

Lesson Plan for Henrico 21 Awards

Teacher Name: Emily N. Roberts

Collaborators: (*e.g. teachers, ITRTs, librarians, or other school personnel*)

Lesson Title: Censorship and the Modern World

Target Grade/Subject: 7th grade English

Length: 6, 90 minute blocks

Summary:

This multi-faceted unit on censorship is taught in conjunction with the novel I Am the Cheese by Robert Cormier. Through discussions with Brookland's Library Media Specialist, learning stations, research, and a group collaboration project, students will understand the definition of censorship; read and research different forms of censorship in current events; identify censorship in their world; create a multi-media presentation outlining censorship, its forms, its dangers, and specific actions the student could take to prevent it. The lesson was designed to enrich students' knowledge and understanding of censorship, not only in literature but in other facets of their life-individual, school, national, and global level.

Essential Questions:

- How does censorship prohibit a variety of viewpoints or opinions?
- How does the concept of censorship change you or your thinking?
- What societal dangers can be a result of censorship in our world?

Objectives:

- Students will be able to identify censorship in literature and current events and relate it to their novel, their world, and their community.
- Students will be able to apply their knowledge of censorship to create a multimedia presentation which demonstrates their mastery, understanding, and knowledge of censorship.
- Within their presentation, students will demonstrate specific actions that can be taken to prevent censorship within their world.

Standards of Learning Addressed:

7.1- The student will give and seek information in conversations, group discussions, and in oral presentations.

- a) Use oral vocabulary and style appropriate for listeners.
- b) Communicate ideas and information orally in an organized and succinct manner.
- c) Ask probing questions to seek elaboration and clarification of ideas.
- d) Make supportive statements to communicate agreement with or acceptance of others' ideas.
- e) Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.

7.6- The student will read and demonstrate comprehension of a variety of informational texts.

- a) Use knowledge of text structures to aid comprehension.
- f) Summarize what is read.

7.7- The student will apply knowledge of appropriate reference materials.

- a) Use electronic sources to locate information in books and articles.
- b) Use graphic organizers to organize information.
- c) Synthesize information from multiple sources.
- d) Credit primary and secondary sources

NETS for Students:

1. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
 - a. Apply existing knowledge to generate new ideas, products, and processes.
 - b. Create original works as a means of personal or group expression.
2. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
 - b. Communicate information and ideas effectively to multiple audiences using a variety of media formats.
 - d. Contribute to project teams to produce original works or solve problems.
3. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. Students:
 - a. Plan strategies that guide inquiry.
 - b. Locate, organize, analyze, synthesize, and ethically use information from a variety of sources and media.
 - c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
 - a. Identify and define authentic problems and significant questions for investigation.
 - b. Plan and manage activities to develop a solution or complete a project.
5. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
 - a. Understand and use technology systems.

- b. Select and use applications effectively and productively.
- c. Transfer current knowledge to learning of new technologies

Resources:

Technology Resources:

- Promethean Board
- Dell laptops
- Software (Movie Maker, Activ Inspire, Soundbooth, Audacity, Adobe, Microsoft Word, etc)
- Issues and Controversies website
- online citation applications
- Microsoft Word
- School Space

Websites: In the research portions of the stations, final project, and Glogs, students have the ability to use additional resources

The following resources were provided:

<http://www.kidspeakonline.org/news.html>-

http://www.bc.edu/bc_org/avp/cas/comm/free_speech/pico.html

<http://www.firstamendmentschools.org/resources/handout1a.aspx?id=13965>

http://www.lyricsfreak.com/r/rem/its+the+end+of+the+world+as+we+know+it_10240320.html#

<http://edu.glogster.com/>

www.timesdispatch.com

Other Required Resources:

Print Resources:

- Essays on Censorship: *Libraries Should Reflect Majority Values and Libraries Should Reflect Diverse Views* (William and Mary Advanced 7th grade Curriculum)
- “It’s the End of the World and We Know It” by REM
- I Am the Cheese by Robert Cormier

Lesson Development:

Process/Tasks:

Day One: Background on Censorship/Censorship in School Libraries

Prior to the project, students will take a Censorship IQ test to test their prior knowledge to the topic. Students will discuss censorship in school libraries with the Library Media Specialist. Students will be given a clear definition of censorship, examples of challenged authors and banned books, and have an opportunity to ask questions. After the discussion, students will complete a KWLH chart on what they now know about censorship and list questions that they still want to know. A classroom chart will be created in the room with students’ questions. The chart will also have a column for what

students learn. Unlike an ordinary KWL chart, there is a column that culminates our unit(KWLH). This column is for questions that students still have and how they plan to learn more. After completing the chart, students will work in pairs to compare and contrast two essays regarding libraries and censorship (titles are located in the resources section). After annotating the text for specific diction that gives the viewpoint of the author, the pairs will use ActivInspire to create a Venn Diagram comparing and contrasting the two viewpoints.

Day Two and Three: Learning Stations on National and Global Censorship

Working in groups of three or four, students will rotate throughout learning stations reading and discussing examples of censorship. The stations are designed to meet a variety of learning styles in order to engage students. Students will need their computers, for all documents and discussion boards for the stations are housed in School Space.

Station #1: United States Court Cases and Laws Regarding Censorship

Students will read the court case, *Island Trees Union Free School District No. 26 versus Pico*, and make a list of how this court case not only effected students individually but list how this court case changed society. Any type of software could be used for the chart/table.

Station #2: Censorship in Song “It’s the End of the World and We Know It”

Using the song lyrics, students will annotate the poem for specific diction and word choice that could make this song censored. On a discussion board in School Space, list the words and possible reasons this song would be censored in today’s world but also in the past. Think about historical events from the past- Cold War, Vietnam War, WWII, Civil Rights Movement, etc.

Station 3: Students Fight Back: Stories about Students Against Censorship

In this station, students will use the Internet site, <http://www.kidspeakonline.org/news.html>, to read three stories on how students are fighting against censorship. As a group, the students will pick one of the three stories that is affected them the most. Using a Blog in School Space, students will dialogue with each other about the stories and how they affected them.

Station 4: Letter to Brookland’s Newspaper The Paw Print.

Using Microsoft Word, groups will draft an editorial to the school newspaper discussing censorship. In the editorial, students will discuss the effects of censorship on an individual, school, nation, and world. Students will use The Richmond Times Dispatch’s website to reference editorials.

Day Four and Five (possible homework):

As a warm-up, students will use sentence strips to list what they learned about censorship on the class KWLH chart. Students will learn of their culminating group collaboration project- creating

A Public Awareness Campaign. After a brief discussion of what it takes to create a campaign, students will brainstorm the types of materials their group could create in order to make the school public aware of the issue of censorship. Once the brainstorming session is over, students will work with their groups to create their campaign. In order to create the campaign, groups will use websites and the Issues and Controversies Database located in OneSearch to research other instances of censorship and other sources they feel are relevant and reliable. The goal of the campaign is to display the effects of censorship on the individual, nation, and the globe. The campaign could feature anything item the group feels would display the effect. One of the items the campaign must have is a Glog, created using Glogster. (<http://edu.glogster.com/>). The purpose for the Glog is for the students to create something global, outside their everyday community. Students will be graded with two rubrics: one for content and one for collaboration.

Day Six: Presentations, Self Reflection, and KWLH chart completion

In groups, students will present their campaigns to class members. After presentations, students will complete a self-reflection in School Space (see evaluation for question). In conclusion, students will be given sentence strips to add to class bulletin board. On the sentence strips, students are to write another question that they still want answered on the issue of censorship and how they plan to find the answer.

Evaluation Procedure:

- Learning Stations: Students will be assessed through their participation in School Space. (See screen shots of discussion boards, blogs, and tables)
- Public Awareness Campaign: graded and evaluated two ways for an average: content and collaboration (see attached rubrics)
- Self-Reflection on School Space:
In what ways has the unit changed you or changed your thinking? Think about yourself, your school, family, neighborhood, community, country, and world. List at least two ways your thinking has changed, positively or negatively, and be sure to elaborate on those two ideas. This should be a well-written paragraphed, organized thoughtfully, and created with written expression in mind. Be sure to use a variety of sentences (compound, sentence variations, etc), and use commas and semi colons correctly.
- KWLH (extra column) What else do we still want to know about censorship?

TIPC:

Research and Information Fluency: Ideal/Target

Teacher: By creating and providing the learning stations, the teacher is able to assess student knowledge of censorship on a variety of levels. The Public Awareness Campaign gives students a wide-variety of options depending on their interests and ability levels. Using the self-assessment, the content and collaboration rubric, and the KWLH board, the teacher will be able to assess the student's broad range of knowledge.

Student: The Public Service Campaign is designed for the students to research, evaluate, and create a project that presents and synthesizes their research from a variety of sources. The campaign project gives students the choice about what types of items they wish to create. The creation of the Glog and the letter to Brookland's Paw Post provides the students the opportunity to communicate about censorship in a real-world situation, especially on a global level. The stations provide the opportunity for students to research and learn more about censorship on a variety of levels.

Problem Solving and Critical Thinking: *Ideal/Target*

Teacher: Through the use of the learning stations and the Public Service Campaign projects, students are able to use higher order thinking skills, solve authentic problems, and synthesize open ended questions.

Student: By using the multiple resources (print, music, websites, books, and articles) in the learning stations, students are able to respond to real-world issues revolving censorship. By giving groups the choice in the types of products they could create for the Public Service Campaign presentation, they are provided the opportunity to answer higher order thinking questions. The last column of the KWLH board provides students the opportunity to ask higher-order questions. The Public Service Campaign also provides the students the ability to collaborate on the issue of censorship and develop a product that relates to the real world.

Communication and Collaboration: *Ideal/Target*

Teacher: By creating the opportunity for discussion with Brookland's Library Media Specialist, learning stations, and Public Service Campaign, the teacher provides opportunities for students to work together, connect with the issue globally, and communicate with the school community (letter to "The Paw Post", Public Service Campaign). The Public Service Campaign also creates a "team" approach to the project.

Student: Since students will have to work in groups during the learning stations and for the Public Service Campaign, they are given the opportunity to communicate and collaborate with a diverse group of thinkers. In addition, they will have to work as a team to develop an original campaign that identifies the topic of censorship and relate it to the real-world. The letter to The Paw Post is an opportunity for students to initiate conversation between classmates after the editorial is read. Discussion boards in School Space provide the opportunity for students to collaborate and discuss ideas with one another.

Creativity and Innovation: *Ideal/Target*

Teacher: By providing students with student centered opportunities through the learning stations and Public Service Campaign, the teacher provides the structures that assess student and group knowledge of censorship. Giving students/groups the ability to choose what type of software to use for the Public Service Campaign allows for their creativity

and innovation. Multiple stations give students the opportunity to think critically, use communication tools, and create an original product.

Student: In order for the teams to create an original Public Service Campaign on censorship, they have to use critical thinking skills in order to decide what types of items to include in their campaign. Using research methods, they will have to find other types of censorship and communicate together in order to create their campaign and their glog. By working together, their Glog will serve as a website for audiences outside the Brookland classroom.

Public Awareness Campaign :

Censorship and the Modern World- Content Rubric

Teacher Name: **Mrs. Roberts**

Student Name: _____

CATEGORY	4	3	2	1	Points
Brainstorming - Problems	Students identify more than 4 reasonable, insightful issues regarding censorship.	Students identify at least 4 reasonable, insightful issues regarding censorship.	Students identify at least 3 reasonable, insightful issues regarding censorship.	Students identify fewer than 3 reasonable, insightful issues regarding censorship.	
Brainstorming - Solutions	Students identify more than 3 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 2 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 1 reasonable, insightful possible solutions/strategies to encourage change.	Students identify 0 reasonable, insightful possible solutions/strategies to encourage change.	
Research/Statistical Data	Students include 4 or more high-quality examples or pieces of data to support their campaign.	Students include at least 3 high-quality examples or pieces of data to support their campaign.	Students include at least 2 high-quality examples or pieces of data to support their campaign.	Students include fewer than 2 high-quality examples or pieces of data to support their campaign.	
Campaign/Product	Students create an original, accurate and interesting product that adequately addresses the issue. Glog and other items are included.	Students create an product that adequately addresses the issue. Glog and one other item is included.	Students create an accurate product but it does not adequately address the issue. Glog only.	The product is not accurate.	
Sources-Citation	Information in all source citations is correct and in the format assigned.	Information in all source citations is correct but there are minor errors in formatting.	Information in almost all source citations is correct AND there are minor errors in formatting.	The information is often incorrect OR there are major errors in formatting.	

Grade:

Collaborative Work Skills : Censorship and the Modern World

Teacher Name: **Mrs. Roberts**

Student Name: _____

CATEGORY	4	3	2	1	POINTS
Contributions	Routinely provides useful ideas when participating in the group and in discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in discussion. May refuse to participate.	
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.	
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.	
Monitors Group Effectiveness	Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.	Routinely monitors the effectiveness of the group and works to make the group more effective.	Occasionally monitors the effectiveness of the group and works to make the group more effective.	Rarely monitors the effectiveness of the group and does not work to make it more effective.	
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.	

Grade: