

LESSON 1

Overview of the Book of Jude

If you've ever walked into the middle of a conversation and tried to join in, you may have found that your comments didn't fit... that you were on a different page than the others. Why? Because even though you listened before saying anything, you only *thought* you knew what was being talked about. The fact is you lacked the benefit of the entire conversation and were basing your impressions solely on what was being said as you walked up. Without the "big picture," it's easy to draw the wrong conclusion. In fact, the general rule is we *will* be mistaken unless we familiarize ourselves with everything that's going on before we speak or form an opinion.

This is true not only in life situations such as the one described above, but also when we're trying to understand God's message to us. We cannot possibly know what He is talking about if we try to interpret from the perspective of only a verse or two. Even if we were to read a few verses before and after, we still don't have enough information with which to form an accurate interpretation. The crucial element, then, in understanding the Word of God is to *first* step back and "listen" to the entire conversation before jumping in with assumptions. In other words, we must first hear the entirety of God's word *before* interrupting with our interpretation of what we *think* is being said.

In a book study, we call this exercise of listening to the entire conversation an "Overview," or simply "getting the big picture." Our goal for this week is to familiarize ourselves with the overall idea of what's happening in the book of Jude. We want to lay a solid foundation for our interpretations later as we dig deeper into the scriptures.

I. THE BASIC QUESTIONS: WHO? WHAT? WHY?

1. Begin your study with prayer, asking God to direct your efforts. Without the enlightenment of the Holy Spirit your understanding will be unnecessarily limited.
2. After you have allowed the Holy Spirit to prepare your heart, read the entire book of Jude in one sitting. This will not take long since Jude's letter contains only twenty-five verses. In fact, several readings (at least two or three at the minimum) will insure a more accurate interpretation later.
3. As you read, look for the following points and record in the appropriate area on the Overview of Jude chart that is provided at the end of this lesson:
 - Who wrote the book
 - To whom was he writing
 - What is the stated purpose of his writing the book (i.e., "Why" did he write?)
 - What is the major theme (or subject) that he is writing about

4. If the author tells you that he is writing for the reason you determined above, then what would you expect to find as the subject of his writing? How does this agree with what you determined was the major theme of the book (#3 above)?
5. Read through Jude one more time and this time search for any clues you can find that will give an idea as to when this letter was written. Look for things that answer the questions, “What are the circumstances surrounding the writing?”; “What is happening in the church that prompted Jude’s writing?” Record your findings in the section for “Date” on the Overview of Jude chart.

II. KEY WORDS USED IN JUDE

1. Once we have determined the author, the recipients, the purpose for which the letter was written and its major theme, we are ready to mark the *key words* of the book in a distinctive way so that we are able to spot them easily when we dig deeper into the meaning of the scriptures.

NOTE: A key word is a repeated word that is important to the meaning of the text. Because the words we are looking for in this part of the exercise are key to the entire book, they will relate directly to what you have determined the “theme” of the book to be (as described in #3 under “BASIC QUESTIONS: WHO? WHAT? WHY?” above.)

2. God, Jesus Christ and the Holy Spirit are always *key words* in scripture. Begin this exercise by first marking every reference to God, Jesus, and the Holy Spirit—each in a distinctive way. You might use a separate symbol for each (example: triangle, cross, and dove symbol) but still use the same color of ink/pencil for all three.
3. Read the entire letter again and mark every reference to “godless/ungodly.”
4. Read all 25 verses yet another time and this time mark every reference to “these men.” Be sure to include every “they/them/their” that refers to “these men”; and any other term you feel refers to them.
5. Mark every reference to those to whom this letter is addressed. Be sure to mark any names that the author uses for the recipients and all pronouns referring to them.
6. Mark every reference to the author and all pronouns he uses for himself.

III. GLEANING UNDERSTANDING FROM “KEY WORDS”

1. Because the words you have marked in Roman numeral “II” above are key to the understanding of the entire book, it will be important in the long run to record everything you learn from marking these words.

2. Using the box in the right-hand margin of the Scripture Print-Out (starting opposite verse 1), record the first key word that's mentioned in the letter (HINT: the first key word is found in v.1). Then list in the margin below that *key word* everything you learn from Jude about that *key word*. Be sure to give the reference from which you glean the information. As much as possible, use the actual words from the scripture.
3. After you have recorded everything you learn about the first *key word*, do the same for the second *key word* listed in the letter (HINT: its first use also occurs in v.1). When you have done this, continue doing the same for all the other *key words* listed in "II(2, 3, 4, 5)" above.

IV. WRAPPING IT UP

The exercise that you have completed in this first lesson has equipped you with a better foundation upon which to build a detailed and accurate interpretation of what God is saying to you personally through Jude's letter to the believers.

Step by step, as we work through this study together, we're going to build upon this foundation. Layer by layer, we will uncover God's truth and have our lives enriched by His knowledge and grace. Word by word, we will examine the meaning that is to be lived out in our lives as a result of our study.

Because of the work you have done this past week, you are now less likely to stray from the interpretation *God intends* for you to have. Knowing who's writing, why he's writing and to whom he's writing will help you determine more accurately what he (God's penman) is meaning by what he's writing **and** what God Himself wants you to know!

LESSON 2

Salutation and Purpose

As a result of our study last week, we know that Jude (the brother of James) is writing a letter to those who have been called, who are loved by the Father and are kept by the Son (v.1). We know that Jude originally intended to write to the believers about salvation, but that he changed his mind and wrote instead urging them to “contend for the faith.” (v.3) We saw that this change was necessitated by the fact that godless men had slipped in among them and were attempting to change the grace of God into a license for immorality. (v.4)

This is the “Big Picture” upon which we will build as we begin to explore Jude’s letter in more detail. With the Big Picture as our foundation, and after the accumulation of additional detail, we soon will be in a position to interpret *for ourselves* the message God intends for believers today to receive from Jude’s writings.

Our methodology for this more detailed study involves three activities: observation, interpretation, and application. [NOTE: During the “Overview” of last week, we stayed at the “observation” level—there was no interpretation and no application]

Observation involves careful reading of scripture to determine *what* the passage is saying.

Interpretation involves studying the context and using other tools to determine what the passage means.

Application involves determining how we are to live out the correct interpretation of the passage in our daily lives.

I. ABOUT THE AUTHOR

1. Read through Jude and make sure that you have listed everything about the author in the right-hand margin of the printout of Jude. Add any additional observations you see from this reading.
2. [Optional] If you have access to Greek word study tools,
 - Use a Greek dictionary to look up the word translated “Jude” in 1:1.
 - Using a concordance, look up the word translated “Judas.”
 - In a Greek dictionary, determine what the Greek word is that was translated “Judas.” Compare the two and record your observation.

3. Using a concordance, look up the word translated “Judah” and record its original Greek equivalent. Compare this word with the Greek word for “Jude or Judas” above and record your findings.
4. Since Jude and Judas are the same word, this opens up a number of possibilities as to who the author Jude might be. At the end of this lesson, there is a printout of every reference to Jude or Judas in the New Testament. Look at each of the references and indicate with some identifying remark which Judas you think this reference is about. When you have done that, record each scripture reference under the appropriate column on the chart “New Testament ‘Judas’s” at the end of this lesson.
5. Now put a check mark under the column you think is the author of the book of Jude (remember Jude and Judas are the same). State your reason for choosing the one that you did.
6. How does the author Jude describe himself in Jude 1:1?
 - If he is the brother of James the brother of Jesus, then what is Jude’s relationship to Jesus?
 - Read John 7:1-9 and state below what you learn about Judas the half-brother of Jesus.
7. [Optional] Look up the word for *servant* in a Greek dictionary and record what you learn below. Use a Greek concordance to find out who else refers to themselves as a “servant”.

II. ABOUT THE RECIPIENTS

1. List below the three phrases Jude uses to identify the recipients of his letter.
 - (a)
 - (b)
 - (c)
2. Beside each of the descriptive terms above, record what this particular phrase means to you.

3. Read the entire epistle of Jude and mark every occurrence of the word “keep” or “kept.” Examine what you learn from each use of the word and record below any observations you might make.

4. List below the three things that Jude is wishing for the recipients of his epistle.
 - (a)

 - (b)

 - (c)
5. Beside each of the above, record what the word means to you.
6. Look up the word “abundance” in a regular dictionary and record the definition.

III. ABOUT THE PURPOSE FOR WRITING

1. Read Jude 1:3 and record the term Jude uses to address the recipients. Glance through the rest of the book at all the references to the recipients you marked in the Overview and make note of everything he calls them. Explain what you think his relationship to the recipients is.

2. From Jude 1:3, record the purpose for which Jude says he is writing this book. Compare this with what you recorded on your “Overview of Jude” chart in Lesson 1. [Be sure that the “Purpose” you decide upon states the full reason for Jude’s having written]

- Write the contrast that Jude makes in v.3 on the top line of the T-account (below). In the space under each, write what you think that term means

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- Looking at what you have done above, what do you see as the difference between the two sides of the T-account?
- Look up Ephesians 2:8-10. Determine what contrast Paul is making in this passage and enter the two parts of the contrast on the top line of the T-account below. When you have done this, compare with the T-account in #3 above and record any observations.

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- From Jude 1:4, record below what Jude states as his reason for changing his mind about what he was going to write about.
- Re-read Jude 1:1-4 and record on “An Overview of Jude” chart the title you would give this segment of the book (Record under “Segment Divisions” and give the verse references)
- Under Paragraph Themes on that same chart, record a title for the paragraph vv.1-2 and paragraph vv.3-4.

V. WRAPPING IT UP

In this lesson, you have looked closely at the author and the recipients. You have determined his purpose for writing this letter. We know Jude wrote during a time when false teachers/scoffers were slipping in under false pretense and that he felt a need to strengthen believers in their resolve for Christ. As you finish your assignment for the week, take a moment to reflect upon the relevancy of this message to our world today.

New Testament “Judas”s

(5)	(1)	(2)	(3)	(4)	(6)
Brother of Jesus	One of the 12, Son of James	Judas of Galilee	Man in Damascus	Disciple Named Barsabas	One of the 12, Judas Iscariot

LESSON 3

Exposure of the Apostates (Part I)

During this third lesson on Jude, we will begin studying the second segment of the book which is contained in vv. 5-16. These twelve verses are the meat of the entire message and will require the bulk of our study time. For the next three weeks, you will read and re-read this 12-verse segment so as to become thoroughly familiar with each word it contains. Our goal is to learn everything we can about godless men who infiltrate the ranks of believers in order to change the basis of their belief. Sound relevant to anything that's happening today? You bet it is! And before this study is over, we're hoping that you will not only see that relevance but will be keenly aware of the need to protect our faith from those who want to destroy it through modification.

The God we worship never changes in character... nor does the faith He laid down by which He instructs believers to live. Jude's letter was a "wake-up call" to the Church two thousand years ago—a bomb he dropped to get their attention and open their eyes to the danger of impending apostasy. His warning is just as relevant to us today. May our ears be open to hear the message and may our God grant us the courage to withstand the attack.

I. ABOUT THE PASSAGE AS A WHOLE

1. Take a minute before you begin your study to ask God to reveal to you the meaning He has in mind for this passage. Ask Him to be the only teacher you have and to open your mind to all Truth.
2. Begin by reading the passage as a whole (vv.5-16). Watch for every reference to the godless men Jude accuses of slipping in among them. These should have been marked in some distinctive manner in Lesson 1; however, now that you have read the book so many more times, you may notice other terms that you believe are referring to these men. If you do, mark them in the same manner as you did in Lesson 1 and record in the margin what additional information you learn about them.
3. The author gives six examples of apostasy in the past. Review vv.5-7, 11 and record the six examples below:
 - (a) _____
 - (b) _____
 - (c) _____
 - (d) _____
 - (e) _____
 - (f) _____
4. What seems to be the *main* subject (or theme) of this passage (vv.5-16)?

5. In the column for Segment Division on the chart “An Overview of Jude,” record a concise version of what you wrote in #4 above.
6. Now read the passage again... this time, one “paragraph” at a time. As you read, title each paragraph and record under “Paragraph Themes” on the chart “An Overview of Jude.”

(a) Paragraph 1, vv.5-7

(b) Paragraph 2, vv. 8-11

(c) Paragraph 3, vv.12-16

7. After you have recorded all three paragraph themes/titles, examine how they relate to the segment theme/title you recorded in #4 above. You may need to massage the paragraph titles and segment title just a little so they relate to one another in a way that gives a complete picture of what’s happening in the entire segment (vv.5-16.)

II. ABOUT THOSE WHO DID NOT BELIEVE (v.5)

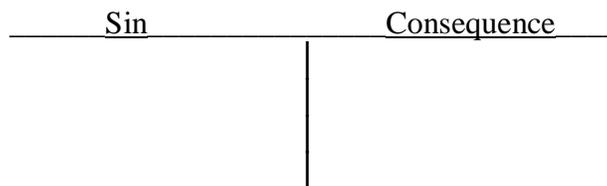
1. Read Exodus 12:51 and Deuteronomy 4:34 in light of Jude 5. Record below what God did for His people.

2. Read Numbers 13:25-14:4. What did the children of Israel do that is described as “not believing” in Jude 1:5?

3. In Numbers 14:22-35, what does God say He is going to do to those who do not believe?

4. Read Hebrews 3:16-19 as a New Testament commentary on an Old Testament event. Who did God destroy? And why did He destroy them according to Hebrews 3:16-19?

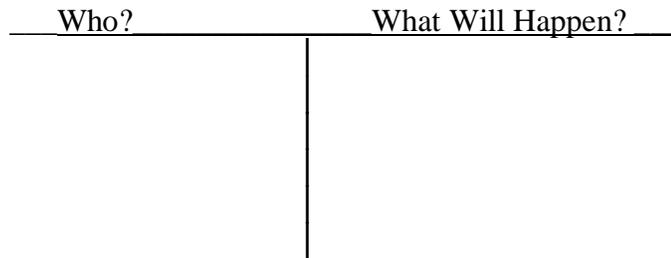
5. In the references you studied above (questions 1-4), what do you see as the “sin” and what is the “consequence” of that sin?



6. What is the relevance of this observation for today's living?

III. ABOUT ANGELS BOUND UNTIL JUDGMENT DAY (v.6)

1. What is the second example the author gives from the Old Testament and what does he say is going to happen? [Include as much detail as possible]



2. Read 2 Peter 2:4 and add any insights you gain about angels-who-sin to the T-account above.
3. Both the Jude reference and the verses in 2 Peter 2 seem to indicate that there are angels that are *currently* being held in bondage *until* the day of judgment. Read the following references and decide for yourself if *all* fallen angels are being held in dungeons of darkness, or if *some of them* might be roaming free to cause havoc on the earth until they are brought to justice. Record after each reference listed below the role fallen angels (demons) play.
- (a) Romans 8:38
 - (b) Matthew 25:41
 - (c) Ephesians 6:12
 - (d) 1 Timothy 4:1
4. What is the ultimate destination for all angels who have sinned against God? (Matthew 25:41)

IV. ABOUT SODOM AND GOMORRAH

1. How does Jude 1:7 begin? What is the implication of this phrase? Explain also what possible connection there might be between the angels who left their positions of authority and what happened in the towns of Sodom and Gomorrah.

LESSON 4

Exposure of the Apostates (Part II)

We've seen that Jude wrote this letter to believers to warn them about impostors who were secretly slipping into the Church. He felt an urgent calling to encourage believers to strain towards keeping the faith that had been entrusted to them—once for all, he called it. He accused the infiltrators of being godless men who were simply rewriting the gospel to fit their own needs and personal likes.

Last week we looked at three examples that Jude gives from the Old Testament of radical departures from faith—(1) the Israelites who were delivered out of Egypt but later disbelieved, (2) the angels who abandoned their homes and are now being kept in darkness until the day of judgment, and (3) Sodom, Gomorrah, and surrounding towns who were all condemned to suffer eternal fire.

In this week's lesson we will continue with three additional examples of apostasy from the Old Testament. We will be skipping over vv.8-10 for the time being in order to study v.11. However, we will pick up on these in our next lesson as we study the characteristic behavior of apostates.

I. ABOUT THE WAY OF CAIN (v.11)

1. Read Jude 1:5-7; then skip down and read Jude 1:11. As you read, make a mental note of the six examples of apostasy the author makes from the Old Testament (you wrote these down in Lesson 3 and we need to put this week's lesson in context.)
2. Using a regular dictionary, look up the word "woe" and record its definition below. [Optional: If you have Greek word study tools, look the word up in your Greek dictionary as well and add your findings to the English definition.]
3. Go to Genesis 4:1-16 and read the story about Cain. How would you define the phrase in Jude 1:11 "the way of Cain"?
4. The New Testament commentary on the Old Testament event is found in Hebrews 11:4 and 1 John 3:12. What additional insight do you gain into the motives and character of Cain from these cross-references?

5. Check what you wrote in #3 above and modify if necessary according to what you learned from the New Testament “commentaries.” Write your updated definition for “the way of Cain” here:
6. Jude 1:11 says “Woe to *them*. *They* have taken the way of Cain...” [italics mine] Who are the “they/them” to whom the author refers?

II. ABOUT BALAAM’S ERROR

1. What is the second example of apostasy the author gives in Jude 1:11?
2. Read the story of Balaam in Numbers 22-24. This is a long reading, so just scan the entire passage in an attempt to get the basic story that’s being told. After reading through the three chapters quickly, record your impression of Balaam below. Be sure to indicate whether you feel Balaam was obedient to God or not.
3. Now we will look at Balaam the man, “up close and personal.” Re-read Numbers 22:4-35 and answer the following:
 - (a) What did the king of Moab want Balaam to do? (vv.4-6)
 - (b) What “motivation” did the messengers take with them to offer to Balaam? And what does this tell you about Balaam? (v.7)
 - (c) In your opinion, was it necessary for Balaam to pray to God in order to know what God’s will would be in this situation? Why or why not?
 - (d) What answer does God give Balaam in 22:12, 20, 35?
 - (e) What words does Balaam speak according to 23:5, 16 and 24:2?

(f) NOW... if you want to revise your first impression of Balaam, record the new evaluation here.

4. The single-most important principle of Bible study is that scripture is the best commentary on scripture. Once again, let's look at the New Testament commentary on the Old Testament event. Look up the following and write down your insights into the character of Balaam.

(a) 2 Peter 2:15

(b) Revelation 2:14

(c) Jude 11

5. We want to look at the entire counsel of God's word before we judge Balaam. Look up these additional Old Testament references and record what you learn about the character of Balaam.

(a) Deuteronomy 23:4-5

(b) Numbers 31:8-16; Numbers 25:1-5

6. How does the example of "Balaam's error" relate to the godless men who infiltrate the Church?

III. ABOUT KORAH'S REBELLION

1. Read the story about Korah's rebellion in Numbers 16:1-35.

2. What did Korah do and with whom?

3. What additional “crimes” did accomplices Dathan and Abiram commit according to Numbers 16:12-14?

4. What punishment do they receive?

5. Read Numbers 16:41-50 and determine what “rippling effect” this rebellion had on the larger community of Israelites.

6. Relate what you have learned from Numbers 16 to the phrase in Jude 1:11, “...they have been destroyed in Korah’s rebellion.”

IV. WRAPPING IT UP

The Old Testament stories of Cain and Balaam illustrate clearly the value of inductive Bible study. When we take into consideration all references to Cain, we see him in a different light. Likewise with Balaam. How easy it is to jump to conclusions when we have only a part of the story. When we hear *all* the story, we can form a just and accurate interpretation based on something much larger than personal opinion.

2 Timothy 3:16 tells us that all scripture is God-breathed—all scripture comes forth from the mouth of God. Since God is Truth, it follows that all scripture must be truth. When we study—if we desire the most accurate interpretation—we must be sure that we consider the full counsel of the Word of God.

3. The author's statement in Jude 1:9 is somewhat mysterious to the serious student of God's word. No where else in scripture do we read about the devil's disputing with the archangel Michael over the body of Moses. Read Deuteronomy 34 to learn for yourself what scripture has to say about the death of Moses and where his body is now located. Record your insights below.

4. Compare Jude 1:9 and Jude 1:10. What is the connecting word between the two? Do you see a contrast that the author makes in these two verses? If you do, record the contrast below.

5. [Optional] If you have Greek word study tools, look up the word translated "blemishes" in the NIV and "spots" in the KJV (Jude 1:12). If another Greek word is given in the definition, look that word up also. Record everything you learn about the word(s) here.

6. [Optional] If you have a good Bible dictionary, research the term "love feast" as used in Jude 1:12 and record your findings.

10. Read Jude 1:17-19 and record any additional insights regarding the character of the ungodly infiltrators that you may not have recorded previously *in the right-hand margin* of your printout of the epistle of Jude.
11. Considering all that you've learned about the "dreamers," what do you have to say about them? Who are some of the people today that you might associate with this same description?

II. ABOUT ENOCH

1. Read Jude 1:14 again and record everything you learn about Enoch.
2. There appear to be only two men named Enoch referred to in all of scripture. One is found in Genesis 4:17-18 and the other in Genesis 5:18-19. At the end of this lesson you have a print-out of every reference to Enoch in scripture. Read each reference and mark as to whether it refers to the Enoch in Genesis 4 or the Enoch in Genesis 5.
3. The prophecy of Enoch that the author is referring to in vv.14-15 is not recorded elsewhere in scripture. However, its teaching is consistent with the prophecies in Revelation concerning end times. For the sake of this study, we will accept the prophecy as having been made by Enoch and simply move on to the bottom line.

What does Enoch say will happen to these ungodly? When will it happen?

III. WRAPPING IT UP

In the days of Jude, certain men within the Church were twisting the gospel in a way so as to justify any behavior they desired. Jude warned that such men would cause division within the Church, and while *he* doesn't mention it, Jesus does when He said: "A house divided against itself will fall."

Such a battle is going on within the Church today. More than one mainline denomination is engaged in internal power struggles on issues such as legalization of abortion or the ordination of overt homosexuals. The responsibility of every believer is to diligently study the word of God on such issues and then to stand for what is right, just and holy—not according to man, but according to the entire counsel of the word of God.

Religious deception *is* on the rise. Don't be fooled by the masqueraders!

Two Men Named “Enoch”

1. Genesis 4:17-18

“Cain lay with his wife, and she became pregnant and gave birth to Enoch. Cain was then building a city, and he named it after his son Enoch. [18] To Enoch was born Irad, and Irad was the father of Mehujael, and Mehujael was the father of Methushael, and Methushael was the father of Lamech.”

OR

2. Genesis 5:18-19

“When Jared had lived 162 years, he became the father of Enoch. [19] And after he became the father of Enoch, Jared lived 800 years and had other sons and daughters.”

[NOTE: Jared is from the line of Seth who was the younger brother of Cain]

In each of the references below, highlight the phrase that identifies which Enoch is being referred to. Then indicate with a check mark [✓] those references that talk about the “Enoch” from the godly line of Seth as described in Genesis 5:18-19.

Genesis 5:21-24

When Enoch had lived 65 years, he became the father of Methuselah. [22] And after he became the father of Methuselah, Enoch walked with God 300 years and had other sons and daughters. [23] Altogether, Enoch lived 365 years. [24] Enoch walked with God; then he was no more, because God took him away.

Luke 3:37

the son of Methuselah, the son of Enoch,
the son of Jared, the son of Mahalalel,
the son of Kenan,

Hebrews 11:5

By faith Enoch was taken from this life, so that he did not experience death; he could not be found, because God had taken him away. For before he was taken, he was commended as one who pleased God.

Jude 1:14

Enoch, the seventh from Adam, prophesied about these men: "See, the Lord is coming with thousands upon thousands of his holy ones

LESSON 6

Exhortation to Believers and Benediction

Here we are... this is it! The last lesson on the little letter to a band of believers written by the half brother of our Lord Jesus Christ. I hope that when you think back to where you were when you first started this study six weeks ago, you will see growth not only in your understanding of the book itself but also in your ability to study and understand the word of God in its entirety.

We know from our study so far that Jude was concerned about the scoffers and false teachers who had secretly crept into the Church and were using the grace of God as their license to do as they pleased. Realizing how easily such grumblers, faultfinders, and evil doers could bring about division within the Church, Jude wrote this letter of warning in which he urges believers to earnestly contend for the faith. In the bulk of his letter, Jude describes in detail the character and actions of these “dreamers” (he calls them); then in his closing remarks, he exhorts the believers to action that will further protect them from this attack from within.

I. ABOUT THE PASSAGE AS A WHOLE (vv.17-25)

1. Read Jude 1:17-23, as a whole. In the column for Segment Division on the chart “An Overview of Jude,” record a concise statement of the main subject or theme of the passage.
2. Now re-read Jude 1:17-23, one paragraph at a time. As you read, title each paragraph and record under “Paragraph Themes” on the chart “An Overview of Jude.”
 - (a) Paragraph 1, vv. 17-19
 - (b) Paragraph 2, vv. 20-23
3. Read Jude 1:24-25. In the column for Segment Division on the chart, record a single word or concise statement that describes the main subject or theme of the passage.
4. Now give a *paragraph* title to that same passage and record on the chart under “Paragraph Themes.”

II. ABOUT BELIEVER BEHAVIOR (vv.17-23)

1. Read the passage vv.17-23 one more time, paying particular attention to everything the author tells us about the intended audience of his letter. [All references to the recipients should have been marked during your Overview in Lesson 1; however, you may discover additional references during this reading. Mark and list these along with what you recorded in the right-hand margin previously.]

2. In these six verses, the author gives seven exhortations to the believers, telling them what they should do in light of the danger presented by scoffers. List these exhortations in the space provided below and give the verse reference for each.
 - (a)
 - (b)
 - (c)
 - (d)
 - (e)
 - (f)
 - (g)
3. How does the list of “what-to-do’s” you made in #2 above relate to the theme of Jude’s letter (v.3)?
4. Read Genesis 3:1 and record what the serpent (the devil or Satan according to Revelation 12:9) has to say about God’s word.
5. According to Jude 1:7, what are the readers to remember? Specifically, who is the source of what we are to remember?
6. [Optional] If you have Greek word study tools, look up the word translated “apostles” in v.17. Check in your Bible dictionaries as well for information concerning the meaning of the term “apostles.”

7. What do the following passages tell us about the meaning of the term “apostles”?
 - (a) 1 Corinthians 9:1
 - (b) Acts 1:21-22
8. What warning do you hear for today in what the author says to the believers of his day in v.17?
9. Compare Jude 1:18 with 2 Peter 3:3-7. What connection do you see?
10. What does the phrase “pray in the Holy Spirit” mean to you in v.20?
11. Noting contrasts in scripture can give us more enlightenment than we realize. Record the contrast you see in vv. 19 and 20 in the area provided below.

vs.

12. If the ones who “do not have the Holy Spirit” are the ones who divide and follow mere natural instincts... if they are the ones who grumble, find fault, and follow their own evil desires... as well as if they are the ones who do all the other things mentioned in this letter in connection with the godless... then, *who* would be the ones who “pray in the Holy Spirit”?
13. What does the phrase “keep yourselves in God’s love” mean to you? [Take into consideration the promises made in vv.1 & 24.]
14. The author makes another contrast in vv.22 & 23... between “those who doubt” and the “others” who are in the fire and need to be “snatched” out and “saved.”

Obviously, the “others” he refers to are the unsaved; what then would that make “those who doubt”?

15. Have you ever “doubted”? What do you think might have happened had you been exposed to false teaching during a period of doubt? [Try to answer this without getting into a “can- vs. cannot-lose-salvation” issue.]

16. What role does the believer play in “snatching others from the fire and saving them”?

17. In v.23 what does the phrase “mixed with fear” mean to you? If you have Greek word study tools, look up the word translated “fear” and record it’s meaning.

III. ABOUT THE BENEDICTION

1. Read vv.24-25 again. Who do you see as the One who is able to keep you from falling and to present you before His glorious presence without fault and with great joy?

2. What does this mean to you considering the major teaching in the book of Jude?

IV. WRAPPING IT UP

In his short epistle to those who had been called, Jude felt compelled to write concerning false teachers who were threatening the very foundation of the Church. His letter might be viewed as a burglar alarm alerting unsuspecting believers to the dangers presented by “under-cover agents” who had slipped into their midst while no one was looking... and who were secretly twisting the gospel into a license for immorality. After describing the false teachers in enough detail that they might be recognizable, the author turns his attention to ways in which believers can defend themselves. He ends his letter by

reassuring believers that they have a hope that is in heaven and a God who is able to keep them from falling.

In these days of apostasy today, children of God would do well to heed the warning Jude brought to the people of his day. We are invited—along with them—to commit ourselves to a life-style of spiritual maturity which is brought about only through the diligent study of God's word, through the discipline of prayer, through a heart that's kept in God's love and an eye that's continually watching for the hope to come through our Lord Christ Jesus.

The Book of Jude

[1] Jude, a servant of Jesus Christ and a brother of James,

To those who have been called, who are loved by God the Father and kept by Jesus Christ:

[2] Mercy, peace and love be yours in abundance.

[3] Dear friends, although I was very eager to write to you about the salvation we share, I felt I had to write and urge you to contend for the faith that was once for all entrusted to the saints. [4] For certain men whose condemnation was written about long ago have secretly slipped in among you. They are godless men, who change the grace of our God into a license for immorality and deny Jesus Christ our only Sovereign and Lord.

[5] Though you already know all this, I want to remind you that the Lord delivered his people out of Egypt, but later destroyed those who did not believe. [6] And the angels who did not keep their positions of authority but abandoned their own home--these he has kept in darkness, bound with everlasting chains for judgment on the great Day. [7] In a similar way, Sodom and Gomorrah and the surrounding towns gave themselves up to sexual immorality and perversion. They serve as an example of those who suffer the punishment of eternal fire.

[8] In the very same way, these dreamers pollute their own bodies, reject authority and slander celestial beings. [9] But even the archangel Michael, when he was disputing with the devil about the body of Moses, did not dare to bring a slanderous accusation against him, but said, "The Lord rebuke you!" [10] Yet these men speak abusively against whatever they do not understand; and what things they do understand by instinct, like unreasoning animals--these are the very things that destroy them.

[11] Woe to them! They have taken the way of Cain; they have rushed for profit into Balaam's error; they have been destroyed in Korah's rebellion.

[12] These men are blemishes at your love feasts, eating with you without the slightest qualm--shepherds who feed only themselves. They are clouds without rain, blown along by the wind; autumn trees, without fruit and uprooted--twice dead. [13] They are wild waves of the sea, foaming up their shame; wandering stars, for whom blackest darkness has been reserved forever.

[14] Enoch, the seventh from Adam, prophesied about these men: "See, the Lord is coming with thousands upon thousands of his holy ones [15] to judge everyone, and to convict all the ungodly of all the ungodly acts they have done in the ungodly way, and of all the harsh words ungodly sinners have spoken against him." [16] These men are grumblers and faultfinders;

they follow their own evil desires; they boast about themselves and flatter others for their own advantage.

[17] But, dear friends, remember what the apostles of our Lord Jesus Christ foretold. [18] They said to you, "In the last times there will be scoffers who will follow their own ungodly desires." [19] These are the men who divide you, who follow mere natural instincts and do not have the Spirit.

[20] But you, dear friends, build yourselves up in your most holy faith and pray in the Holy Spirit. [21] Keep yourselves in God's love as you wait for the mercy of our Lord Jesus Christ to bring you to eternal life.

[22] Be merciful to those who doubt; [23] snatch others from the fire and save them; to others show mercy, mixed with fear--hating even the clothing stained by corrupted flesh.

[24] To him who is able to keep you from falling and to present you before his glorious presence without fault and with great joy-- [25] to the only God our Savior be glory, majesty, power and authority, through Jesus Christ our Lord, before all ages, now and forevermore! Amen.

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