

SM

Banned/Challenged Books Persuasive Letter

For the last two weeks, we have examined what happens to a society when books are banned. Now, it is your turn to take this out of the fictional, but ever-realistic world of *Fahrenheit 451*, and into present day, where books are regularly challenged and banned. Use information from our class readings and resources, our conversations and activity with Mr. Klise, and this packet to help inform your letter.

Your persuasive letter should:

- Have a specific audience (Mr. Klise, Dr. Emmett, other)
- Have a specific book or topic in mind (*Huckleberry Finn*, *Beloved*, graphic novels)
- Take a stance (allow the book or challenge its place in a classroom, library, etc.)
- Use specific evidence to support your reasoning (covert/overt challenges, specific cases in history, ALA/NCTE policy statements, etc.)
- Be separated into cohesive paragraphs with effective transitions (introduction, reasons, conclusion/call to action, etc.)
- Utilize colons and apostrophes appropriately

Final rubric given: Monday, February 29th, 2016

Final typed due date: Tuesday, March 1st, 2016 ←

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Strong persuasive letters should have the following "categories":

Category	What does this "look like" for mastery?
Context	acknowledge book, audience, situation, book's meaning (intro)
Argument + counter/rebuttal	Strong stance + clear reasons/arguments "While many believe x , this book ..."
Evidence	Reasons are supported w/ clear, specific evidence
Explanation	Reasoning is clearly explained + transitions to new topic
Organization	Paragraphs are coherent and logically arranged w/ transitions.

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Category	What does this "look like" for mastery?
Claim / Stance + Counter	take a stand, stick w/ it and acknowledge opposing view w/ refute
Reasons	consistent & clear reasons in depth responses.
Evidence	all rhetorical strategies are used; specific & purposeful evidence.
organization	clear, coherent, formal transitions used between P's.
Context	background is established; acknowledge audience / situation