

LESSON 19

Moses 8 (Genesis 6:1–12)

Introduction

The Lord promised Enoch that Noah would be one of his descendants. The Lord called Noah to preach the gospel and warn the people that if they did not repent, they would be destroyed by a flood. Because the people were wicked and corrupt and refused to repent, the Lord determined to destroy all flesh from the earth.

Suggestions for Teaching

Moses 8:1–11

The generations preceding Noah are given

Invite students to name situations in which a person might be directed to change or correct his or her actions (such as violating a driving law or sports game rule or performing a mathematical equation incorrectly). You may want to list students' responses on the board.

- In these situations, what could happen if a person chose not to change as directed?

Tell students that in today's lesson they will learn about a group of people who were directed to change, and they will find out how those people responded. Encourage students to consider, as they study, how they personally respond to invitations to change.

To help students understand the content of Moses 8:1–11, invite them to scan these verses, looking for names of Enoch's descendants. Ask them to report the names they find.

Explain that to fulfill the covenant the Lord made with Enoch that Noah would be his descendant (see Moses 8:2), Methuselah was not taken with the city of Enoch when it was translated. Methuselah, who lived to be 969 years old, begat Lamech, and Lamech begat Noah.

Moses 8:12–28

Noah preaches the gospel and calls upon the children of men to repent

Invite a student to read Moses 8:12–15 aloud. Ask the class to follow along, looking for two titles the Lord used to distinguish between sons who hearkened to His voice and those who did not. Ask students to report what they find (the sons of God and the sons of men).

Help students understand the content of the scriptures

Ask questions that help students analyze and understand the content of the scriptures. For example, you might ask questions that help them (1) examine one scripture passage in the light of other passages or gospel principles, (2) clarify the meaning of words or phrases, or (3) analyze the details of the story line for greater meaning. As students answer such questions, they will be prepared to identify doctrines and principles.

- What difference do you find in these verses between the sons of God and the sons of men?
- What do you think it means that the sons of God “hearkened unto the Lord, and gave heed” (Moses 8:13)? (They listened attentively to the Lord and obeyed Him.)
- According to verse 15, how did the Lord describe the decision of Noah’s granddaughters to marry the sons of men?
- What do you think it means that Noah’s granddaughters “sold themselves”? (By choosing to marry the sons of men, and refusing to obey the Lord, Noah’s granddaughters forfeited the blessings of marriage in the covenant.)

Write the following scripture references on the board, leaving space for responses to be written under them: *Moses 8:16–18, 28; Moses 8:19–22; Moses 8:23–26.*

Tell students that Moses 8 contains a description of the actions of rebellious people who lived in Noah’s day. Assign each of the references on the board to a group of students. Ask students to read their assigned verses and identify the actions of these rebellious people. After sufficient time, invite a few students to write what they found on the board, under the scripture reference they studied. Then ask the following questions:

- Why do you think someone would want to kill a prophet of God (see Moses 8:18, 26)?
- What similarities do you see between the spiritual conditions in Noah’s day and conditions in our day?

Ask students to review Moses 8:20, 24 silently, looking for the message the Lord had Noah give to the people.

- What did the Lord direct Noah to call upon these people to do?
- How did the people repeatedly respond to this invitation?

Explain that an invitation to repent is an invitation to change our desires, attitudes, and actions to be aligned with God’s will.

- According to Moses 8:17, how long did the Lord give the people to repent?
- What would be the consequence if they chose not to repent?

Point out that although the consequence of the Flood was specific to the people of Noah’s day, the Lord has always warned that negative consequences will follow sin.

- What principle can we learn from the people’s refusal to hearken to the Lord’s invitations to repent? (Students may use different words, but they should identify the following principle: **If we do not hearken to the Lord’s invitations to repent, then we will suffer the consequences of continuing in our sins.** Write this principle on the board.)

Help students understand this principle by asking questions such as the following:

- In what ways does the Lord communicate to us His invitations to repent?

- According to Moses 8:21, how had these people convinced themselves that they did not need to repent? What are some ways people in our day might convince themselves that they do not need to hearken to the Lord’s invitations to repent?
- What are some consequences we might face for choosing not to repent?

Ask students to recall how Noah and his sons responded to the Lord’s instructions (see Moses 8:13). Then invite a student to read Moses 8:27 aloud. Ask the class to follow along, looking for the results of their hearkening to the Lord. Ask students to report their findings.

Explain that, in this context, the word *just* means “righteous.” Also explain that the phrase “perfect in his generation” does not mean that Noah lived a sinless life. It means he was a man of integrity, who was completely devoted to carrying out the will of the Lord and was purified from all unrighteousness through being true to the covenants of the gospel of Jesus Christ. (You may want to remind students that we become perfect through Jesus Christ [see Moroni 10:32; D&C 76:69].)

Invite students to ponder whether they are currently hearkening to the Lord’s invitations to repent or ignoring those invitations. Encourage them to choose to repent as necessary, and share your testimony that as they do so they can avoid the negative consequences that come from continuing in sin.

Moses 8:29–30

Because of the corruption on earth, the Lord determines to destroy all flesh

Invite a student to read Moses 8:29–30 aloud. Ask the class to follow along, looking for what the Lord resolved to do because of the corruption of the people, the violence that filled the earth, and the people’s refusal to repent. Ask students to report what they find.

Explain that some people wonder why a loving God would destroy almost all of the people on earth through the Flood. To help students understand how to respond to this concern, invite a student to read 2 Nephi 26:24 aloud. Ask the class to follow along, looking for the reason behind everything God does. (You might want to suggest that students write this reference in their scriptures next to Moses 8:30.)

- Why does God do everything He does? (Students should identify the following truth: **All that God does is for the benefit of His children.** Consider writing this truth on the board.)
- In what ways do you think the Flood would be a benefit to God’s children?
- How do you think your ability to fulfill God’s plan for your salvation would be affected if you were born into a world where all parents imagined only evil in their hearts continually (see Moses 8:22; Genesis 6:5)?

Invite a student to read the following statements by Elder Neal A. Maxwell (1926–2004) of the Quorum of the Twelve Apostles and President John Taylor (1808–87). Ask the class to listen for additional insights that can help them understand how the Flood was for the benefit of the world.

Elder Neal A. Maxwell of the Quorum of the Twelve Apostles explained that God intervened “when corruption had reached an agency-destroying point that spirits

could not, in justice, be sent here” (Neal A. Maxwell, *We Will Prove Them Herewith* [1982], 58).

President John Taylor explained that “by taking away their earthly existence [God] prevented them from entailing their sins upon their posterity and degenerating [or corrupting] them, and also prevented them from committing further acts of wickedness” (John Taylor, “Discourse Delivered by Prest. John Taylor,” *Deseret News*, Jan. 16, 1878, 787).

- According to these statements, how did the Flood benefit God’s children?

Explain that the Flood also benefited those who were wicked because they were brought into the spirit world, where they could eventually repent and be taught the gospel of Jesus Christ (see 1 Peter 3:18–20; Moses 7:39).

- Why do you think it is important to understand that all that God does is for the benefit of His children? How can you benefit from having a testimony of this truth?

Consider sharing a personal experience or testimony regarding how you know that all that God does is for the benefit of His children.

LESSON 20

Genesis 6:13–9:29

Introduction

The Lord commanded Noah to build an ark, in which his family and “every living thing of all flesh” (Genesis 6:19) were saved from the Flood. Floodwater destroyed the wicked and all creatures that lived on the land except those in the ark. When the floodwater receded, Noah and his family exited the ark. The Lord gave them commandments and established with them the covenant He had made with Enoch.

Suggestions for Teaching

Genesis 6:13–7:24

Noah obeys the Lord’s commandment to build an ark

Display the pictures Building the Ark and Noah and the Ark with Animals (*Gospel Art Book* [2009], nos. 7, 8; see also lds.org/media-library). Ask students to describe differences they notice between the two pictures.

- What types of expressions do you see on the faces of the people whom Noah tried to warn?
- What do these pictures suggest about how the people responded to the Lord’s instructions?

Invite students to consider what they can learn from the example of Noah and his family during today’s lesson.

Invite a student to read Genesis 6:13–16 aloud. (You may want to explain that Genesis 6:13 marks the end of the portion of the Joseph Smith Translation

that we know as the book of Moses.) Ask the class to follow along, looking for specific instructions the Lord gave Noah to prepare for the coming destruction. Ask students to report what they find. You may need to explain that the phrase “pitch it” (verse 14) means to cover the ark with a tar-like substance to seal it and make it waterproof.

To help students understand the size of the ark, explain that a *cubit* was a unit of measurement used by the Hebrews in biblical times. The measurement is based on the distance between an adult’s elbow and the tip of the longest finger. You may want to measure this distance on some of your students. Point out that one cubit is generally estimated to be between 18 and 22 inches (45.72–55.88 centimeters).

Invite a student to calculate the approximate size of the ark in modern



measurements. For example, if using 18 inches as one cubit, a student would calculate the ark to be 450 feet long (about 138 meters), 75 feet wide (about 23 meters), and 45 feet high (about 14 meters).

- What challenges might Noah have faced in constructing the ark?

Invite a few students to take turns reading aloud from Genesis 6:17–22. Ask the class to follow along and look for what else the Lord directed Noah to do.

- What additional challenges might Noah have faced as he obeyed these instructions from the Lord?

Ask a student to read aloud the following statement by President Spencer W. Kimball (1895–1985). Invite the class to listen closely and consider ways Noah demonstrated faith in the Lord as he prepared the ark.



"As yet there was no evidence of rain and flood. His people mocked and called him a fool. His preaching fell on deaf ears. His warnings were considered irrational. There was no precedent; never had it been known that a deluge [or flood] could cover the earth. How foolish to build an ark on dry ground with the sun shining and life moving forward as usual!" (Spencer W. Kimball, *Teachings of Presidents of the Church: Spencer W. Kimball* [2006], 140–41).

- What are some ways Noah demonstrated faith in the Lord? (After students respond, write the following incomplete statement on the board: *If we act in faith by obeying the Lord's commands ...*)
- How would Noah be blessed by acting in faith to build the ark when there appeared to be no danger?
- What are some things the Lord has asked us to do that might appear foolish to others? (List students' responses on the board.)
- Why do we need faith to obey the Lord?

Invite a student to read aloud the following statement by President Thomas S. Monson (1927–2018), who spoke of the faith Noah demonstrated by keeping God's commandment:



"Noah had the unwavering faith to follow God's commandments. May we ever do likewise. May we remember that the wisdom of God oftentimes appears as foolishness to men; but the greatest lesson we can learn in mortality is that when God speaks and we obey, we will always be right" (Thomas S. Monson, "Models to Follow," *Ensign or Liahona*, Nov. 2002, 61).

Remind students that the Lord sent Noah to preach repentance to the people, who were wicked. Noah warned them that if they did not repent, they would be destroyed by a flood.



To help students discover what happened to Noah and the people he preached to, invite them to take the following true-or-false quiz. (Before

class, prepare a copy of the quiz for each student.) Ask students to first complete the quiz without using their scriptures. Then invite them to read Genesis 7 on their own or with a partner to check their answers. When they have checked their answers, review the answers as a class.

True or False

1. _____ Noah took seven of some animals on the ark.
2. _____ Noah was 60 years old when the Flood came.
3. _____ Rain was the only source of water that flooded the earth.
4. _____ The rain did not cease for 40 days.
5. _____ Eight people were saved on the ark.
6. _____ In addition to Noah's family and the animals on the ark, one other family also survived the Flood by staying on the top of a mountain.

Answers: 1 is true (see Genesis 7:2–3. You may need to explain that clean and unclean beasts refer to animals considered acceptable or unacceptable to eat and to be sacrificed to God at that time.); 2 is false (see Genesis 7:6, 11); 3 is false (see Genesis 7:11); 4 is true (see Genesis 7:4, 17); 5 is true (see Genesis 7:7, 13; 1 Peter 3:20); 6 is false (see Genesis 7:19–23).

After you review the answers to the quiz as a class, invite students to report what they found interesting in Genesis 7.

- If you had been in the position of one of the people who were *not* in the ark, what might you have thought and felt as the floodwater rose?
- If you had been in the position of one of those who *were* in the ark, what might you have thought and felt as the waters rose?
- Based on what you learned from Genesis 7, how would you complete the statement on the board? (You might invite students to write their answers on the board. Students may identify a variety of principles, but you may want to emphasize the following: **If we act in faith by obeying the Lord's commands, we can receive His blessings and protection.**)

Help students identify doctrine and principles

As students develop their understanding of the context and content of the scriptures, they are better able to identify the doctrine and principles the scriptures contain. Ask students questions that help them draw conclusions and articulate clearly the principles or doctrine found in the text they are studying.

To help students feel the truth and importance of this principle, refer to a few of the things students mentioned that the Lord has asked us to do that might appear foolish to others. For each response, ask:

- When have you been blessed or protected by obeying the Lord in this way?

To help students apply the principle they previously identified, invite them to answer the following question in their class notebooks or study journals:

- What is one way you will act in faith by obeying the Lord today?

You may want to encourage students to act on what they wrote by testifying of blessings or protection you have received by obeying the Lord’s commandments.

Genesis 8:1–9:17

Noah and his family leave the ark, and the Lord establishes His covenant with Noah

Ask students if they can think of any symbols that represent covenants we make with God? (For example, the emblems of the sacrament help us remember our baptismal covenant.)

As students study Genesis 8–9, invite them to look for a symbol the Lord used to represent His covenant with Noah.

Summarize Genesis 8:1–9:7 by explaining that the waters on the earth gradually receded and the ark rested upon the mountains of Ararat. (Many believe that this site is in present-day Turkey.) Noah sent out birds to determine how far the water level had lowered. When a dove returned with an olive leaf, Noah knew the waters had receded. After Noah and his family had been on the ark for about a year, God directed them to exit the ark. Noah offered animal sacrifices to the Lord, gave thanks, and asked the Lord to “not again curse the ground any more for man’s sake” (see Joseph Smith Translation, Genesis 9:4–6 [in the Bible appendix]). The Lord commanded Noah and his family to “multiply, and replenish the earth” (Genesis 9:1), instructed them on how to treat living things, and commanded them not to “[shed] man’s blood,” (murder) (Genesis 9:6). The Prophet Joseph Smith’s translation clarified these verses, showing that God will hold us accountable for how we treat the lives of animals and that God explicitly commanded Noah’s family to preserve the lives of other human beings—that “man shall not shed the blood of man” (see Joseph Smith Translation, Genesis 9:10–15 [in the Bible appendix]).

Invite a student to read Genesis 9:8–11 aloud. Ask the class to follow along, looking for a covenant God made with Noah and his sons. Ask students to report what they find.

Invite a few students to take turns reading Genesis 9:12–17 aloud. Ask the class to follow along and look for what a rainbow has to do with the covenant God made with Noah. (Explain that a *token* is a sign or symbol.)

- What does a rainbow have to do with the covenant God made with Noah? (The rainbow is a token, or sign, of the everlasting covenant—a reminder of God’s promises, including His promise to never flood the earth again. This token or sign had first been given to Enoch [see Moses 7:50–51], and now the covenant and token were renewed with Noah.)

Write the following truth on the board: **God uses tokens as reminders of covenants.** Explain that the rainbow became a symbol and reminder of God’s mercy to His children on earth.

- What other tokens has God given us that can remind us of our covenants with Him and of His mercy? (Examples include the ordinances of baptism and the sacrament.)

Genesis 9:18–29*Noah curses Canaan, the son of Ham*

Explain that Genesis 9:18–29 contains an account of an incident with Noah and his sons. This account can be difficult to understand. It appears that Ham disrespected something sacred. Even though we know that Ham's actions were deliberate and the consequences were severe, we likely do not have all of the relevant details of the story. We therefore do not know exactly what happened or the meaning of what transpired.

Conclude the lesson by inviting students to share any additional insights they have learned from the life of Noah. Consider sharing your own insights.