

Free Speech: Rights and Limits

Representation – Making your voice heard / Informing and being informed :

George Washington: "If the freedom of speech is taken away then dumb and silent we may be led, like sheep to the slaughter."

Benjamin Franklin: "Without freedom of thought, there can be no such thing as wisdom - and no such thing as public liberty without freedom of speech."

Thomas Jefferson: "Our liberty depends on the freedom of the press, and that cannot be limited without being lost."

Mark Twain: "It is by the goodness of God that in our country we have those three unspeakably precious things: freedom of speech, freedom of conscience, and the prudence never to practice either of them."

	How free is freedom of speech in the United States?
At the end of the Unit, I will	Deliver a speech in order to defend the 1 st opinion
What documents will be used ?	1- The Right to Speak 1a- 1st amendment 1-b 1st amendment illustrated 1c- freedom of speech hypothetical situation 2- Making your Voice heard 2a- Emma Gonzalez – March for our lives, 2018 2b- Colin Kaepernick becomes the face of Nike's Just Do It campaign The Guardian sport and agencies, <i>The Guardian</i>, 4 September 2018 2c- Join ICE, Jesse Welles, 2025 2d- Bad Bunny's Super Bowl halftime show explained Paulina Arana, www.newsrecord.org, Feb 13, 2026 3- Collision 3a- Biden says he supports the right to protest but denounces 'chaos' and hate speech <i>NPR Washington Desk</i>, May 2, 2024 3b- Trump gag-order controversy during the New York trial. It's clearly American, occurred in May 2024 3c- The Normalisation of Book Banning, Sabrina Baêta, Tasslyn Magnusson, Madison Markham, Kasey Meehan, Yuliana Tamayo Latorre, Pen America – The Freedom to Write, 2026, pen.org, 2026 3d- Most Challenged Books, 2026, Pen America – The Freedom to Write 4- Freedom without limits ? 4a- Free the Bird Branco, Flag and Cross.com 2022 4b- Argentina's national football team held up a banner with this message on July 15, 2026, after defeating England in the World Cup semi-final 4c- 'QUIET!': Trump viciously berates ANOTHER woman reporter in 'misogynistic' and 'disgusting' attack, MS Now, 19 aout 2026
What will I learn about ?	How individuals and groups use their voices to express opinions, protest, raise awareness, and influence society.

Final Project	You will produce a video for the « My Free Speech Case » channel
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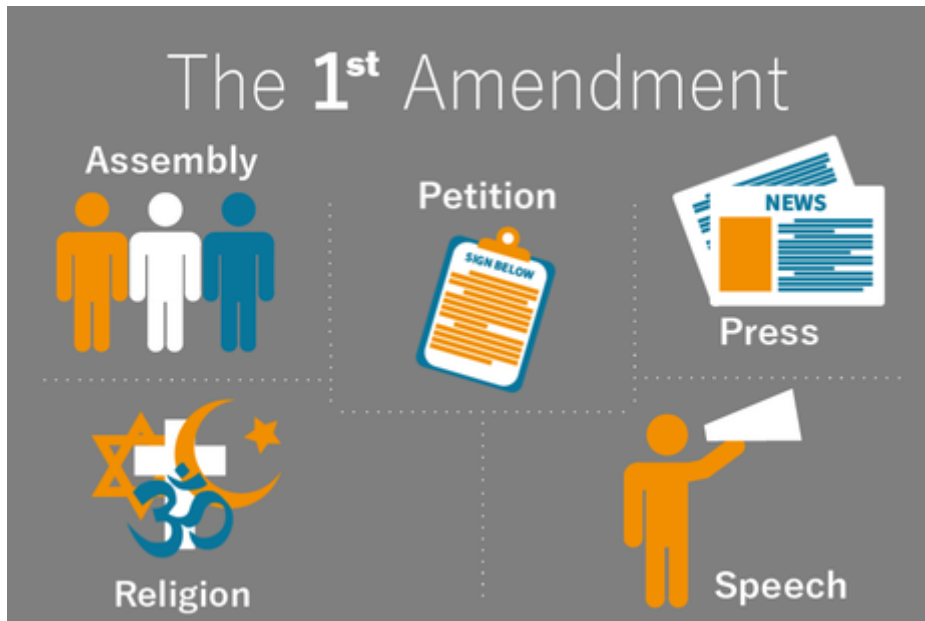
Instructions for your Final Task :

- 1- The video will be a individual task that will have to be submitted by all means on D-Day : USB, video link, download link...
- 2- Your video must be between 4 to 6 minutes. No more, no less.
- 3- You must base your video on one of the hypothetical situation of document 1c
- 4- Start by clearly introducing your case : what is the story behind it ?
- 5- consider both side. You must develop at least 3 arguments in total.
- 6- Your personal opinion must be clear : do you think the speech should be protected or limited ? Why ?
- 7- Remember the key question is : How free is freedom of speech in the United States?

1 - The Right to Speak

1a- 1st amendment

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.



1-b

travail sur les deux éléments : explications historique de ce 1er amendement :

A vigorous exercise of speech and press that the British considered to be treasonous preceded the American Revolution. Even before the revolt, American air seemed freer than that in England, which was as free as that of any nation. Almost uniformly Protestant, the American colonies nonetheless contained an increasing number of religious sects; settler communities that needed labor welcomed them. In part because colonists desired to be able to read Scripture for themselves, literacy rates were relatively high. Newspapers multiplied, and pamphleteers flourished. [Thomas Jefferson](#) declared in the [Declaration of Independence](#) that all men are equally entitled to the rights of "life, liberty, and the pursuit of happiness." In that spirit, a number of the newly independent colonies issued [declarations of rights](#) to enshrine freedoms that are today embodied in the First Amendment.

=> Bill of rights n'est pas la meme chose que la constitution : Bill of Rights = les 10 1er amendements qui assure les individual liberties

pb : where does it stop ?

1c- freedom of speech hypothetical situation

travail sur le quizz, partage des opinions => freedom of speech is a difficult questionnement+ depends on each states

=> what makes everybody abide the same laws ? The Supreme Court : The U.S. Supreme Court is the highest court in the country. It consists of nine justices—one Chief Justice and eight Associate Justices—appointed for life. The Court primarily reviews legal decisions appealed from

lower federal courts and state supreme courts, choosing cases that involve major questions about the U.S. Constitution

- **The Justices:** Nominated by the President and confirmed by the Senate.
- **Lifetime Tenure:** Justices serve for life (during "good behavior") to keep them free from political pressure.
- **Petitions:** The Court receives about 10,000 requests to hear cases each year.
- **Selection:** At least four of the nine justices must vote to accept a case (known as the "Rule of Four").
- **Docket:** The Court selects and hears only about 75 to 85 cases per term.

2- Making your Voice heard

2- Emma Gonzalez – March for our lives: travail sur le texte à partir des questions
faire faire 5 groupes, répondre aux questions

petit recap

puis lecture et comparatif des recap

écriture d'un recap définitif en mettant son point de vue sur l'action d'Emma Gonzalez

The 12 questions

1. How does Emma describe the impact of the shooting on the Douglas community?
2. What does Emma say people did not know while they were waiting outside the school?
3. What does Emma mean by saying that some victims had “stopped breathing” before people knew a code red had been called?
4. What does Emma say to people who “refuse” to comprehend what happened?
5. Why does Emma mention the AR-15?
6. Why does Emma name the victims and describe things they “would never” do again?
7. What is the effect of Emma’s silence after she finishes naming the victims?
8. How does the audience respond to Emma’s silence?
9. What does the repeated phrase “**Never again**” communicate?
10. How does Emma use the **six minutes and 20 seconds** to emphasize the tragedy?
11. How does Emma create an emotional connection with the audience by mentioning the victims’ everyday lives?
12. At the end of the speech, what does Emma reveal happened during those six minutes and 20 seconds?

2b- Colin Kaepernick becomes the face of Nike's Just Do It campaign The Guardian sport and agencies, *The Guardian*, 4 September 2018

travail sur l'image taking the knee de la perle

puis sur la Nike campaign

travail sur l'article : quels éléments sont soulignés par rapport au free speech ? Qu'en penser ? (conséquences, raison...)

2c- Join ICE Jesse Welles, 2025

Travail sur la chanson

Résumé de la chanson / recap sur ICE puis travail de traduction : one verse et the chorus pour un groupe de 3-4.

condition : doit respecté le rythme pour pouvoir être chanté en classe

2d- Bad Bunny's Super Bowl halftime show explained Paulina Arana,
www.newsrecord.org, Feb 13, 2026

travail de vocabulaire : deviner le sens des mots

mettre en parallèle les photos et le document

résumé sous forme de 5 questions → échange des questions , réponses écrite puis conclusion à l'écrit

illustration issue de : <https://www.forbes.com/sites/hannahabraham/2026/02/08/what-did-bad-bunnys-halftime-show-mean-every-cultural-reference-broken-down/>

3- Collision

3a- Biden says he supports the right to protest but denounces 'chaos' and hate speech *NPR Washington Desk*, May 2, 2024 :

travail sur le texte : retour sur le contenu du cours : justifier à quelle situation ce document pourrait faire écho,

3b- Trump gag-order controversy during the New York trial. It's clearly American, occurred in May 2024

recap du texte : quel sont les problèmes rencontrés ? Pourquoi la parole est-elle limitée ? Qu'est-ce qui justifie cette mesure ? Est elle justifier ? Argumentaire à faire en vert et rouge (pour et contre cette décision). Echange en groupe : qui a été le plus convainquant ?

3c- The Normalisation of Book Banning, Sabrina Baêta, Tasslyn Magnusson, Madison Markham, Kasey Meehan, Yuliana Tamayo Latorre, Pen America – The Freedom to Write, 2026, pen.org, 2026

découpage du texte en 4 parties : distribution des textes, appropriation puis échange entre groupe avec le même texte et ensuite en groupe de 4 avec les parties différentes.

Puis appropriation d'une liste de livre + mini résumé

lequel devrait être banned ? Pourquoi ? Et lequel devrait être sauver ? Pourquoi.

Argumentation à faire autour des livres.

4- Freedom without limits ?

4a- Free the Bird, Branco, Flag and Cross.com 2022 : travail sur la photo, description, signification, conséquence

4b- Argentina's national football team held up a banner with this message on July 15, 2026, after defeating England in the World Cup semi-final

même travail sur l'image

4c- 'QUIET!': Trump viciously berates ANOTHER woman reporter in 'misogynistic' and 'disgusting' attack, MS Now, 19 aout 2026

<https://www.youtube.com/watch?v=UKHclo0fpao>

Trump snapped at a woman reporter asking him a question, calling her a "loud, boisterous person" before repeatedly barking at her to "be quiet." Nicolle Wallace is joined by Eugene Daniels and Claire McCaskill for reaction on Deadline White House. Jusqu'à 2 minutes 08.

conclusion sur les 3 doc ? Signification par rapport à la liberté de parole

idée dST : <https://www.rollingstone.com/music/music-features/jesse-welles-protest-songs-tiktok-politics-1235410873/>

Trump opposes limited gag order in New York hush money case, defends right to respond to attacks

With jury selection scheduled to begin in Donald Trump's New York hush money trial in three weeks, the former president's defense lawyers have asked Judge Juan Merchan to deny prosecutors' recent request for a limited gag order, arguing the former president should be permitted to fully respond to attacks by his political opponents.

Defense lawyers argued in a filing Monday that the proposed gag order fails to meet the legal standard for restrictions on a defendant's speech and described the proposed gag order as a "unconstitutional" effort "to assail President Trump based on politically motivated indictments." "American voters have the First Amendment right to hear President Trump's uncensored voice on all issues that relate to this case," defense attorney Todd Blanche wrote in the filing. "President Trump's political opponents have, and will continue to, attack him based on this case. The voters have the right to listen to President Trump's unfettered responses to those attacks -- not just one side of that debate."

Last week, Manhattan District Attorney Alvin Bragg requested that Judge Merchan limit Trump from making public comments about potential witnesses, judicial staff, and any jurors in the case, as well as prosecutors other than Bragg himself.

"Defendant has a long history of making public and inflammatory remarks about the participants in various judicial proceedings against him, including jurors, witnesses, lawyers, and court staff," prosecutors wrote in their filing last week. "Those remarks, as well as the inevitable reactions they incite from [the] defendant's followers and allies, pose a significant and imminent threat to the orderly administration of this criminal proceeding and a substantial likelihood of causing material prejudice."

In response, defense lawyers described the gag order as a "heckler's veto" which fails to identify or substantiate which third parties might engage in threats or harassment.

They also argued that Trump has complied with past gag orders, as well as the protective order imposed by Merchan in this case. Trump was fined \$15,000 for two violations of the limited gag order in his recent New York civil fraud trial.

"The First Amendment under the State and federal Constitutions requires that President Trump's ability to respond to public attacks relating to this case, as he continues his leading campaign for the Presidency, be afforded the highest level of constitutional protections," the filing said.

Defense lawyers also argued that, contrary to what prosecutors said was Trump's "long history of making public and inflammatory remarks" about witnesses and jurors, prosecutors failed to demonstrate how Trump's recent statements prompted witnesses to feel intimidated or harassed.

"The People's failure to point to actual prejudice from those earlier statements, such as an indication that witnesses in this case feel harassed or intimidated, which they have not presented evidence of, undercuts their application significantly," the filing said.

Trump in April pleaded not guilty to a 34-count indictment charging him with falsifying business records in connection with a **hush money payment** made by his then-attorney, Michael Cohen, to adult film actress Stormy Daniels days before the 2016 presidential election. The former president has denied all **wrongdoing**.

Trump's lawyers argued in Monday's filing that the former president should be able have to respond to public attacks from witnesses in the case -- explicitly mentioning recent public comments by

Daniels and Cohen.

"Based on Cohen's record to date, there is every reason to believe that he will continue to comment on this case in podcasts and social media during the trial, as he has done continuously since arraignment notwithstanding the Court's request that he stop," the filing said. "President Trump is entitled to respond to those types of attacks, and the proposed gag order would impermissibly restrict his ability to do so."

As Trump campaigns for the presidency, his lawyers wrote that he should be "afforded the highest level of constitutional protections." They argued his speech about his criminal case is "inextricably entwined with his campaign."

"President Trump is entitled to criticize these public figures, and the voters are entitled to hear President Trump's criticism of them, especially as the Presidential campaign proceeds," the filing said.

By Katherine Faulders, Aaron Katersky, and Peter Charalambous, *abc.com*, March 4, 2024

After the Parkland shooting, high school students quickly mobilized to fight for gun control, among which Emma Gonzalez who delivered a powerful speech at the "March for Our Lives" in Washington DC in favor of gun control. Emma Gonzalez was a survivor of the Parkland school shooting. Here is the full transcript of her speech which lasted for 6'36 on March 24, 2018

Emma Gonzalez: (00:18)

Six minutes and about 20 seconds. In a little over six minutes 17 of our friends were taken from us, 15 were injured and everyone, absolutely everyone in the Douglas community was forever altered. Everyone who was there understands. Everyone who has been touched by the cold grip of gun violence understands. For us, long, tearful, chaotic hours in the scorching afternoon sun were spent not knowing. No one understood the extent of what had happened. No one could believe that there were bodies in that building waiting to be identified for over a day. No one knew that the people who are missing had stopped breathing long before any of us had even known that a code red had been called. No one could comprehend the devastating aftermath or how far this would reach or where this would go.

Emma Gonzalez: (01:13)

For those who still can't comprehend because they refuse to, I'll tell you where it went, right into the ground, six feet deep. Six minutes and 20 seconds with an AR 15 and my friend Carmen would never complain to me about piano practice. Aaron Feis would never call Kiera Ms. Sunshine. Alex Schachter would never walk into school with his brother Ryan. Scott Beigel would never joke around with Cameron at camp. Helen Ramsey would never hang out after school with Max. Do you know Montalto would never wave to her friend Liam at lunch? Joaquin Oliver would never play basketball with Sam or Dylan. Alaina Petty would never, Carol Lungren would never, Chris Hixon would never, Luke Hoyer would never, Martin Duque Anguiano would never. Peter Wang would never, Alyssa Alahdeff would never, Jamie Guttenberg would never, Meadow Pollick would never.

Emma Gonzalez: (02:09)

(silence).

Audience: (02:09) Never again, never again, never again, never again.

Speaker 3: (05:06)

[inaudible 00:06:22].

Emma Gonzalez: (06:36)

Since the time that I came out here, it has been six minutes and 20 seconds. The shooter has ceased shooting and will soon abandon his rifle. Blend in with the students as they escape and walk free for an hour before arrest. Fight for your lives before it's someone else's job.

Group 1

1. How does Emma describe the impact of the shooting on the Douglas community?
2. What did people not know while they were waiting to find out what had happened?
3. What does Emma say to people who “refuse” to comprehend what happened?
4. Why does Emma name the victims and describe the things they “would never” do again?
5. What is the effect of the silence after Emma finishes naming the victims?

Group 2

1. How does Emma use the **six minutes and 20 seconds** to emphasize the tragedy?
2. What does Emma say about the victims who had “stopped breathing” before the code red was known?
3. Why does Emma mention the AR-15?
4. How does Emma create an emotional connection by describing the victims' everyday lives?
5. How does the audience respond to Emma's silence?

Group 3

1. What does Emma mean when she says that everyone in the Douglas community was “forever altered”?
2. What does Emma say people could not comprehend about the aftermath of the shooting?
3. What does Emma mean when she says the victims went “right into the ground, six feet deep”?
4. Why does Emma repeatedly use the phrase “**would never**”?
5. What does the audience's repeated “**Never again**” communicate?

Group 4

1. What numbers does Emma give at the beginning, and why are they significant?
2. Why does Emma emphasize that some bodies were waiting to be identified for over a day?
3. Why does Emma name the victims one by one?
4. What effect does the long silence have after the list of names?
5. Why is the audience's response of “**Never again**” important?

Group 5

1. What does Emma say people who have experienced gun violence understand?
2. Why were the hours after the shooting described as “long, tearful, chaotic”?
3. How does Emma challenge people who refuse to understand the consequences of the shooting?
4. How does the list of victims make the tragedy more personal?
5. At the end of the speech, what does Emma reveal happened during those **six minutes and 20 seconds**?

Colin Kaepernick becomes the face of Nike's Just Do It campaign

Colin Kaepernick, the former San Francisco 49ers quarterback who sparked controversy by kneeling during the national anthem to protest racial injustice, will be the face of a Nike advertising campaign for the 30th anniversary of its “Just Do It” motto.

Kaepernick was a quarterback in the NFL for six years. He stirred national debate by taking a knee while the anthem was played before games during the 2016 season, to draw attention to police killings of African Americans and other issues.

Kaepernick tweeted a black-and-white photo of himself on Monday featuring the Nike logo and “just do it” slogan as well as a quote: “Believe in something. Even if it means sacrificing everything.”

Nike has endorsed Kaepernick since 2011 but has not featured him in campaigns since his departure from the NFL.

“We believe Colin is one of the most inspirational athletes of this generation, who has leveraged the power of sport to help move the world forward,” the Nike executive Gino Fisanotti told ESPN. “We wanted to energize its meaning and introduce ‘Just Do It’ to a new generation of athletes.”

The protests during the national anthem, soon embraced by other players, raised the ire of some NFL fans, Republican politicians and President Donald Trump.

Trump said the players disrespected the American flag and the military, and has said he would love to see NFL owners fire such players.

Kaepernick and another former 49ers player, Eric Reid, have not been signed by any of the NFL’s 32 teams since their protests spread. Both have filed collusion grievances against NFL owners.

On Thursday, arbitrator Stephen Burbank denied the league’s request to dismiss the case, which means he found sufficient evidence for the case to continue and perhaps go to trial.

News of Nike’s ad campaign broke just days before the first game of the NFL season on Thursday, when the controversy over pre-game protests could flare anew.

Serena Williams was among those who praised the ad, and earlier lauded Kaepernick and Reid. “I think every athlete, every human, and definitely every African-American should be completely grateful and honored how Colin and Eric are doing so much more for the greater good,” she said at the weekend.

However, it also drew criticism from some quarters, including the former Arkansas governor Mike Huckabee.

Others on social media posted videos of Nike shoes burning and Nike socks with the “swoosh” symbol cut out.

Kaepernick received an enthusiastic welcome from fans at the US Open’s showcase match between Serena and Venus Williams in New York on Friday night, when he was shown raising his fist on the big screen. “Especially proud to be a part of the Nike family today,” tweeted the former after news of Kaepernick’s deal emerged.

The Guardian sport and agencies, *The Guardian*, 4 September 2018

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The Guardian sport and agencies, *The Guardian*, 4 September 2018

Bad Bunny’s Super Bowl halftime show explained

Bad Bunny performed at Super Bowl 60 on Feb. 8, 2026. Surpassing 135 million views, his show is now the most watched Super Bowl Halftime performance of all time. His performance turned the football field into a celebration of Puerto Rican culture, while reminding the world the power of love and emphasizing unity. Although his message was clear, the performance was layered with symbolism — let’s break it down.

The show began in a sugar cane field and **spotlighted** its workers, known as jíbaros, wearing traditional vestments and the “pava” hat – an authentic symbol of Puerto Rican identity and resistance. This imagery honored the labor that shaped the island’s history and heavily influenced

surrounding sugar empires. Bad Bunny appeared in the middle of this field in a customized jersey featuring his last name “Ocasio,” paying tribute to his lineage. As he passed through the field carrying a football, he bumped into multiple aspects of Puerto Rican culture. (...) The focus then switched to “La Casita” — a house meant to resemble a typical home on the island. The house featured Hispanic celebrities. The incorporation of these stars highlighted the many Latinos who contribute to American culture alongside Bad Bunny.

During the intro of “MONACO,” he delivered a Spanish monologue explaining how he only got to where he is because he never stopped believing in himself — a journey that took him from bagging groceries a decade ago to the Super Bowl stage. He ended by urging people to also believe in themselves and their own value.

The only lyrics he sings of “MONACO” is “Esto es lo que tú querías” which led viewers into the surprise appearance of Lady Gaga singing a salsa version of “Die With a Smile.” These lyrics translate to “This is what you wanted” — a reference to critics of this all-Spanish performance. Bad Bunny **countered by** bringing out a legendary English-speaking artist and combined cultures by having her sing the song she shares with Bruno Mars — an artist of Puerto Rican descent.

His theme of love was introduced here with a real Puerto Rican wedding taking place. The wedding conveyed a true island gathering with native instruments, kids running around, everyone dancing and a kid asleep across three chairs — an action many Puerto Ricans remember **partaking** in during their childhood. After “NUEVAYoL,” Bad Bunny showed a Puerto Rican family resembling his own watching his Grammy Speech, then handed his award to an actor playing young Benito, telling him, “Cree siempre en ti” which translates to “Believe in yourself always” **urging** him — and other Boricua kids — to believe in their dreams.

He then brought the set of his album cover to life with a performance by Ricky Martin. Martin sat in one of the plastic chairs featured on the cover — an iconic item that represents the island’s social life. Martin intentionally performed Bad Bunny’s “LO QUE LE PASÓ A HAWAII” — an emotional ballad describing the fears many Puerto Ricans share of the island’s potential of becoming a U.S. state and being gentrified like Hawaii was.

The political messaging continued when he got on electrical posts with power lines to sing “El Apagón.” The set production recreated the **blackouts** the island frequently experiences due to failing power grids. The song itself describes the lasting damage Hurricane Maria caused to the island’s infrastructure and confronts the governments’ lack of action.

Bad Bunny waved a Puerto Rican flag with a light blue triangle instead of the traditional dark blue, referencing the independence movement and **alluding** to his song “LA MuDANZA,” which credits the 1948 Gag Law that criminalized displaying the flag on the island.

While getting off the posts, he began to sing “CAFé CON RON” as flags from every country in the Americas were rushed onto the field. Here, he yelled his only English words during the show: “God bless America.” He followed by listing almost every country in America. The football from the beginning reappeared in his hands to reveal a message reading “Together, we are America.”

It seems that Bad Bunny’s statement here is that America goes beyond the borders of the U.S. and is more than just one flag. He establishes that America is defined by the collection of cultures within the countries he listed and the flags displayed.

He proceeded to throw the football down and said “Seguimos aquí,” which translates to “We’re still here” — a finale in which he reiterates that after everything, Puerto Ricans and Latinos still exist across the continent.

As he exited the field, the infamous words from his Grammy speech “The only thing more powerful than hate is love” appeared on the screen behind him.

In just 13 minutes, Bad Bunny globally celebrated his culture, highlighted the island’s history, emphasized love and delivered messages about what it means to be a true “American.”



illustration issue de : <https://www.forbes.com/sites/hannahabraham/2026/02/08/what-did-bad-bunnys-halftime-show-mean-every-cultural-reference-broken-down/>



Join Ice, Jesse Welles, 2025

[Verse 1]

Well, if you're lookin' for purpose in the current circus
If you're seekin' respect and attention
If you're in need of a gig that'll make you feel big
Come with me and put some folks in detention
Just last week was kind of tough, I put a kid in cuffs
I zip-tied a lady to a van
We can sneak around town, hunt workin' folks down
I hear they get a great benefit plan

[Chorus]

Join ICE, boy, ain't it nice?
Join ICE, take my advice
If you're lackin' control and authority
Come with me and hunt down minorities
Join ICE

[Verse 2]

See, I failed the academy, the cops weren't havin' me
The Army didn't sound that fun
So I found me a paramilitary operation
That was keen to hand me a gun
I got picked on at school, I never felt that cool
There's a hole in my soul that just a-rages
All the ladies turned me down, and I felt like a clown
But will you look at me now? I'm puttin' folks in cages

[Chorus]

At ICE, we're respectin' power
Join ICE, I hear they got great hours
There's a sign-on bonus of fifty grand
They're in need of you needin' to feel like a man
Join ICE

[Interlude]

Look at 'em go

[Instrumental Break]

[Verse 3]

Well, if you're lookin' for thrills and you're wantin' to kill
But you don't wanna travel far
They'll give you some chemical spray and in a couple of days
You'll be shooting women in their cars
If you've been prone to failure and your life's been hell
You're entitled to some compensation
They'll give you some federal immunity to kill with impunity
Give a salute, they'll put you on location

[Chorus]

Join ICE, they're only taking the best

Join ICE, they don't take any less
If you're low on options and needing a plan
They're in need of you needing to feel like a man
Join ICE

Biden says he supports the right to protest but denounces 'chaos' and hate speech

President Biden defended the protests roiling college campuses across the country, but also emphasized the importance of the rule of law and denounced hate speech of any kind. The president gave the brief, hastily arranged remarks from the White House Thursday morning following days of colleges and universities struggling to contain pro-Palestinian protests. "We've all seen images and they put to the test two fundamental American principles," Biden said. "The first is the right to free speech and for people to peacefully assemble and make their voices heard. The second is rule of law. Both must be upheld." He said people have a right to get an education and freely walk across campus without fear. "There's the right to protest but no the right to cause chaos," he said. Biden added that there is no place for antisemitism or hate speech of any kind in America. NPR Washington Desk, May 2, 2024

3c- The Normalisation of Book Banning, Sabrina Baêta, Tasslyn Magnusson, Madison Markham, Kasey Meehan, Yuliana Tamayo Latorre, Pen America – The Freedom to Write, 2026, pen.org, 2026 : texte découpé en 4 partie

The Normalisation of Book Banning: The Rise of Book Censorship

In 2025, book censorship in the United States is rampant and common. Never before in the life of any living American have so many books been systematically removed from school libraries across the country. Never before have so many states passed laws or regulations to facilitate the banning of books, including bans on specific titles statewide. Never before have so many politicians sought to bully school leaders into censoring according to their ideological preferences, even threatening public funding to exact compliance. Never before has access to so many stories been stolen from so many children.

Two things help us make sense of the world – information and stories. Both explain, describe, and give language to the world we encounter. It is not a surprise then that banning books is a way of erasing stories, identities, experiences, and peoples and reshaping understandings of the past. Dr. Rudine Sims Bishop warns: "When children cannot find themselves reflected in the books they read, or when the images they see are distorted, negative, or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part."

Stories tell us who we are and who we can become.

This right – the right to discover – is being taken from students under the guise of their "protection." Over the past four years, a misleading campaign to "protect children" alongside advocacy for "parental rights" has been weaponized to diminish students' First Amendment rights in schools, sow distrust in librarians and educators, and diminish the ability of authors and illustrators to connect with their intended audiences. In this upside down world, any rights of young people as students are somehow subservient to the absolute rights of their parents.

In 2022, we cautioned that book bans and related threats to free expression and the First Amendment should not be ignored; that this assault on students' freedom to read is a slippery slope; and that state censorship of this nature, once unleashed, would snowball. Today, that escalation is no longer hypothetical. For many students, families, educators, librarians, and school districts, book

banning is a new normal.

This change didn't happen overnight, and it wasn't a fluke of history. National and local groups touting extreme conservative views have played on parents' fears and anxieties to exert ideological control over public education across the United States using consistent and coordinated tactics. These groups' efforts have catalyzed censorial trends and a full-blown attack on public schools and democracy. This "Ed Scare," as PEN America has termed it, has produced changes at the local, state – and increasingly, federal – levels at a frighteningly rapid pace, resulting in new policies that not only diminish students' right to read and learn, but also take away protections for educators and librarians. Together, these trends are having a profound impact on the literary community and the country at large.

As a result of these groups and their political allies, book censorship in schools has reached a new apex, now becoming a routine and expected part of school operations, particularly in states like Florida, Texas, and Tennessee. And it is being anticipated on the horizon for educators and families in states like Pennsylvania, Michigan, and Minnesota. While we explore the specific trends that have led us to this escalated climate of censorship in this report, it is important to remember the big picture. These attacks on students' rights and educational institutions are the symptoms of a much larger disease: the dismantling of public education and a backsliding democracy.

Sabrina Baêta, Tasslyn Magnusson, Madison Markham, Kasey Meehan, Yuliana Tamayo Latorre,
Pen America – The Freedom to Write, 2026, pen.org, 2026

The Normalisation of Book Banning: Who and What is Being Targeted?

Persistent attacks conflate LGBTQ+ identities as “sexually explicit” and erase LGBTQ+ representation from schools. Efforts to ban children's picture books especially illuminate the perniciousness of this attack. Nationally, there is evidence that extreme conservative groups have continued to circulate reports to schools with these claims, putting pressure – and providing cover – for district leaders to ban books on that basis.

The inclusion of LGBTQ+ books in classroom and school libraries was at the center of a United States Supreme Court case, *Mahmoud v. Taylor*, which was decided this summer. This case asked whether or not Montgomery County Public Schools in Maryland must allow parental notifications and opt-out if lessons related to gender and sexuality might violate a family's religious beliefs. The ruling in *Mahmoud v. Taylor*, heightened censorship of LGBTQ+ content across school districts nationwide. Rather than offering histories, stories, and books that reflect all students and families, LGBTQ+ stories will be omitted from classrooms. LGBTQ+ students and their families will effectively be denied the freedom to read about themselves and those around them.

One trend has remained constant throughout these four years: Many of these book bans are not due to decisions made in reconsideration policies and processes. Nor are they the direct result of legislation. PEN America identified 2,520 book ban cases where the bans were influenced by pressure imposed from the presence or threat of state laws. Out of those, however, only 3% of the bans were triggered by a law requiring the removal of a book – the rest, 97%, came from bans caused by the fear that districts had of being out of compliance, regardless of whether the law was enjoined, hadn't been passed yet, or didn't call for the direct removal of books. This functions as a form of “obeying in advance” to anticipated restrictions from the state or administrative authorities, rooted in fear or simply a desire to avoid topics that might be deemed controversial.

Where there are everyday book bans, there is also everyday resistance. Often, it is parents,

individual authors, students, educators, librarians, and community members who have been instrumental in creating the most local and direct pressure to return books to shelves. Other times, national organizations were publicly outspoken about district-level bans supporting these state and local efforts, such as National Coalition Against Censorship, Authors Against Book Bans, the ACLU, EveryLibrary, American Booksellers for Free Expression, the Author's Guild, Society of Children's Book Writers and Illustrators, and Military Families for Free Expression. Truly, no one fighting book censorship in schools is doing so alone, and many individuals, coalitions, and organizations are actively pushing back.

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The Normalisation of Book Banning: The Scale of the problem

During the 2024-2025 school year, PEN America recorded 6,870 instances of book bans across 23 states and 87 public school districts.

No title is safe as long as book banning efforts continue. This 2024-2025 school year, book bans affected 3,752 unique titles in 87 school districts nationwide. Some types of books are targeted for removal because of their content; but the climate of censorship that has spread in schools has impacted a wide array of titles written for all sorts of audiences. Access to literature prepares our youth to confront the real world, offering a window into experiences otherwise unknown to them. However, diverse ideas and stories featuring protagonists from historically marginalized identities are often the first topics targeted by censors.

The damage caused by book bans doesn't stop at the infringement of students' free speech rights and restrictions to the freedom to read. In their wake, book bans also leave a detrimental mark on thousands of creative people in the literary world. Throughout the 2024-2025 school year, book bans affected the works of almost 2,600 artists, including 2,308 authors, 243 illustrators and 38 translators.

The majority of the authors whose books are overwhelmingly targeted often explore themes with race and racism, gender identity and sexuality, or depict sexual violence in their work. During the 2024-2025 school year, the works of the ten most commonly banned authors account for 13% of all book ban instances.

Several of these authors have penned multiple titles – a phenomenon where a ban on one title from a specific author is followed by efforts to ban their entire collection. Book bans leave authors at increased financial risk due to a reduction in school visits or events, and the potential subsequent impact on their future book sales. Some authors have reported the emotional impacts of these book bans on their creativity, citing concerns about potential blowback to future works, which cause them to feel the need to self-censor. In this way, the book banning campaign has had an impact that ranges far beyond the specific titles and school districts, ultimately leaving many readers without access to current stories, and jeopardizing the stories yet to be imagined by these creators.

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The Normalisation of Book Banning: The Impact on Education

Over the last several years, censorship pressures have expanded and escalated, taking on different forms. State legislatures passed laws restricting educational materials and library books. State superintendents or departments of education issued directives to schools, causing confusion, and called out school leaders and librarians to remove educational materials. Elected leaders issued lists of books containing “explicit” material, demanding schools remove them. Groups made accusations of “porn in schools” to police and sheriffs departments, creating another form of pressure locally to ban certain titles. School districts have started issuing preemptive bans through “do not buy” lists, barring titles from ever entering their libraries. Administrators find it safer to remove a book in the face of pressure than fight for its belonging on library shelves, and educators and librarians admit to omitting books that may be objectionable.

From a birds’ eye view, school districts today are surrounded by multiple and persistent local, state, and now federal pressures to ban books, with diminishing reasons not to. The result is a kind of everyday banning – the normalization and routinization of censorship as an expected part of public education in many parts of the country. Book bans harm public school systems and restrict education. Book bans are the result of coordinated campaigns by individuals and groups, some of whom harbor homophobic, white supremacist, and Christian nationalist views. The onslaught of these campaigns upon public schools is an attack on the very purpose of public education – to educate all students, to generate empathy and understanding for an informed citizenry, and to serve as a great equalizer for students from all backgrounds.

Book bans are reported to decrease students’ engagement in reading, discourage their critical thinking, and interfere with a teacher’s ability to teach and strain systems that are already overwhelmed, as schools face teacher shortages, funding cuts, chronic absenteeism, and ongoing learning loss exacerbated by the COVID-19 pandemic.

Our public school system is foundational for free expression and for the rich exchange of information and ideas. School libraries are essential in supporting voluntary inquiry and have been defended as necessary places free from ideological control. And much like public libraries and other public institutions, the goal of public education is to serve everyone – equally and fairly. In sowing chaos across public education, the book banners and ideologues have laid bare their fear – namely, the fear of a more just, informed, and equitable populace.

These efforts to reject educational materials are illustrative of what ideological censors want to actually destroy: educational climates that allow access to critical historical narratives, the frontiers of contemporary science, and a diverse set of ideas that encourage students to learn to think critically. As PEN America has cautioned previously, the result of these efforts to police public education will inevitably narrow open inquiry and what young people learn about the world.”

The climate of bans is no longer new, but something that families, educators, and all of us have become conditioned to expect as part of the U.S. education system. Book challenges and bracing for parental criticism has become a routine while state laws, local policy shifts, federal policy changes, and continued attacks from conservative groups have placed extreme pressure on school district leaders. In many parts of the country, librarians, educators, and administrators now expect lists of challenges to “objectionable” titles as an inevitability. These titles, falsely deemed “harmful” or “inappropriate,” far too often target marginalized groups and groups historically under-represented in public school library collections. Eroding students’ right to receive information about their world, their histories and identities, and their own bodies, will inevitably allow a culture of censorship to fester, impoverishing students’ educational opportunities.

texte entier :

The Normalisation of Book Banning

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Summary of the 15 banned books :

Book Summaries

1. The Hate U Give — Angie Thomas

Published: 2017

Starr Carter is a sixteen-year-old girl who lives between her Black neighborhood and a mostly white private school.

Her life changes when she witnesses her childhood friend Khalil being shot and killed by a police officer.

As the shooting becomes national news, Starr faces racism, protests, police violence, and pressure to remain silent.

The story also contains strong language, drug references, and mature discussions about relationships and sexuality.

The novel explores racism, identity, justice, friendship, and the importance of speaking up.

2. The Handmaid’s Tale — Margaret Atwood

Published: 1985

Offred lives in Gilead, a dystopian society where women have lost their freedom and basic rights.

She is forced to become a Handmaid whose reproductive ability is controlled by the government.

She remembers her husband and daughter while secretly looking for ways to resist the system.

The novel contains sexual violence, abuse, executions, religious extremism, and disturbing

Anne-Charlotte Legrand – Lycée Alain – Académie de Versailles

descriptions of oppression.

It explores power, freedom, gender inequality, religion, reproductive control, and resistance.

3. The Kite Runner — Khaled Hosseini

Published: 2003

Amir grows up in Afghanistan with his best friend Hassan, but their friendship is changed by a traumatic act of violence.

Amir fails to protect Hassan and carries guilt about what happened for many years.

After moving to America, he eventually returns to Afghanistan to confront his past and help Hassan's family.

The novel contains sexual violence, war, disturbing events, strong language, and controversial religious themes.

It explores friendship, betrayal, guilt, family, forgiveness, and redemption.

4. Looking for Alaska — John Green

Published: 2005

Miles leaves home to attend boarding school and hopes to discover a more exciting life.

He becomes close to Alaska Young and experiences friendship, romance, drinking, smoking, and teenage rebellion.

A tragic event changes his life and leaves him struggling with grief and guilt.

The book includes sexual content, profanity, alcohol, drugs, smoking, and discussions of suicide.

It explores love, friendship, loss, responsibility, and growing up.

5. A Clash of Kings — George R. R. Martin

Published: 1998

Several powerful kings and families fight for control of Westeros during a brutal civil war.

Political alliances constantly change as characters compete for power and survival.

Jon Snow faces dangers beyond the Wall while Daenerys tries to strengthen her position elsewhere.

The novel contains graphic violence, death, sexual content, rape, incest, and strong language.

It explores ambition, power, loyalty, betrayal, war, and survival.

6. Kingdom of Ash — Sarah J. Maas

Published: 2018

Aelin is imprisoned while her friends and allies fight to save her kingdom.

Her companions gather armies and prepare for an enormous final battle.

The characters experience imprisonment, torture, violence, loss, and difficult sacrifices.

The book also contains sexual content, profanity, and other mature themes.

It focuses on courage, friendship, loyalty, sacrifice, hope, and fighting for freedom.

7. Empire of Storms — Sarah J. Maas

Published: 2016

Aelin returns to Terrasen and prepares for a massive war against powerful enemies.

She gathers allies while trying to protect her kingdom and the people she loves.

The characters face battles, violence, imprisonment, betrayal, and painful sacrifices.

Anne-Charlotte Legrand – Lycée Alain – Académie de Versailles

The novel also contains explicit sexual situations, profanity, and mature romantic themes. It explores love, loyalty, friendship, power, sacrifice, and war.

8. A Court of Wings and Ruin — Sarah J. Maas

Published: 2017

Feyre returns to the Spring Court while secretly gathering information for her allies. She discovers that a major war is approaching and that the different faerie courts must unite. As Feyre and her friends prepare for battle, they face violence, danger, and painful sacrifices. The novel also contains explicit romantic and sexual content, profanity, and references to abuse. It explores love, friendship, courage, loyalty, freedom, and survival.

9. Tower of Dawn — Sarah J. Maas

Published: 2017

Chaol travels to a distant kingdom hoping to find someone who can heal his serious injuries. He meets Yrene, a healer who initially distrusts him because of his past actions. Together they uncover a dangerous threat that could affect kingdoms far beyond their own. The story includes violence, mature romantic relationships, sexual references, and discussions of trauma. It focuses on healing, forgiveness, friendship, romance, politics, and adventure.

10. A Court of Frost and Starlight — Sarah J. Maas

Published: 2018

Feyre and her friends try to recover after surviving a devastating war. They return home and celebrate the Winter Solstice while attempting to rebuild their lives. Although the war is over, the characters continue to experience emotional and psychological effects from it. The book includes sexual references, mature relationships, profanity, and references to previous violence. It focuses on healing, friendship, love, recovery, and rebuilding.

11. The Bluest Eye — Toni Morrison

Published: 1970

Pecola is a young Black girl who believes that having blue eyes would make her beautiful and accepted. She grows up surrounded by racism, poverty, neglect, and harmful ideas about beauty. Her difficult childhood becomes even more traumatic when she experiences severe sexual and physical abuse. These disturbing experiences contribute to her emotional and psychological breakdown. The novel explores racism, beauty standards, childhood trauma, abuse, identity, and self-worth.

12. Water for Elephants — Sara Gruen

Published: 2006

Jacob joins a traveling circus after losing his parents during the Great Depression. He becomes the circus veterinarian and falls in love with Marlena, who is trapped in an abusive

marriage.

Her husband August is violent toward both people and animals, creating constant danger.

The novel also includes sexual situations, profanity, alcohol, and disturbing scenes involving animal cruelty.

It explores love, survival, cruelty, friendship, and life during the Great Depression.

13. Thirteen Reasons Why — Jay Asher

Published: 2007

Clay Jensen receives recordings made by Hannah Baker before her death.

Through the recordings, Hannah describes bullying, relationships, sexual experiences, and painful events that affected her.

Clay listens to the tapes while trying to understand what happened and how people treated Hannah.

The book contains discussions of suicide, sexual assault, drugs, alcohol, and strong language.

It explores grief, bullying, guilt, responsibility, and the effects people's actions can have on others.

14. Milk and Honey — Rupi Kaur

Published: 2014

Milk and Honey is a collection of short poems about love, heartbreak, trauma, relationships, and healing.

Some poems deal with sexual experiences, abuse, and the emotional effects of painful relationships.

The collection is divided into sections that represent different stages of suffering and recovery.

Kaur uses simple language and illustrations to express difficult and personal experiences.

The book focuses on self-worth, survival, healing, and learning to move forward.

15. A Stolen Life — Jaycee Dugard

Published: 2011

Jaycee Dugard was kidnapped at the age of eleven and held captive for eighteen years.

During her captivity, she experienced severe abuse and was separated from her family and normal childhood.

She eventually became a mother while still being held captive.

After her rescue, she describes the psychological effects of her experiences and her difficult journey toward recovery.

The memoir focuses on survival, trauma, family, resilience, and rebuilding a life after captivity.

reason why they have been banned :

none of these books is universally banned. Most have been **challenged, restricted, or removed from particular schools/libraries.** The reasons below are the common objections that have been reported for each title.

1. The Hate U Give — Angie Thomas

- Profanity and strong language.
- Violence and police brutality.
- References to drugs and drug dealing.
- Racism and racial injustice.
- Sexual references and mature themes.

2. The Handmaid's Tale — Margaret Atwood

- Sexual content and sexual violence.
- Profanity.
- Disturbing descriptions of abuse.
- Religious and political themes considered controversial.
- Discussions of women's reproductive rights and oppression.

3. The Kite Runner — Khaled Hosseini

- Sexual assault and references to rape.
- Violence and war.
- Profanity.
- Drug and alcohol references.
- Religious and political themes.

4. Looking for Alaska — John Green

- Sexual content and references to sex.
- Alcohol and drug use.
- Smoking.
- Profanity.
- Suicide and grief-related themes.

5. A Clash of Kings — George R. R. Martin

- Graphic violence and death.
- Sexual content.
- Rape and sexual violence.
- Incest.
- Profanity and other mature themes.

6. Kingdom of Ash — Sarah J. Maas

- Graphic violence and war.
- Sexual content.
- Profanity.
- Torture and abuse.
- Other mature themes.

7. Empire of Storms — Sarah J. Maas

- Explicit sexual content.
- Profanity.
- Graphic violence.
- Alcohol and mature situations.
- References to abuse and other adult themes.

8. A Court of Wings and Ruin — Sarah J. Maas

- Sexual content.
- Profanity.
- Graphic violence.
- Sexual assault and abuse references.
- Mature relationships and themes.

9. Tower of Dawn — Sarah J. Maas

- Sexual content.
- Violence.
- Profanity.
- References to trauma and abuse.
- Mature romantic themes.

10. A Court of Frost and Starlight — Sarah J. Maas

- Sexual references/content.
- Profanity.
- References to previous sexual experiences and relationships.
- Violence and war-related themes.
- Mature romantic themes.

11. The Bluest Eye — Toni Morrison

- Sexual abuse and incest.
- Child abuse.
- Racism.
- Profanity.
- Disturbing descriptions of trauma and sexuality.

12. Water for Elephants — Sara Gruen

- Sexual content.
- Violence and domestic abuse.
- Animal cruelty.
- Profanity.
- Alcohol and drug references.

13. Thirteen Reasons Why — Jay Asher

- Suicide and suicide-related content.
- Sexual assault.
- Bullying.
- Drug and alcohol use.
- Profanity and concerns about the portrayal of suicide.

14. Milk and Honey — Rupi Kaur

- Sexual content.
- References to sexual violence and abuse.
- Profanity/strong language.
- Mature relationship themes.
- Discussions of trauma and sexuality.

15. A Stolen Life — Jaycee Dugard

- Sexual abuse.
- Kidnapping and captivity.
- Violence and psychological abuse.
- References to pregnancy and sexual exploitation.
- Disturbing and traumatic descriptions.

Groups for printing :

? GROUP 1

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The story also contains strong language, drug references, and mature discussions about relationships and sexuality.

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2. The Kite Runner — Khaled Hosseini

Published: 2003

Amir grows up in Afghanistan with his best friend Hassan, but their friendship is changed by a traumatic act of violence.

Amir fails to protect Hassan and carries guilt about what happened for many years.

After moving to America, he eventually returns to Afghanistan to confront his past and help Hassan's family.

The novel contains sexual violence, war, disturbing events, strong language, and controversial religious themes.

It explores friendship, betrayal, guilt, family, forgiveness, and redemption.

3. A Court of Wings and Ruin — Sarah J. Maas

Published: 2017

Feyre returns to the Spring Court while secretly gathering information for her allies. She discovers that a major war is approaching and that the different faerie courts must unite. As Feyre and her friends prepare for battle, they face violence, danger, and painful sacrifices. The novel also contains explicit romantic and sexual content, profanity, and references to abuse. It explores love, friendship, courage, loyalty, freedom, and survival.

4. Water for Elephants — Sara Gruen

Published: 2006

Jacob joins a traveling circus after losing his parents during the Great Depression. He becomes the circus veterinarian and falls in love with Marlena, who is trapped in an abusive marriage. Her husband August is violent toward both people and animals, creating constant danger. The novel also includes sexual situations, profanity, alcohol, and disturbing scenes involving animal cruelty. It explores love, survival, cruelty, friendship, and life during the Great Depression.

5. Milk and Honey — Rupi Kaur

Published: 2014

Milk and Honey is a collection of short poems about love, heartbreak, trauma, relationships, and healing. Some poems deal with sexual experiences, abuse, and the emotional effects of painful relationships. The collection is divided into sections that represent different stages of suffering and recovery. Kaur uses simple language and illustrations to express difficult and personal experiences. The book focuses on self-worth, survival, healing, and learning to move forward.

? GROUP 2

1. The Handmaid's Tale — Margaret Atwood

Published: 1985

Offred lives in Gilead, a dystopian society where women have lost their freedom and basic rights. She is forced to become a Handmaid whose reproductive ability is controlled by the government. She remembers her husband and daughter while secretly looking for ways to resist the system. The novel contains sexual violence, abuse, executions, religious extremism, and disturbing descriptions of oppression. It explores power, freedom, gender inequality, religion, reproductive control, and resistance.

2. Looking for Alaska — John Green

Published: 2005

Miles leaves home to attend boarding school and hopes to discover a more exciting life.

Anne-Charlotte Legrand – Lycée Alain – Académie de Versailles

He becomes close to Alaska Young and experiences friendship, romance, drinking, smoking, and teenage rebellion.

A tragic event changes his life and leaves him struggling with grief and guilt.

The book includes sexual content, profanity, alcohol, drugs, smoking, and discussions of suicide.

It explores love, friendship, loss, responsibility, and growing up.

3. Empire of Storms — Sarah J. Maas

Published: 2016

Aelin returns to Terrasen and prepares for a massive war against powerful enemies.

She gathers allies while trying to protect her kingdom and the people she loves.

The characters face battles, violence, imprisonment, and difficult sacrifices.

The novel also contains explicit sexual situations, profanity, and other mature romantic themes.

It explores love, loyalty, friendship, power, sacrifice, and war.

4. The Bluest Eye — Toni Morrison

Published: 1970

Pecola is a young Black girl who believes that having blue eyes would make her beautiful and accepted.

She grows up surrounded by racism, poverty, neglect, and harmful ideas about beauty.

Her difficult childhood becomes even more traumatic when she experiences severe sexual and physical abuse.

These disturbing experiences contribute to her emotional and psychological breakdown.

The novel explores racism, beauty standards, childhood trauma, abuse, identity, and self-worth.

5. Thirteen Reasons Why — Jay Asher

Published: 2007

Clay Jensen receives recordings made by Hannah Baker before her death.

Through the recordings, Hannah describes bullying, relationships, sexual experiences, and painful events that affected her.

Clay listens to the tapes while trying to understand what happened and how people treated Hannah.

The book contains discussions of suicide, sexual assault, drugs, alcohol, and strong language.

It explores grief, bullying, guilt, responsibility, and the effects people's actions can have on others.

? GROUP 3

1. A Clash of Kings — George R. R. Martin

Published: 1998

Several kings and powerful families fight for control of Westeros during a brutal civil war.

Political alliances constantly change as characters compete for power and survival.

Jon Snow faces dangers beyond the Wall while Daenerys tries to strengthen her position elsewhere.

The novel contains graphic violence, death, sexual content, rape, incest, and strong language.

It explores ambition, power, loyalty, betrayal, war, and survival.

2. The Hate U Give — Angie Thomas

Published: 2017

Starr witnesses her childhood friend Khalil being killed by a police officer during a traffic stop. She struggles with grief while watching the media and community debate whether Khalil was responsible for his own death.

Starr also faces racism and pressure at her predominantly white school.

The novel includes profanity, drug references, sexual discussions, and depictions of police violence. It explores racism, identity, justice, friendship, courage, and finding your voice.

3. Tower of Dawn — Sarah J. Maas

Published: 2017

Chaol travels to a distant kingdom hoping to find someone who can heal his serious injuries.

He meets Yrene, a healer who initially distrusts him because of his past actions.

Together they uncover a dangerous threat that could affect kingdoms far beyond their own.

The story includes violence, mature romantic relationships, sexual references, and discussions of trauma.

It focuses on healing, forgiveness, friendship, romance, politics, and adventure.

4. A Stolen Life — Jaycee Dugard

Published: 2011

Jaycee Dugard was kidnapped at the age of eleven and held captive for eighteen years.

During her captivity, she experienced severe abuse and was separated from her family and normal childhood.

She eventually became a mother while still being held captive.

After her rescue, she describes the psychological effects of her experiences and her difficult journey toward recovery.

The memoir focuses on survival, trauma, family, resilience, and rebuilding a life after captivity.

5. Looking for Alaska — John Green

Published: 2005

Miles arrives at boarding school hoping to escape his ordinary life and find something meaningful. He becomes close to Alaska and experiences friendship, romance, drinking, smoking, and teenage rebellion.

His feelings for Alaska become more complicated as he learns about her struggles.

A tragic event leaves Miles overwhelmed by grief and questions about responsibility.

The novel explores love, loss, guilt, friendship, and growing up.

? GROUP 4

1. The Kite Runner — Khaled Hosseini

Published: 2003

Anne-Charlotte Legrand – Lycée Alain – Académie de Versailles

Amir and Hassan grow up together in Afghanistan and form a close friendship. After Amir fails to protect Hassan during a violent assault, he becomes consumed by guilt. Years later, he returns to Afghanistan and discovers that the consequences of his past are still affecting him. The novel includes sexual violence, war, discrimination, strong language, and disturbing scenes. It explores friendship, betrayal, guilt, family, forgiveness, and redemption.

2. Kingdom of Ash — Sarah J. Maas

Published: 2018

Aelin is imprisoned while her friends and allies fight to save her kingdom. Her companions gather armies and prepare for an enormous final battle. The characters experience imprisonment, torture, violence, loss, and difficult sacrifices. The book also contains sexual content, profanity, and other mature themes. It focuses on courage, friendship, loyalty, sacrifice, hope, and fighting for freedom.

3. The Bluest Eye — Toni Morrison

Published: 1970

Pecola believes that blue eyes would make her beautiful in a society that favors white features. She grows up experiencing racism, poverty, neglect, and emotional isolation. Her situation becomes increasingly traumatic when she suffers severe abuse within her family. The disturbing experiences eventually have a devastating effect on her mental health. Morrison uses her story to explore racism, beauty standards, abuse, trauma, and identity.

4. A Court of Frost and Starlight — Sarah J. Maas

Published: 2018

Feyre and her friends try to recover after surviving a devastating war. They return home and celebrate the Winter Solstice while attempting to rebuild their lives. Although the war is over, the characters continue to experience emotional and psychological effects from it. The book includes sexual references, mature relationships, profanity, and references to previous violence. It focuses mainly on healing, friendship, love, recovery, and rebuilding.

5. Water for Elephants — Sara Gruen

Published: 2006

Jacob becomes a veterinarian for a traveling circus during the Great Depression. He falls in love with Marlena, who is married to the violent circus manager August. The circus environment exposes Jacob to animal cruelty, violence, alcohol, and dangerous relationships. Jacob and Marlena try to escape August while protecting themselves and the animals. The novel explores love, abuse, survival, friendship, and the harshness of circus life.

? GROUP 5

1. The Handmaid's Tale — Margaret Atwood

Published: 1985

Offred is forced to live as a Handmaid in the oppressive society of Gilead.

Her body is controlled by the government because women are valued mainly for their ability to have children.

She secretly remembers her family and searches for ways to regain her freedom.

The novel contains sexual violence, forced reproduction, physical punishment, and religious extremism.

It explores oppression, power, gender, freedom, and resistance.

2. Milk and Honey — Rupi Kaur

Published: 2014

Kaur's poetry collection explores love, heartbreak, relationships, trauma, and healing.

Some poems describe sexual experiences, abuse, and the pain caused by unhealthy relationships.

The collection follows a journey from suffering toward self-acceptance and recovery.

Its short poems use simple language to express intense emotional experiences.

The book focuses on resilience, self-love, healing, sexuality, and personal growth.

3. A Clash of Kings — George R. R. Martin

Published: 1998

Westeros is divided as several rulers fight for control of the kingdom.

Characters form alliances and betray one another while trying to survive the war.

Jon Snow faces threats beyond the Wall, while Daenerys builds her power elsewhere.

The story contains graphic violence, sexual violence, incest, death, and other mature content.

It explores power, ambition, loyalty, betrayal, war, and survival.

4. The Hate U Give — Angie Thomas

Published: 2017

Starr's life changes when she witnesses Khalil, her childhood friend, being shot by a police officer. She struggles to process his death while seeing racism and injustice discussed in the media and at school.

She eventually decides to speak publicly, even though doing so creates danger and pressure.

The book contains profanity, drug references, police violence, and mature discussions about relationships.

It explores racism, identity, justice, friendship, courage, and social change.

5. A Stolen Life — Jaycee Dugard

Published: 2011

Jaycee Dugard describes being kidnapped at eleven and held captive for eighteen years.

She recounts the abuse and isolation she experienced while separated from her family.

She also describes becoming a mother during her captivity and protecting her children as best she

could.

After being rescued, she begins the difficult process of recovering from years of trauma. The memoir focuses on survival, resilience, family, trauma, and rebuilding her future.

? GROUP 6

1. Empire of Storms — Sarah J. Maas

Published: 2016

Aelin returns to Terrasen and prepares for a dangerous war against powerful enemies. She gathers allies and tries to protect her kingdom while dealing with threats from within and outside it.

The characters experience violence, imprisonment, betrayal, and painful sacrifices.

The novel also contains explicit sexual content, profanity, and mature romantic themes.

It explores love, loyalty, friendship, power, sacrifice, and war.

2. The Kite Runner — Khaled Hosseini

Published: 2003

Amir and Hassan are childhood friends whose lives are changed by violence and betrayal.

Amir's failure to help Hassan leaves him with deep guilt that follows him into adulthood.

After building a life in America, Amir returns to Afghanistan to face the consequences of his past.

The story includes sexual violence, war, discrimination, strong language, and religious themes.

It explores friendship, family, guilt, forgiveness, redemption, and responsibility.

3. The Bluest Eye — Toni Morrison

Published: 1970

Pecola believes that having blue eyes would make her beautiful and worthy of love.

She lives in a racist society that constantly reinforces harmful ideas about appearance.

Poverty, neglect, and family problems make her childhood extremely difficult.

She also suffers sexual abuse, which contributes to her psychological collapse.

The novel examines racism, beauty standards, poverty, abuse, trauma, and identity.

4. A Court of Wings and Ruin — Sarah J. Maas

Published: 2017

Feyre secretly returns to the Spring Court to gather information about her enemies.

She works with Rhysand and the other courts to prepare for a devastating war.

The characters face violence, imprisonment, loss, and difficult sacrifices.

The story also contains explicit sexual content, profanity, and references to abuse.

It explores love, loyalty, courage, friendship, freedom, and survival.

5. Thirteen Reasons Why — Jay Asher

Published: 2007

Clay receives recordings from Hannah explaining the events that affected her before her death. She describes bullying, relationships, sexual experiences, and moments when she felt increasingly isolated.

Clay listens to her story while trying to understand what happened and whether things could have been different.

The book contains suicide, sexual assault, drugs, alcohol, and strong language.

It explores grief, responsibility, bullying, guilt, and the consequences of people's actions.

? GROUP 7

1. Kingdom of Ash — Sarah J. Maas

Published: 2018

Aelin is imprisoned while her friends fight to protect their kingdom.

Her allies gather forces for a final war against their enemies.

The characters face torture, violence, death, loss, and enormous personal sacrifices.

The novel also contains sexual content, profanity, and other mature themes.

It explores courage, friendship, loyalty, sacrifice, hope, and freedom.

2. Looking for Alaska — John Green

Published: 2005

Miles goes to boarding school hoping to escape his ordinary life.

He becomes friends with Alaska and experiences romance, drinking, smoking, and teenage rebellion.

He develops strong feelings for her and becomes increasingly concerned about her emotional struggles.

After a tragic event, Miles struggles with grief, guilt, and questions about responsibility.

The novel explores love, loss, friendship, mental health, and growing up.

3. The Handmaid's Tale — Margaret Atwood

Published: 1985

Offred lives in Gilead, where women are stripped of their freedom and controlled by the government.

She is forced into reproductive servitude as a Handmaid for a powerful family.

She secretly remembers her old life and searches for ways to resist.

The story contains sexual violence, forced reproduction, physical punishment, and disturbing religious themes.

It explores oppression, gender inequality, freedom, power, and resistance.

4. Tower of Dawn — Sarah J. Maas

Published: 2017

Chaol travels to another kingdom to seek treatment for his injuries.

He meets Yrene, a healer who initially distrusts him because of his past.

Anne-Charlotte Legrand – Lycée Alain – Académie de Versailles

Together, they uncover a dangerous threat that could affect the entire world.
The story contains violence, mature relationships, sexual references, and discussions of trauma.
It explores healing, forgiveness, friendship, romance, politics, and courage.

5. Water for Elephants — Sara Gruen

Published: 2006

Jacob becomes a veterinarian for a traveling circus during the Great Depression.
He falls in love with Marlena, whose husband is violent and controlling.
Jacob witnesses cruelty toward both people and animals within the circus.
The story also contains sexual situations, alcohol, profanity, and violent scenes.
It explores love, abuse, survival, friendship, and the difficult life of circus performers.

? GROUP 8

1. A Court of Frost and Starlight — Sarah J. Maas

Published: 2018

Feyre and her friends are recovering from the trauma of a major war.
They return home and celebrate the Winter Solstice while trying to rebuild their lives.
The characters continue to deal with emotional scars left by violence and loss.
The book contains sexual references, mature relationships, profanity, and discussions connected to previous trauma.
It focuses on healing, friendship, love, recovery, and rebuilding.

2. Thirteen Reasons Why — Jay Asher

Published: 2007

Clay receives recordings that Hannah made before her death.
Through them, she explains how bullying, relationships, rumors, and traumatic experiences affected her.
Clay follows her story while trying to understand the choices she made and his own role in her life.
The novel includes suicide, sexual assault, drugs, alcohol, and strong language.
It explores grief, guilt, bullying, responsibility, and the effects of our actions on others.

3. A Clash of Kings — George R. R. Martin

Published: 1998

Several rulers compete for the Iron Throne while Westeros is consumed by war.
Political alliances shift constantly as characters fight for power and survival.
Jon Snow faces threats beyond the Wall while Daenerys attempts to build an army.
The novel contains graphic violence, sexual content, rape, incest, and strong language.
It explores ambition, power, betrayal, loyalty, war, and survival.

4. Milk and Honey — Rupi Kaur

Published: 2014

The collection uses poetry to explore love, heartbreak, trauma, sexuality, and relationships.

Some poems refer to sexual violence, abuse, and painful personal experiences.

The book follows an emotional journey from suffering toward healing and self-acceptance.

Kaur's short poems make complex emotions easy to understand while still addressing mature subjects.

The collection ultimately focuses on resilience, self-worth, healing, and personal growth.

5. The Hate U Give — Angie Thomas

Published: 2017

Starr witnesses her childhood friend Khalil being killed by a police officer.

She faces grief, racism, police violence, protests, and pressure to tell the truth about what happened.

At school, Starr also struggles with being one of the few Black students and with hiding parts of herself.

The novel includes profanity, drug references, sexual discussions, and mature social issues.

It explores racism, identity, justice, friendship, courage, and the power of speaking out.

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Name: _____ **Freedom of Speech Hypothetical Situations**

RECAP: A student refuses to stand for the national anthem at a public school because of a political protest.

1. A professional football player wears a T-shirt criticizing the government during a televised match.
2. A famous singer uses a concert to tell the audience to vote for a particular political candidate.
3. A journalist publishes a story criticizing a government policy, even after the government asks the journalist not to publish it.
4. A school removes a book from its library because some parents say that the book contains offensive political ideas.
5. A protester blocks the entrance to a government building and refuses to leave until the government changes a law.
6. A person posts online that a politician “deserves to die” because of his or her political decisions.
7. A student posts a video online making fun of a teacher who gave the student a bad grade.
8. A famous athlete refuses to answer a journalist’s questions and says that journalists are “the enemy of the people.”
9. A person creates a political cartoon that makes fun of the president and his or her family.
10. A public school student wears clothing with a political message that many other students find offensive.
11. A person publishes a book arguing that one political group is dangerous and should never be allowed to govern the country.
12. A social media influencer tells millions of followers that a political candidate is a criminal, without having any evidence.
13. A student writes a poem about destroying the school, but says that the poem is only a work of fiction.
14. A person publishes an article in a newspaper accusing the president of making terrible political decisions.
15. A student creates a social media account to criticize the school’s rules and the school principal.

Name: _____

Freedom of Speech Hypothetical Situations 1

Instructions: Read the text of the First Amendment of the United States then, read and decide whether or not the government can limit or punish the speech contained in the hypothetical situation below. Place an “X” in the box that best matches the amount you think the government can limit the speech based on these criteria and be ready to justify 3 of your choices.

1 = government may *not* limit or punish the speech.

2 = government can limit or punish the speech under rare conditions.

3 = you are unsure when and how the government can limit or punish the speech,
but you think there may be good arguments on both sides.

4 = government can usually limit or punish this type of speech.

5 = government can always limit and punish this type of speech.

Hypothetical Situation	1	2	3	4	5
A student refuses to stand for the national anthem at a public school because of a political protest.					
A person creates a political cartoon that makes fun of the president and his or her family.					
A professional football player wears a T-shirt criticizing the government during a televised match.					
A student posts a video online making fun of a teacher who gave the student a bad grade.					
A school removes a book from its library because some parents say that the book contains offensive political ideas.					
A famous singer uses a concert to tell the audience to vote for a particular political candidate.					

A protester blocks the entrance to a government building and refuses to leave until the government changes a law.					
A person posts online that a politician “deserves to die” because of his or her political decisions.					
A public school student wears clothing with a political message that many other students find offensive.					
A student creates a social media account to criticize the school’s rules and the school principal.					

JUSTIFICATION:

Name: _____

Freedom of Speech Hypothetical Situations 2

Instructions: Read the text of the First Amendment of the United States then, read and decide whether or not the government can limit or punish the speech contained in the hypothetical situation below. Place an “X” in the box that best matches the amount you think the government can limit the speech based on these criteria and be ready to justify 3 of your choices.

1 = government may *not* limit or punish the speech.

2 = government can limit or punish the speech under rare conditions.

3 = you are unsure when and how the government can limit or punish the speech, but you think there may be good arguments on both sides.

4 = government can usually limit or punish this type of speech.

5 = government can always limit and punish this type of speech.

Hypothetical Situation	1	2	3	4	5
A journalist publishes a story criticizing a government policy, even after the government asks the journalist not to publish it.					
A famous athlete refuses to answer a journalist’s questions and says that journalists are “the enemy of the people.”					
A student refuses to stand for the national anthem at a public school because of a political protest.					

A person publishes a book arguing that one political group is dangerous and should never be allowed to govern the country.					
A professional football player wears a T-shirt criticizing the government during a televised match.					
A student writes a poem about destroying the school, but says that the poem is only a work of fiction.					
A person posts online that a politician “deserves to die” because of his or her political decisions.					
A famous singer uses a concert to tell the audience to vote for a particular political candidate.					
A person publishes an article in a newspaper accusing the president of making terrible political decisions.					
A school removes a book from its library because some parents say that the book contains offensive political ideas					

JUSTIFICATION:

Name: _____

Freedom of Speech Hypothetical Situations 3

Instructions: Read the text of the First Amendment of the United States then, read and decide whether or not the government can limit or punish the speech contained in the hypothetical situation below. Place an “X” in the box that best matches the amount you think the government can limit the speech based on these criteria and be ready to justify 3 of your choices.

1 = government may *not* limit or punish the speech.

2 = government can limit or punish the speech under rare conditions.

3 = you are unsure when and how the government can limit or punish the speech, but you think there may be good arguments on both sides.

4 = government can usually limit or punish this type of speech.

5 = government can always limit and punish this type of speech.

Hypothetical Situation	1	2	3	4	5
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A public school student wears clothing with a political message that many other students find offensive.					
A person creates a political cartoon that makes fun of the president and his or her family.					
A school removes a book from its library because some parents say that the book contains offensive political ideas.					
A student creates a social media account to criticize the school's rules and the school principal.					
A person posts online that a politician "deserves to die" because of his or her political decisions.					
A professional football player wears a T-shirt criticizing the government during a televised match.					
A student posts a video online making fun of a teacher who gave the student a bad grade.					
A journalist publishes a story criticizing a government policy, even after the government asks the journalist not to publish it.					
A protester blocks the entrance to a government building and refuses to leave until the government changes a law.					
A famous singer uses a concert to tell the audience to vote for a particular political candidate.					

JUSTIFICATION:

Name: _____

Freedom of Speech Hypothetical Situations 4

Instructions: Read the text of the First Amendment of the United States then, read and decide whether or not the government can limit or punish the speech contained in the hypothetical situation below. Place an "X" in the box that best matches the amount you think the government can limit the speech based on these criteria and be ready to justify 3 of your choices.

1 = government may *not* limit or punish the speech.

2 = government can limit or punish the speech under rare conditions.

3 = you are unsure when and how the government can limit or punish the speech, but you think there may be good arguments on both sides.

4 = government can usually limit or punish this type of speech.

5 = government can always limit and punish this type of speech.

Hypothetical Situation	1	2	3	4	5
A person publishes an article in a newspaper accusing the president of making terrible political decisions.					
A student refuses to stand for the national anthem at a public school because of a political protest.					
A famous athlete refuses to answer a journalist's questions and says that journalists are "the enemy of the people."					
A person posts online that a politician "deserves to die" because of his or her political decisions.					
A professional football player wears a T-shirt criticizing the government during a televised match.					
A student creates a social media account to criticize the school's rules and the school principal.					
A school removes a book from its library because some parents say that the book contains offensive political ideas.					
A person creates a political cartoon that makes fun of the president and his or her family.					
A student writes a poem about destroying the school, but says that the poem is only a work of fiction.					
A famous singer uses a concert to tell the audience to vote for a particular political candidate.					

JUSTIFICATION:

Name: _____

Instructions: Read the text of the First Amendment of the United States then, read and decide whether or not the government can limit or punish the speech contained in the hypothetical situation below. Place an “X” in the box that best matches the amount you think the government can limit the speech based on these criteria and be ready to justify 3 of your choices.

1 = government may *not* limit or punish the speech.

2 = government can limit or punish the speech under rare conditions.

3 = you are unsure when and how the government can limit or punish the speech, but you think there may be good arguments on both sides.

4 = government can usually limit or punish this type of speech.

5 = government can always limit and punish this type of speech.

Hypothetical Situation	1	2	3	4	5
A person posts online that a politician “deserves to die” because of his or her political decisions.					
A student posts a video online making fun of a teacher who gave the student a bad grade.					
A journalist publishes a story criticizing a government policy, even after the government asks the journalist not to publish it.					
A public school student wears clothing with a political message that many other students find offensive.					
A student refuses to stand for the national anthem at a public school because of a political protest.					
A person publishes a book arguing that one political group is dangerous and should never be allowed to govern the country.					
A professional football player wears a T-shirt criticizing the government during a televised match.					
A protester blocks the entrance to a government building and refuses to leave until the government changes a law.					
A famous singer uses a concert to tell the audience to vote for a particular political candidate.					
A person creates a political cartoon that makes fun of the president and his or her family.					

JUSTIFICATION:

Name: _____

Freedom of Speech Hypothetical Situations 6

Instructions: Read the text of the First Amendment of the United States then, read and decide whether or not the government can limit or punish the speech contained in the hypothetical situation below. Place an “X” in the box that best matches the amount you think the government can limit the speech based on these criteria and be ready to justify 3 of your choices.

1 = government may *not* limit or punish the speech.

2 = government can limit or punish the speech under rare conditions.

3 = you are unsure when and how the government can limit or punish the speech, but you think there may be good arguments on both sides.

4 = government can usually limit or punish this type of speech.

5 = government can always limit and punish this type of speech.

Hypothetical Situation	1	2	3	4	5
A school removes a book from its library because some parents say that the book contains offensive political ideas.					
A famous athlete refuses to answer a journalist’s questions and says that journalists are “the enemy of the people.”					
A student creates a social media account to criticize the school’s rules and the school principal.					
A professional football player wears a T-shirt criticizing the government during a televised match.					
A person publishes an article in a newspaper accusing the president of making terrible political decisions.					
A person posts online that a politician “deserves to die” because of his or her political decisions.					
A student refuses to stand for the national anthem at a public school because of a political protest.					
A person creates a political cartoon that makes fun of the president and his or her family.					
A student writes a poem about destroying the school, but says that the poem is only a work of fiction.					
A protester blocks the entrance to a government building and refuses to leave until the government changes a law.					

JUSTIFICATION:

Name: _____

Freedom of Speech Hypothetical Situations 7

Instructions: Read the text of the First Amendment of the United States then, read and decide whether or not the government can limit or punish the speech contained in the hypothetical situation below. Place an “X” in the box that best matches the amount you think the government can limit the speech based on these criteria and be ready to justify 3 of your choices.

1 = government may *not* limit or punish the speech.

2 = government can limit or punish the speech under rare conditions.

3 = you are unsure when and how the government can limit or punish the speech, but you think there may be good arguments on both sides.

4 = government can usually limit or punish this type of speech.

5 = government can always limit and punish this type of speech.

Hypothetical Situation	1	2	3	4	5
A professional football player wears a T-shirt criticizing the government during a televised match.					
A person publishes a book arguing that one political group is dangerous and should never be allowed to govern the country.					
A journalist publishes a story criticizing a government policy, even after the government asks the journalist not to publish it.					
A famous singer uses a concert to tell the audience to vote for a particular political candidate.					
A student posts a video online making fun of a teacher who gave the student a bad grade.					
A person posts online that a politician “deserves to die” because of his or her political decisions.					
A student refuses to stand for the national anthem at a public school because of a political protest.					
A public school student wears clothing with a political message that many other students find offensive.					
A person creates a political cartoon that makes fun of the president and his or					

her family.					
A school removes a book from its library because some parents say that the book contains offensive political ideas.					

JUSTIFICATION:

Name: _____

Freedom of Speech Hypothetical Situations 8

Instructions: Read the text of the First Amendment of the United States then, read and decide whether or not the government can limit or punish the speech contained in the hypothetical situation below. Place an “X” in the box that best matches the amount you think the government can limit the speech based on these criteria and be ready to justify 3 of your choices.

1 = government may *not* limit or punish the speech.

2 = government can limit or punish the speech under rare conditions.

3 = you are unsure when and how the government can limit or punish the speech, but you think there may be good arguments on both sides.

4 = government can usually limit or punish this type of speech.

5 = government can always limit and punish this type of speech.

Hypothetical Situation	1	2	3	4	5
A student creates a social media account to criticize the school’s rules and the school principal.					
A person posts online that a politician “deserves to die” because of his or her political decisions.					
A professional football player wears a T-shirt criticizing the government during a televised match.					
A person creates a political cartoon that makes fun of the president and his or her family.					
A protester blocks the entrance to a government building and refuses to leave until the government changes a law.					
A journalist publishes a story criticizing a government policy, even after the government asks the journalist not to publish it.					
A student writes a poem about destroying the school, but says that the poem is only a work of fiction.					
A famous athlete refuses to answer a journalist’s questions and says that journalists are “the enemy of the people.”					
A student refuses to stand for the national anthem at a public school because of a political protest.					
A famous singer uses a concert to tell the audience to vote for a particular political candidate.					

JUSTIFICATION:

Name: _____

Freedom of Speech Hypothetical Situations 9

Instructions: Read the text of the First Amendment of the United States then, read and decide whether or not the government can limit or punish the speech contained in the hypothetical situation below. Place an “X” in the box that best matches the amount you think the government can limit the speech based on these criteria and be ready to justify 3 of your choices.

1 = government may *not* limit or punish the speech.

2 = government can limit or punish the speech under rare conditions.

3 = you are unsure when and how the government can limit or punish the speech, but you think there may be good arguments on both sides.

4 = government can usually limit or punish this type of speech.

5 = government can always limit and punish this type of speech.

Hypothetical Situation	1	2	3	4	5
A school removes a book from its library because some parents say that the book contains offensive political ideas.					
A famous singer uses a concert to tell the audience to vote for a particular political candidate.					
A student refuses to stand for the national anthem at a public school because of a political protest.					
A person publishes an article in a newspaper accusing the president of making terrible political decisions.					
A public school student wears clothing with a political message that many other students find offensive.					
A person posts online that a politician “deserves to die” because of his or her political decisions.					
A journalist publishes a story criticizing a government policy, even after the government asks the journalist not to publish it.					
A person publishes a book arguing that one political group is dangerous and should never be allowed to govern the country.					
A professional football player wears a T-shirt criticizing the government during a televised match.					
A student creates a social media account to criticize the school’s rules and the school principal.					

JUSTIFICATION:

Name: _____

Freedom of Speech Hypothetical Situations 10

Instructions: Read the text of the First Amendment of the United States then, read and decide whether or not the government can limit or punish the speech contained in the hypothetical situation below. Place an “X” in the box that best matches the amount you think the government can limit the speech based on these criteria and be ready to justify 3 of your choices.

1 = government may *not* limit or punish the speech.

2 = government can limit or punish the speech under rare conditions.

3 = you are unsure when and how the government can limit or punish the speech, but you think there may be good arguments on both sides.

4 = government can usually limit or punish this type of speech.

5 = government can always limit and punish this type of speech.

Hypothetical Situation	1	2	3	4	5
A student posts a video online making fun of a teacher who gave the student a bad grade.					
A professional football player wears a T-shirt criticizing the government during a televised match.					
A person posts online that a politician “deserves to die” because of his or her political decisions.					
A famous athlete refuses to answer a journalist’s questions and says that journalists are “the enemy of the people.”					
A student refuses to stand for the national anthem at a public school because of a political protest.					
A person creates a political cartoon that makes fun of the president and his or her family.					
A school removes a book from its library because some parents say that the book contains offensive political ideas.					
A person publishes an article in a newspaper accusing the president of making terrible political decisions.					
A protester blocks the entrance to a government building and refuses to leave until the government changes a law.					
A student writes a poem about destroying the school, but says that the poem is only a work of fiction.					

JUSTIFICATION:

Name: _____

Freedom of Speech Hypothetical Situations 11

Instructions: Read the text of the First Amendment of the United States then, read and decide whether or not the government can limit or punish the speech contained in the hypothetical situation below. Place an “X” in the box that best matches the amount you think the government can limit the speech based on these criteria and be ready to justify 3 of your choices.

1 = government may *not* limit or punish the speech.

2 = government can limit or punish the speech under rare conditions.

3 = you are unsure when and how the government can limit or punish the speech, but you think there may be good arguments on both sides.

4 = government can usually limit or punish this type of speech.

5 = government can always limit and punish this type of speech.

Hypothetical Situation	1	2	3	4	5
A person publishes a book arguing that one political group is dangerous and should never be allowed to govern the country.					
A professional football player wears a T-shirt criticizing the government during a televised match.					
A student creates a social media account to criticize the school’s rules and the school principal.					
A person posts online that a politician “deserves to die” because of his or her political decisions.					
A famous singer uses a concert to tell the audience to vote for a particular political candidate.					
A person creates a political cartoon that makes fun of the president and his or her family.					
A student refuses to stand for the national anthem at a public school because of a political protest.					

A journalist publishes a story criticizing a government policy, even after the government asks the journalist not to publish it.					
A public school student wears clothing with a political message that many other students find offensive.					
A student posts a video online making fun of a teacher who gave the student a bad grade.					

JUSTIFICATION:

Name: _____

Freedom of Speech Hypothetical Situations 12

Instructions: Read the text of the First Amendment of the United States then, read and decide whether or not the government can limit or punish the speech contained in the hypothetical situation below. Place an “X” in the box that best matches the amount you think the government can limit the speech based on these criteria and be ready to justify 3 of your choices.

1 = government may *not* limit or punish the speech.

2 = government can limit or punish the speech under rare conditions.

3 = you are unsure when and how the government can limit or punish the speech, but you think there may be good arguments on both sides.

4 = government can usually limit or punish this type of speech.

5 = government can always limit and punish this type of speech.

Hypothetical Situation	1	2	3	4	5
A person creates a political cartoon that makes fun of the president and his or her family.					
A famous athlete refuses to answer a journalist’s questions and says that journalists are “the enemy of the people.”					
A protester blocks the entrance to a government building and refuses to leave until the government changes a law.					
A person publishes a book arguing that one political group is dangerous and should never be allowed to govern the country.					

A professional football player wears a T-shirt criticizing the government during a televised match.					
A student writes a poem about destroying the school, but says that the poem is only a work of fiction.					
A school removes a book from its library because some parents say that the book contains offensive political ideas.					
A journalist publishes a story criticizing a government policy, even after the government asks the journalist not to publish it.					
A student refuses to stand for the national anthem at a public school because of a political protest.					
A person posts online that a politician “deserves to die” because of his or her political decisions.					

JUSTIFICATION:

Name: _____

Freedom of Speech Hypothetical Situations 13

Instructions: Read the text of the First Amendment of the United States then, read and decide whether or not the government can limit or punish the speech contained in the hypothetical situation below. Place an “X” in the box that best matches the amount you think the government can limit the speech based on these criteria and be ready to justify 3 of your choices.

1 = government may *not* limit or punish the speech.

2 = government can limit or punish the speech under rare conditions.

3 = you are unsure when and how the government can limit or punish the speech, but you think there may be good arguments on both sides.

4 = government can usually limit or punish this type of speech.

5 = government can always limit and punish this type of speech.

Hypothetical Situation	1	2	3	4	5
A public school student wears clothing with a political message that many other					

students find offensive.					
A famous singer uses a concert to tell the audience to vote for a particular political candidate					
A person posts online that a politician “deserves to die” because of his or her political decisions.					
A student creates a social media account to criticize the school’s rules and the school principal.					
A school removes a book from its library because some parents say that the book contains offensive political ideas.					
A journalist publishes a story criticizing a government policy, even after the government asks the journalist not to publish it.					
A person creates a political cartoon that makes fun of the president and his or her family.					
A professional football player wears a T-shirt criticizing the government during a televised match.					
A student refuses to stand for the national anthem at a public school because of a political protest.					
A person publishes an article in a newspaper accusing the president of making terrible political decisions.					

JUSTIFICATION:
