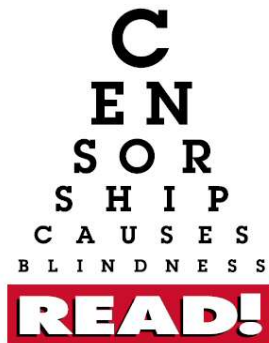


BANNED BOOKS RESEARCH PAPER

You will choose a literary work that has been challenged in the United States. After reading the book, researching its literary elements, and you will choose scenes or evidence from the text that you believe or predict censoring groups have objected to. Next, research why the book was challenged as well as research censorship and right to read issues. Then write an argumentative research paper defending your view of the banning of the literary work. Write the paper with the local school board as a potential audience. Your task is to practice critical thinking while you read and research information concerning a challenged literary work. After analyzing the work and responding to its content, you will research the nature of the controversy surrounding the literary work and then write an argumentative research paper in which you persuade your local school board to agree with your perspective on the literary work's value.



List of challenged books (found on the American Library Association website
<http://www.ala.org/bbooks>

- The students will choose a challenged book to read. They will complete literary analysis and research on the book as well as write reader response journals. The students will also take notes on scenes and situations in the literary work that have caused it to be challenged. After reading their books, they will meet in literature circles to discuss their responses to the literature, reasons why the books might have been banned, how society and perceptions of the books may have changed since that time, etc.
- The students will research why the book was banned as well as read sources that describe support for the literary merit of the book. The students should take notes using the traditional note card method. (If the teacher is going to allow students to interview people about the censoring of the book, then he or she should explain the proper method for doing so.) Throughout the reading, students can meet in groups to discuss their findings and to look for any patterns in the challenges or banning cases.
- The students will then write an argumentative research paper using their sources to persuade their audience of their view. Again the intended audience is the local school board.

Assessment:

1. Must have primary research.
2. Must have secondary research from reliable sources, i.e. School databases.
3. Must have a person that you can interview in person. This does not mean it has to be face to face, but it does mean that you have access to and agreement from someone who will answer the questions you ask, email, or telepathically communicate to them.
4. Paper will be 7-10 pages in length.
5. Bibliography with 15 sources (must use at least 8 in the paper).

Rubric

<p>Step One</p> <ul style="list-style-type: none"> • Read a book from the Banned Book list. • Take literary analysis notes on the significance of the plot, characters, settings, symbols, etc. as well as complete 5 reader response journals. • You may conduct literary research to help you complete your literary analysis notes. • As you read, note what scenes and comments could cause the book to be banned. Take notes using the traditional note card method. 	<p>Step One must be completed by ____ Your literary analysis notes and your reading response journals are due that day. You will use these notes to meet in literature circles to discuss the following:</p> <ul style="list-style-type: none"> • Basic premise of the storyline • Objectionable content • Value of the literary work
<p>Step Two</p> <ul style="list-style-type: none"> • Research why the book was banned, including if the book was banned for certain age groups. Make sure you read sources that support the banning of the book as well as those that support the book. Use a minimum of 3 books, magazines, or newspapers and a maximum of two Internet sources. Take notes using the traditional note card method. • Research censorship (what it means, how banning a book happens, etc.) • Take notes using the traditional note card method. • You may choose to interview people (teachers, parents, students, etc. about your book.) DO NOT SCHEDULE AN INTERVIEW UNTIL YOU HAVE COMPLETED YOUR RESEARCH. • Call and politely ask to interview the person. • Prepare interview questions using your research as your guide. • Interview your community member and take notes again using the traditional note card method. • Politely thank the person for the interview. • Write a thank you note to the person for the interview. You must offer proof of these steps. 	<p>Step Two must be completed by ____ You will have a note card conference with me on this date to check the progress of your research. On ____ you will meet in literature circles to discuss the following:</p> <ul style="list-style-type: none"> • Cases in which literature was challenged or banned • Authors' responses to challenges or banning • Patterns found by discussing cases - types of objectionable content, geographical areas where challenges took place, etc.
<p>Step Three</p> <ul style="list-style-type: none"> • Write your research paper with your local school board as your audience. • Using the scenes you've identified, argue if you believe the literary work should be banned or not. Your thesis should address your perspective of the age appropriateness of the work. Your paper should also address why the groups who have challenged the book are wrong or are right. 	<p>Step Three - Your thesis statement and outline are due on ____ and the rough draft of your paper is due on ____.</p>
<p>Step Four</p> <ul style="list-style-type: none"> • Turn in your research packet. 	<p>Step Four - Your research packet (Data Sheets, Reading Response Journal note cards, rough draft, outline, final copy) is due ____</p>