

### **A discussion on censorship: Eight Panel Chaekgeori Screen**

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| **Introduction**  |
| Art is influenced and often captures political beliefs of the time it is created. This lesson uses an eight panel Chaekgeori screen to spark a conversation on censorship in life and literature. It tells the story of real life ban on information that is modeled in many books. This lesson would be well suited in a reading unit centering around texts like The Giver, Fahrenheit 451, Brave New World, or 1984.  |
| **Indiana Standards Connections:**    11-12.RC.4 Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.11-12.RC.1 Analyze what a text says explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis, including where the text leaves matters uncertain. (E) 11-12.RC.2 Compare and contrast the development of similar themes across two or more works of literature, and analyze how they emerge and are shaped and refined by specific details. | **Compelling Question(s):**   Why do leaders try to control information? What is the harm of controlling information?  Why do so many works of literature surround ideas like this? What makes these concerns so powerful?       |
| **Lesson Objectives:** Students will be able to:Analyze a text to find examples of censorshipFind implicit harms and benefits of censorship throughout a textCompare the censorship represented by the Chaekgeori screen to works of literature  |
| **Materials**  |
| 1. Case study examples
2. Image and information of the [Chaekgeori screen](https://w2w.indiana.edu/explore-collections/chaekgeori-screen.html)
3. Relevant literature for your class
4. [Banned book lists](https://www.oif.ala.org/ala-releases-annual-top-10-most-challenged-books-list/)

**Case study examples:** After a parent complaints, three books containing a sex scene and some violence are removed from the High School library. A high school principal suspends distribution of the yearbook because of a Black Lives Matter selection. The yearbook also contains a page making fun of certain Queer students at the school. At graduation, a school administrator cuts off the valedictorian’s speech when they start critiquing the way a bullying situation was handled the year before. The speaker is giving graphic details on what happened during the incident. A school implements strict regulations on students' use of social media platforms while on campus. The school argues that this policy is necessary to prevent cyberbullying, maintain focus on academic activities, and protect students' mental well-being.A student is selected for their artwork to be showcased at a school event at the end of the year. After spending many hours and months on these pieces the student submits their work to the art show. A principal censors most of the artwork and even removes some pieces because it contains controversial themes or imagery that some find offensive or inappropriate.The school newspaper decides to publish an investigative piece on the school administration's allocation of funds for extracurricular activities. The article raises questions about transparency and fairness in the distribution of resources. However, before the article goes to print, the school principal intervenes and demands that certain sections be removed. They claim there are forces at play that the students do not understand and a piece like this will create unnecessary drama.  |
| **Learning Plan**  |
| **Activities** 1. Get the class interested by asking a discussion question—are there some types of information that should be hidden? Have students think and provide evidence for their position. Then have students line up across the room on a scale of agree to disagree. Have a few students share their ideas.
2. We are going to look at a piece of art that comes from a tradition started in the 1300s. Show the *chaekgeori* screen from Korea. Ask students what they notice about this piece?
3. Highlight for students that none of the books actually have titles—explain a little about the history of paper production in Korea—how abundant it was, BUT even though they could make books, they didn’t. Rulers ensured that people wouldn’t have access. “In Joseon-era Korea, possessing or reading books that contradicted the ruling ideology could lead to punishment.” Keeping the titles of the books blank kept the piece of art from falling under scrutiny later if those books were later deemed inappropriate or heretical by the government.
4. Provide students with different case study situations and allow them to discuss in small groups what may be reasons for or against blocking this information. Have one student be the note taker of the group. Ask students to write down a reason both for and against.
5. Come together as a class and have students summarize their discussions and find patterns of why censorship occurs.
6. This is all to preface the introduction of a text students will read. As students read the text, have them keep track of reasons censorship occurs and the harms that follow.
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| **Assessment Suggestions**   At the end of the unit, have students write literary analysis of why censorship occurs in the novel. Have them make an argument for or against the censorship that occurs in the story.   |
| **Extensions**  Ask students to research a book that is currently or had been historically banned in their district or local library. They could create a fake PSA against this novel, or a secret underground handout endorsing the novel. Students could also research other real historical societies that censored information.  |

**Eight Panel Chaekgeori Screen**

Some of the best opportunities for education are *integrative*—meaning that students are able to make connections across disciplines to reinforce the knowledge that they are developing. For example, they may be learning about Renaissance Italy in World Studies at the same time that they read Dante’s *Inferno* in English class while also studying Botticelli in Art. Feel free to combine and adapt some of the ideas across disciplines and standards to best suit your particular context. You can also collaborate with other teachers at your school or supplement the resources provided by contacting your librarian.

**Note: The following ideas are meant to give general guidance for teachers to include artifacts and other material culture in their classrooms. They are not meant to be treated as comprehensive activities or lessons that are one-size-fits-all for any classroom. They should be personalized to best fit the needs of a teacher’s individual context in accordance with prior student learning, student abilities, available resources, and any curricular guidance.**

**Art**

**Visual Arts – Responding:**

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| Anchor Standard 7: Perceive and analyze artistic workEnduring Understanding: Individual aesthetic and empathetic awareness developed throughout engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?  |
| VA:Re.7.1.1a | Select and describe works of art that illustrate daily life experiences. |
| VA:Re.7.1.6a | Identify and interpret works of art or design that reveal how people live around the world and what they value. |

**Visual Arts – Connecting:**

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| Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Essential Question(s): How does art help us understanding the lives of people of different times, places, and cultures? How is art used to impact the videos of a society> How does art preserve aspects of life?  |
| VA:Cn11.1.1a | Understand that people from different places and times have made art for a variety of reasons. |
| VA:Cn11.1.4a | Through observation, infer information about time, place, and culture in which a work of art was created. |
| VA:Cn11.1.6a | Analyze how art reflects changing times, traditions, resources, and cultural uses. |

*Students could look at different examples of censorship in art over time. What is the obligation of the artist to the kinds of work they create? Are their ever scenarios where censorship is appropriate?*

**Social Studies**

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| WH.3.1 | Analyze the impact of trade networks, such as the Silk Road and Indian Ocean trade network. (E) |
| 7.H.4 | Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia. (E) |
| 7.1.19 | Using primary and secondary sources, analyze issues confronting the eastern hemisphere. |
| 7.H.10 | Analyze worldwide voyages of exploration and discovery by considering multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears. |
| 7.3.11 | Analyze current issues and developments related to the environment in selected countries in Africa, Asia, and the Southwest Pacific.  |

*Students can be asked to examine the ways in which artifacts allow us to learn about time periods and cultures. Trade routes open the way for exchange in ideas, not just goods. While this piece of art is created from Silk—it is also participating in the exchange of ideas. Paper produced in Korea and China made information more widely available everywhere. In what ways do these influxes of information potentially become dangerous to different governments and societies?*