

Lesson 4

1 Corinthians 4–16

The following assignments include various learning activities, such as questions, lists, essays, charts, comparisons, contrasts, and surveys. To receive credit for this lesson, you must complete the number of assignments indicated below and submit them to your institute instructor or administrator. You may submit your work either electronically or on paper, handwritten or typed.

Each lesson should take approximately 60–90 minutes to complete, the same amount of time you would typically spend in a weekly institute class. Since reading the scripture block listed in the lesson heading is expected of all institute students prior to class, the estimated time for each assignment does not include the time you need to spend reading the scripture block.

Complete assignment 9 and any two of the remaining assignments:

- 1 Corinthians 4:2, 9–17; 8:9–13. The Impact of Example**

Write what is required of the servants of the Lord according to 1 Corinthians 4:2. Read 1 Corinthians 4:9–17 and name the group specifically selected to be examples. How does being a good example apply to more than this group? Read Alma 39:11–12 and explain why it is not enough just to know what is right. Read 3 Nephi 8:1 and describe what additional power comes to those who live what they know.
- 1 Corinthians 5. Avoiding Sin**
 - Read the institute student manual commentary for 1 Corinthians 5:1, 11, “Did Paul Use the Word *Fornication As We Use It Today?*” (p. 288). Write a few sentences comparing the moral condition of ancient Corinth with the moral condition of our day.
 - Read 1 Corinthians 5:7–13. Describe in writing what Paul suggested the Saints do to be protected against sin. How do the Savior’s teachings in Matthew 5:29–30 apply to these principles?
- 1 Corinthians 6:6–20. True Saints**
 - As you read 1 Corinthians 6:6–12, list at least 10 sins that Paul condemned. Read Isaiah 5:20 and identify what Isaiah warned against. From the list of sins you made, make a second list of those sins that some groups would not consider to be a sin today. What did Paul counsel us to do to overcome these sins?
 - Read 1 Corinthians 6:15–20. Describe in writing what Paul taught about our bodies. Write a paragraph discussing how believing your body is sacred would affect what you take into your body, how you use your body, how you dress, and your use of tattoos and body piercings.
- 1 Corinthians 7; 11:11. Missionaries and Marriage**
 - Read the student manual commentary for Corinthians 7:25–40, “Paul’s Views on Marriage in Light of the Inspired Version” (p. 290). Then read the chapter summary for 1 Corinthians 7 and write a sentence identifying who Paul was speaking about. Read 1 Corinthians 7:1–16; Doctrine and Covenants 4:2, 4. Compare in writing why Paul would not want missionaries to be married with the principles taught in Doctrine and Covenants 4:2, 4. Then explain in writing how Paul’s teachings here could apply to even a girlfriend or boyfriend waiting for a missionary in full-time service. What did Paul teach that would help missionaries encourage someone who is interested in joining the Church but hesitant because their spouse is not interested?
 - Read 1 Corinthians 7:7–8 and the last paragraph of the student manual commentary for 1 Corinthians 7:7, “Was the Apostle Paul a Married Man?” (p. 289). Some people consider celibacy to be superior to marriage and use Paul to justify their false ideas. Explain in writing what President Spencer W. Kimball (1895–1985) taught in the reference above that helps better understand these verses. Then read 1 Corinthians 7:3; 11:11; Ephesians 5:21–33; Colossians 3:18–21; 1 Timothy 3:2; and the rest of the student manual commentary for 1 Corinthians 7:7, “Was the Apostle Paul a Married Man?” (p. 289). From the references you have just read, write one to two paragraphs about what Paul wrote that promotes marriage.

5. 1 Corinthians 9. Being Influential for Good in the Lives of Others

Read 1 Corinthians 9:1, 16, 20–23 and the student manual for 1 Corinthians 9:22, “I Am Made All Things to All Men” (p. 291). Briefly explain in writing what position Paul held in the Church and what his corresponding responsibility was. Describe what Paul taught in these verses that can be an effective tool for becoming truly influential in persuading others to do good or know the truth.

6. 1 Corinthians 10. How Christ Helps Us Overcome Sin

Read 1 Corinthians 10:1–14. Describe in writing various ways in which Jesus Christ is like a “Rock” (see Topical Guide, “Rock,” 438). Consider the many sins Paul listed and the many sins in the world today and explain why the promise of verse 13 is so reassuring. Why did Paul discuss Christ as a “Rock” in the same verses where he issued this promise in verse 13? How does Alma 13:28 expand our understanding of what Paul taught in 1 Corinthians 10:13?

7. 1 Corinthians 10–11. The Sacrament

Study 1 Corinthians 10:16–21; 11:20–29 and compare it with 3 Nephi 18:6–11, 28–29. Then respond in writing to the following items:

- Read Luke 22:19 and identify the important word Luke used in describing the sacrament that Nephi also used but Paul did not.
- What is different between what is taught in 1 Corinthians 11:27–29 and 3 Nephi 18:28–29 with regard to the counsel about when not to partake of the sacrament?
- What did Paul teach that explains why we don’t want to partake of the sacrament unworthily?
- What can you do to make the sacrament a more meaningful experience in your life both on Sundays and during the week?

8. 1 Corinthians 12–14. Gifts of the Spirit

As you study 1 Corinthians 12–14, respond in writing to the following items:

- What is taught about members in 1 Corinthians 12:13–22; Doctrine and Covenants 84:109–10 that could help those who feel insignificant in their callings?
- Of all the spiritual gifts spoken of by Paul, which spiritual gift did he identify as “more excellent”?

- Draw two columns. Label one “Charity Is,” and the other “Charity Is Not.” As you read 1 Corinthians 13:1–8, 13, list phrases from the scriptures under the appropriate heading.
- Identify an attribute of charity that you feel a need to develop more fully. Develop a plan to increase in this area. What parts of Moroni 7:45–48 could be included in your plan?
- Summarize what is taught about speaking in tongues in 1 Corinthians 14; student manual commentary for 1 Corinthians 14:26–40, “What Are Some Things We Should Know in Relation to Speaking in Tongues?” (p. 297).

9. 1 Corinthians 15. The Resurrection

- There are several doctrines about the Resurrection taught in 1 Corinthians 15 that are misunderstood or completely absent in many other Christian churches. Read 1 Corinthians 15 and answer the following questions in writing:
 - Who was “the firstfruits of them that slept” and what does that phrase mean?
 - Who are listed in these verses as being witnesses of the Lord’s Resurrection?
 - According to Matthew 27:52 who else have been resurrected?
 - According to what Paul taught in these verses, who else will be resurrected?
 - Some of the Corinthians did not believe in the Resurrection. What did Paul use as evidence of the Resurrection that was common practice then but today is literally nonexistent in the Christian world outside the restored gospel?
 - What did Paul teach about the differences in resurrected bodies?
 - How does knowing this help to explain God’s justice and mercy?
 - What additional insights do you gain about the celestial kingdom from Doctrine and Covenants 131:1–4?
 - What does 2 Nephi 9:6–9 tell us would have happened to all of us had there been no resurrection?
- What words from 2 Nephi 9:10–13 describe feelings of gratitude for the Resurrection?

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