



# Just Say No!

## Exploring Temptation Through the Lotus Eaters



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<b>Grade Level</b>	9th – 10th Grade	<b>Time Frame</b>	135 minutes
<b>Subject</b>	English/Language Arts	<b>Duration</b>	3 class periods
<b>Course</b>	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, inspired by 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 videos using Padlet in which they reflect on the sailors' actions and explain how they would react differently to temptation.

#### Evaluate

Students respond to their peers' Padlet presentations and submit their completed Venn diagrams.

## Standards

*ACT College and Career Readiness Standards (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](#)
- [Padlet Presentation Rubric—Just Say No - Spanish.docx](#)
- [Padlet Presentation Rubric—Just Say No - Spanish.pdf](#)
- [Padlet Presentation Rubric—Just Say No.docx](#)
- [Padlet 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)
- Padlet 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 read over the lesson objectives.

Display **slide 5** and pass out 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**. 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.

20 minutes

## Explore

Display **slide 7**. 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 color of fine-tipped marker and a copy of the attached **ABC Graffiti** handout.

### Other Ways to Set Up ABC Graffiti

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 allows, this activity also can be done using Google Classroom to create a collaborative document.

Display **slide 8**. Ask student groups to jot down words and phrases for as many letters as they can 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 also can 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?

50 minutes

## Explain

Display **slide 11**. Inform students 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*** 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 pull out of 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 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: Rubric Differentiation

The attached rubric for the following activity takes off points for mispronunciation. However, if you have students whose native language is not English or students who have a disability that may affect their speech, tweak the rubric as needed to evaluate their effort and progress appropriately.

### Preparation Note: [Video in Padlet](#)

For this activity, you will want to set up a Padlet before class. Use the following instructions to do so:

1. To set up your Padlet, use the instructions on the [Padlet Tech Tool Card](#).
2. Once your Padlet is ready for use, instruct your learners to create a post by selecting the "+" icon at the bottom right corner of the screen.
3. Then, direct them to select the "+12" button on the right side of the post box. This will show all options for attachment types.
4. Learners should select the "Video recorder" option. This will open a window for learners to record a video of themselves, up to two minutes long.
5. Instruct learners to select the correct camera and microphone options at the bottom of the window.
6. Direct learners to select the camera icon at the bottom of the window when they are ready to record. The recording will begin immediately.
7. Learners may pause, stop, watch back, discard, and re-record their video until they are satisfied with it.
8. When their video is ready, ask learners to select the "Playback and save" button in the top right corner of the window. Then, select "Save" again.
9. Once the video has been added to their post, learners may complete their post by adding a "Subject" as well as any additional text needed to the caption before posting.

When the post is ready, instruct learners to select the "Publish" button, which will add the post to the Padlet bulletin board.

Display **slide 16**. Pass out the attached **Padlet Presentation Rubric** for students to review. Ask students to think about the following questions and 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?

Have students record a video in [Padlet](#) to capture their thoughts. Instruct students to select the "Video recorder" option and inform them they will have a two-minute time limit. Display **slide 17** to provide students with more detailed instructions.

20 minutes

## Evaluate

Display **slide 18**. Have students take some time to view and respond to their classmates' Padlet presentations. Using the same rubric from the previous section as a reference, students should provide positive feedback and offer 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.). Lotus Eaters [Image].
- K20 center. (n.d.). Padlet. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/1077>