



Lessons

Ideas for Preparing and Presenting a Lesson

The lesson is the heart of the camp meeting. It occupies approximately half of the meeting time. More than any other camp officer, the Lesson Leader has the responsibility to make the daughters glad they came to DUP instead of choosing to spend their time elsewhere.

Read the entire lesson before deciding which material to use. Think of it as a buffet table. Before filling a plate, one scans the choices, so as to save room for what is most appealing. After reading the lesson, return to the parts that will be most interesting to camp members and choose those to make up the lesson.

Know your camp members. Each camp has its own personality. Keep this in mind when preparing and presenting the lesson.

Limit the lesson to twenty-five minutes. This is critical. The best lesson becomes tedious and boring beyond that time frame. Only give what can be presented in the allotted time. This may be difficult, but it is essential.

Allow comments but maintain control of the lesson time.

Be enthusiastic! No one likes to attend a negative meeting, or be pulled down by a heavy, somber lesson presentation. Even a lesson containing sad information can be upbeat. An enthusiastic Lesson Leader increases the interest of the daughters, making them want to listen.

Use visual aids sparingly. This would include music, first person stories, skits, picture displays, artifacts, maps, etc. If not handled carefully, they take on a life of their own and clutter the lesson. Ornaments on a Christmas tree are there to enhance the beauty of the tree. Visual aids are used to enhance the lesson. Just as too many ornaments hide and clutter a tree, too many visual aids hide a lesson.

Don't make it too difficult. Tablecloths, vases of flowers, etc. aren't necessary to present a lesson. Excellent lessons have been given in a kitchen with members sitting around a table.

Additional material isn't necessary. The lesson can stand on its own. It contains more information than can be used and requires elimination rather than supplementation.

A frequently asked question: Why do the lessons include more material than can be used? Why are the lessons so long? An answer is that the life of a lesson extends far beyond the time it is used in a camp meeting. Lessons are bound from year to year in hard cover volumes. These are used as research tools and are available for purchase by the general public as well as Daughters of Utah Pioneer members.

Lesson Leaders who rotate teaching the lesson among camp members rather than teach it themselves have the responsibility "...for proper presentation of the lesson at each regular camp meeting" according to DUP Constitution and Bylaws, regardless of who is teaching.



Daughters of the Future

Keepers of the Past

Lessons for 2016-2017

September	Julie Thompson	Stories of Kindness on the Trail
October	Ellen Jeppson	Deseret Alphabet and the School Room
November	Maryann Jensen	Souvenirs and Memorabilia
December	Julie Thompson	Christmas in the Rocky Mountains
January	Lynette Hanson	Pioneer Artisans
February	Ellen Jeppson	Pioneer Samplers
March	Maryann Jensen	Brigham City Cabin and Museum
April	Lynette Hanson	Clothing Styles of the 1800's
May	Committee	Hidden Treasures from the Museum

Company Lesson Leaders

We are pleased with the reception from DUP members of the series of lessons based on our museum collections and hope the lesson leaders will share the same enthusiasm as they meet with leaders in the camps. The role of a Company Lesson should be to serve as a resource person for Camp Lesson Leaders. They should choose portions of the text that they find particularly interesting to their audiences. It is never necessary to bring in outside information as all lessons contain enough information and pictures to provide information that will interest our members. Pictures included in the text may be copied and enlarged. Photos may also be ordered from our excellent Photo Department at the museum. The Company Lesson Leader should present a short summary of the lesson at company meetings and serve as a mentor for the Camp Lesson Leader.

Suggest ways to present the lesson.

Help lesson leaders prepare pictures for lesson.

Pick out parts of the lessons of particular interest to your camps.

Be enthusiastic about the lesson content.

Note: At the end of the year, lessons are re-read by the Lesson Committee and corrections are made of any errors which have inadvertently appeared in the text before the annual volume with its index is printed. We appreciate being notified before the end of June of any errors detected by Daughters. Errors noted after June 30th cannot be corrected.

DUP LESSONS FOR 2016-2017

September – Kindness of The Trail

“When I was a boy and I would see scary things in the news, my mother would say to me, ‘Look for the helpers. You will always find people who are helping.’ To this day, especially in times of ‘disaster,’ I remember my mother’s words and I am always comforted by realizing that there are still so many helpers – so many caring people in the world.”

Fred Rogers (“Mister Rogers”)

The September 2016 lesson follows the path of Mormon Emigration. At several stops on the trail where the pioneers experienced hardship and persecution, the lesson will focus on an act of kindness extended to the Saints by an unexpected individual or group.

October – The Deseret Alphabet and the Museum School Room

From the early days of the Church, missionaries were sent abroad to preach the Gospel. The principle of gathering to Zion was taught, making early Utah settlements “melting pots” of new immigrants who spoke many languages. A common problem for Church leadership was communicating with the Saints because it was difficult for them to quickly learn a new language. Brigham Young desired to reform the English language by changing the spelling of words by using uniform phonetic principles and the result was the Deseret Alphabet.

November – Souvenirs and Memorabilia

Taking objects as mementos of places traveled or sights seen has been practiced for hundreds of years. This lesson explores how pioneers thought about the past and how it could be saved in the collection of small and personal things known as souvenirs.

December – Christmas in the Rocky Mountains

The Utah pioneers were not the first inhabitants of the Rocky Mountains. Neither were they the first habitants to celebrate Christmas in the area. Christmas in the Nineteenth Century was not celebrated as we celebrate today. For religious travelers it was observed more than celebrated and for trappers and soldiers separated from family, it was often a holiday to endure rather than to celebrate. The area was a melting pot for various cultural and religious customs of Christmas. This lesson will be filled with stories of those who entered the region before the pioneers as well as stories of Utah Pioneer observance and celebrations.

January – Pioneer Artisans

John Hafen’s family left Switzerland for Utah when John was six. In 1868, Hafen pursued his interest in art, studying under pioneer artists George Ottinger and Dan Weggeland. In the early 1870’s, Hafen met John B. Fairbanks and encouraged him in his early artistic attempts. The two became good friends. John Hafen also made the acquaintance of artist Lorus Pratt, a son of Church Apostle Orson Pratt.

In the spring of 1890, Hafen and Pratt visited George Q Cannon, a member of the LDS Church’s First Presidency, to address the possibility of obtaining church funds for art study in France, to enable them to be better prepared to paint the Salt Lake Temple murals. This art endeavor was largely the result of the efforts of John Hafen who convinced Church Authorities that a new group of artists was needed to rise to the task. A unique occurrence for The Church of Jesus Christ of Latter-day Saints was the Church’s “patronage of fine arts” which allowed

several pioneer artists to receive financial support to study art in Europe in exchange for artistic services.

On June 3, 1890, the three artists, Hafen, Pratt, and Fairbanks, were set apart as “art missionaries” with a special purpose. They departed for France on June 23, 1890, arriving in Paris on the 24th of July. They were greeted by Utah artist John Willard Clawson and Utah sculptor Cyrus Dallin, already studying art in Europe. Utah pioneer artists, James Taylor Harwood and Harriett Richards, were also art students in Europe. In September 1890, Edwin Evans, from Lehi, Utah, was sent to Paris as an art missionary, followed by Herman Haag in the summer of 1891. After one year, Hafen returned to Utah. The others returned during the winter and early spring of 1892-92. John Hafen with special help from pioneer artist, Dan Weggeland, and the other art missionaries, completed the Salt Lake Temple murals just in time for the dedication of the temple on April 6, 1893.

February – Pioneer Samplers

When pioneer women and girls crossed the plains to settle in the western United States, they brought with them their knowledge of homemaking skills and crafts. Traditional needlework was one of the skills they carried with them.

Learning to use a needle and thread to stitch unique designs on small pieces of cloth was often part of a young girl’s upbringing. In this way, mothers grandmothers, and schoolteachers taught girls the art of needlework. These pieces of creative stitching were called samplers. This lesson will show examples of pioneer sampler and the histories of those who made them.

March – Brigham City Cabin and Museum

The Knudsen cabin, built by Port Squires for Wilhelm and Laura Amelia Knudsen in 1855, was one of the first permanent structures in Brigham City. Six of their thirteen children were born in the cabin during the years from 1856 to 1865. The cabin and nearby museum reveal much of the history of this Box Elder community.

April – Clothing Fashions of Pioneers

An exquisite white baby dress, created by Emma Louisa Riggs for her son, Lester, is displayed in the Museum. It was a common practice during the 1800’s for both boys and girls to be dressed alike in long, white dresses for their baby blessing.

On the year before her death in 1897, Emma Louisa rented a cottage to a young man by the name of David O. McKay, who was attending the University of Utah. This is where her only daughter, Emma Ray, met David for the first time. David O. McKay likely saw the baby dress, as it was also worn by Emma Ray.

Many other examples of pioneer dress will be pictured and the stories of their owners will be told.

May – The Pioneer Memorial Museum

This lesson will be the last one written for the Museum Memories series. Each of the members of the lesson committee will contribute to this lesson, writing about favorite artifacts, stories, and photographs.

For a photo preview for 2016-2017 lessons, go to www.isdup.org – click on the **Membership tab, then click on **Lessons & Music** tab. You will find a list of lessons, a link to order lessons, and a link for a photo preview for the lessons.