

Name:

Period:

### Language Tug-of-War Weeks 6-8

In order to receive full credit, students must present thoughtful responses that answer all questions. Responses that exceed expectations are those that promote new perspectives, views, or ways of thinking, as well as those that connect other ideas and texts.

#### Building Bridges - Recaps:

Does the First Amendment, which grants freedom of speech, press, and religion, among other rights, actually mean we are free to do/say whatever we want? Is everyone afforded the same rights in the same way?

How do protest literature **and** political cartoons toe the line of freedom of speech? Why are they controversial **and** why are they effective in persuading others?

#### Censoring and Banning Systems:

Why are books banned in *Fahrenheit 451*?

Is our world in 2016 like Montag's in *Fahrenheit 451*? In what ways?

What might have been Bradbury's goal in writing this novel? What is his **claim**?

How does the censoring of books impact our freedoms? Should text, fiction or not, be censored? Take a stand and support your reasoning with at least one piece of life experience evidence.



Watch the following video on Youtube regarding censorship of classic canonical text *Huckleberry Finn* by Mark Twain. As you watch the video clip, write down at least **3 questions** you have, in addition to any notes about the book, its significance, and the controversy surrounding the text, as well as any connections from Quarter 3 thus far.

3 Questions:

Notes:

Connections from other ideas/texts/themes from this quarter:

Imagine you are on the school board for a school looking to adopt a controversial text like *Huckleberry Finn*. Provide at least 3 reasons to **ban** the teaching of the book and at least 3 reasons to **allow** the teaching of the book in your high school. These can be reasons from the video or reasons you think of on your own.

To Ban

To Allow