

Just Say No!

Exploring Temptation Through the Lotus Eaters

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Published by *K20 Center*

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Grade Level	9th – 10th Grade	**Time Frame**	90–120 min
Subject	English/Language Arts	**Duration**	2–3 class periods
Course	World Literature		

Essential Question

How can a person's decisions and actions change their life and others' lives? How do the decisions and actions of characters reveal their personalities?

Summary

Students will read and view different portrayals of the lotus eaters from Greek mythology and classical literature. Students will compare and contrast the selections, then put themselves in the position of the sailors and determine whether they would succumb to temptation.

Snapshot

Engage

Students watch a movie clip from *Percy Jackson and the Olympians: The Lightning Thief* and begin to fill out Venn diagrams.

Explore

In groups, students participate in an ABC Graffiti activity about common temptations.

Explain

In pairs, students read two portrayals of the lotus eaters and fill out additional sections of their Venn diagrams.

Extend

Students create presentations in which they reflect on the sailors' actions and explain how they would react differently to temptation.

Evaluate

Students provide feedback on their peers' presentations and submit their completed Venn diagrams.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

SYN301: Make straightforward comparisons between two passages

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.1.S.3: Conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues.
9.3.R.7: Analyze how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.
9.7.R: Analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.

Attachments

- ABC Graffiti—Just Say No - Spanish.docx
- ABC Graffiti—Just Say No - Spanish.pdf
- ABC Graffiti—Just Say No.docx
- ABC Graffiti—Just Say No.pdf
- Excerpt from The Odyssey—Just Say No - Spanish.docx
- Excerpt from The Odyssey—Just Say No - Spanish.pdf
- Excerpt from The Odyssey—Just Say No.docx
- Excerpt from The Odyssey—Just Say No.pdf
- Lesson Slides—Just Say No.pptx
- Presentation Rubric—Just Say No - Spanish.docx
- Presentation Rubric—Just Say No - Spanish.pdf
- Presentation Rubric—Just Say No.docx
- Presentation Rubric—Just Say No.pdf
- Venn Diagram—Just Say No - Spanish.docx
- Venn Diagram—Just Say No - Spanish.pdf
- Venn Diagram—Just Say No.docx
- Venn Diagram—Just Say No.pdf

Materials

- Lesson Slides (attached)
- Venn Diagram handout (attached; one per student)
- ABC Graffiti handout (attached; one per group) or poster paper hung around the room
- Excerpt from *The Odyssey* (attached; one per pair of students)
- "The Lotos-Eaters" poem excerpt (linked; one per pair of students)
- Presentation Rubric (attached; one per student)
- Pens or pencils
- Markers
- Student devices with camera and internet access

15 minutes

Engage

Introduce the lesson using the attached **Lesson Slides**. Let students know they will examine three different media portrayals of the same topic: exploring temptation through the lotus eaters.

Display **slide 3** to show students the essential questions that will guide their learning. Next, display **slide 4** and let students review the lesson objectives.

Display **slide 5** and distribute the attached **Venn Diagram** handout to each student. Inform students they will work independently to complete the top outside circle with details from the following movie clip.

Display **slide 6** and play the Lotus Casino scene from *Percy Jackson and the Olympians: The Lightning Thief.*

Embedded video

https://youtube.com/watch?v=p9-Fbl2QVJc

Once the clip is over, give students time to complete the top outside circle of their Venn diagrams. Ask students to keep their Venn diagrams on hand, as they will return to them soon.

25 minutes

Explore

Display **slide 7** and let students know they will participate in a group activity using the ABC Graffiti strategy.

Place students in small groups and ask them the following question: "What are different temptations that people face?"

Provide each group with a different-colored fine-tipped marker and a copy of the attached **ABC Graffiti** handout.

Teacher's Note: Optional Facilitation

You may instead choose to hang poster paper around the classroom that lists the alphabet in two columns (one letter per row in each column). Make sure to leave enough room for students to write. If technology is available, students can complete this activity using Google Classroom to create a collaborative document.

Display **slide 8**. Ask student groups to write words and phrases for as many letters as possible in the time provided. To complete the activity, students must use their prior knowledge of different motivations people could have for their actions. Give students an allotted amount of time, ideally 2–3 minutes.

When time is up, display **slide 9**. Have student groups rotate to the next poster. They should take their marker with them so their contributions can be traced back to their corresponding marker color. Have each group pick up where the last group left off, again adding words and phrases for each blank letter. If time allows, students can also add words and phrases to letters that were previously used.

When time is up, display **slide 10** and have student groups rotate once more. After the third round, ask students to return to their seats.

Engage students in a whole-class discussion about what they wrote or saw on the posters and what they identified about common temptations. What words and phrases did the posters have in common?

25 minutes

Explain

Display **slide 11** and inform students that they will read one of two texts about the lotus eaters.

Assign one group of students to read an excerpt from the poem "The Lotos-Eaters" by Alfred, Lord Tennyson. Have these students get out their devices with internet access and provide them with the link to the reading.

Assign the second group of students to read the attached **Excerpt from The Odyssey** handout and pass out the appropriate number of copies. The handout includes space for annotations.

As each student reads independently, ask them to complete an outer section of their Venn diagram based on their assigned text. Encourage students to take notes on what the lotus eaters were doing (or not doing), what they were forgoing, how the people around them were reacting, and any other pertinent information they identify in the text.

Once students have finished reading and have completed the appropriate outer section of their Venn diagrams, display **slide 12** and pair up students. Each student pair should consist of one student who read the poem excerpt and one who read the excerpt from *The Odyssey*.

In pairs, students should take turns sharing details about their assigned readings. Ask students to help each other complete the remaining outer section of their Venn diagrams. Next, have student pairs compare and contrast the three different portrayals of the lotus eaters they have examined so far. Together, students should complete the inner parts of their Venn diagrams.

If students need more support in completing their Venn diagrams, **slides 13–15** are included for additional scaffolding.

30 minutes

Extend

Teacher's Note: Alternative Presentation Options

Students will give individual presentations in front of the class. However, depending on students' comfort levels and the need for flexible engagement, you may consider using a different format such as Padlet Video or using a video option on your LMS.

Display **slide 16** and facilitate a whole-class discussion about how students would respond to temptation.

Distribute the attached **Presentation Rubric** for students to review. Explain that students will use the following questions to guide their individual presentations and ask them to jot down some ideas:

- Would you have given in to the temptation of the lotus flower?
- How would you overcome the temptation of the lotus today?
- What is your exit strategy?

Display **slide 17** to provide students with more detailed instructions. Have students take some time to prepare their responses and encourage them to write them down on a piece of paper. Once they have prepared, ask them to individually stand in front of the class and share their responses. Remind students to refer to the rubric when preparing their presentations.

Ask students to take out a piece of paper and take notes on each presentation as they listen.

15 minutes

Evaluate

Display **slide 18**. Using their notes and the Presentation Rubric as references, ask students to share out positive feedback and ask questions about their peers' exit strategies.

Be sure to collect students’ completed Venn diagrams if they haven’t already submitted them.

Resources

- Lord Tennyson, A. (1832). Excerpt from "The Lotos-Eaters." CommonLit. https://www.commonlit.org/en/texts/excerpt-from-the-lotos-eaters
- Muller, P. (Adapter) & Columbus, C. (Director). (2015, June 21). Percy Jackson (Lotus Casino Scene) [Video]. YouTube. https://www.youtube.com/watch?v=p9-Fbl2QVJc&feature=youtu.be
- K20 Center. (n.d.). ABC Graffiti. Strategies. https://learn.k20center.ou.edu/strategy/96
- K20 center. (n.d.). Padlet. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1077