Lord listens to our righteous pleas for others.**)
- How can remembering and believing this principle help you when you have a family member or friend who needs help?
- When have you experienced the Lord answering your righteous prayers on behalf of others?

Encourage students to set a goal to pray for those people who they know need Heavenly Father’s help. Invite them to look for a fulfillment of Abraham’s requests to save the righteous as they study Genesis 19 in the next lesson.

## LESSON 29

# Genesis 19

### Introduction

After three messengers of the Lord visited Abraham, they traveled to Sodom and insisted that Lot and his family leave before the city was destroyed. Lot's wife disobeyed counsel from God's servants and perished. After the inhabitants of Sodom and Gomorrah were destroyed, Lot's oldest daughter devised a wicked plan to preserve posterity for her father.

### Suggestions for Teaching

#### Doctrinal Mastery Review—Moses 1:39 (5 minutes)

Before class begins, write the text of Moses 1:39 on the board: *For behold, this is my work and my glory—to bring to pass the immortality and eternal life of man.*

Invite the class to read the statement aloud. Ask students if they can remember the scripture reference for this doctrinal mastery passage. Allow them to respond, and then write Moses 1:39 next to the statement on the board.

Erase a few words from the passage, including the scripture reference. (You may wish to leave the first letters of each word to help students remember the passage more easily.) Then ask students to recite the complete passage aloud, including the scripture reference. Continue with the class repeating the passage multiple times until all the words are completely erased. Challenge students to repeat the entire doctrinal mastery passage from memory, including the scripture reference.

#### **Help students fulfill their role in the learning process**

Spiritual learning requires effort and the exercise of agency by the learner. For many students, putting forth such effort to learn from the scriptures may seem unfamiliar and somewhat difficult. However, as you teach using the Fundamentals of Gospel Teaching and Learning, you will help students fulfill their role in gospel learning. As students actively fulfill their role in gospel learning, they open their hearts to the influence of the Holy Ghost.

#### Genesis 19:1–29

*Holy messengers remove Lot's family from Sodom before God destroys Sodom and Gomorrah*

Write the following question on the board before class begins:

*Have you ever heard of someone who had something bad happen to them because they were in the wrong place or with people who were making inappropriate choices?*

Ask students to think about the question on the board as they study Genesis 19.

Remind students that three holy messengers had visited Abraham on their way to destroy the cities of Sodom and Gomorrah and their wicked inhabitants. Invite students to read Genesis 19:1 silently and look for whom these three messengers met when they arrived in Sodom. After students read, ask them to report what they have found. (The messengers met Lot, Abraham's nephew.) Explain that according to the Joseph Smith Translation (see Genesis 19:1, footnote *a*), there were three messengers, not two.

As a brief review, ask students to explain what they know about Lot and his family from their study of Genesis 13–14 and what they know about Sodom from Genesis 18.

Summarize Genesis 19:2–3 by explaining that Lot invited the three messengers to stay at his home for the night so they would not have to remain in the streets of Sodom. Invite students to ponder how they treat those whom the Lord sends to help us forsake sin and unrighteous influences.

Invite a student to read Genesis 19:4–7 aloud. Ask the class to follow along, looking for what the men of Sodom did that evening.

- What did the men of Sodom request of Lot? (You might need to explain that the phrase “that we may know them” means they wanted to participate in sexual activities with Lot’s visitors [see Genesis 19:5, footnote *a*; see also Genesis 4:1].)

Explain that Joseph Smith Translation, Genesis 19:9–15 (in the Bible appendix) clarifies the events recorded in Genesis 19:8–10. Summarize Joseph Smith Translation, Genesis 19:9–15 by explaining that the men of Sodom became angry with Lot when he refused their evil intentions toward his guests. The men of Sodom then threatened to take by force not only Lot’s visitors (the holy men) but also his daughters for immoral purposes. When Lot tried to reason with the men of Sodom, they attempted to force their way into his house. The holy messengers miraculously protected Lot and his family by smiting the men with blindness (see Genesis 19:11).

- How do the actions of the men of Sodom help demonstrate the wickedness of the people in this city?

Invite a student to read Genesis 19:12–13 aloud. Ask the class to follow along, looking for what the holy men instructed Lot to do with his family. Ask students to report what they find.

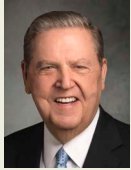
Ask a student to read Genesis 19:14–16 aloud. Invite the class to follow along and look for how Lot and his family responded to the instructions from the holy men.

- What evidence do you see in these verses that Lot and his family were reluctant to leave Sodom?

Invite a student to read Genesis 19:17 aloud. Ask the class to follow along and identify additional instructions the holy men gave to Lot and his family.

Invite a student to read Genesis 19:24–26 aloud, and ask the class to look for what happened as Lot was leaving Sodom with his wife and daughters. Ask students to report what they find.

To help the class understand why Lot's wife was turned into a "pillar of salt" (verse 26), invite a student to read aloud the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:



"Apparently what was wrong with Lot's wife was that she wasn't just *looking* back; in her heart she wanted to *go* back. . . .

"It is possible that Lot's wife looked back with resentment toward the Lord for what He was asking her to leave behind" (Jeffrey R. Holland, "Remember Lot's Wife" [Brigham Young University devotional, Jan. 13, 2009], 2, [speeches.byu.edu](http://speeches.byu.edu)).

- According to Elder Holland, what are some possible reasons why Lot's wife was turned into a pillar of salt?

Explain that it is also possible that Lot's wife may not have merely looked back but may have returned to Sodom (see Luke 17:28–32).

Point out that this account of Lot and his family leaving Sodom can be compared to our own experience of forsaking sin and evil influences.

- What principles can we learn from the example of Lot's wife about forsaking sin and evil influences? (Students' responses may vary. You may want to emphasize the following principle: **To forsake sin and evil influences, we must leave them entirely and not look back.**)
- What are some ways a person might be tempted to "look back" upon sins or evil influences that were previously a part of his or her life? Why is it dangerous to do so?
- What are some things a person can do to leave sins or evil influences entirely behind?

### Genesis 19:30–38

#### *Lot's daughters devise a wicked plan to ensure the continuation of Lot's posterity*

Summarize Genesis 19:30–38 by explaining that after Sodom, Gomorrah, and other cities were destroyed, Lot and his two daughters went to a nearby mountain to live in a cave. In an effort to "preserve [the] seed of [their] father" (verses 32, 34), the firstborn daughter proposed a wicked and deceptive plan to intoxicate their father and "lie with him" (verse 32) so they could each become pregnant (see Joseph Smith Translation, Genesis 19:37 [in Genesis 19:31, footnote *a*]; see also Joseph Smith Translation, Genesis 19:39 [in Genesis 19:35, footnote *a*]). As a result of this wickedness, each daughter had a son. The sons' descendants became the Moabite and Ammonite nations. There is no justification for Lot's daughters' choice to break the law of chastity.

Point out that the actions of Lot's daughters may provide another example of how the wickedness in Sodom had negatively influenced members of Lot's family. Although Lot was not a wicked man, his decision to bring his family to live among evil influences resulted in serious consequences.

- What are some consequences Lot and his family experienced for choosing to live in Sodom?
- How do you think life might have been different for Lot and his family if he had not chosen to associate with Sodom and the other wicked cities in the plains?
- What principles can we learn from Lot’s decisions to place himself and his family close to unrighteous influences? (Students may identify principles such as the following: **If we choose to associate with unrighteous influences, then we may experience consequences we will regret. Our choices affect not only ourselves but others as well.**)

Invite students to list on the board examples of unrighteous influences that some young people choose to associate with in our day. Then ask the following questions:

- What are some consequences that can come to us personally from associating with these unrighteous influences? What are some consequences that might affect others?

To help the class feel the truth and importance of the principles they have identified, invite a student to read aloud the following account by Elder Gary E. Stevenson of the Quorum of the Twelve Apostles:



“Some years ago, John was accepted at a prestigious Japanese university. ...

“Soon after John’s arrival, word of a party to be held on the rooftop of a private residence spread among the foreign student population. That evening, John and two friends made their way to the advertised address.

“Following an elevator ride to the top floor of the building, John and his friends ... began mingling with the others. As the night wore on, the atmosphere changed. The noise, music volume, and alcohol amplified, as did John’s uneasiness. Then suddenly someone began organizing the students into a large circle with the intent of sharing marijuana cigarettes. John grimaced and quickly informed his two friends that it was time to leave. Almost in ridicule, one of them replied, ‘John, this is easy—we’ll just stand in the circle, and when it is our turn, we’ll just pass it along rather than smoke it. That way we won’t have to embarrass ourselves in front of everyone by leaving.’ This sounded easy to John, but it did not sound right. He knew he had to announce his intention and act. In a moment he mustered his courage and told them that they could do as they wished, but he was leaving. One friend decided to stay and joined the circle; the other reluctantly followed John down the stairs to board the elevator. Much to their surprise, when the elevator doors opened, Japanese police officers poured out and hurried to ascend the stairs to the rooftop. John and his friend boarded the elevator and departed.

“When the police appeared at the top of the stairs, the students quickly threw the illegal drugs off the roof so they wouldn’t be caught. After securing the stairway, however, the officers lined up everyone on the roof and asked each student to extend both hands. The officers then walked down the line, carefully smelling each student’s thumbs and index fingers. All who had held the marijuana, whether they had smoked it or not, were presumed guilty, and there were huge consequences. Almost without exception, the students who had remained on the rooftop were expelled from their respective universities. ...

“... As for John, the consequences in his life have been immeasurable. His time in Japan that year led him to a happy marriage and the subsequent birth of two sons. He has been a very



successful businessman and recently became a professor at a Japanese university. Imagine how different his life would have been had he not had the courage to leave the party on that important evening in Japan. ...

"... There will be times when you, like John, will have to demonstrate your righteous courage in plain view of your peers, the consequence of which may be ridicule and embarrassment. ... Be courageous! Be strong!" (Gary E. Stevenson, "Be Valiant in Courage, Strength, and Activity," *Ensign or Liahona*, Nov. 2012, 51–52).

To conclude, invite students to testify of the principles they have discovered today. Share your testimony as well, and encourage students to entirely leave behind any sins or evil influences that may be influencing them.

## LESSON 30

# Genesis 20–22

### Introduction

Abraham and Sarah journeyed to the land of Gerar. In this land, Isaac was born in fulfillment of God’s promise to Abraham (see Genesis 17:19, 21). Hagar and her son, Ishmael, were sent away from Abraham’s household into the wilderness but were not forsaken by the Lord. Abraham’s faith in the Lord and His promises was tested when he was commanded to sacrifice his covenant son, Isaac. When Abraham proved his faithfulness, the Lord spared Isaac and provided a substitute sacrifice.

### Suggestions for Teaching

#### Genesis 20:1–21:8

*Abraham and Sarah travel to Gerar, and Isaac is born in fulfillment of God’s promise*

Ask students to imagine that someone has promised them a sum of money so large that they would never have to work to earn a living.

- How would your relationship with this person influence whether you believed they would keep their promise?

As students study Genesis 20–21 today, invite them to look for a truth Abraham learned about God keeping His promises.

Summarize Genesis 20 by explaining that after the destruction of Sodom and Gomorrah, Abraham and Sarah traveled to the land of Gerar. As he had previously done, Abraham referred to Sarah as his sister. Abimelech, the king of Gerar, desired Sarah as his wife and took her. However, God warned Abimelech in a dream that Sarah was really Abraham’s wife and that Abraham was a prophet. Abimelech restored Sarah to Abraham and was blessed.

Invite a few students to read Genesis 21:1–5 aloud. Ask the class to follow along, looking for how God kept His promise to give Abraham and Sarah a son (see Genesis 17:19). Ask a few students to report what they find.

- What can we learn from this account about God’s promises? (Students may use different words, but they should identify the following principle: **God always keeps His promises to the faithful according to His timetable.**)
- How might knowing that God fulfills His promises to the faithful influence the choices you make?

Invite a student to read Genesis 21:6–8 aloud, and ask students to follow along, looking for how Sarah felt about the birth of Isaac. Ask students to report what they find. You may want to use footnote *a* in verse 6 to help explain that the word *laugh* in verse 6 also means “to rejoice.”

### Genesis 21:9–34

#### *Ishmael and Hagar are sent away into the wilderness*

Explain that Genesis 21 offers another example of God fulfilling His promises. Briefly summarize Genesis 21:9–11 by explaining that Sarah saw Hagar’s son, Ishmael, mocking, or persecuting, Isaac (see Galatians 4:28–30). Sarah told Abraham to send Hagar and Ishmael away into the wilderness, which initially grieved Abraham.

Invite students to read Genesis 21:12 silently, looking for what God told Abraham to do. Ask students to report what they find.

Summarize Genesis 21:13–21 by explaining that God promised Abraham that Ishmael’s descendants would become a great nation. After giving Hagar and Ishmael some supplies, Abraham sent them away. When Hagar and Ishmael ran out of water, Hagar feared her son would die, but God promised her that Ishmael would become a great nation. With God’s help, Hagar soon found water. Ishmael eventually became the principal ancestor of much of the Arab world in fulfillment of these promises (see *Old Testament Student Manual: Genesis–2 Samuel*, 3rd ed. [Church Educational System manual, 2003], 71).

### Genesis 22:1–14

#### *Abraham is commanded to sacrifice Isaac*

Write the following question on the board:

*What do you think is the greatest lesson we can learn in mortality?*

Invite a few students to respond to this question. Ask a student to read aloud the following statement by President Thomas S. Monson (1927–2018):

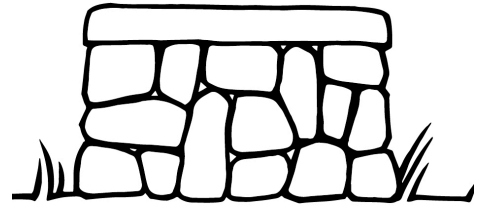


“The greatest lesson we can learn in mortality is that when God speaks and we obey, we will always be right” (Thomas S. Monson, “They Marked the Path to Follow,” *Ensign*, Oct. 2007, 7).

As students study Genesis 22, invite them to look for how Abraham learned this lesson.

Draw a picture of an altar on the board.

Invite a student to read Genesis 22:1–2 aloud. Ask the class to follow along, looking for what the Lord commanded Abraham to do. Use footnote *a* in verse 1 to help students understand that the word *tempt* as used in verse 1 means to “test” or to “prove.”



- What did the Lord command Abraham to do?
- What words or phrases in verse 2 can help us understand how difficult this command must have been for Abraham?
- What promises had the Lord made to Abraham that would have made sacrificing his son an even more difficult trial of faith than it already was? (The Lord had promised that through Isaac, Abraham would become a father of many nations and that He would establish His covenant with Isaac [see Genesis 17:15–21].)

Point out that in addition to the promises Abraham had previously received, the command to offer his son as a human sacrifice might have been especially difficult because Abraham himself was almost offered as a human sacrifice to false gods, but the Lord saved him (see Abraham 1:7, 15).

Display the picture Abraham Taking Isaac to Be Sacrificed (*Gospel Art Book* [2009], no. 9; see also [lds.org/media-library](http://lds.org/media-library)). Invite a student to read Genesis 22:3 aloud. Ask the class to follow along, looking for how Abraham responded to the Lord’s command.



- What stands out to you about Abraham’s response?
- What can we learn about Abraham from his response to this heart-wrenching command?

Invite a student to read Genesis 22:4–8 aloud. Ask the class to follow along, looking for what Isaac asked his father. Invite students to report what they find.

- How did Abraham respond to Isaac?

Invite a student to read Genesis 22:9–10 aloud. Ask the class to follow along, looking for what Abraham did when they arrived in the land of Moriah. Invite students to report what they find.

- Why do you think Abraham was willing to obey the command to sacrifice his son Isaac?

Invite a student to read Genesis 22:11–12 aloud. Ask the class to follow along, looking for what happened next.

- How do you imagine Abraham and Isaac might have felt after receiving this message?
- Through his willingness to sacrifice Isaac, what had Abraham shown about his feelings toward God?

Explain that Elder D. Todd Christofferson of the Quorum of the Twelve Apostles taught that although “we generally interpret the word *fear* as ‘respect’ or ‘reverence’ or ‘love,’” we should also “so love and reverence [the Lord] that we fear doing anything wrong in His sight” (D. Todd Christofferson, “A Sense of the Sacred” [Church Educational System fireside for young adults, Nov. 7, 2004], 6, 7, speeches.byu.edu). You may want to suggest that students write this explanation in their scriptures.

- What can we learn from Abraham and Isaac’s experience about what we can do to show the Lord that we love Him? (Students may identify something similar to the following principle: **When we are willing to do what the Lord commands us, we show our reverence and love for Him.**)

Invite several students to come to the board and write one or two of God’s commandments above the drawing of the altar. You may want to add some commandments to their list based on the needs of your class (such as reading the scriptures, partaking of the sacrament weekly, sharing the gospel, or keeping the law of chastity).

- How does our willingness to obey these commandments show the Lord that we love Him?

Invite a student to read aloud the following statement by Elder Neal A. Maxwell (1926–2004) of the Quorum of the Twelve Apostles. Ask the class to listen for why it is important that we willingly obey God.



“The submission of one’s will is really the only uniquely personal thing we have to place on God’s altar. The many other things we ‘give,’ brothers and sisters, are actually the things He has already given or loaned to us. However, when you and I finally submit ourselves, by letting our individual wills be swallowed up in God’s will, then we are really giving something to Him!” (Neal A. Maxwell, “Swallowed Up in the Will of the Father,” *Ensign*, Nov. 1995, 24).

Refer to the list of commandments on the board, and ask students to answer the following question in their class notebooks or study journals:

### **Writing exercises**

Inviting students to respond to thought-provoking questions in writing can help deepen and clarify their thoughts. As students respond to questions in writing before sharing their thoughts with the class, they have time to formulate their ideas and receive impressions from the Holy Ghost.

- Which commandments can you begin obeying or obey more willingly to show your love for the Lord?

You may want to invite a few students to share what they wrote. Encourage students to pray for help to willingly obey the Lord.

Display the picture *The Crucifixion* (*Gospel Art Book* [2009], no. 57; see also [lds.org/media-library](http://lds.org/media-library)). Explain that in the scriptures a *type* is a person or an event that is similar to or points toward a greater person or event in the future. When we study a type, we learn more about the greater person or event to come. Point out that Abraham’s sacrifice of Isaac is a type of Heavenly Father’s sacrifice of Jesus Christ.



Invite students to review Genesis 22:1–12 with a partner. Ask them to look for details in the verses that show similarities between Abraham’s sacrifice of Isaac and Heavenly Father’s sacrifice of Jesus Christ. You might suggest that they consider marking the similarities in their scriptures, or you could ask them to write what they discover on a piece of paper. It might help them to organize what they find in a chart like the one that follows. Some examples have been provided.

### Similarities between the Two Sacrifices

Abraham’s Sacrifice of Isaac	Heavenly Father’s Sacrifice of Jesus Christ
Isaac was to be sacrificed in place of a lamb	Jesus Christ was the Lamb of God and was sacrificed for our sins
Abraham willingly _____ _____ _____	Heavenly Father willingly _____ _____ _____
Isaac carried _____ _____ _____	Jesus Christ carried _____ _____ _____

- What can Abraham’s sacrifice of Isaac teach us about Heavenly Father’s sacrifice of Jesus Christ?
- Who was Heavenly Father showing His love for by sacrificing His Son, Jesus Christ? (Students may use different words, but help them identify the following

truth: Heavenly Father demonstrated His love for us through the sacrifice of His Son, Jesus Christ.)

- How does the sacrifice of Jesus Christ demonstrate Heavenly Father's love for you?

Consider sharing your testimony of Heavenly Father's love for each of the students in your class.

Ask a student to read Genesis 22:13–14 aloud. Ask the class to follow along, looking for what God provided as a sacrifice in the place of Isaac. Ask students to report what they find.

### **Genesis 22:15–24**

#### *The Lord reconfirms the promises of the Abrahamic covenant*

Summarize Genesis 22:15–24 by explaining that because Abraham demonstrated his willingness to do what the Lord commanded, the Lord reassured him of the blessings promised in the Abrahamic covenant.

After Abraham returned home, he learned about children born into the household of his brother Nahor. One of these children had a daughter named Rebekah, who would play an important role in the fulfillment of the Lord's promises to Abraham.

Conclude by sharing your testimony of the principles discussed today.