

## **List of Lessons**

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## Lesson 1 Introduction to I Peter

### A. Author

1. Who does the letter say wrote it (1:1)? How does he describe himself?
2. Does the author show a clear knowledge of Jesus' teachings? Compare:
 

1:13	to	Luke 12:35,36	3:9	to	Luke 6:27,28
1:3,23	to	Jno 3:3,5	3:14	to	Matt 5:10
2:2-10	to	Matt 21:42-45	3:21	to	Mark 16:16
5:4	to	Jno 10:11-15	4:14	to	Matt 5:11
2:12	to	Matt 5:16	5:6	to	Luke 14:11
3. What events of Jesus' life are mentioned? (1:20; 1:19; 2:24; 3:21,22; 3:22; II Pet 1:16-18)
4. What was Peter's view of the source of scripture (I Pet 1:11; II Pet 1:20,21)? Did that include the New Testament preachers and writers (I Pet 1:12; II Pet 3:16)? Did that include his own writings (II Pet 3:2)?

**B. Addressees.** To whom is the letter addressed? (1:1) Were they Jews or Gentiles (see 1:1; 2:12f; then see 1:14,18; 2:10; 4:3)? Find the regions listed in 1:2 on a map. How might all of these churches been established?

**C. Purpose.** Is there evidence of a *present* persecution? (see 2:12; 3:13,14,17) Is there a prediction of a *future* persecution? (see 4:12-14). Characterize the persecution, based on 2:12, 3:16, 4:4, 4:13).

*Long-term assignment:* Using information from Peter's first letter, determine why Christians, who are: good citizens (2:13ff), good servants/employees (2:18ff), good husbands & wives (3:1ff), and generally mild-mannered and law abiding (3:8ff), would be persecuted as described in First Peter.

**D. Date.** If this is the persecution by Nero (who died in 68 AD), near or after the time of Paul's death (because of references to Paul's writings), the date of the letter is about 64 or 65 AD.

**E. Location.** Where is the letter written from? (5:13) What city might Babylon be? (see Rev 14:8; 17:4, 5,18) Who was with Peter (5:13)? Where was he last seen? (see Col 4:10)

**F. Outline.** Match the verse groupings with the suggested titles of the major divisions.

<u>Suggested Division titles</u>	<u>Verse Groups</u>
Suffering (for righteousness, Christ--an example, serving)	1:1,2
Exhortations to Shepherds	1:3-12
Introduction	1:13-2:10
Conclusion	2:11-3:12
The Products of Salvation	3:13-4:19
The Duties of a Christian (to state, masters, family, persecutors)	5:1-5
Exhortation to Christian Soldiers	5:6-11
The Great Salvation	5:12,13

**G. Style.** As you read through the book to do the above exercises, notice the style. Is it terse or wordy? Are there more commands or suggestions? What recurring themes are there?

## **AN OUTLINE OF I PETER**

- I. Introduction (1:1,2)**
- II. The Great Salvation (1:3-12)**
  - A. The Nature of the Salvation (1:3-9)
  - B. The Revelation of the Salvation (1:10-12)
- III. The Products of Salvation (1:13-2:10)**
  - A. Holiness (1:13-16)
  - B. Reverence (1:17-21)
  - C. Love (1:22-25)
  - D. Growth (2:1-3)
  - E. Sacrifices (2:4-8)
  - F. Testimony (2:9,10)
- IV. The Duties of the Christian (2:11-3:12)**
  - A. Before Gentiles (an Introduction) (2:11,12)
  - B. To the State (2:13-17)
  - C. To Masters (2:18-25)
  - D. To Family (3:1-12)
    - 1. Wives (3:1-6)
    - 2. Husbands (3:7)
    - 3. To Brethren (3:8-12)
- V. Suffering as a Christian (3:13-4:19)**
  - A. Suffering for Righteousness (3:13-17)
  - B. Christ, an Example of Suffering (3:18-22)
  - C. The Purpose of Suffering (4:1-6)
  - D. Responsibilities to One Another (4:7-11)
  - E. The Consolation of Suffering (4:12-19)
- VI. Exhortations to Shepherds (5:1-5)**
- VII. Exhortations to Soldiers (5:6-11)**
- VIII. Conclusions (5:12,13)**

## **Lesson 2 The Great Salvation (I Pet 1:1-12)**

### **Outline**

- A. Introduction (1:1,2)
- B. The Great Salvation (1:2-12)
  - 1. The Nature of the Salvation (1:3-9)
  - 2. The Revelation of the Salvation (1:10-12)

### **Questions on the Text**

- A. Discuss the definition and significance of the following words:

- Apostle
- Elect
- Sojourners
- Dispersion
- Sanctification

- B.1. Find the beginnings of the sentences in verses 3-9. What is the central topic (that is: why is God blessed, and why are we rejoicing...)? God has “begotten us again” unto what? What is the significance of this metaphor? (Follow in: 1:14, 17, 23; 2:2; 3:6)

List all of the descriptors of the “hope,” the “inheritance,” and the “salvation” given in vs 3-5. What one event made the hope possible? Does the inheritance exist now? When will it be revealed?

In what are we rejoicing? Why do we need to be put to grief in manifold trials? What is their duration? What is tested? How does v 8 describe faith? What is the “end” of our faith?

- B.2. What were the prophets prophesying about? (vs 10,11) What did they want to know about their own prophecies? What was revealed to them about their ministry? When, and in what way, were “these things” announced? Who else desired to look into these things?

### **Analysis**

- 1. Describe the importance of the resurrection to Peter personally. (See 1:3, 21) How was he given a “second chance”--a new birth-- by the resurrection? In what sense are we begotten again? Look ahead to verse 23 to see how this new birth occurs.
- 2. Had these Christians seen Jesus’ works or heard Him preach? Had they witnessed the resurrection? How did they know about these things? (see also 1:25; II Pet 1:12,13; 3:1,2) Are they similar to us in this regard?
- 3. Put the events of these verses in chronological order: Our new birth (“begotten again”) (3), Our inheritance in heaven (4), Our manifold trials (6), Revelation of Jesus Christ (7), Prophets sought/prophesied (10), Sufferings of Christ (11), Glories of Christ (12), Gospel preached (12).

## **Lesson 3 Products of Salvation (I Peter 1:13-2:10)**

### **Outline**

- A. Holiness (1:13-16)
- B. Reverence (1:17-21)
- C. Love (1:22-25)
- D. Growth (2:1-3)
- E. Sacrifices (2:4-8)
- F. Testimony (2:9,10)

### **Questions on the Text**

- A. Explain the imagery of “girding up your loins”. What actions result? We are to change ourselves from what into what? Why? Define “holiness” in light of these verses.
- B. What are the reasons we are to fear? Describe the value of the price of redemption. Describe the work of Christ from these verses. Christ’s work was to produce faith in whom?
- C. What reasons are given that we should love one another? Describe this love. How is the imagery of a common ancestry (seed) relevant to *Brotherly Love*. Describe this common seed, its value and endurance.
- D. How is the “begotten again” imagery continued in chapter 2? What is put away? What takes its place? How is the milk described? How is the metaphor extended to verse 3? What will we grow into?
- E. Who is the Living Stone in vs 4? in vs 5? Describe the differences between God and men in the value of the Living stone. What purpose must we serve in God’s house? Describe the two major functions of priests (see Dt 17:9-11; Heb 5:1). What are these sacrifices? (see Heb 13:15,16) Describe the value of the “Chief Corner Stone” to the two kinds of people mentioned here. What words are used to describe the two groups? Find the Old Testament references for the quotations used.
- F. List the four phrases that describe God’s people (vs 9). For what purpose is this honor given? What three past-to-present descriptions conclude this exhortation?

### **Analysis**

- 1. Note the connections between how we should live and the Great Salvation.
  - Holiness (1:15)
  - Growth (2:2,3)
  - Fear (1:17)
  - Sacrifices (2:4,5)
  - Love (1:22,23)
  - Testimony (2:9)
- 2. Can the story and teachings of Jesus be stripped of the supernatural and miraculous and still have any value for changing man’s behavior?
- 3. Notice the imageries used by Peter in this section.
  - 1:14,17
  - 2:5,9
  - 1:17
  - 2:9,10
  - 2:2
  - 2:9
  - 2:5
- 4. For more information on the purpose and character of a nation of priests see Ex 19:6 and Dt 7:6. (see also I Pet 2:12)

## **Lesson 4 The Duties of the Christian (I Peter 2:11-3:12)**

## **Outline**

- A. Before Gentiles (an Introduction) (2:11,12)
- B. To the State (2:13-17)
- C. To Masters (2:18-25)
- D. To Family (3:1-12)
  - 1. Wives (3:1-6)
  - 2. Husbands (3:7)
  - 3. To Brethren (3:8-12)

## **Questions on the Text**

- A. How does the responsibility to be seen by the Gentiles doing good works relate to verse 2:9? What is the sense of “Gentiles” (in context of vs 10)? Verses 11 and 12 introduce the rest of the section. What is the “Day of Visitation”?
- B. What reason for obeying rulers is given? Is it because of their inherent goodness? What priestly role does our well doing serve? Are we really free from the control of any man? Why then must we obey? What is the “brotherhood”?
- C. Are servants to be in subjection only to the reasonable masters? What motivates subjection? Would running away or striking back fit with the example of Christ? What great priestly role was accomplished by Jesus’ subjection?
- D1. What priestly function is served by a submissive wife married to an unbeliever? What will the husband observe? (compare to 1:16,17) With what is the outward adorning (braids, jewels, gold, apparel) contrasted? What is a meek and quiet spirit? Is this only to characterize married women? Does this “spirit” only refer to the attitude of a woman toward her husband? In what sense are we Sarah’s children? What are some “terrors” that might intimidate a woman from subjection?
- D2. Husbands are to dwell with their wives according to a knowledge of what? What is the meaning of the “weaker vessel” imagery? Does this verse only apply to husbands with believing wives? Of what are they joint heirs?
- D3. List the characteristics of “brothers” that we all should have. For what were we called? What Psalm is quoted? What is the context of this Psalm? How is that relevant here?

## **Analysis**

- 1. If our character is a product of the Great Salvation, what products do you see of the character demonstrated in each of these relationships? How are these products consistent with the “Royal Priesthood,” and “Holy Nation.”
- 2. Are the commands for good character dependent on the merits of earthly recipients? Are they dependent on earthly appreciation or approval? Whose approval is important?
- 3. How do you reconcile Peter’s commands to “be subject to every ordinance” with his own disobedience recorded in Acts 4:18-20. Does this example justify civil disobedience to laws which we deem to be immoral, for the sake of getting them changed?

## **Lesson 5    Suffering as a Christian (I Peter 3:13-4:19)**

### **Outline**

- A. Suffering for Righteousness (3:13-17)
- B. Christ, an Example of Suffering (3:18-22)
- C. The Purpose of Suffering (4:1-6)
- D. Responsibilities to One Another (4:7-11)
- E. The Consolation of Suffering (4:12-19)

### **Questions on the Text**

- A. Does v. 13 imply that no harm will come to the righteous? (See vs 17,18) What could be meant by “harm”? What kinds of things should we not fear—which are characterized as “their fear”? What two protections from these fears are described in vs. 15 & 16? What is it better to suffer for?
- B. What was the purpose of Christ's suffering? When was he “put to death in the flesh and made alive in the spirit”? Whom did He preach to in this spirit? Was Jesus’ message to the spirits in prison one of salvation or condemnation? How is Noah’s time a parallel to our own? (recall verse 14,15) From what was Noah’s family saved? What were they saved through? How is baptism analogous? What event gives baptism its potency? (Remember 1:3 and 1:21.)
- C. What does sharing the mind of Christ through suffering do for the practice of sin? How does v. 2 explain the meaning of “ceased from sin”? A change in the life of a convert may bring surprise and ridicule from unbelievers. What similarities to Noah’s time do you see? What three reactions in those who “speak evil of you” may come from our good works? (2:12; 3:16; 4:5)
- D. The “end of all things” represents what? (Remember 1:12; 1:20) What is to be done “above all things”? What are the expressions of this love? What is the object of “all things,” according to verse 11?
- E. What evidence has been presented that the fiery trial is not a strange thing? Notice the repeated thoughts of: sharing with Christ in suffering and glory, suffering for good rather than evil, and judgment upon the disobedient. Find the previous expressions of these truths in this lesson’s text. As we suffer, what does it mean to “commit our souls unto a faithful creator” (see 2:23)?

### **Analysis**

- 1. Explain the importance of remembering these things during a time of suffering:
  - Christ’s suffering and deliverance
  - Noah’s suffering and deliverance
  - The judgment of those disobedient to Noah’s preaching
  - The coming judgment of all men
  - Our mutual ministry to one another
- 2. What other kind of suffering is described in the book? (2:14, 20; 3:12, 17; 4:15) Is it really a choice of *whether* we suffer, or *why* (and how)? Note especially 3:17.
- 3. Does 3:18,19 suggest purgatory? Does the text say *when* Jesus preached to those in “prison”? Does it say *how* He went? Did those preached to have opportunity to repent?

## **Lesson 6 Exhortations to Elders and Soldiers (I Peter 5:1-13)**

### **Outline**

- A. Exhortations to Shepherds (5:1-5)
- B. Exhortations to Soldiers (5:6-11)
- C. Conclusions (5:12,13)

### **Questions on the Text**

- A. What did Peter have in common with the elders he is exhorting in this section? What superiority did he have over them? What three contrasts are given between the wrong and right way to tend the flock? (Fill in the chart below.) Who is the chief shepherd? What is His method of leadership? (see also 2:25) What is the duty of the younger? Who are the “younger”? (men? women? all others?) What responsibilities do “all” have? What motivates this humility?

*I Peter 5:1-5 - Tend...Exercise the Oversight...*

Not:

But:

vs 2b

vs 2c

vs 3

- B. A military imagery is used in these verses. To whom must we “surrender”? What reward results? What duties are assigned? Who is the adversary? What is his intent? How long will the danger (suffering) continue? (Remember 1:6) What final outcome awaits us?
- C. Who is Silvanus? What was his role in the letter? How does Peter summarize his “brief” message? Who else greets the addressees with Peter?

### **Analysis**

- 1. What can you learn about the duties of elders from the descriptions of the dangers listed in the chart above. Is there evidence they were appointed or selected (perhaps even pressed into service)? Is there evidence that they had opportunity to be paid (or at least handle money)? Is there evidence that they had some measure of authority more than other christians? Is it clear from the passage that “elders” refers to appointed men or could it be just older men in general? What evidence do you find? What other passages should be considered?



## Lesson 7 Introduction to II Peter and Jude

### Introduction to II Peter

- A. Who does the letter say wrote it? (1:1) How does he describe himself? What kind of faith is described in verse 1? Compare the use of this word to I Pet 1:7,19; 2:6,7; and see also II Pet 1:4. The frequent use of this word in this way is unique to Peter.
- B. Was II Peter written before or after the first letter (see 3:1)? What event was coming swiftly? (see 1:14) Was it written after some of Paul's letters? (see 3:15,16)
- C. If this was the "second letter," and I Peter was the first, to whom is II Peter most likely written? Does verse 1 suggest a wider distribution?
- D. Match the following major section summaries with the verse reference given. As you read each section, try to determine the purpose of the letter.

<u>Suggested Division titles</u>	<u>Verse Groups</u>
The Foundations of Certainty	1:1,2
Description of False Teachers	1:3-11
Reminder of the Coming of the Lord	1:12-21
Introduction	2:1-22
Call to Growth	3:1-16
Conclusion	3:17,18

- E. What key messages did you find in II Peter? What seems to be the purpose of the book?

*Long Term Assignment.* I Peter does not mention false teachers (the central warning of II Peter), while II Peter does not mention persecution (the purpose of I Peter). Think about why these two letters, written to the same people have so little overlap in message. Is there a relationship between these two problems in a church? How might they be related?

### Introduction to Jude

- A. Who is the author of Jude? (1:1) Who is he? Do you find any other personal references in the letter to identify the author or readers?
- B. List the similarities of Jude and II Peter 2. List the differences.
- C. If Peter and Jude wrote their epistles for similar purposes, was there a difference in the *time* of writing? Compare the tense of the verbs in II Pet 2:1-3 and Jude 4. Compare II Pet 3:3 to Jude 17,18. How might the two letters be related in time and in purpose?

## **AN OUTLINE OF II PETER**

- I. Introduction (1:1,2)**
- II. Call to Growth (1:3-11)**
  - A. God's Gifts (1:3,4)
  - B. Our Growth (1:5-7)
  - C. Reasons to Grow (1:8-11)
- III. Certain Foundations (1:12-21)**
  - A. Eyewitness Testimony of Apostles (1:12-18)
  - B. Confirmation of Prophecy (1:19-21)
- IV. False Teachers (2:1-22)**
  - A. Prediction of their Coming (2:1-3)
  - B. Past Examples of God's Judgment (2:4-10a)
  - C. Description of their Activities (2:10b-19)
  - D. Danger of Entanglement (2:19b-22)
- V. Reminder of the Lord's Coming (3:1-16)**
  - A. Argument from the Flood (3:1-7)
  - B. Promise of the Day of the Lord (3:8-13)
  - C. Admonition to Diligence (3:14-16)
- VI. Conclusions (3:17,18)**

## **Lesson 8 Call to Growth (II Peter 1:1-21)**

### **Outline**

- A. Introduction (1:1,2)
- B. Call to Growth (1:3-11)
  - 1. God's Gifts (1:3,4)
  - 2. Our Growth (1:5-7)
  - 3. Reasons to Grow (1:8-11)
- C. Certain Foundations (1:12-21)
  - 1. Eyewitness Testimony of the Apostles (1:12-18)
  - 2. Confirmation of Prophecy (1:19-21)

### **Questions on the Text**

- A. How does Peter describe himself in this introduction? To whom is the letter addressed? (see also 3:1) Is their faith any less valuable than that of the apostles? How is grace and peace multiplied unto us? Find other references in the letter to knowledge.
- B1. What things are "given" to us according to these two verses? Through what are they given? What do these things make possible? With what is the divine nature contrasted?
- B2. For what cause are we to add the things listed in this passage? List the things to be added. Do you detect a logical order or organization to this list? What is virtue? (See also vs 3 and I Pet 2:9.)
- B3. Verses 8 and 9 tell the results of having or not having these qualities. What are they? What will diligence prevent? What does "you will never stumble" mean? (See Rom 11:11.) Is entrance into the kingdom described as present or future?
- C1. What is Peter's resolve--as long as he is alive? What are "these things," in vs 12? (See also vs 15,16 and 3:1,2,14.) How could they "have a reminder of these things after Peter's death? What was it that the apostles had made known unto them? What is the "power and coming" of the Lord? What event does Peter offer as proof that these are not fables?
- C2. What effect did this experience have on the word of prophecy? What were the readers to do as a result? Why? What is "private interpretation"? (A related word is used in Mark 4:34.) What is the point of vs 21? (see also 3:2)

### **Analysis**

- 1. As with I Peter, the development of character is tied directly to the great gifts of God. The critical link between these two things is knowledge. Note the essential role of knowledge in vs 2,3,5,8,and 12. Why might this topic be important to the purpose of this letter? (See 3:17.)
- 2. If the focus of Peter's reminders (and the letter) is the Coming of Christ, what is the relationship between the transfiguration and the reality of this event? Could the coming of Christ be the central issue in the false teaching that the letter addresses?

## **Lesson 9 Warnings Against False Teachers (II Peter 2:1-22)**

### **Outline**

- A. Prediction of Coming of False Teachers (2:1-3)
- B. Past Examples of God's Judgment (2:4-10a)
  - 1. Angels that sinned (2:4)
  - 2. The antediluvian world (2:5)
  - 3. Sodom and Gomorrah (2:6-8)
- C. Description of their Activities (2:10b-19)
- D. Danger of Entanglement (2:19b-22)

### **Questions on the Text**

- A. Among what people did the false prophets arise? What were to arise among the readers? What is the difference? To what extent would their heresy be accepted? How many will follow? What will be the consequence on the Way of Truth? What is the fate of these men?
- B1. If this list of examples is chronological, when did this event (angels sinning) occur?
- B2. How is Noah described? Does the Genesis account of Noah include a record of his preaching?
- B3. By what was Lot vexed? How is Lot described (vs 7,9)? Who was vexing Lot's soul? What two actions characterize those destined for punishment at the judgment?
- C. Describe the daring of the false teachers. What kind of beings are they? What terms are used to describe the brazen nature of their immorality and addiction to sin?  
  
What was Balaam's sin? Who rebuked him? What worse sin did he commit? (See Num 31:16 and Rev 2:14, then Num 25:1-3 and 31:16) What was his fate (Num 31:8). Explain the imagery of the springs and mists. How do verses 18 and 19 illustrate this characteristic?
- D. What kind of people are described as becoming entangled? By what are they entangled? Why is the last state worse than the first? How do the "true proverbs" illustrate the concept?

### **Analysis**

- 1. What is the point of the list of examples in verses 4-1-? How do these examples help in the prevention of the spread of false teaching?
- 2. Does the language of this chapter seem especially harsh? Why would Peter use this kind of language? Do you see something of Peter's personality in the tone? Read Jude to see if the language seems as strong as this chapter.
- 3. Judging from the descriptions of the false teacher's character and activities what do you think was their false teaching? How close would their message be to that of the materialists today?

## **Lesson 10 Warnings Against False Teachers (Jude)**

### **Outline**

- A. Introduction and Purpose (1-4)
- B. Examples of God's Judgment from the Past (5-7)
- C. Description of False Teachers (8-13)
- D. Enoch's Prophecy (14-16)
- E. The Protection (17-23)
- F. Conclusion (24,25)

### **Questions on the Text**

- A. How does Jude describe himself? What triplet greeting does he use? What was going to be his topic for writing at first? What did he change to? Why? What is "the Faith"? Was its delivery complete? What two tenets of false teaching are described? Does this agree with II Pet 2:1,2?
- B. What three examples of God's past judgment are listed? Which is different from II Pet 2? How are the examples of the delivered Israelites and angels an illustration of "turning the grace of God into licentiousness"? What is the "strange flesh" of vs 7?
- C. In the descriptions given of false teachers in vs 8-13, notice the descriptions that begin with "these...". What three actions are listed in vs 8? What is the point of the example of Michael and the devil? At what things do these men rail? What things do they understand? How do they use them?  
  
What three evil men do they imitate? Are these listed chronologically? What were their sins? Explain how each of these images describe the false teachers:  

Rocks	Fruit Trees
Shepherd	Waves of the Sea
Clouds	Stars
- D. What do we know of Enoch? Does the Old Testament record his preaching? What word is emphasized in vs 15 (Enoch's message)? List the sins of vs 16. Which is different from II Pet 2:18?
- E. What things must the readers do ("But you..." --vs 17, 20-23)? Who might Jude have been referring to in vs 18? How does he identify these ungodly men? List the things to be done to protect ourselves. List the care required for others. What kinds of people do the three actions refer to in vs 22 and 23?

### **Analysis**

- 1. Notice the groups of three that Jude uses throughout the letter, from the introduction to the last verse.
- 2. Fill in the chart showing the similarities to II Pet 2:1-3:4. Do you think Jude quoted Peter? If so why would he?
- 3. Jude 6,9,and 14,15 refer to things not contained in the Old Testament. Verses 14 and 15 come from non-inspired literature. Do these references mean that the events described really occurred? Does Jude's use of these examples prove that the *Book of Enoch*, for example, is true in its entirety? What other quotes from uninspired literature are found in the New Testament?

# A Comparison of II Peter and Jude

<u>II Pet</u>	<u>Jude</u>	<u>Content</u>
2:3	4	
2:1	4	
1:12	5	
2:4	6	
2:6	7	
2:10	8	
2:11	9	
2:12	10	2:15 11
2:13	12	
2:17	13	
2:18	16	
2:18	16	
<b>3:2</b>	<b>17</b>	
3:3	18	
1:10	24	

## Differences Between II Peter and Jude

<u>Jude</u>	<u>II Peter 2</u>
5	2:5 2:7,8
11	2:14
12	
13	2:19-22
14,15	
18	

## **Lesson 11 The Coming of the Lord (II Peter 3)**

### **Outline**

- A. Argument from the Flood (3:1-7)
  - 1. The Argument (3:1-4)
  - 2. The Counterexample (3:5-7)
- B. Promise of the Day of the Lord (3:8-13)
- C. Admonition to Diligence (3:14-16)

### **Questions on the Text**

- A1. What had been the purpose of both letters of Peter had written? What two sources of truth were they to remember (cf to 1:16,20)? The two characteristics of the false teachers are mockery and lusts. Does this suggest an intellectual as well as physical appeal? Which do you think motivates the other? (cf to Jude 16, II Pet 2:10, 12-14) What arguments do these men make? Who are the “fathers” (vs 4)?
- A2. What had these men forgotten? Was this oversight intentional? What three events are described as counter-examples to the false arguments? In each case what was the moving force behind the act? How does this reinforce 1:19 and 3:2?
- B. What unstated objection may be behind vs 8-10? (See also 4a.) Peter answers in two ways: first he questions the validity of assuming the delay in Christ’s coming has been “long,” and next, he explains the reason for the delay. What are his arguments? What characterizes the coming of a thief? What things are to be burned up? What question is asked based on this coming destruction? Is it answered here? (See vs 14.) What characterizes the new heavens and new earth?
- C. What are “these things” that we look for? What do they motivate us to do (cf to 1:11)? How should we view the “delay” of the Lord? How should it *not* be used? How might Paul’s teaching on God’s longsuffering and salvation be wrested to support the false teacher’s doctrines? What protection did Peter’s readers have? More than remaining inactive (not carried away), what does Peter encourage the readers to do?

### **Analysis**

- 1. One method of deceptive teaching (and false logic) is to focus on incomplete portions of information. How is that done today with respect to faith in God and the Judgment?
- 2. Verses 11 and 12 suggest that the coming of Christ is to be: a) acknowledged, b) looked for, and c) earnestly desired. Explain the implications of each.
- 3. Some have taken vs 5-7, compared to vs 13, and concluded that the world was somehow different before the flood. What other evidence for this can you find? (see Gen 2:5,6; 1:7; 7:11; 9:13.)
- 4. Many count on their own longevity and expected delay of judgment as a reason to delay their own submission to God. Is this not exactly what Peter is warning against in II Pet 3:9, 15 (and see Jude 4)?

## **Lesson 12 Persecution and Ideological Struggles (Overview)**

### **Two Challenges to our Faith**

1. I and II Peter address two different challenges which face saints. List the two challenges (see I Peter 4:16 and II Peter 2:1) and the key qualities one must have to overcome them (see I Peter 1:3,5,21 and II Peter 1:2,3,12).
2. Does the challenge in I Peter come from within or without? From where does the challenge in II Peter come? Which challenge is most likely to be present where a church has just recently been established, or where it is a small, little understood minority? Which is more likely where a church is large and influential? Which is most subtle or deceptive to the christian? Which is more dangerous to the unity of the church? Could either challenge cause one to fall away?
3. Thought Question: Do you see any connection between the occurrence of these two challenges? (For example, could one cause the other, prevent the other, etc.?) Think of the example Peter uses of Balaam (II Pet 2:15) for some ideas.

### **The Causes of Persecution in I Peter**

1. Look at the texts that describe the “suffering” and try to determine the exact nature of the persecution. That is, what was actually *done* to the christians? (2:12, 3:16, 4:4,14) What was actually said about them? (2:12; 3:16; 4:4) With what group of people were the christians grouped by their persecutors? (2:20, 4:15, 3:17) Do you think the persecution would go beyond mere words? (2:20; 4:12; 5:9) If christians were perceived as a strange, unhealthy, or even criminal element by their society, what everyday consequences would they endure?
2. Describe the kind of society that would result if the behavior described by I Peter were followed by all of its citizens. (see 2:1,13,14,16-18; 3:1,7,9; 4:15) If christians obeyed these commands, what kind of citizens would they be? What kind of families would they have? How would they perform at work? If christians were, for the most part, model citizens and family members, why would they be persecuted?
3. If these early christians were not a threat to the society (see 2:15, 3:16) what created the animosity? Could it have been their judgment of the behavior and eventual fate of the “world” (and their separation from it and superiority over it)? Note the absolute view the christians was to hold toward the sin, and approval of sin in the world, and the eventual fate of the ungodly. (2:16; 4:3,5; 4:17)
4. Do you see any evidence today that religious people who take an absolute view of Bible Truth (for example, the “religious right”), and the requirement for moral behavior, are disliked or mistrusted by many in our nation? Why are they disliked? Is there any evidence of persecution today that is similar to that which I Peter describes?
5. How are christians to view their relationship to the world? (1:1,17, 2:11; 2:5,9)



**A Relationship to the False Teaching in II Peter**

1. As persecution from the outside increased, Christians may have sought relief in two wrong ways. One, warned against in I Peter, was to give up--surrendering to the devil (see I Pet 5:8,9). The other, warned against in II Peter, was to modify one's beliefs and practices so they would not be offensive to the world. Key elements of the teaching of I Peter would have to be altered in order to eliminate the ideological conflict with the world. Fill in the chart below to show how the false teaching warned against by II Peter eliminates "offensive" elements of the gospel described in I Peter.

<u>"Offensive" Doctrines (from I Pet)</u>	<u>False Teacher's Positions (implied in II Pet)</u>
a. 1:15, 2:16	2:18,19
b. 4:3, 2:11	Jude 4; 3:16(?)
c. 1:25; 2:2; 4:11a	1:16
d. 1:3,4,9	3:4
e. 1:21; 3:22	1:16; 2:1
f. 4:5,17,18	3:4, 2:9

2. Consider the list of doctrines that the false teachers had rejected (and taught others to reject). How many "christian" religions still zealously teach the precepts listed below?
- God's commands are absolute and unchanging; full obedience is required.
  - Immorality can cause one to be lost and should not be tolerated in the Church.
  - The Scriptures are verbally inspired and should be carefully followed.
  - Jesus rose, bodily, from the dead, and so will we.
  - Jesus is the Son of God and has absolute authority as our King.
  - There is a Judgment Day coming when the wicked will be punished.

Why do most religious groups not actively teach these things as absolute truth? What [do they believe] will happen if they do? What is the attitude of most toward those groups who believe and actively teach these doctrines? How are they labelled?

3. Do you see evidence of compromise within the Church on these or other Bible doctrines? Give examples. What influences may be encouraging this compromise? Are the influences similar to those we have seen in I & II Peter? Can we expect them to continue. How will our study of I & II Peter help you deal with these struggles?

**Review Quiz**

1. List the Outline Sections for I Peter, ... and for II Peter:  

2. Where was I Peter written from? To whom was it written?      Approximately when was it written? By whom was it taken?
3. What is the primary topic addressed in I Peter?
4. In the metaphor of the new birth, list:
  - the seed
  - the father
  - the nourishment
  - the character of the children
5. What idea is included each time suffering is mentioned in I Peter?
6. What is the motivation for every command to proper behavior given in I Peter?
7. Describe the two duties we have as priests of God.
8. What characteristic is the Christian's primary protection in suffering?
9. List three ways in which elders might improperly exercise oversight of the flock.
10. What is the primary topic addressed in II Peter?
11. Give the purpose of the writing of Jude.
12. What characteristic is the Christian's primary protection against the false teachers?
13. Describe the relationship between II Peter and Jude, explaining their similarity.
14. What argument does II Peter make that the teachings of the apostles are not fables.
15. List three examples of God's judgment on the wicked (while delivering the righteous).
16. List three likely tenets of the false teaching and II Peter's answers to each.
17. Give an example of Jude's use of threes.
18. List the two key characteristics of the false teachers in II Peter and Jude.
19. From II Peter, list three counter-examples to the "closed world" of materialism.
20. List two answers from II Peter to the assertion that God is not coming again ("where is the promise of His coming?" ...etc).

## Notes on Overheads

**Outline of I Peter** - [self explanatory]

**The Great Salvation** - A time-sequenced arrangement of the information in chapter 1:1-13, showing the working out of God's will to bring about our salvation.

**Products of Salvation** - Shows that each of the qualities we are commanded to have (in I Peter 1:13-20) are motivated by the elements of the Great Salvation.

**Relationships Exhibiting the Products of Salvation** - Shows our responsibilities in relationships (as described in I Pet 2 & 3), and that each is really a result of our relationship with God.

**Origin of a Christian's Behavior** - A summary of the thought flow of the first three sections of I Peter.

**The Problem of Persecution** - Answers the question: why would faithful christians who were such good citizens be the victims of persecution? The chart gives all of the details available about the nature and items of persecution (left column) faced by the early christians, and highlights their beliefs (called "offensive doctrines") that were most likely the root cause of the friction with the world.

**Exhortations to Elders** - Shows the three terms used for elders (which are found in the text), and covers the three "not-but" pairs, and the implications about the nature of the office of a bishop.

**Outline of II Peter** - [self explanatory]

**Relationship of II Peter and Jude** - [self explanatory]

**A Comparison of II Peter and Jude** - [self explanatory]

**"These Things"** - A time-sequence chart of the contents of II Peter 1:3-21, showing 1) how God has intervened in the natural world, and 2) the current blessings ("these things") which we now have, through knowledge of what He has given us.

**Facts about False Teachers** - All the information (I could find) from II Peter that states or implies something about the false teachers against whom the letter is written.

*Note: Two key (and repeated) characteristics of the false teachers are that they 1) despise and ridicule any authority (control from God or any kind of dominion), and 2) (not surprisingly) they follow, instead, their own natural lusts. (see for example 2:10)*

**Despising Dominion** - Shows all the ways that God has entered into the natural world to work His will for men, and then illustrates how the false teachers reject every one of those works of God. (Illustrates the first of the two key characteristics described above.)

**"Offensive" Doctrines Rejected by the False Teachers** - Shows that the doctrines taught in I Peter, which were the root cause of conflict and persecution, are the very teachings that the false teachers rejected. (One possible explanation is that the false teaching is one reaction to the "oddness" of being a christian: that is changing our beliefs to match the culture around us. cf to Gal 6:12: "desire to make a fair show in the flesh")

**The False Teaching Warned Against by Peter and Jude** - Lists the likely tenets of the false teachers, and illustrates similar arguments and tactics used by today's humanists, such as the "Gay Rights" movement.

**Answers to the False Teachers from Peter and Jude** - [Self explanatory]

**Two World Views in Conflict (Then)** - Contrasts the Pagan and Christian belief systems, and lists four convictions (shown as lightning) which cause conflict between the christian and his worldly counterpart. Note that in the pagan system, the gods are not infinite and do not disturb (intervene, reveal themselves to, judge, attempt to change or punish) man, and man is left to follow his lusts.

**Two World Views in Conflict (Now)** - Contrast the True Christian and the Modernist Christian, showing the parallel to the conflicts that existed in the first century. Note that in most "modern" religions, while there is a concept of a transcendent God, He is separate and non-communicative, and religion is again a product of man's reasoning.