

LESSON PLAN NAME: Banned books and censorship

GRADE LEVEL/SUBJECT: 9-12

GOAL/OBJECTIVE: Students will be able to look at both sides of the censorship issue and evaluate a piece of literature.

SKILLS: Analyzing literature, researching on Databases for Alaskans, writing a bibliography, writing a pro and con argument

PROCEDURE: This lesson takes place on several days over a 2-3 week period

MATERIALS:

- ✓ ALA Challenged and Banned book list
- ✓ Books on censorship
- ✓ Learning log (this can be an ongoing document or a few pages stapled together for this discussion)
- ✓ Access to Databases for Alaskans and ALA Website
- ✓ Supplies for creating posters/presentations (may be electronic)

GUIDELINES:

NOTE: Because this lesson requires that students read a book from the ALA Challenged Book list, it would be a good idea to notify parents prior to starting the assignment.

Day 1:

1. Brainstorm with students what censorship is. When you have come up with a definition the group agrees on, have students record the definition in their learning logs
2. Brainstorm ways in which things are censored for them already and who controls what is censored and how, Example: Internet filtering, ratings on movies, self censoring (choosing to watch only 1 news show or choosing not to read a certain type of book)
3. Question for learning log: In what circumstances would censorship be necessary?
4. Homework: access ALA Challenged and Banned Book site http://www.ala.org/Content/NavigationMenu/Our_Association/Offices/Intellectual_Freedom3/Banned_Books_Week/Challenged_and_Banned_Books/Challenged_and_Banned_Books.htm (A google search on **challenged and banned books** will give you a direct link.) and explore. Discuss with your parent or guardian some of the information you found on the site. What do they think of censorship? When is censorship appropriate? What kinds of censorship do they deal with in their lives? Record notes of your conversation in your learning log.

Day 2:

5. Have students go to databases for Alaskans and find 2 articles on censorship. One that is definitely against censorship and one that at least gives reasons for censoring.

6. Students should take notes on their articles in their learning log with the goal of being able to share the reasons some people feel that censorship is needed and others feel it not appropriate.

Day 3:

7. Have students share in small groups the notes from their articles
8. Go over the book assignment:
 - a. Students now need to choose a book from the list of challenged books that they will read. After reading the book they need to give a presentation that gives a balanced perspective.
 - b. Students should answer the following questions in their learning logs about their book and then integrate the information into their presentation.
 - i. Why do you think someone challenged the book?
 - ii. How would you respond both supporting the challenge and disagreeing with the challenge?
9. Student presentation may be a poster, newspaper, power point, skit, interviews, etc. All sources must be properly cited in a bibliography. Presentation should include the following
 - a. quotes about censorship the student feels are relevant
 - b. specific passages that the student feels were of concern from the book
 - c. their own analysis of the book from the questions in #8
 - d. pictures the student feels will help illustrate the points of the presentation
10. Students share their findings in an oral presentation using the project they have created

Standards:

*IP/2: 1.2, 1.4, 2.1, 2.4, 3.1, 3.2, 3.3, 3.4, 5.3, 7.2, 8.1, 8.2, 8.3, 9.1

Alaska Information Literacy Standards: A.1, A.2, A.4, B.2, B.3, B.4, B.5, D.4, E.1, E.2, E.3, E.4

*IP/2: Information Power, 2nd edition published by ALA