

# School Censorship 21<sup>st</sup> in the Century

A Guide for Teachers and  
School Library Media Specialists



John S. Simmons

Eliza T. Dresang

# School Censorship In The 21st Century

**Marcel A. Müller**



## **School Censorship In The 21st Century:**

School Censorship in the 21st Century John S. Simmons, Eliza T. Dresang, 2001 As the world enters the 21st century the access to information and freedom of speech provided by the Internet and other digital technologies have revolutionized the nature of censorship challenges and opened an entirely new realm of legal and social ramifications for censorship in United States schools In the midst of this digital revolution traditional forms of censorship continue to take their toll on students learning opportunities and teachers instructional choices This book is designed to help teachers and library media specialists work with both students and school administrators to safeguard their schools against censorship attacks The book offers insight into the nature of current censorship challenges to U S schools It recommends using a strong unified and proactive approach that includes all members of a school community to help ensure an accessible and safe teaching and learning environment Following an introduction the book is divided into these chapters 1 The 21st Century Student 2 Origins of School Censorship in the United States 3 A 21st Century Media Specialist Teacher Student Alliance 4 Prime Targets 5 Emerging Concerns 6 No Longer Safe Children s and Young Adult Literature 7 Internet Issues 8 An In Depth Look at Censorship Litigation 9 Reasonable Responses to Censorship 10 Outreach Approach Hope for the Future and an Epilogue Seven appendixes contain criteria for judging literature a list of quality young adult fiction several position papers on censorship and other informational materials related to censorship Contains approximately 200 references NKA *Book Banning in 21st-Century America* Emily J. M. Knox, 2015-01-16 Requests for the removal relocation and restriction of books also known as challenges occur with some frequency in the United States Book Banning in 21st Century American Libraries based on thirteen contemporary book challenge cases in schools and public libraries across the United States argues that understanding contemporary reading practices especially interpretive strategies is vital to understanding why people attempt to censor books in schools and public libraries Previous research on censorship tends to focus on legal frameworks centered on Supreme Court cases historical case studies and bibliographies of texts that are targeted for removal or relocation and is often concerned with how censorship occurs The current project on the other hand is focused on the why of censorship and posits that many censorship behaviors and practices such as challenging books are intimately tied to the how one understands the practice of reading and its effects on character development and behavior It discusses reading as a social practice that has changed over time and encompasses different physical modalities and interpretive strategies In order to understand why people challenge books it presents a model of how the practice of reading is understood by challengers including what it means to read a text and especially how one constructs the idea of appropriate reading materials The book is based on three different kinds sources The first consists of documents including requests for reconsideration and letters obtained via Freedom of Information Act requests to governing bodies produced in the course of challenge cases Recordings of book challenge public hearings constitute the second source of data Finally the third source of data is interviews with

challengers themselves The book offers a model of the reading practices of challengers It demonstrates that challengers are particularly influenced by what might be called a literal common sense orientation to text wherein there is little room for polysemic interpretation multiple meanings for text That is the meaning of texts is always clear and there is only one avenue for interpretation This common sense interpretive strategy is coupled with what Cathy Davidson calls undisciplined imagination wherein the reader is unable to maintain distance between the events in a text and his or her own response These reading practices broaden our understanding of why people attempt to censor books in public institutions

**Controversial Books in K-12 Classrooms and Libraries** Randy Bobbitt, 2019-10-04 Controversial Books in K 12 Classrooms and Libraries Challenged Censored and Banned analyzes the history of controversy surrounding assigned reading in K 12 classrooms and books available in school libraries Randy Bobbitt outlines the history of book banning and controversy in the United States stemming from 1950s conservative Cold War values of patriotism and respect for authority and ramping up through the 1960s and onward as media coverage and parental intervention into the inner workings of schools increased The author claims that sensitive topics including sexuality suicide and drug use do not automatically imply the glorification of deviant behavior but can be used constructively to educate students about the reality of life Bobbitt argues that in an effort to shield children from the dangers of controversial issues parents and administrators are depriving them of the ability to discover and debate values that are inconsistent with their own and those around them teaching instead that avoidance of different viewpoints is the solution Scholars of education communication literature and policy will find this book especially useful *Resources in Education* ,2001

**Handbook of Research on Children's and Young Adult Literature** Shelby Wolf, Karen Coats, Patricia Enciso, Christine Jenkins, 2011-04-27 This landmark volume is the first to bring together leading scholarship on children s and young adult literature from three intersecting disciplines Education English and Library and Information Science Distinguished by its multidisciplinary approach it describes and analyzes the different aspects of literary reading texts and contexts to illuminate how the book is transformed within and across different academic figurations of reading and interpreting children s literature Part one considers perspectives on readers and reading literature in home school library and community settings Part two introduces analytic frames for studying young adult novels picturebooks indigenous literature graphic novels and other genres Chapters include commentary on literary experiences and creative production from renowned authors and illustrators Part three focuses on the social contexts of literary study with chapters on censorship awards marketing and literary museums The singular contribution of this Handbook is to lay the groundwork for colleagues across disciplines to redraw the map of their separately figured worlds thus to enlarge the scope of scholarship and dialogue as well as push ahead into uncharted territory Young Adult Literature, Libraries, and Conservative Activism Loretta M. Gaffney, 2017-02-01 This incisive study analyzes young adult YA literature as a cultural phenomenon explaining why this explosion of books written for and marketed to teen readers has important consequences

for how we understand reading in America As visible and volatile shorthand for competing views of teen reading YA literature has become a lightning rod for a variety of aesthetic pedagogical and popular literature controversies Noted scholar Loretta Gaffney not only examines how YA literature is defended and critiqued within the context of rapid cultural and technological changes but also highlights how struggles about teen reading matter to and matter in the future of librarianship and education The workbridges divides between literary criticism professional practices canon building literature appreciation genre classifications and recommendations standard histories and commentary It will be useful in YA literature course settings in Library and Information Science Education and English departments It will also be of interest to those who study right wing culture and movements in media studies cultural studies American studies sociology political science and history It is of additional interest to those who study print culture publishing and the book histories of teenagers and research on teen reading Finally it will offer those interested in teenagers literature libraries technology and politics a fresh way to look at book challenges and controversies over YA literature      **English Journal** ,2002      **Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts, Volume II** James Flood, Shirley Brice Heath, Diane Lapp, 2015-04-22 The Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts Volume II brings together state of the art research and practice on the evolving view of literacy as encompassing not only reading writing speaking and listening but also the multiple ways through which learners gain access to knowledge and skills It forefronts as central to literacy education the visual communicative and performative arts and the extent to which all of the technologies that have vastly expanded the meanings and uses of literacy originate and evolve through the skills and interests of the young A project of the International Reading Association published and distributed by Routledge Taylor Francis Visit <http://www.reading.org> for more information about International Reading Association books membership and other services      *The Texts in Elementary Classrooms* James V. Hoffman, Diane Lemonnier Schallert, 2004-09-22 This volume explores a variety of topics including texts in the teaching and learning of reading word identification and text characteristics choosing fiction to support young children's literacy development electronic text in the classroom and issues surrounding text selection      **Library Information Science & Technology for Information Society** Ashok Yakkaladevi, Satyaprakash Singh,      *Multicultural Children's Literature* Ambika Gopalakrishnan, 2010-04-22 Preparing K 12 teachers to address today's social cultural and critical issues using multicultural children's books Written in an engaging style this comprehensive text prepares K 12 teachers to address a wide range of contemporary social issues such as violence gender war terrorism child labor censorship and disabilities through multicultural children's literature Each chapter includes sample lessons plans designed to encourage critical and creative thinking at the elementary and secondary levels and an annotated bibliography that makes it easy for teachers and librarians to choose multicultural children books that address specific critical issues Key Features The evolution of multicultural children's literature is covered including discussion of controversies and issues

around its definitions and uses Reflection Questions for the Teacher provide readers with practical techniques they can use as they prepare lessons around a given critical issue Sample Response Lessons demonstrate how to address critical issues using multicultural literature in K 12 classrooms An Annotated Bibliography at the end of each chapter lists specific multicultural children's books organized around each critical issue

*A Political Sociology of Educational Knowledge* Thomas A. Popkewitz, Jennifer Diaz, Christopher Kirchgassler, 2017-01-20 Bringing together the sociology of knowledge cultural studies and post foundational and historical approaches this book asks what schooling does and what are its limits and dangers The focus is on how the systems of reason that govern schooling embody historically generated rules and standards about what is talked about thought and acted on about the nature of children about the practices and paradoxes of educational reform These systems of reason are examined to consider issues of power the political and social exclusion The transnational perspectives interrelate historical and ethnographic studies of the modern school to explore how curriculum is translated through social and cognitive psychologies that make up the subjects of schooling and how educational sciences act to order and divide what is deemed possible to think and do The central argument is that taken for granted notions of educational change and research paradoxically produce differences that simultaneously include and exclude

*Civil Liberties in America* Samuel Walker, 2004-04-15 A concise authoritative guide to civil liberties issues in American society from freedom of speech and religious liberty to due process equal protection and privacy Written for a general audience this work clearly defines civil liberties and explains their legal basis in the Bill of Rights state constitutions legal statutes and administrative regulations It reviews the subject's history from 1917 to the present and covers the full range of civil liberties issues the First Amendment due process equal protection and privacy In addition to extensive material on past controversies such as the Scopes trial and the internment of Japanese Americans during World War II the book discusses important contemporary issues such as censorship on the Internet and drug testing The coverage also examines conflicting civil liberties issues such as hate speech which pits one person's freedom of expression against another's right to equal protection The book contains extensive bibliographic references to books and articles and a long list of website links to organizations active on all sides of today's civil liberties controversies

Protecting Intellectual Freedom and Privacy in Your School Library Helen R. Adams, 2013-04-08 Written by a well known intellectual freedom advocate this book is a one stop source for school librarians on intellectual freedom and privacy issues that blends principles with best practices In order to sort out fact from fiction and become effective critically thinking adults in a global society children need access to diverse points of view from authoritative sources in their school libraries This book provides school librarians with easy to read guidance on specific aspects of intellectual freedom and privacy explaining how the core values of the library profession translate into everyday practice The readings supply current information and targeted practical advice on a broad range of topics including privacy and confidentiality in the context of a school library working with homeless students English language learners and other

special needs students challenges to school library materials filtering issues and advocacy for intellectual freedom Each of the nine chapters begins with an introductory essay examining the topic and concludes with a key ideas summary a list of annotated resources to lead the reader to more information on the individual column topics and discussion questions The volume s appendices include the text of the ALA Library Bill of Rights and the Code of Ethics as well as an annotated list of pro First Amendment and privacy protecting organizations with contact information Choice,2001

**Supporting Reading in Grades 6-12** Sybil M. Farwell,Nancy L. Teger,2012-06-11 This book presents a curricular framework for students grades 6 12 that school librarians and teachers can use collaboratively to enhance reading skill development promote literature appreciation and motivate young people to incorporate reading into their lives beyond the required schoolwork Supporting Reading Grades 6 12 A Guideaddresses head on the disturbing trend of declining leisure reading among students and demonstrates how school librarians can contribute to the development of lifelong reading habits as well as improve students motivation and test scores The book provides a comprehensive framework for achieving this the READS curriculum which stands for Read as a personal activity Explore characteristics history and awards of creative works Analyze structure and aesthetic features of creative works Develop a literary based product and Score reading progress Each of these five components is explained thoroughly describing how school librarians can encourage students to read as individuals in groups and as school communities support classroom teachers instruction and connect students to today s constantly evolving technologies Used in combination with an inquiry information skills model the READS curriculum enables school librarians to deliver a dynamic balanced library program that addresses AASL s Standards for the 21st Century Learner

**Critical Issues in Education** Jack L. Nelson,Stuart B. Palonsky,Mary Rose McCarthy,2020-08-12 Critical Issues in Education examines three questions that are at the core of the education debate in the United States What interests should schools serve What knowledge should schools teach How do we develop the human environment of schools When answering these queries the authors advocate the use of critical thinking which includes dialogue and dialectic reasoning Dynamic and interactive dialogue requires listening and assessment while dialectic stimulates the development of a creative response that encompasses both sides of an issue When applied these approaches engender an informative and stimulating discussion In order to explore the depth of current educational issues the Ninth Edition considers 15 topics providing supporting evidence and reasoning for two divergent views These issues include violence in schools the role of technology gender equity multiculturalism inclusion and disability and school choice Both civic and professional discussions regarding improvements will have consequences for students teachers and society As a result educational views and the social landscape in which they reside deserve critical study Field Hearing on "Education at a Crossroads: What Works? What's Wasted?" Peter Hoekstra,2000-04 Hearing on the education process called Education at a Crossroads Witnesses include students parents teachers administrators and Governors about what s working in education at the local level Witnesses Terry Granstad Gov

State of Iowa Marvin Pomerantz Iowa Commission on Educational Excellence in the 21st Century Steve McDermott Principal Fontanelle IA Luvern Gubbels Superintendent of Schools Diocese of Des Moines James Hawkins Coordinator Cooperative Education Norwalk IA Community School and Randy Richardson technology consultant Loess Hill Education Agency 13 Council Bluffs IA      **School Libraries 3.0** Rebecca P. Butler, 2015-06-18 This textbook for school library administration courses is written by a professor who has taught this course at least once a year for the past twenty years Technology is interwoven throughout the book and not listed as a separate chapter or book section This is because the school librarian of today and certainly the school librarian of tomorrow is working in an environment of web resources multimedia mixed methods and varying programs and services Major chapters cover the various roles of the school librarian curricular standards and guidelines policies and procedures budgeting facilities personnel services programming ethics advocacy and evaluation Sample policies procedures and plans make this book valuable to both new and experienced school librarians

*Re-envisioning the MLS* Johnna Percell, Lindsay C. Sarin, Paul T. Jaeger, John Carlo Bertot, 2018-04-13 At the heart of any discussion about the future of libraries is the future of librarians and how well our instructional programs especially the Master of Library Science MLS degree prepare them for their careers This book continues the critical conversations around preparing future librarians



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## **Table of Contents School Censorship In The 21st Century**

1. Understanding the eBook School Censorship In The 21st Century
  - The Rise of Digital Reading School Censorship In The 21st Century
  - Advantages of eBooks Over Traditional Books
2. Identifying School Censorship In The 21st Century
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an School Censorship In The 21st Century
  - User-Friendly Interface

4. Exploring eBook Recommendations from School Censorship In The 21st Century
  - Personalized Recommendations
  - School Censorship In The 21st Century User Reviews and Ratings
  - School Censorship In The 21st Century and Bestseller Lists
5. Accessing School Censorship In The 21st Century Free and Paid eBooks
  - School Censorship In The 21st Century Public Domain eBooks
  - School Censorship In The 21st Century eBook Subscription Services
  - School Censorship In The 21st Century Budget-Friendly Options
6. Navigating School Censorship In The 21st Century eBook Formats
  - ePub, PDF, MOBI, and More
  - School Censorship In The 21st Century Compatibility with Devices
  - School Censorship In The 21st Century Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of School Censorship In The 21st Century
  - Highlighting and Note-Taking School Censorship In The 21st Century
  - Interactive Elements School Censorship In The 21st Century
8. Staying Engaged with School Censorship In The 21st Century
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers School Censorship In The 21st Century
9. Balancing eBooks and Physical Books School Censorship In The 21st Century
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection School Censorship In The 21st Century
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine School Censorship In The 21st Century
  - Setting Reading Goals School Censorship In The 21st Century
  - Carving Out Dedicated Reading Time

12. Sourcing Reliable Information of School Censorship In The 21st Century
  - Fact-Checking eBook Content of School Censorship In The 21st Century
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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