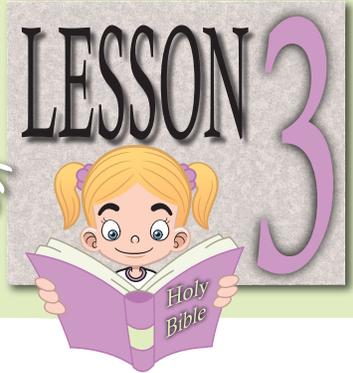


# Sodom and Gomorrah: Lot is in Bad Company

## Genesis 18-19



Old Testament 2  
Part 1: Abraham

## SUNDAY MORNING

Old Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Genesis 13:11-13; 18:16-19:29; 2 Peter 2:6-8; Jude 7; 2 Peter 3:17

### MEMORY WORK:

YOUNGER CHILDREN: "Evil company corrupts good habits" (1 Corinthians 15:33).

OLDER CHILDREN: "Do not be deceived: 'Evil company corrupts good habits'" (1 Corinthians 15:33).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- "[Oh, Be Careful, Little Eyes, What You See](#)"

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Abraham & Israel Bible fact cards](#) (provided under "O.T. 2 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- "Genesis Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- A Beka Flash-A-Card Series: Abraham and Isaac (DISCLAIMER: use the cards, *not the lesson book*)
- "[Map of Abram's Journeys](#)" (provided in the map section of the curriculum site)
- Use a magazine picture (or use one from clipart) of a lush, green landscape to describe the area around the southern and western sides of the Dead Sea. Draw a ball of fire to put over the cities at the appropriate time in the lesson. Cut a piece of brown paper the same size as the lush landscape; lightly brush it with white glue and sprinkle salt over the glue. Use the brown paper to show the complete



**destruction of the cities.**

- ***Does God Love Michael's Two Daddies?*** by Sheila Butt, Apologetics Press
- **Sodom and Gomorrah images from [freebibleimages.com](http://freebibleimages.com) (DISCLAIMER: some representations may be biblically inaccurate)**

## LESSON STARTS HERE

### TEACHING ALERTS:



- Note that angels when on Earth are consistently portrayed as having the appearance of a human male (i.e., without wings; e.g., Genesis 18-19; Hebrews 13:2; Judges 13), though sometimes glowing/shining (e.g., Luke 24:4; Daniel 3:25).

### PERSONAL APPLICATION:

People influence me for good or bad, so I need to make good choices about the friends and people I am around. I also need to remember that selfishness often leads to bigger problems.

### INTRODUCTION: (YOUNGER CHILDREN)

Last week, we studied about how Abram shared. Who did he share with? (Lot) What did he share? (Land that God promised him) He let Lot pick first and the best land. What can we share with our friends? When can we let others “go first”? Today, we are going to talk about Lot and about how he moved to a bad city.

### INTRODUCTION: (OLDER CHILDREN)

How do you choose your friends? Do you feel that the people who you spend time with have any influence on you? (Discuss) Our story today shows us how the choices we make about who our friends are and who we hang around with affects us. It is important for us to make decisions that will keep us around good people who are trying to obey God, too.

### POINTS TO EMPHASIZE:

1. For younger children: Focus on main points about Lot moving to a wicked city and about how God destroyed the city with fire. Discuss the importance of picking good friends to be around and the importance of putting good things in our mind (Not watching bad TV shows, etc.). We should think about good things and pick friends who also try to think about good things and do what's right.
2. When Abram gave Lot his choice of land, Lot moved toward the city of Sodom, which was most likely located on the southwestern coast of the Dead Sea. Genesis 13:10 says that this area was “like the garden of God” at this time. As time went by, Lot moved closer and closer to Sodom until he actually lived inside the city, which was already known for its great wickedness.



**NOTE:** In Genesis 17, God appeared to Abram again, renewed His covenant, and instructed Abram to circumcise the males in his household, and his descendants. This, too, was part of the covenant. At that time, God changed Abram's name to Abraham, and Sarai's name to Sarah.

3. The Lord (in the form of a man) and two angels appeared to Abraham and told him that Sodom and Gomorrah would be destroyed, because there were so many wicked people there. Remember that God destroyed the whole world by flood in Noah’s day because the people had become so wicked. God promised not to destroy the whole world again by flood, but He would punish different groups of people at different times because of their wickedness.
4. Since Lot and his family were in Sodom, Abraham asked God if He would spare the cities if there were even a few righteous people there. Abraham asked God if He would not destroy the cities if there were 50 good people there. Knowing how wicked the cities were, Abraham asked six more times to spare the cities for the sake of the righteous. He pleaded with God for 45 people, then 40, then 30, 25, 20, and finally only 10 people. God agreed to leave the cities alone if there were only 10 righteous people in the cities. (We don’t know how many people lived in the cities. But if they were the size of even a small U.S. city [give the name of a familiar city in your area] and there were not even 10 good people, imagine what a horrible place this would have been to live in!)



**RECOMMENDED READING FOR TEACHERS:** See the article “[“Righteous Lot?”](#)” by Eric Lyons on the Apologetics Press Web site for a response to a charge against the Bible regarding 2 Peter 2:7-8 and its depiction of Lot as “righteous.”

5. The two angels left Abraham and went on to Sodom. They arrived there in the evening. Lot was sitting at the city gate and saw them coming, not knowing they were angels (Lot sitting at the city gate meant he was a man of prominence.). He invited them to his home and prepared food for them. The two strangers said they would just spend the night in the city square, essentially sleeping on the street. But Lot knew that something terrible could happen to them if they stayed on the street, and he insisted that they spend the night in his house.
6. When the people of Sodom found out that two strangers had come to Lot’s house, they came from every part of the town to Lot’s house and tried to get the two strangers to come outside. Lot knew the huge mob would hurt his guests and treat them very badly. When Lot wouldn’t send his guests out to the mob, they tried to break down the door of the house. [Use discretion when discussing the sin of homosexuality with the class.]
7. The angels then struck blind all the people in the huge crowd, and the mob left Lot alone.
8. The angels told Lot that they were from the Lord and that the cities were about to be destroyed by Him. They told Lot to get every member of his family ready to leave town quickly.
9. Lot told his two sons-in-law that they had to leave quickly, but they thought Lot was joking and refused to leave town.
10. Early the next morning, the angels told Lot it was time to leave. When he hesitated, they took Lot, his wife, and his two daughters by the hand and led them out of the city, telling them not to look back.
11. Lot and his daughters hurried toward the city of Zoar, a few miles away. When they were at a safe distance, God sent fire and **brimstone** from the heavens and completely destroyed the cities. Lot’s wife did not listen to the warning of the angels and turned around to look at the city that had been her home for so long. Instantly, she turned into a pillar (large block) of salt.



**NOTE:** **Brimstone**, in the Old Testament, is translated from a Hebrew word which means bitumen or pitch, which is very flammable. “**Sulphur**” is often given as the meaning of brimstone. Whatever the meaning, the destruction of “the cities of the plain” was so complete that the area was uninhabitable for 2,500 years.



**NOTE:** The angels told Lot to go to the mountains, but he was given permission to go east to Zoar. After the destruction of Sodom and Gomorrah, Lot decided to go to the mountains and live in a cave (Genesis 19:30). For more information on the location of Sodom, Gomorrah, and the other “cities of the plain, see: [https://www.youtube.com/watch?v=Fz\\_EB5Igw1U](https://www.youtube.com/watch?v=Fz_EB5Igw1U).

12. From his tent, miles away in Hebron, Abraham looked toward the cities of Sodom and Gomorrah the next morning and could see great clouds of smoke from the destruction.
13. Lot had not intended for his family to be influenced in bad ways by choosing to live in Sodom. But his two daughters married very wicked men who had no respect for their father-in-law, and his wife became so attached to that wicked place that she willfully disobeyed God. (It is highly possible that Lot met and married his wife after he moved to Sodom. She was very likely leaving family and friends behind.)

**HISTORICAL NOTE:** Historical research suggests that there was no civilization of any kind on the plains around the Dead Sea from the Early Bronze Age (2,500 to 1,800 B.C., which covered the time of Abraham) until Byzantine times, 600 years after Christ. “The region was so destroyed, as the Bible says, that it took 2,500 years of climatic influence to bring it again to a condition fit for habitation.”

“The only correct description of the natural conditions of life on the plain ever given is that found in Genesis, ‘like the garden of the Lord’ ‘before the Lord destroyed Sodom and Gomorrah’ (Genesis 13:10). The climate is an ideal winter climate. With proper irrigation ten thousand acres could be turned into a tropical garden in which five crops a year could be raised, and this region would then be again a veritable ‘garden of the Lord.’” Geologists have uncovered evidence of the great catastrophe recorded in the Bible. “This is a burned-out region of oil and asphalt. It is 150 feet thick and exposed for six miles; how much may be under the ground no one knows. This stratum of salt is overlaid with a stratum of marl through which is mingled free sulphur in a very pure state.... The great smoke, like the smoke of a furnace, which Abraham saw from far-off Hebron, is explained when we remember the asphalt that is found in this region. What makes a greater smoke than boiling asphalt! Thus the remains in this region show that the catastrophe did take place exactly as narrated in Genesis” (*Living Bible Encyclopedia*, vol. 15).

**RECOMMENDED READING FOR TEACHERS:** See the book *Homosexuality: Scripture, Society, Science, & Psychology* by Jeff and Dave Miller, the media options on homosexuality (e.g., a short video and long audio), and the article “The Unity of the Bible” by Kyle Button the Apogetics Press Web site for relevant articles relating to the Sodom and Gomorrah narrative.



**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- Click here for complete [Activity Book](#) and [Answer Keys](#).

**Ages 2-5:**

- NOTE: See Wednesday’s Activities
- “[Lot is in Hot Water Coloring Sheet](#)” (provided in activity sheets)
- Draw a rough outline of an ancient city’s skyline. Draw a woman’s silhouette looking back at the city. Write the memory verse on the paper. For four and five year olds, write the verse in dotted lines so that the children can trace around each letter and “write” the verse on their own. Make enough copies for all the children in your class. For four and five year olds, die cut figures of a woman could be made; the children could glue onto their papers. Let the children brush a thin layer of white glue onto the silhouette, then sprinkle salt on it. They can also color flames over the cities.
- Have teachers (or students, as is age appropriate) act out a situation where one person is selfish and chooses a “better” toy or other appealing item. To show the proper behavior, one person demonstrates unselfishness, allowing the other to choose first.
- Cut out squares of various sizes from brown construction paper to serve as houses. Ask the children to draw windows and doors on the squares and then glue them onto a piece of white poster board or butcher paper to make a city. As the teacher introduces the lesson (or reviews the lesson), the children can color the background of the “city” orange and red to show that God destroyed Sodom and Gomorrah with fire from heaven.

**1st-2nd Graders:**

- NOTE: See Wednesday’s Activities
- Have teachers (or students, as is age appropriate) act out a situation where one person is selfish and chooses a “better” toy or other appealing item. To show the proper behavior, one person demonstrates unselfishness, allowing the other to choose first.
- “[Code Activity](#)” (provided in activity sheets)
- “[Lot is in Hot Water Word Search](#)” (provided in activity sheets)

**3rd-4th Graders:**

- Have the children read Genesis chapters 18-20.
- Print off copies of the following issue(s)/articles of *Discovery Magazine* from the Apologetics Press Web site, and have the students read the issues and do the activities in the activity section (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): [September, 2006](#); “Entertaining Angels” ([April, 2017](#))
- “[What God Says about Homosexuality](#)” AP kids tract
- “[Code Activity](#)” (provided in activity sheets)
- “[Lot is in Hot Water Activity](#)” (provided in activity sheets)
- “[TV Violence and You](#)” article and crossword puzzle (provided in activity sheets)
- “[Lot is in Hot Water Activity](#)” (provided in activity sheets)—You can put the activities on a Power Point slide or transparency and project them onto the board to do as a whole class activity.
- Have the children read pp. 38-41 of *Noah and the People of Faith*, Contemporary Bible Series, Scandinavia, Contemporary English Version (DISCLAIMERS: p. 8—change “give life to” to “bring forth”; p. 13—remove “before the day is over” from the last sentence; p. 20—change “destroy” to “rule over”; p. 24—change appropriate sentences to “every kind of land animal...”

and “Noah took males and females of every...”).

## SONGS:

### “OH, BE CAREFUL LITTLE EYES WHAT YOU SEE” ([Click to Hear](#))

Author: Unknown\*

(Tune: See Internet)

Oh, be careful little eyes what you see. (REPEAT)  
For the Father up above,  
Is looking down in love.  
So, be careful little eyes what you see.

Oh, be careful little feet where you go. (REPEAT)  
For the Father up above,  
Is looking down in love.  
So, be careful little feet where you go.

Oh, be careful little ears what you hear. (REPEAT)  
For the Father up above,  
Is looking down in love.  
So, be careful little ears what you hear.

Oh, be careful little mouth what you say. (REPEAT)  
For the Father up above,  
Is looking down in love.  
So, be careful little mouth what you say.

Oh, be careful little hands what you do. (REPEAT)  
For the Father up above,  
Is looking down in love.  
So, be careful little hands what you do.

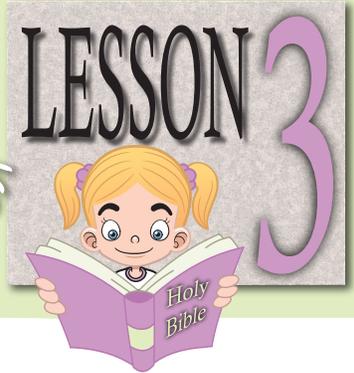
\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



# Sodom and Gomorrah: Lot is in Bad Company

## Genesis 18-19



Old Testament 2  
Part 1: Abraham

## WEDNESDAY EVENING

Old Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Genesis 13:11-13; 18:16-19:29; 2 Peter 2:6-8; Jude 7; 2 Peter 3:17

### MEMORY WORK:

YOUNGER CHILDREN: "Evil company corrupts good habits" (1 Corinthians 15:33).

OLDER CHILDREN: "Do not be deceived, 'Evil company corrupts good habits'" (1 Corinthians 15:33).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- "[Oh, Be Careful, Little Eyes, What You See](#)"

### LESSON VISUALS AND TEACHING AIDS:

- **See Sunday morning lesson**

### PERSONAL APPLICATION:

People influence me for good or bad, so I need to make good choices about the friends and people I am around. I also need to remember that selfishness often leads to bigger problems.

### INTRODUCTION:

- [Abraham & Israel](#) Bible fact cards (provided under "O.T. 2 Bible Facts" on curriculum Web site)
- Review Sunday's lesson (see [O.T. 2 Review Questions](#) for example questions)



## POINTS TO EMPHASIZE:

1. With the appropriate discretion, discuss the fact that God set up marriage in Genesis 2 to be between one man and one woman—not two women and one man; not one woman and another woman; not one man with another man; and not a man and a plant or animal. Discuss the fact that many people today, just like in the days of Sodom and Gomorrah, have ignored God’s plan for the home regarding marriage. But if we neglect God’s will, we will not have the kind of homes that will make us happy. “Happy is he who keeps [God’s] law” (Proverbs 29:18).
2. As is age appropriate, and if the parents of your students give their approval, read Apologetics Press’ [\*Does God Love Michael’s Two Daddies?\*](#) to the students.

## PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning lesson
- On Sunday morning, take a picture of the class. Bring copies of the photo (one for each child) to class Wednesday night (Be sure to make extra copies for anyone who was not in Bible class on Sunday morning.). Help the children decorate a frame for their pictures. On the frame write, “Good friends help me do what’s right!” (Foam frames, purchased from a craft store, can be decorated with foam cutouts. Magnetic tape can be added to the back. Frames can also be made with craft sticks and decorated with stickers.)

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