

# ***Facts and Faith: Biblically Responsible Lessons For Diverse Classrooms***



Crafted by a dedicated team of expert educators and ministers from diverse Christian denominations, these lesson plans by Defense of Democracy are designed to meet Oklahoma Academic Standards and Superintendent Walters' OSDE Instructional Support Guidelines for Teachers directive. Our mission is to promote inclusivity and ensure emotional and physical safety for all students. These rigorous, Bible-based lessons reflect our commitment to historically and scientifically accurate education, fostering shared experiences across all backgrounds.



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# ***Lesson: When Inhospitality Turns Deadly!***



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# Lesson Plan

## When Inhospitability Turns Deadly!



### Summary


1. **Subject(s):** Advanced Literary Analysis 12.2.R.1, 12.3.R.1, 12.3.R.2, 12.4.R.3, 12.2.W.2, 12.3.W.4, 12.3.W.5, 12.4.W.1, 12.5.W.1, 12.5.W.2, 12.5.W.3, 12.6.W.2, 12.8.W
2. **Topic or Unit of Study:** English, Language Arts
3. **Grade/Level:** 12<sup>th</sup> Grade
4. **Objective:** Analyze the story found in Genesis 19: 1-29 NRSVue
5. **Time Allotment:** 2 Class Periods

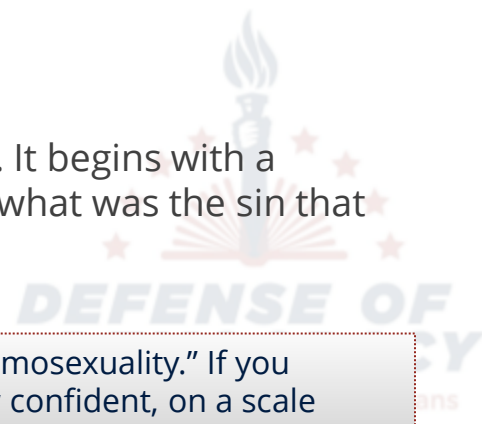
 **Pro Educator Tip:** This is a story MANY of your learners will already be at least passingly familiar with. There may be some anxiety from some of your learners when you begin this story. Do your best to put them at ease, but, as always, their mental health should come first, so, ensure that everyone is okay throughout this lesson. It deals with some intense themes including sexual assault. You know your learners, but, we strongly recommend a content warning.

### Implementation

#### Learning Context:


The basic premise of this lesson is determining the stated reason for God's destruction of Sodom and Gomorrah. This is an introductory research question. You will be providing your learners with a comprehensive list of sources they can use for this project. During future projects, they will have access to more resources. Many of your learners will believe that they already know the reason for their destruction, so, using evidence from The Bible, they should make their case.

 **Pro Educator Tip:** The provided text is from the most current version of the [Updated New Revised Standard Version](#) of the Christian Bible. Many scholars consider this version to be the most accurate translation. If your learners ask that is why this text was included. It is abbreviated "NRSVue." Some of your learners may be more familiar with other versions and you can tell them that is great, but for this class, the NRSVue will be the version that you intend to use.



## Procedure:

a. **Anticipatory Set:** The setup for this lesson is pretty easy. It begins with a question. Ask your class: According to the Christian Bible, what was the sin that caused the destruction of Sodom and Gomorrah?

 **Pro Educator Tip:** Many of your learners will give answers like “Homosexuality.” If you receive an answer like that, follow up with that learner and ask “How confident, on a scale from 1 to 10, are you of your answer?”

## Class Period 1:

b. **Direct Instruction:** If you have digital resources (if your district is 1:1 or if your learners have access to Chromebooks or computers during your periods) provide your learners with the Initial Genesis Text below. If you do not have access to digital resources, but do have the ability to print out the passages, do so. Ask for a volunteer to read the passage. If you don’t have a really strong reader, you can switch off after verses 11 and 23.

### Some notes if they come up:

The first thing to note here is the fact that these are angels. However, it isn’t apparent to anyone in the story that they are angels. Your learners have likely learned of “dramatic irony,” but this is a good time to remind them of that idea when the readers are given information that most of the characters in a story don’t have. It is not, at all, uncommon, in Biblical stories for angels to be completely indistinguishable from adult men. The idea of angels with wings and halos is from Bible fan fiction. (If learners try to bring up things like Cherubim or Seraphim tell them that those discussions are outside of the scope of this lesson and that you are sure that your local library has excellent resources if they are really interested in continuing that line of research.)

The Hebrew root for the word that is translated as “know” and “known” in verses 5 and 8 is  $\text{יָדָע}$  (Written yada using letters from the English alphabet, and pronounced [like this](#).) In this context, “to know” means “to engage in sexual relations with.” So, the call from Verse 5, in a more modern English might read more like “Where are the men who came to you tonight? Bring them out to us, so that we may sexually assault them.” Many believe this to be an idiomatic expression, but, according to the [Online Etymology Dictionary](#) this was, actually, a standard meaning more akin to how we might use the verb “to experience.”


## Class Period 1 cont.:

b. **Direct Instruction cont.:** Also, your learners may notice that the men in Sodom call Lot an “alien.” They mean “Foreigner.” And this is because, earlier in Genesis (Genesis 13:12), Lot split off from his brother and ended up settling in Sodom. So, he is still pretty new to this city. Once you get past specific textual questions you are ready to move on to the research component.

c. **Guided Practice:** Have your learners take out a sheet of notebook paper, or, open a new document. They need to put their name and date (or whatever format you use) at the top of the page. Then have them copy the research question:

*According to the Christian Bible, what was the sin that caused the destruction of Sodom and Gomorrah?*

Tell them that over the next class period, they will collect evidence from passages you provide and generate an arguable thesis statement using evidence from the text to reinforce their position.

 **Pro Educator Tip:** This lesson is getting your learners ready to write full research papers. By providing them with all the resources they need the focus here is crafting an excellent thesis statement. Be available for your learners while they work to draft their statements.

## Class Period 2:

d. **Check for Understanding:** Provide your learners with the Supporting Accounts from The Bible. Tell them that this assignment will be their development of an arguable thesis statement.

**Here are some examples in case you need them:**

**Research Question:** What impact has the Marvel Cinematic Universe (MCU) had on the film industry?

**Thesis Statement:** The Marvel Cinematic Universe has significantly impacted the film industry by popularizing the concept of interconnected movie franchises, leading to a surge in similar cinematic universes such as the DC Extended Universe and Monsterverse and altering the landscape of blockbuster filmmaking.

## Class Period 2 cont:

### d. Check for Understanding cont.:

**Research Question:** How does the TV show “Black Mirror” reflect societal anxieties about technology?

**Thesis Statement:** “Black Mirror” reflects societal anxieties about technology by presenting dystopian scenarios that highlight the potential dangers of unchecked technological advancement such as drones, intrusive social media, and identity theft and its impact on human behavior and relationships.

**Research Question:** What role does music play in the cultural identity of Generation Z?

**Thesis Statement:** Music plays a crucial role in the cultural identity of Generation Z by serving as a medium for self-expression, social connection, and activism, reflecting the values and concerns of this generation.


**Research Question:** What is the primary theme of “The Hunger Games” series?

**Thesis Statement:** The primary theme of “The Hunger Games” series is the critique of societal inequality and the abuse of power, as illustrated by the oppressive regime of the Capitol and the protagonist’s fight for justice and freedom.

Once you have these examples on your board or presented to your learners ask them to write an arguable thesis statement on the sheet they prepared yesterday in response to the Research Question: According to the Christian Bible, what was the sin that caused the destruction of Sodom and Gomorrah? They may use any of the evidence that you have included in the student version of the “Supporting Accounts from The Bible.” Work with them to craft grammatically correct well-supported thesis statements. Tell them, these are for a grade.


e. **Closing:** This is just the first step in writing a research paper. Ask your learners if some of them want to share their statements with the class (or mind if you read them to the class.) You can discuss (time permitting) how they differ and are similar. Finally, ask your learners to consider hospitality as a theme. If you have time to discuss see if they have new perspectives on a story they thought they knew.

## Differentiated Instruction

 **Pro Educator Tip:** Recognize that learners exhibit diverse learning modalities. You can employ a range of pedagogical strategies to effectively engage and instruct a heterogeneous student body by deliberately considering this variability.

- a. Visual Learners
- b. Auditory Learners
- c. Kinesthetic Learners
- d. ESL Students - It should be easy to obtain Bible verses in whatever language you need for this assignment. Be sure you check with district staff to ensure that the research question is translated correctly.
- e. At-risk Students: Again, this lesson deals with sexual assault. Pay special attention to your at-risk students to ensure that they are mentally doing well throughout the lesson.
- f. Advanced Learners

## Materials & Resources

 **Pro Educator Tip:** Choose supplementary materials that will enhance your lesson (books, videos, etc.), YOU KNOW YOUR LEARNERS! Find resources that ENHANCE this lesson and make your instruction an engaging learning experience for all of your learners!

- a. **Instructional Materials:** see the included Initial Genesis Text and Supporting Accounts from The Bible.
- b. **Suggested Resources:**
  - [The Jewish Perspective](#)
  - [The SIN of Sodom and Gomorrah was NOT what you think!](#) – Discusses sexual assault
  - [What was the sin of Sodom & Gomorrah?](#) - Discusses sexual assault
  - The [story of Sodom and Gomorrah](#) asks us to consider our own inhospitality



## ***Initial Genesis Text***

19 The two angels came to Sodom in the evening, and Lot was sitting in the gateway of Sodom. When Lot saw them, he rose to meet them and bowed down with his face to the ground. 2 He said, "Please, my lords, turn aside to your servant's house and spend the night and wash your feet; then you can rise early and go on your way." They said, "No; we will spend the night in the square." 3 But he urged them strongly, so they turned aside to him and entered his house, and he made them a feast and baked unleavened bread, and they ate. 4 But before they lay down, the men of the city, the men of Sodom, both young and old, all the people to the last man, surrounded the house, 5 and they called to Lot, "Where are the men who came to you tonight? Bring them out to us, so that we may know them." 6 Lot went out of the door to the men, shut the door after him, 7 and said, "I beg you, my brothers, do not act so wickedly. 8 Look, I have two daughters who have not known a man; let me bring them out to you, and do to them as you please; only do nothing to these men, for they have come under the shelter of my roof." 9 But they replied, "Stand back!" And they said, "This fellow came here as an alien, and he would play the judge! Now we will deal worse with you than with them." Then they pressed hard against the man Lot and came near the door to break it down. 10 But the men inside reached out their hands and brought Lot into the house with them and shut the door. 11 And they struck with blindness the men who were at the door of the house, both small and great, so that they were unable to find the door.

### Sodom and Gomorrah Destroyed

12 Then the men said to Lot, "Have you anyone else here? Sons-in-law, sons, daughters, or anyone you have in the city—bring them out of the place. 13 For we are about to destroy this place, because the outcry against its people has become great before the Lord, and the Lord has sent us to destroy it." 14 So Lot went out and said to his sons-in-law, who were to marry his daughters, "Up, get out of this place, for the Lord is about to destroy the city." But he seemed to his sons-in-law to be jesting.



## ***Initial Genesis Text cont.***

15 When morning dawned, the angels urged Lot, saying, "Get up, take your wife and your two daughters who are here, or else you will be consumed in the punishment of the city." 16 But he lingered, so the men seized him and his wife and his two daughters by the hand, the Lord being merciful to him, and they brought him out and left him outside the city. 17 When they had brought them outside, they said, "Flee for your life; do not look back or stop anywhere in the plain; flee to the hills, or else you will be consumed." 18 And Lot said to them, "Oh, no, my lords; 19 your servant has found favor with you, and you have shown me great kindness in saving my life, but I cannot flee to the hills, for fear the disaster will overtake me and I die. 20 Look, that city is near enough to flee to, and it is a little one. Let me escape there—is it not a little one?—and my life will be saved!" 21 He said to him, "Very well, I grant you this favor too and will not overthrow the city of which you have spoken. 22 Hurry, escape there, for I can do nothing until you arrive there." Therefore the city was called Zoar. 23 The sun had risen on the earth when Lot came to Zoar.


24 Then the Lord rained on Sodom and Gomorrah sulfur and fire from the Lord out of heaven, 25 and he overthrew those cities and all the plain and all the inhabitants of the cities and what grew on the ground. 26 But Lot's wife, behind him, looked back, and she became a pillar of salt.

27 Abraham went early in the morning to the place where he had stood before the Lord, 28 and he looked down toward Sodom and Gomorrah and toward all the land of the plain and saw the smoke of the land going up like the smoke of a furnace.


29 So it was that, when God destroyed the cities of the plain, God remembered Abraham and sent Lot out of the midst of the overthrow, when he overthrew the cities in which Lot had settled.



## **Supporting Accounts from The Bible and Significance - Teacher Version**

 **Educator Explanation:** Significance of the text itself: First off, what does the Genesis 19 story actually say and not say? Yes, the men are trying to break into Lot's house to sexually assault them, but, if the reader is intended to see the significance of the victim's gender, why does Lot offer up his daughters? Also, the text makes a special mention of when the men of Sodom call out Lot for being a foreigner himself. These clues in the initial tale point us towards the answer already.


**Genesis 13:10** Lot looked about him and saw that the plain of the Jordan was well watered everywhere like the garden of the Lord, like the land of Egypt, in the direction of Zoar; this was before the Lord destroyed Sodom and Gomorrah.

 **Educator Explanation:** Significance - The citizens living in the cities of Sodom and Gomorrah experienced what the text describes as a comfortable lifestyle. Lot mentally compares them to the Biblical tales of the Garden of Eden or a paradise.

**Genesis 13:13** Now the people of Sodom were wicked, great sinners against the Lord.

 **Educator Explanation:** Significance - This is The Bible simply stating that the citizens were great sinners.

**Ezekiel 16: 49-50** 49 This was the guilt of your sister Sodom: she and her daughters had pride, excess of food, and prosperous ease but did not aid the poor and needy. 50 They were haughty and did abominable things before me; therefore I removed them when I saw it.

 **Educator Explanation:** Significance - This is likely the most direct piece of evidence, so it is in the middle of the pack here. It explicitly states that because Sodom did not aid the poor and needy despite having an easy lifestyle in a paradise they were destroyed.




## **Supporting Accounts from The Bible and Significance - Teacher Version cont.**

**Wisdom 10:6–8** 6 Wisdom rescued a righteous man when the ungodly were perishing; he escaped the fire that descended on the Five Cities ★. 7 Evidence of their wickedness still remains: a continually smoking wasteland, plants bearing fruit that does not ripen, and a pillar of salt standing as a monument to an unbelieving soul. 8 For because they passed wisdom by, they not only were hindered from recognizing the good but also left for humankind a reminder of their folly, so that their failures could never go unnoticed.


★ This is a reference to Sodom and Gomorrah.

 **Educator Explanation:** Significance - The claim here is that the citizens were “ungodly” and “wicked.”


**Wisdom 19:13-14** 13 The punishments did not come upon the sinners without prior signs in the violence of thunder, for they justly suffered because of their wicked acts, for they practiced a more bitter hatred of strangers. 14 Others had refused to receive strangers when they came to them, but these made slaves of guests who were their benefactors.

 **Educator Explanation:** Significance - This is a passage directly addressing the law of hospitality. It can be used as an argument for how citizens treated angels directly leading to their destruction.

**The Epistle of Jude 1:7** Likewise, Sodom and Gomorrah and the surrounding cities, which, in the same manner as they, indulged in sexual immorality and pursued unnatural lust ★, serve as an example by undergoing a punishment of eternal fire.


 **Educator Explanation:** Significance - ★ Literally, “went after other flesh.” This is an important footnote. The translators choose to directly state one possible meaning here in Jude 1:7, however, there is quite a bit of debate over the meaning of these four Greek words: “apelthousai opisō sarkos heteras.” ([Here is a reading in Greek and English](#), note the timestamp) Let’s look at the meaning of these words individually:  
Απελθοῦσαι - from the root ἀπέρχομαι ([Pronunciation](#)) which means to go away from or to depart from. In this sense the literal meaning of the word is “pursued”  
Οπίσω - ([Pronunciation](#)) After (This can also be translated as “behind” or “back,” but, in this context, it is obvious that it means “after.”)  
Σάρξ - ([Pronunciation](#)) this word can be translated as “flesh,” “body,” or even “meat.” Most commonly it is rendered as “flesh” in this verse.  
Ἐτέρας - This is the feminine possessive form of ἕτερος ([Pronunciation](#)). This word means “This or that,” “either/or,” or, in this case, “different” or “other.”

## **Supporting Accounts from The Bible and Significance - Teacher Version cont.**


 **Educator Explanation cont.:** While a possible meaning is pursued unnatural lust an equally valid translation would be something like “experimented with cannibalism,” translating the words to mean “went after different meats.” Perhaps, the most important thing to note here is the gender of the adjective. This is undisputed across every version of Jude scholars have recovered thus far. Whatever is being discussed, the author chose the feminine gender to describe it.

Significance - Other possible sins for your learners to argue.

**Jeremiah 23: 14** But in the prophets of Jerusalem I have seen a more shocking thing: they commit adultery and walk in lies; they strengthen the hands of evildoers, so that no one turns from wickedness; all of them have become like Sodom to me and its inhabitants like Gomorrah.

 **Educator Explanation:** Significance - The key here is that they are wicked like Sodom and Gomorrah, not necessarily that adultery was (or wasn't) one of the sins of Sodom and Gomorrah.

**3 Maccabees 2:5** 5 You consumed with fire and sulfur the people of Sodom who acted arrogantly, who were notorious for their vices, and you made them an example to those who should come afterward.

 **Educator Explanation:** Significance - The people of Sodom were arrogant and had many vices.



## **Supporting Accounts from The Bible and Significance - Student Version**

**Genesis 13:10** Lot looked about him and saw that the plain of the Jordan was well watered everywhere like the garden of the Lord, like the land of Egypt, in the direction of Zoar; this was before the Lord destroyed Sodom and Gomorrah.

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## **Supporting Accounts from The Bible and Significance - Student Version cont.**



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### 🙄 Explanation, please!?!?

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