



The Corinthian Correspondence

studies in 1 & 2 Corinthians

Fall Reading Schedule

9/12	1. Introduction to the Corinthian Correspondence
9/19	2. 1Corinthians 1:1-17
9/26	3. 1Corinthians 1:18-31
10/3	4. 1Corinthians 2:1-16
10/10*	5. 1Corinthians 3:1-23
10/31	6. 1Corinthians 4:1-21
11/7	7. 1Corinthians 5:1-13
11/14*	8. 1Corinthians 6:1-20
11/28	9. 1Corinthians 7:1-40
12/5	10. 1Corinthians 8:1-9:27
12/12	11. 1Corinthians 10:1-33
12/19*	12. 1Corinthians 11:1-34

***The largest part of these questions have come from a workbook by Russ LaGrone.

Lesson 1 | Introduction

Background of the city of Corinth

- A major harbor and commercial center at the tip of the Greek mainland.
- Religion consisted of worship to various gods, with the sea-deities (i.e. Poseidon) and Aphrodite being the major influences.
- Julius Caesar made it a Roman colony in 46 B.C. and it came to be one of the prominent centers of Greece.
- Jews were abundant in this trade center (Acts 18:1-18).
- The population in the first century was approximately 600,000 - 700,000, most of whom were slaves.

Paul's First Trip to Corinth

- Paul came alone directly from Athens on his second missionary journey (Acts 18:1), around 50 A.D., with the intent of preaching Christ (I Cor. 2:1-3).
- Paul immediately went to work and converted his co-workers Aquilla and Priscilla (Acts 18:2-3).
- Paul, as was his custom upon entering a city, reasoned in the synagogue, persuading Jews and Greeks (Acts 18:4-5). He was eventually rejected and lived next door to the synagogue with Justus (Acts 18:6-7).
- Crispus, the ruler of the synagogue, and many of the Corinthians were converted, most likely forming the nucleus of the church established at Corinth (Acts 18:8, I Cor. 1:14-16).
- Paul was brought up on charges before Gallio, the proconsul of Achaia, by the Jews (Acts 18:12-16). Gallio refused to judge accusations based on Jewish law, with the result that Sosthenes, the ruler of the synagogue, was beaten.
- Paul was in Corinth for a year and a half (Acts 18:11, 18). When he departed (around 52 A.D.), he sailed for Syria, taking Aquilla and Priscilla.
- It appears that the church was primarily made up of people from the lower class (I Cor. 1:26, 7:21).
- Because he had brought the gospel to them, Paul looked upon the Corinthians as his beloved children (I Cor. 4:14-15).

The Epistle to Corinth

- The epistle was written around 55 A.D., from Ephesus while Paul was on his third missionary journey (Acts 19:1, I Cor. 16:8).
- Motivations for writing the letter:
 - Reports from the household of Chloe (I Cor. 1:11).
 - Reports from Apollos (I Cor. 3:5-6, 16:12).
 - Reports from Corinthians (I Cor. 16:17-18).
 - Great concern over immorality (I Cor. 5:9).
 - Their letters to Paul (I Cor. 7:1).

Lesson 2 | 1Corinthians 1:1-17

Questions

1. How does Paul describe the church at Corinth (vs. 2)?
2. How had the Corinthians been enriched in Christ?
3. What did he beseech them to do?
4. How does he describe the contentions that existed among them?
5. Whom had Paul baptized? Why was he glad that he had not baptized others? What was Paul's mission?

Lesson 3 | 1Corinthians 1:18-31

The Foolishness of the Cross - 1:18-31

1. Note the contrast immediately established in vs. 18-20, i.e. the reaction of men to the cross as foolishness or the power of God.
2. Why did God choose something the world views as foolish in order to save the world (cf. vs. 29)?
3. Based on the things for which the Jews and Gentiles were looking (vs. 22) explain why a crucified messiah was to them, respectively, a stumblingblock and foolishness (cf. Deuteronomy 21:22, 23).
4. Describe those to whom the calling of God had little appeal.
5. Why should we glory in the Lord?

Lesson 4 | 1Corinthians 2:1-16

Manner of Paul's Speech - 2:1-5

1. Based on 1:18-31, why would excellency of speech and wisdom be out of place in Paul's teaching?
2. Be prepared to explain briefly what Paul taught if he knew only Jesus Christ and him crucified.
3. Explain vs. 3 by using Acts 18:1-12.
4. Based on your knowledge of Acts give an example of Paul using a demonstration of the Spirit and of power.
5. Use vs. 5 as part of your answer in question 2 of the previous section.

Source of Paul's Teaching - 2:6-16

1. Define the word mystery using vs. 7.
2. Why would Christ not have been crucified if the mystery had been known? Why did God not prevent the crucifixion by revealing the mystery?
3. Describe how the things prepared for those that love God were made known. How could you be sure that Paul's message came from God?

Lesson 5 | 1Corinthians 3:1-23

Worldly Divisions - 3:1-8

1. Read Hebrews 5:12-14 and explain why the Corinthians needed milk.
2. What are jealousy and strife (vs. 3) according to Galatians 5:20-21?
3. What was the proof of their carnality (worldliness) according to vs. 4? Why?
4. What were the roles of Paul, Apollos and God? Who was the greater, the planter or the waterer?

The Work of Ministers - 3:9-15

1. These verses are frequently misunderstood to teach that a person once converted can never be lost. It is true that the man discussed here will be saved regardless of what happens to his works (vs. 14, 15). The key is to determine who the man is and what the works are.
2. Who is the foundation (vs. 11)? What is typically built on a foundation? Who were the building (vs. 9)?
3. Who was working in vs. 5,6? If these were the workers of vs. 13, and the "works" were the building of vs. 9, what is the meaning of vs. 13-15?
4. Read Galatians 6:1-5.

Foolishness of the World - 3:16-23

1. Who is the temple of God?
2. In what way should you be a fool in order to be wise?
3. Read Job 5:13. How does the Lord take the wise in their craftiness?
4. How do Christians possess Paul, Apollos, Cephas, the world, life and death?

Lesson 6 | 1Corinthians 4:1-21

Paul the Steward - 4:1-5

1. What did Paul want to be seen as?
2. Why was Paul unconcerned about the Corinthians judging him?
3. Use vs. 4 to explain why a conscience frequently is not a good guide. How did Paul know this from personal experience?
4. What will the Lord do when He returns?

The Sin of being Puffed Up - 4:6-21

1. What lesson did Paul say he was teaching in 4:1-5?
2. Why should they not glory?
3. How did the apostles appear to the world? Read II Corinthians 11:23-27.
4. What was the purpose of Paul's writing to the Corinthians?
5. How had some reacted to Paul's failure to return to Corinth? Why had Paul not returned? If Paul had come what would have been his spirit?

Lesson 7 | 1Corinthians 5:1-13

The Sinful Brother - 5:1-13

1. Paul addresses this issue both for the specific case and in general.
2. What was the man's sin? What was particularly heinous about it?
3. Why and how was Paul able to judge the man?
4. What was the danger to the Corinthians?
5. What had Paul written them before?
6. Why were they to be less concerned about the sinners of the world? Who would judge the world?

Lesson 8 | 1Corinthians 6:1-20

Lawsuits among Brethren - 6:1-8

1. State specifically the sin Paul accuses them of in vs. 1?
2. List the reasons from vs. 2-4 as to why this action was wrong:
3. How will Christians judge the world?
4. Read John 17:18-23. What might be one reason why these lawsuits were so damaging?
5. What did Paul desire they do in cases of dispute among themselves?

Former Lives - 6:9-11

1. Be prepared to explain (define) each of the terms used in vs. 9, 10 to describe their former behavior.
2. Read Ephesians 2:1-7. Note how this passage explains the process of the Corinthians' sanctification.
3. What does this passage teach about the types of people making up the church in Corinth?

Sin of Fornication - 6:12-20

1. What does it mean to say that all things are lawful? Does this mean that nothing is a sin?
2. Read I Corinthians 8:8-11. How does this passage help to explain Paul's point in 6:12?
3. Paul mentions meats and the belly, and fornication and the body to show that they have entirely different relationships to each other. What are the relationships?
4. What is fornication? List the reasons Paul gives for it being a sin:
5. How is every sin "outside the body?"

Lesson 9 - 1Corinthians 7:1-40

Corinthian Questions - 7:1-7

1. What does Paul say that he is responding to? (v1)
2. Why is it good to be married? Is this the only reason?
3. What do you give up in a marriage?
4. Under what situations can the marriage partners "defraud" each other? Were they required or permitted to do this? Was this arrangement ever meant to be permanent?
5. Why should not all be like Paul?

Remain as You Are - 7:8-24

1. What charge did the Lord give to the married? Read Matthew 19:9.
2. Why were they to stay with an unbelieving mate? What was their responsibility if the mate left?
3. What other circumstances does Paul address in this section? What is his conclusion in each case?
4. How are Christians bondservants? How are they free?
5. How can we be bondservants of men (vs. 23)?

Questions Regarding Virginitly - 7:25-40

1. Is Paul expressing a command or his opinion (vs. 25)?
2. What reason did Paul give for advising against marriage? What does he say to those who are already married?
3. How might a good marriage be affected by the present distress?
4. What options did Paul give the fathers of virgins?

Lesson 10 - 1 Corinthians 8:1-9:27

Meats Sacrificed to Idols - 8:1-13

1. What is the danger of knowledge? What did knowledge cause some of them to do that was wrong?
2. Read Acts 17:22-31. Be prepared to explain Paul's views regarding idolatry and the one true God.
3. Read Mark 7:14-23. Use this passage to explain why food does not commend us to God.
4. How could the strong cause the weak to stumble? Be specific.
5. What was Paul's conclusion regarding eating?

Paul's Rights - 9:1-18

1. What does Paul say demonstrated he was an apostle?
2. What are the rights Paul says he has in vs. 4-6?
3. Paul spends much time discussing the right to accept wages as an apostle or minister of God. What does he use to show he had this right?
4. Why did Paul not collect wages from the Corinthians? How did he survive?
5. What reward did Paul seek from preaching the gospel?

All Things to All Men - 9:19-27

1. What groups did Paul say he became like? Why did he do this? Give examples for each group of what he might have actually done.
2. Why did Paul do things for the gospel's sake?
3. What essential quality is necessary to win the race Paul describes?
4. Why did Paul strive so hard to bring his body into bondage? What lesson should we gain from this?

Lesson 11 - 1Corinthians 10:1-33

Israelite Examples - 10:1-13

1. Five times Paul uses the word all in vs. 1-4. What did they all have in common?
2. What does it mean to say they were overthrown in the wilderness?
3. Beginning in vs. 6 and for five verses he mentions one sin per verse that they were to avoid. Try to find the historical event noted with each sin.
4. How are we to use these events? What specific lesson was Paul teaching?
5. Be prepared to explain why vs. 13 is encouraging to you.

Flee Idolatry - 10:14-22

1. Where and with what other sin was the commandment flee used?
2. To what does bread and blood refer?
3. By Paul's warning what does it appear the Corinthians were trying to do? Why was this impossible?
4. Read Deuteronomy 32:21 and Hosea 8:11-13; 13:1-3.

Practical Advice - 10:23-33

1. Review chapter 8 for Paul's teaching on meats sacrificed to idols.
2. What should we seek?
3. Read I Timothy 4:3-5. What can we conclude about food?
4. Why should they not eat when they knew the meat was sacrificed to idols?
5. What is to be our overriding goal? What should we carefully avoid?

Lesson 12 - 1Corinthians 11:1-34

Proper Behavior of Men and Women - 11:1-16

1. Note that many positions are held regarding this section but most can be summarized in the following four groups:
 - *The covering of women was related to the exercise of spiritual gifts*
 - *The wearing of a covering was merely a custom of the time.*
 - *The covering is a binding requirement today.*
 - *he covering is the hair.*
2. To what does Paul compare a woman praying or prophesying without a covering?
3. Why was a man's head not to be covered?
4. Use vs. 11 and 12 and Galatians 3:28 to explain how men and women are equal yet have different roles.
5. Explain what type of hair men and women are to have. What is long hair to each?
6. What custom were they not to have?

Lord's Supper - 11:17-34

1. What had Paul heard existed among them?
2. What would factions demonstrate?
3. Describe their behavior when they gathered to eat the Lord's Supper.

4. Read Luke 22:14-23. Where had Paul obtained his knowledge regarding this Supper?

5. Name at least two things which should be accomplished in the partaking of the supper.

6. What results from improper partaking?

7. Where were their meals to be eaten?

