

# THIS OR THAT?

After listening to the explanation of the Lesson Background, circle the correct answer for the following review questions.

1. During which Babylonian king's reign was the city of Jerusalem destroyed?
2. In relation to the Babylonian captivity, when did Haggai and Zechariah prophesy?
3. Which Persian king decreed that Jews could return home and rebuild their temple?
4. In what year did 50,000 Jews travel to Judah to begin rebuilding the temple?
5. How long did it take to rebuild the temple's foundation?
6. How long did the temple remain unfinished?

- |                |            |
|----------------|------------|
| NEBUCHADNEZZAR | BELSHAZZAR |
| BEFORE         | AFTER      |
| CYRUS          | DARIUS     |
| 586 BC         | 538 BC     |
| 2 MONTHS       | 2 YEARS    |
| 16 YEARS       | 116 YEARS  |

# GOOD, BETTER, BEST

When it comes to life's priorities, the really tough choices are not between *good* and *bad*, but between various good endeavors. In the column on the left, rank-order from 1 (highest priority) to 10 (lowest) the current priorities of your life as indicated by the time and finances you devote to them. In the next column, order your priorities according to how you think they should be revised.

Current Priorities	Revised Priorities	
_____	_____	Bible study
_____	_____	Time with family
_____	_____	Secular friendships
_____	_____	Leisure activities
_____	_____	Personal devotions
_____	_____	Physical health
_____	_____	Benevolence
_____	_____	Earning a living
_____	_____	Worship (corporate)
_____	_____	Church leadership



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To reorganize the priorities of your life, what specific changes do you need to make? Jot two ideas below.

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# CROSSOUT QUIZ

Following the instructions below, cross out the words in the table. Some words may be eliminated by more than one of the instructions—don't worry about that. When you are finished, the remaining words will form one of God's promises from today's text.

**Cross  
out  
all  
words**

Containing a *k*                      Ending in *or*                      That are colors

That rhyme with *old*                      Ending in *t*                      That name meals

For an animal that could be singular or plural (example: Elk)

Containing a *w* but not an *i*

**Cross  
out  
all  
words**

But	Green	I	King	Pastor	Major	Buckle	That
Deer	Awful	Heart	Wrote	Paw	Were	Cold	Color
Will	Brown	Supper	Purple	Rack	Bent	White	Brunch
Know	Bold	Sheep	Bowl	Chart	Gold	Awake	Fill
Night	Renew	Flavor	Untold	Watch	This	Mirror	Bison
Dinner	Emit	Snack	House	Yellow	Clock	Quick	Silver
With	Impart	Scold	Water	Moose	Lunch	Hold	What
Sold	Cluck	Beige	Flat	Refold	Door	Glory	Mold

Answer: \_\_\_\_\_.

## TEMPLE THEN, TEMPLE NOW

What Jesus did in the temple of Haggai 2:7  
(see Luke 19:47a; 20:1a; John 2:13-17):

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What I should allow Jesus to do in the temple  
of 2 Corinthians 6:16:

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# PURITY PANTOMIME

**Task:** Act out the message of Haggai 2:10-14. **Characters:** Narrator, Haggai, Priest (preferably male), a “Clean” person, and an “Unclean” person. **Props:** a four-legged stuffed animal with a tag that reads *Dead*; a tote bag; a loaf of bread; a bottle of olive oil; a can of meat (preferably not pork); and four large signs labeled *Haggai / Priest / Clean / Unclean*, one label per sign, with string so the signs can be worn around the neck; a piece of poster board that reads *Holy Meat*. (Note: the presence and actions of a clean and unclean person are not part of the text, but are included here for dramatic effect.)

NARRATOR: Two months after last week’s lesson, Haggai came back before the people to speak the word of the Lord.

→ *Haggai enters.*

NARRATOR: Haggai thought, “The Lord wants me to pose some questions about the law to the priests.”

→ *Haggai appears thoughtful as he motions for the Priest to come to him.*

NARRATOR: Haggai said to the priest, “If someone puts consecrated meat inside a tote bag and then touches some bread or oil or other meat with the tote bag, does that make those other things holy?”

→ *Haggai silently mouths this to the Priest.*

NARRATOR: The priest answered, “No.”

→ *The Priest shakes his head **No!** solemnly but vigorously.*



NARRATOR: Just then a Clean person arrived and tried doing just that.

→ *The Clean person enters and puts the Holy Meat sign inside the tote bag. The Clean person touches the bread, the oil, and the meat with the tote bag and turns to look questioningly at the Priest.*

NARRATOR: The priest again said, “No.”

→ *The Priest again shakes his head **No!** The Clean person exits.*

NARRATOR: Then Haggai asks the priest, “If someone touches a dead body and then touches the bread or oil or meat, will it be unclean?”

→ *Haggai silently mouths this question to the Priest.*

NARRATOR: The priest answered, “It will be unclean.”

→ *The Priest nods and pantomimes this response.*

NARRATOR: Just then an Unclean person arrived and did just that.

→ *The Unclean person enters, carrying the stuffed animal labeled Dead, which he or she places legs-up on the table. The Unclean person then pointedly touches the bread, oil, and meat.*

NARRATOR: The priest again said, “Unclean.”

→ *The Priest motions the person away and mouths **Unclean!** The Unclean person exits.*

NARRATOR: Haggai said, “So is this people, and so is this nation before me, saith the Lord; and so is every work of their hands; and that which they offer there is unclean.”

→ *Haggai looks accusing and uses sweeping gestures to point at everyone in the room. Haggai exits.*



**Option: You can pantomime Haggai 2:15-19 in a similar way.**

# THE Z'S HAVE IT!

Identify whether the following descriptions apply to Zechariah or Zerubbabel. The answers are in Haggai 2:23 and Zechariah 4:1-3, 6-14, but do not consult those until instructed!

ZECHARIAH      ZERUBBABEL

- |       |       |  |
|-------|-------|--|
| _____ | _____ | 1. He was compared with God's signet ring.                         |
| _____ | _____ | 2. Haggai told him that he was selected by God.                    |
| _____ | _____ | 3. He saw a candlestick with seven lamps on it.                    |
| _____ | _____ | 4. He would complete the temple not by might, but by God's Spirit. |
| _____ | _____ | 5. Before him, a mountain would turn into a plain of level ground. |
| _____ | _____ | 6. He had no idea about the meaning of the two olive trees.        |
| _____ | _____ | 7. The two olive trees probably represented him and Joshua.        |
| _____ | _____ | 8. The Lord reminded him not to despise small things.              |



# SMALL THINGS MAKE A BIG DIFFERENCE

Read through the following comments from visitor cards. Then indicate how well your church is doing in that area and how you can assist.

Category	Comment	How are we doing?	How can I assist?
Nursery	<i>There was no one in the nursery when I got there. After 10 minutes, I was ready to walk out.</i>		
Building	<i>The restroom is sparkling clean. The whole building looks neat and well cared for.</i>		
Worship area	<i>Even though they meet in a gym, they had draped curtains at the windows, potted trees, and fresh flowers upfront. Gave it a warm feeling.</i>		
Food and drink	<b>I like that they serve refreshments before the service. But when I tried to bring in my coffee, an usher said, "No drinks allowed!" How rude!</b>		
Parking	<i>I was worried I wouldn't be able to find a place to park. But they had people directing traffic, and it was no problem going in or out.</i>		
Visitor help	<i>When we came in the first time, we had no idea where the children's classes were. We wandered around for a while before asking for help.</i>		
Teachers	<b>Our kids were talking about their classes all the way home. They even showed us what they made in class. Seems like they have excellent teachers.</b>		

# ONLY GOD CAN MAKE IT GROW

As important as the work of each Christian is in the success of the church, Paul states the simple truth that God is the one “that giveth the increase” (see 1 Corinthians 3:7). How do you see yourself fulfilling each of these roles Paul identifies in verse 9 of today’s text?

## Where I am now

## Where I should be

**As a fellow laborer with God**  
*actively serving*

**As God’s husbandry (field)**  
*available for planting*

**As God’s building**  
*ever growing in Christ*

## DRAMATIS PERSONAE

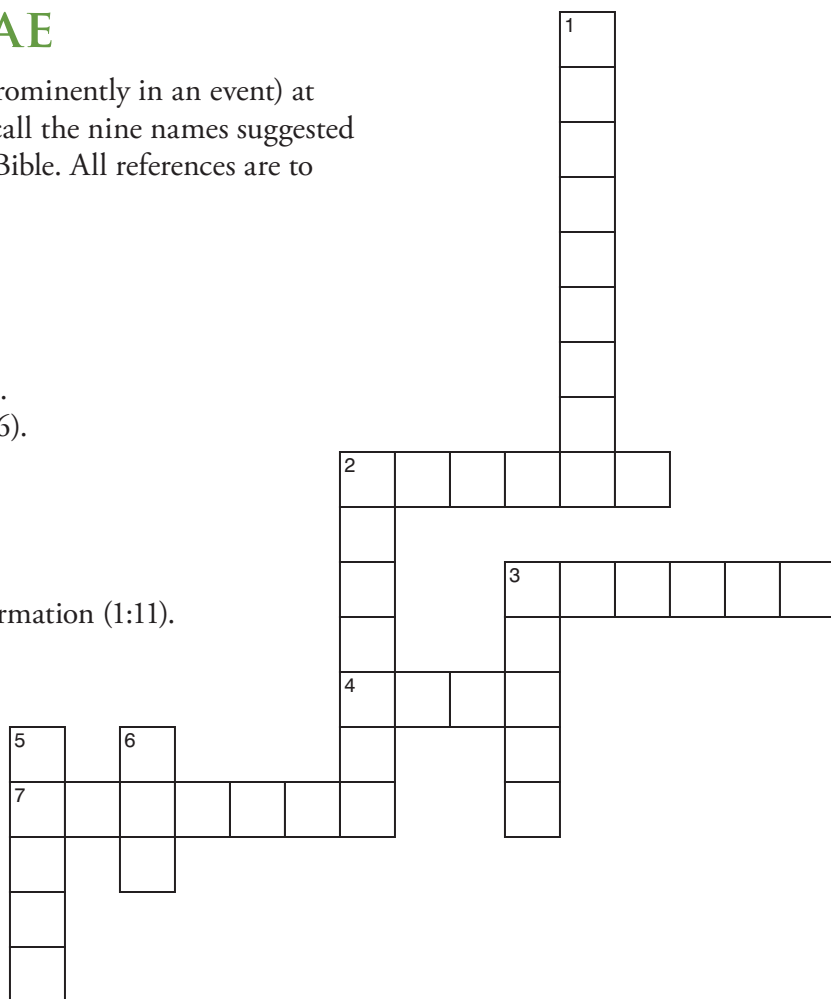
The *dramatis personae* (those who figure prominently in an event) at Corinth are worth noting! See if you can recall the nine names suggested by the clues below without looking in your Bible. All references are to 1 Corinthians.

### Across

- He sent Paul to preach (1:17).
- Another name for Peter (1:12).
- He planted the church in Corinth (3:6).
- A man from Alexandria, he watered (3:6).

### Down

- Paul baptized his household (1:16).
- He was baptized by Paul (1:14).
- Her house was the source of Paul’s information (1:11).
- He too was baptized by Paul (1:14).
- He gave the increase (3:6).



# WHEN GOOD THINGS ARE BAD THINGS

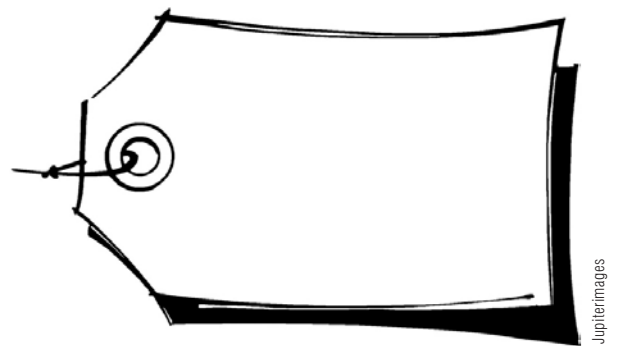
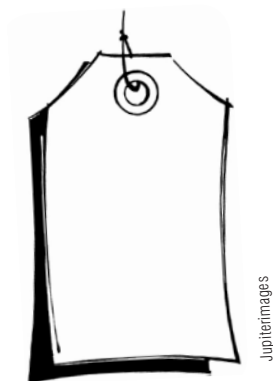
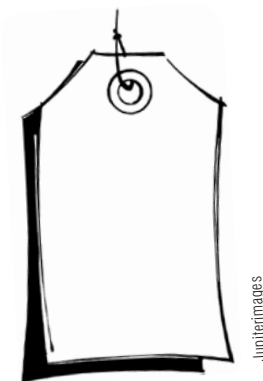
How can good things created by God and ordained for our benefit become bad things? Jot ideas around the images below.



## PRICE TAGS

Paul discusses some important price tags in today's study. On each tag below, write what you think Paul is saying about the "price" of the issue noted.

↓ Price of exercising our "rights" (vv. 12, 13)



Now write the price of our salvation (vv. 14, 19, 20) on the tag above. As you contrast this with the price tags on the left, how should your life change? Jot ideas below.

Price of sexual immorality (vv. 15, 16, 18) ↑

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# KNOWING AND ACTING

Paul uses the word *know* and its derivatives several times in 1 Corinthians 8:1-3. What people know should make a difference in the way they think, what they believe, and how they behave—whether in the first century or the twenty-first. Fill in the column to the right in that regard.

Since Christians know that . . .

- there is one God
- idols are nothing
- food doesn't bring us closer to God
- people have false religious beliefs
- people have different levels of spiritual maturity



Therefore Christians should . . .

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Circle the entry where you think Christians need to improve the most. How will that improvement come about? Jot ideas below.

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## DIG IN?

Paul addressed the temporary nature of food and our bodies in last week's study (1 Corinthians 6:12, 13). Today, he says that "meat commendeth us not to God: for neither, if we eat, are we the better; neither, if we eat not, are we the worse" (1 Corinthians 8:8). He also affirmed that "God . . . giveth us richly all things to enjoy" (1 Timothy 6:17).

Assuming there is no association between food and idols in our culture, do those three texts imply that it's impossible to sin in relation to food? Jot some personal convictions in this regard as suggested by the images below. Consider also Proverbs 23:2, 20, 21; Luke 16:19-31; 1 John 2:15; 3:17.




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# AS SOME OF THEM

Seeing the bad consequences of ungodly choices should remind the wise observer of a higher standard. Look at the texts below—each of which Paul cites in today’s lesson—and decide what the bad example is. To the right, note God’s higher standard.

## The Bad Example

## The Higher Standard

*First Example: Exodus 32:1-6*

*Second Example: Numbers 25:1-9*

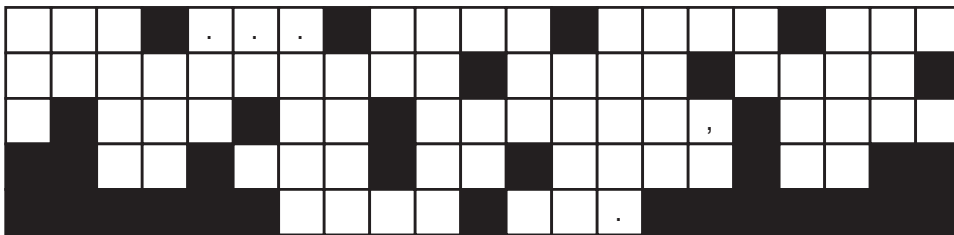
*Third Example: Numbers 21:4-9*

*Fourth Example: Numbers 14:36-38*

First Corinthians 10:6 and 11 state that we need to know the Old Testament for one critical, personal reason. Put that principle in your own words here:

# HOW NOT TO FALL

In the “fallen phrase” below, Paul tells us how not to fall into temptation. Discover his answer by taking the letters that have fallen and putting them back. Letters can be placed only in the column directly above them. Do not put letters in the five boxes that contain punctuation. When you are finished, write an appropriate note of prayer in the box out to the right.



B

W T E I L A S E T  
 A M E T O N S C T P O T H A  
 T O Y A T M A Y A E E I L W I T M A K E T  
 G E D P Y A B I W R L A A B L E H T O H E

*“Thanks be to God that*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_”



# INTERPRET THIS!

A principle in 1 Corinthians 14 is that the exercise of the gift of tongues in a worship service is worthless unless someone interprets. Decide how the following truths from today's text can be "interpreted" from the code in which they are written. *Clue:* the code is based on how each sentence is enumerated.

1. J dbo'u tbz "bnfo!" jg j dbo'u voefstuboe zpv.

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2. Oktceng ncpiw cigu ctg hqt wpdgnkgxgtu, pqv dgnkgxgtu!

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3. Rxu zrugv vkrxog jlyh wk dqnv wr Jrg exw dovr hglib rwkhuv.

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4. Ai aerx sxlivw xs rsxmgi: Ksh mw eqsrk yw!

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5. Jajwdymnsl rzxy gj itsj xt ymfy ymj hmzwhm nx gznqy zu.

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Amos Morgan



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# IF I SPEAK . . .

What do the following texts add to today's study for you personally? Why? Jot your thoughts below.

*Let the words of my mouth, and the meditation of my heart, be acceptable in thy sight, O LORD, my strength, and my redeemer (Psalm 19:14).*

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*A man hath joy by the answer of his mouth: and a word spoken in due season, how good is it! (Proverbs 15:23).*

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*Every idle word that men shall speak, they shall give account thereof in the day of judgment (Matthew 12:36).*

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*The tongue can no man tame; it is an unruly evil, full of deadly poison (James 3:8).*

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*For he that will love life, and see good days, let him refrain his tongue from evil, and his lips that they speak no guile (1 Peter 3:10).*

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# SUFFERING HAS PURPOSE

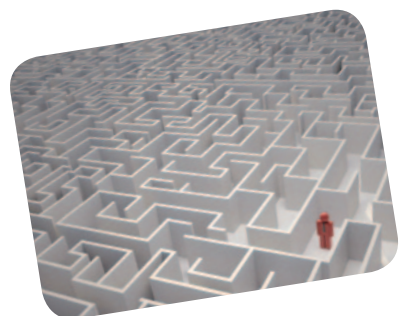
Complete the acrostic below as the class works through today's text. One line is already filled out to get you started.



S  
U  
F  
F  
E  
R  
I  
N  
G



bEnefit others



# PRAYER OF ENCOURAGEMENT

The listing below reproduces the format of Paul's prayer from the beginning of today's text. Use it as an outline to compose a prayer of encouragement for a missionary our church supports.

**Identify some attributes of God.**

**Remind the missionary of God's faithfulness through Christ.**

**Acknowledge the present suffering in the world.**

**Petition God for deliverance so His name may be glorified.**

# JUDGE YE THIS!

Use your best judgment to determine which six words below are most synonymous with *judgment* and which six are most synonymous with *forgiveness* (draw connecting lines). Any forgiveness for wrong answers will be at the discretion of your teacher!

*Absolution Adjudication Amnesty Appraisal Censure Condemnation*



**Judgment**

**Forgiveness**



*Evaluation Exculpation Exoneration Pardon Reprieve Verdict*

## THE MINISTRY OF RECONCILIATION

As Christians, we share each other's joys and sorrows, and sometimes we must remind each other of God's judgment so repentance can take place. Under each step below, give a specific example of how you or someone in the church could take the action indicated regarding the reconciliation to the church of a repentant sinner.

### Step 1

Do not continue to dwell on the sin repented of (2 Corinthians 2:5, 6).

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### Step 2

Extend forgiveness to the repentant one (2 Corinthians 2:7).

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### Step 3

Reincorporate the repentant one into fellowship with the body (2 Corinthians 2:8).

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### Step 4

Encourage the repentant one in his or her renewed walk with Christ (2 Corinthians 2:10, 11).

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# THE TRUE GOSPEL

Find the characteristics of the true gospel revealed in today's text in the puzzle below from the box to the right. Words and phrases can be found forward, backward, or diagonally.



Hemera

R O C Y S G Y Z W K H J A R T  
 K E Q N K R U T N P X I Q C S  
 D K F N D L H O S X C O G O I  
 H H P F M N W R C E B N D N R  
 P S O N U L T N K A N O Q F H  
 E U Z P E S Q E J V G O J I C  
 C G K D E G O T O N O V H D S  
 I E G T T F G T O C Q I C E E  
 V E A V Y F U S G E V P M N H  
 R X O C Y A E L A N H U R C C  
 E P R D U S L E N T I Y B E A  
 S E H A U W Q A T E X L T D E  
 M D X C U F T Y H A S M L K R  
 X I O G N I T S U R T S J I P  
 K F R E S U R R E C T I O N W

- Confidence**
- Focuses on God**
- Honesty**
- Hopefulness**
- Knowledge**
- Mercy**
- Preaches Christ**
- Resurrection**
- Service**
- Trusting**
- Willing to Suffer**

## IMPROVING MY WITNESS

After careful reflection, complete the prayer below and put it in a prominent place this month to help you focus on improving your witness of the message of the true gospel.

*Dear God,*

*I know the power of the gospel is not in my skill as a messenger, but in the message of Your saving grace.*

*In order to focus on You rather than on myself, I will*

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# FELLOW LABORERS IN THE KINGDOM

Complete the puzzle below to discover what laborers in God’s kingdom can expect to experience, what character traits to possess, and how to conduct oneself regardless. Text references from 2 Corinthians and some letters are provided as clues.



						G	R	___	___	___	6:1
A	___	___	___	___	___		I	___	___	___	6:4
S	___	___	___	___	___		G	6:4, 5			
			W	___	___		H	___	___	___	6:5
							T	___	___	___	6:7
			P	___	___		E	___	___	___	6:4
							O	___	___	___	6:6
			T	___	___		U	___	___	___	6:5
P	___	___	___	___	___		S	___	___	___	6:6
			K	___	___		N	___	___	___	6:6
			K	___	___		E	___	___	___	6:6
			P	___	___		S	___	___	___	7:1
H	___	___	___	___	___		S	___	___	___	7:1

## AM I WILLING?

The apostle Paul suffered many hardships for the sake of the gospel. Spend some time reflecting on your willingness to suffer for the cause of Christ. Fill in the blanks below as a confessional guide.

Dear Lord,

I want to be a servant who follows You willingly through hardships. But honestly I don't think I would ever be able to \_\_\_\_\_!

Even so, O Lord, You are in control, not I. I confess that in the past I have tried to avoid work for Your kingdom when the sacrifice seemed too great, especially that time when \_\_\_\_\_.

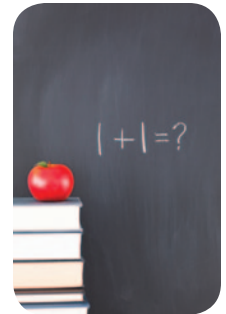
I also confess that I have tried to rely on my own strength in times of hardship, especially that time when \_\_\_\_\_.

Grant me a willing heart to serve You this day and strength to do so, no matter the difficulty of the road. In Jesus' name, amen.

# A GENEROUS SPIRIT

Check your understanding of today’s lesson as you select the single best answer to each question below. Bibles closed!

- In spite of their own deep poverty, the Macedonians gave with \_\_\_\_\_ (v. 2).  
 a. skepticism      b. liberality      c. gold      d. heartache
- The Macedonians’ gift was beyond their \_\_\_\_\_ to give (v. 3).  
 a. willingness      b. need      c. power      d. knowledge
- The Macedonians asked with much \_\_\_\_\_ to be allowed to give (v. 4).  
 a. intreaty      b. reluctance      c. ambivalence      d. secrecy
- Before giving monetarily, the Macedonians first gave their \_\_\_\_\_ (v. 5).  
 a. best clothing      b. finest donkeys      c. own children      d. own selves
- Generosity to others is a way of extending \_\_\_\_\_ (v. 6).  
 a. grace      b. obligation      c. credit      d. shame
- \_\_\_\_\_ are proof of the sincerity of love (v. 8).  
 a. Plans      b. Words      c. Actions      d. Thoughts
- Regarding the expected gift, the Corinthians needed to follow their “readiness to will” with their “\_\_\_\_\_ also” (v. 11).  
 a. performance      b. planning      c. saving      d. spending
- Paul desired not for some to be “eased” while others were “burdened,” but \_\_\_\_\_ (vv. 13, 14).  
 a. dialogue      b. freedom      c. prayer      d. equality



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# GIVING AS THE CORINTHIANS

In its simplest form, the giving example Paul cites goes something like this:

*STEP 1: Make a commitment to give that reflects the grace of Christ.*

*STEP 2: Follow through by making the gift with the ideal of “equality” in view.*



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What complications present themselves in the twenty-first century when attempting to follow these two steps? How do we resolve these issues while keeping the spirit of the two steps intact? What problems have you seen in this regard? Jot ideas below.

Regarding Step 1

Regarding Step 2






## Lesson 1

*This or That?* 1. Nebuchadnezzar, 2. After, 3. Cyrus,  
4. 538 BC, 5. 2 years, 6. 16 years.

## Lesson 2

*Crossout Quiz:* I will fill this house with glory.

## Lesson 4

*The Z's Have It:*

Zerubbabel—1 (v. 23); 2 (v. 23), 4 (v. 6), 5 (v. 7), 7 (v. 14)  
Zechariah—3 (v. 2); 6 (v. 13), 8 (v. 10)

## Lesson 5

*Dramatis Personae*

Across: 2. Christ; 3. Cephas; 4. Paul; 7. Apollos

Down: 1. Stephanas; 2. Crispus; 3. Chloe; 5. Gaius; 6. God.

## Lesson 8

*How Not to Fall*

“God . . . will with the temptation also make a way to escape,  
that ye may be able to bear it” (1 Corinthians 10:13).

## Lesson 9

*Interpret This!* In sentence 1, each letter is one letter beyond the original in the alphabet, for example  $j = i$ . In sentence 2, each letter is two letters beyond the original in the alphabet, for example  $o = m$ , etc.

1. I can't say “Amen!” if I can't understand you.
2. Miracle languages are for unbelievers, not believers.
3. Our words should give thanks to God but also edify others.
4. We want others to notice: God is among us!
5. Everything must be done so that the church is built up.

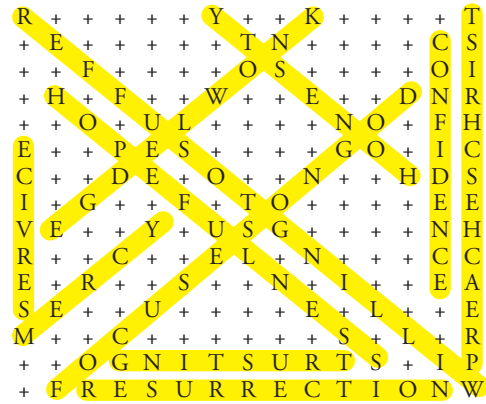
## Lesson 11

*Judge Ye This!*

Judgment words: adjudication, appraisal, censure, condemnation, evaluation, verdict; Forgiveness words: absolution, amnesty, exculpation, exoneration, pardon, relieve.

## Lesson 12

*The True Gospel*



## Lesson 13

*Fellow Laborers in the Kingdom:* grace, afflictions, suffering, watchings, truth, patience, love, tumults, pureness, kindness, knowledge, promises, holiness.

## Lesson 14

*A Generous Spirit:* 1, b. liberality; 2, c. power; 3, a. intreaty; 4, d. own selves; 5, a. grace; 6, c. Actions; 7, a. performance; 8, d. equality.

*Giving as the Corinthians*

Possible Step 1 responses:

- why the need exists (something beyond anyone's control? something that could have been avoided by exercise of wisdom?)
- how commitment is to be made (season of prayer prior to a faith-promise commitment? spur of the moment “pass the hat”?)
- visibility of the commitment (announced in advance to the intended recipient or not?)
- source of that which is committed (should givers borrow money? etc.)
- frequency of the commitment (one time? periodic and ongoing as long as the need exists?)
- priority of the commitment (what if a more urgent need presents itself after the commitment is made?)
- commitment for aid directly to the person or organization in need, or commitment for aid through a third party (benevolence organization, etc.)
- other \_\_\_\_\_

Possible Step 2 responses:

- how much time is to elapse between the steps
- how “equality” is to be understood
- what accountability procedure is to be used
- what evaluation of effectiveness is appropriate (if any)
- other \_\_\_\_\_