

Cartooning and Free Speech

Description/Purpose of the Curriculum Module: Drawing on global current events, students will participate in a structured academic controversy (SAC) to discuss "What, if any, are the limits to free speech?" with a focus on cartooning. An element of this SAC will be the consideration of multiple global perspectives (US, Europe, Middle East). Understanding the issue of free speech from a multi-cultural perspective using the medium of an increasingly popular global form of communication (comics) is an authentic activity and requires use of skills relevant to students' lives. As the answer to this question has led to violent actions for some individuals, it is a critical question for students to think about to build cross-cultural understanding.

Age/Grade Level: 10-12th

Subject Area: Social Studies

Time Frame: Two/Three 80-minute class periods

Global Competencies: • Recognizes, articulates, and applies an understanding of different perspectives (including his/her own) • Listens actively and engages in inclusive dialogue.

Essential Questions: In considering multiple global perspectives, what, if any, are the limits of free speech?

Enduring Understandings:

Students will be able to....

- Read a primary source document and understand its perspective
- Organize an argument using multiple documents as evidence to support their claim
- Actively listen
- Build consensus amidst opposing viewpoints
- Understand the issue of freedom of speech from a multicultural perspective

Learning Targets

- I can read a primary source document and use it to support a perspective.
- I can communicate my ideas orally.
- I can listen to others ideas and then also communicate those ideas orally.
- I can work with my classmates to build a consensus.
- I can understand the issue of freedom of speech from multiple global perspectives.

Titles of Major Learning Activities:

Activity 1: Introduction

- Formative Task 1: Active Writing Prompt
- Norms Discussion

Activity 2: Research/Preparation

- Formative Task 2: Coding
- Find an additional document
- Formative Task 3: Active Writing Prompt

Activity 3: SAC

- Summative Task 1: Structured Academic Controversy
- Debrief: Final Documents/Consensus Building
- Summative Task 2: Active Writing Prompt

Titles of Formative Assessment Tasks:

- Active prompts
- Coding text

Title and Description of Summative Assessment Task:

- Structured Academic Controversy
- Extension: discussion with US History/Government class

SAGE Alignment:

- 1) Student Choice: Students must find an additional document to support their initial position that includes a perspective not yet covered in the documents given
- 2) Authentic Work: Research, understanding of multiple perspectives, critical thinking, active listening, and consensus building are all real world skills
- 3) Global Significance: This topic is having an impact on global events currently (violence, immigration, social) and requires students to consider the issue from multiple cultural perspectives.
- 4) Exhibition: Students will meet in small groups with the US government class for a cross-curricular discussion. Students will add a global perspective to discussions about free speech government students have been having within the context of the United States.

Activity 1: Introduction

Formative Assessment: Begin class by having students complete the following active writing prompt. Journals or electronic collection could be used. (5 min)

Prompt: *Freedom of speech and the press is a right afforded to Americans by the first amendment of the constitution. In your personal opinion, should there be limits to freedom of speech?*

Overview: Introduce students to Charlie Hebdo incident and the idea of a structured academic controversy. Use [timeline](#) or NYT's [archive](#). Give an overview of assignment steps. (15 min)

Class Norms Discussion: As a class, should we censor the images used in this inquiry? (15 min)

In discussing controversial issues, it is important to set norms. This lesson requires a more detailed discussion of norms due to the possibility of students seeing inflammatory and offensive images. Lead the class in a discussion around this issue.

Brainstorming - With a partner, have students brainstorm their initial thoughts/ideas of this question. Remind students to construct their thoughts around what they think is appropriate for a *classroom* discussion. Students must also ask their partner at least one clarifying/probing question to help them expand on their position.

Share – Instructor should facilitate sharing out of some of the ideas discussed in pairs. However, in gathering initial thoughts, students may only share the ideas of their partner.

Going Deeper – Opening up the discussion, ask possible probing questions to deepen the class discussion: How is the classroom environment different from discussions in the home, friends, internet, publications? Would your opinion be different if a fellow student of X identity was displayed in an offensive manner in the cartoon? How are offensive images different from offensive text?

Regardless of student opinion at this point, make it a rule that offensive images may not be shared/used at this point in the activity in the classroom.

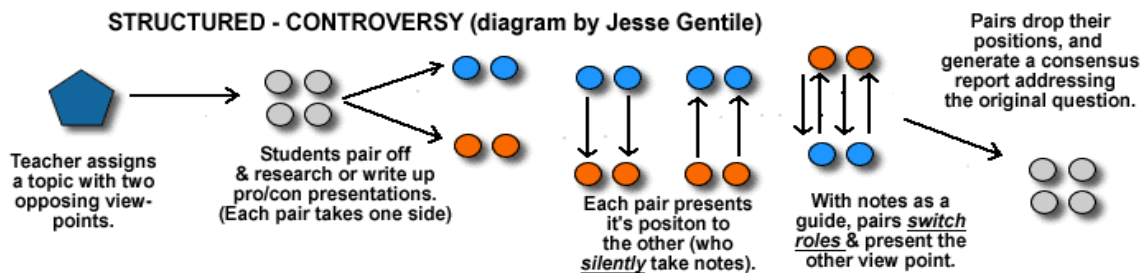
Activity 2: Research/Preparation

Formative Assessment: Place students in pairs. Have them code and read the documents assigned to their position using the graphic organizer. Instruct students to find an additional resource to support a perspective not yet represented in the documents. Anything students do not finish in class is homework. Instructor should move about the room to answer student questions and ask probing questions to deepen understanding. Students from different sides will not see each other's documents during this phase. (40 min)

Formative Assessment: As an exit ticket, have students respond to the prompt from the beginning of the class again. Based on their initial research, has their opinion evolved?

Activity 3: Structured Academic Controversy

Summative Task: Structured Academic Controversy – Begin by reviewing the process of a SAC with students. Place them in dyads and begin activity. (30 minutes)



(Jesse Gentile, <http://cscl.wikispaces.com/Methods>)

Debrief: Give dyads the excerpt of Katie Miranda's "It's not about the cartoons." Have them discuss. How does your group's consensus align/compare with Miranda's opinion? Does her opinion change your group's consensus? (10 minutes) Bring class back together. Discuss and share consensus reached by different groups. Hand out a censored (as appropriate for your classroom/age level) version of Joe Sacco's "On Satire." Return to discussion about norms. How does this cartoon further the discussion (both of norms and the consensus SAC)? Whose method of communication do you find more compelling personally---Miranda or Sacco?

Exhibition/Extension/Interdisciplinary: During the beginning of the next class period, students will meet in small groups with a US government/history class that meets the same block. Students will converse about first amendments issues in the United States, but students from the SAC will also be able to add global perspectives to the discussion.

Bibliography

Structured Academic Controversy. <http://teachinghistory.org/teaching-materials/teaching-guides/21731>

Teaching with the News: The Struggle to Define Free Speech from Skokie to Paris. The Choices Program. <http://www.choices.edu/resources/twtn/twtn-free-speech.php>.

Used for some sources for SAC.

STRUCTURED ACADEMIC CONTROVERSY

ASSIGNMENT SHEET

What, if any, are the limits to free speech?

Focus: Charlie Hebdo and Cartooning

<p>Side 1: No</p> <p>There should be no limits to free speech.</p> <p>Sub-statements: The Charlie Hedbo protests are about freedom of speech.</p>	<p>Side 2: Yes</p> <p>There should be limits to free speech.</p> <p>Sub-statements: The Charlie Hedbo protests are about more than freedom of speech.</p>
<p>I. Position Presentation</p> <ul style="list-style-type: none">A. Side 1 presents their position using supporting evidence from the documents. (5 minutes)B. Side 2 <u>restates</u> to Side 1's satisfaction. (2 minutes)C. Side 2 presents their position using supporting evidence from the documents. (5 minutes)D. Side 1 <u>restates</u> to Side 2's satisfaction. (2 minutes) <p>II. Consensus-Building (7 min)</p> <ul style="list-style-type: none">A. Abandon rolesB. Build consensus regarding the question (or at least clarify where your differences lie), using supporting evidence.C. Consider the question: What are the complicating factors to the issue of freedom of speech?	

SIDE 1:

NO - Free speech should not be limited.

January 15, 2015 in *The Guardian*, London, England

DOCUMENT A

“Freedom of speech can only be absolute”

The author Salman Rushdie, who lived for years under a death threat after his 1988 book *The Satanic Verses* drew the wrath of Iranian religious leaders, [for its depiction of the prophet Muhammad] has spoken of his anger that twelve murdered Charlie Hebdo staff have been “vilified and called racists.”He said some believed speech should be free but should not upset anyone or go too far. “Both John F. Kennedy and Nelson Mandela use the same three-word phrase which in my mind says it all, which is, ‘Freedom is indivisible,’” he said. “You can’t slice it up otherwise it ceases to be freedom. You can dislike Charlie Hedbo ... But the fact that you dislike them has nothing to do with their right to speak.”He said the role of art was to go to the edge, open the universe and expand minds. But doing that was not easy and artists could not occupy a middle ground. “And so artists who go to that edge and push outwards often find very powerful forces pushing back. They find the forces of silence opposing the forces of speech. The forces of censorship against the forces of utterance. At that boundary is that push-and-pull between more and less. And that push and pull can be very dangerous to the artist. And many artists have suffered terribly for that.”

POINT OF VIEW (WHO?)

OPINION/RATIONALE

January 8, 2015 on Charles Beyl’s Blog

DOCUMENT B

(American Cartoonist)

THIS IS A CARTOON...
IT MAY OFFEND YOU, IT MAY MAKE YOU THINK,
IT MAY MAKE YOU FEEL UNCOMFORTABLE,
IT MAY MAKE YOU WANT TO BURN THE
PAPER IT'S PRINTED ON...

BUT IT WON'T KILL YOU.



C. Beyl
© 1-8-2015

POINT OF VIEW (WHO?)

OPINION/RATIONALE

“I Am Not Charlie Hebdo”

By David Brooks (grew up in the United States and is based in Washington, D.C)

Public reaction to the attack in Paris has revealed that there are a lot of people who are quick to lionize those who offend the views of Islamist terrorists in France but who are a lot less tolerant toward those who offend their own views at home.... As we are mortified by the slaughter of those writers and editors in Paris, it’s a good time to come up with a less hypocritical approach to our own controversial figures, provocateurs and satirists.... [I]n thinking about provocateurs and insulters, we want to maintain standards of civility and respect while at the same time allowing room for those creative and challenging folks who are uninhibited by good manners and taste. If you try to pull off this delicate balance with law, speech codes and banned speakers, you’ll end up with crude censorship and a strangled conversation. It’s almost always wrong to try to suppress speech, erect speech codes and disinvite speakers. Fortunately, social manners are more malleable and supple than laws and codes. Most societies have successfully maintained standards of civility and respect while keeping open avenues for those who are funny, uncivil and offensive.... Healthy societies, in other words, don’t suppress speech, but they do grant different standing to different sorts of people. Wise and considerate scholars are heard with high respect. Satirists are heard with bemused semirespect. Racists and anti-Semites are heard through a filter of opprobrium and disrespect. People who want to be heard attentively have to earn it through their conduct. The massacre at Charlie Hebdo should be an occasion to end speech codes. And it should remind us to be legally tolerant toward offensive voices, even as we are socially discriminating.

POINT OF VIEW (WHO?)

OPINION/RATIONALE

“Civilization’s Advance has depended on ‘Blasphemy’ of Thinkers & Mystics”

By Farhang Jahanpour (an Iranian writer and professor in England)

...in the final analysis freedom of expression tops all other considerations, as it is at the root of all other liberties and the quality of life that we enjoy in democratic societies. More than three million people demonstrated in Paris and other French cities on Sunday, carrying the sign “Je Suis Charlie.” This did not mean that they agreed with everything that Charlie Hebdo stood for, but they wished to uphold the right of that satirical magazine to express itself freely. Only a few days before the attacks in Paris, Pen America published a disturbing report on “Global Chilling. The Impact of Mass Surveillance on International Writers,” showing that mass surveillance by the United States and other governments had produced a very negative effect on free expression, leading to self-censorship. It further showed that concern about surveillance was almost as high among writers living in democracies (75%) as it was among those living in non-democratic states (80%). It would be tragic if the killing of a few journalists in Paris were allowed to result in greater self-censorship and to curtail freedom of expression. The terrorists and those who wish to limit freedom of expression by violent means should learn that far from forcing others to silence, their acts will backfire and will have the opposite effect...It should be added that the terrorist outrage was not an Islamic act against Christians, Jews and secularists. It was the act of two terrorists against Muslims, Christians, Jews and people of no faith....

POINT OF VIEW (WHO?)

OPINION/RATIONALE

SIDE 2:

Yes – Free speech should be limited.

January 20, 2015 in *The Express Tribune*, Karachi, Pakistan

DOCUMENT E

“Charlie Hebdo caricatures an attempt to divide people and civilisations: FO”

ISLAMABAD: Amid protests against Charlie Hebdo in major cities across the country, Pakistan condemned on Tuesday the publication of a sacrilegious cartoon on the French satirical magazine’s “survivor issue.” “Echoing the sentiments of the people of Pakistan, the president and the prime minister have strongly condemned the publication, which has caused great offence to Muslims by hurting their sentiments and religious sensibilities all over the world,” Foreign Office spokesperson Tasneem Aslam said. “We believe that freedom of expression should not be misused as means to attack or hurt public sentiments or religious beliefs,” the statement added. Resolutions have been passed in the National Assembly and Senate condemning the publications. “This is an attempt to divide peoples and civilisations. There is a need to promote harmony among people and communities instead of reinforcing stereotypes and making people alienated in their own countries.”

POINT OF VIEW (WHO?)

OPINION/RATIONALE

January 18, 2015 in *The New York Times* The Opinion Pages—Editorial

DOCUMENT F

“Charlie Hebdo and Free Expression”

...Irreverent magazines like Charlie Hebdo have been a fixture in Western societies for many years, and France has a strong tradition of such journalism. The Internet, moreover, has opened the door to almost every level and form of expression. Yet there are legitimate questions raised about freedom of expression in this tragedy. In the wake of the terror attack, French authorities began aggressive enforcements of a law against supporting or justifying terrorism, including arrests of people who spoke admiringly about the shootings at Charlie Hebdo. Not surprisingly, their actions have raised questions of a double standard—one for cartoonists who deliberately insult religion, when their cartoons are certain to antagonize Muslims at a time when anti-Muslim feelings are already at high levels in France and across much of Europe, and another for those who react by applauding terrorists. The difference, according to French authorities, is between the right to attack an idea and the right to attack people or incite hatred. The distinction is recognized in the various laws against hate speech or inciting violence that exist in most Western states. As a consequence of World War II, France and several other European countries have laws against denying the Holocaust, and with a rise in anti-Semitism in France, authorities have actively sought to curb hate speech... Freedom of expression is broader in the United States, but there, too, there are legal limitations on speech that involves incitement, libel, obscenity or child pornography.

POINT OF VIEW (WHO?)

OPINION/RATIONALE

“Pope Francis: freedom of expression has limits”

Pope Francis has said there are limits to freedom of expression and that following the Charlie Hebdo attack in Paris “one cannot make fun of faith”.... [T]he pope said freedom of speech was a fundamental human right but “every religion has its dignity.” Asked about the attack that killed twelve people at the offices of Charlie Hebdo—targeted because it had printed depictions of the prophet Muhammad—he said: “One cannot provoke, one cannot insult other people’s faith, one cannot make fun of faith. “There is a limit. Every religion has its dignity...in freedom of expression there are limits.”... Cautioning against provocation he said the right to liberty of expression came with the obligation to speak for “the common good.”

POINT OF VIEW (WHO?)

OPINION/RATIONALE

January 11, 2015 in *Mondoweiss* by Brian King (Oxford University, founder of Independent Jewish Voices)**“The moral hysteria of Je suis Charlie”**

DOCUMENT H

...Suppose that while the demonstrators stood solemnly at Place de la Republique...a man stepped out in front brandishing a water pistol and wearing a badge that said “je suis cherif”...Suppose he was carrying a placard with a cartoon depicting the editor of the magazine lying in a pool of blood, saying, “Well I’ll be a son of a gun!” or “You’ve really blown me away!” or some such witticism. How would the crowd have reacted? Would they have laughed? Would they have applauded this gesture as quintessentially French? Would they have seen this lone individual as a hero, standing up for liberty and freedom of speech? Or would they have been profoundly offended? And infuriated. And then what? Perhaps many of them would have denounced the offender, screaming imprecations at him. Some might have thrown their pens at him. One or two individuals...might have raced towards him and (cheered on by the crowd) attacked him with their fists, smashing his head against the ground. All in the name of freedom of expression....Masses of people have turned the victims of a horrific assassination (which the staff of the magazine truly are) into heroes of France and free speech. The point of the thought experiment is not to show that such people are hypocrites. Rather, it is to suggest that they don’t know their own minds. They see themselves as committed to the proposition that there are no limits to freedom of expression: no subject so sensitive, no symbol so sacrosanct, that it cannot be sent up, sneered at and parodied, consequences be damned. They call this “courage” and they think it is the defining difference between them and the killers – and not just the killers but anyone who thinks there are limits to what can be said or printed. But they too have their limits. They just don’t know it.

POINT OF VIEW (WHO?)

OPINION/RATIONALE

SAC: NOTE SHEET

During the process, use the following sheet to take notes and summarize each side's arguments.

Side 1: No There should be no limits to free speech.	Side 2: Yes There should be limits to free speech.
Argument: Evidence/Perspective:	Argument: Evidence/Perspective:
Argument: Evidence/Perspective:	Argument: Evidence/Perspective:
Argument: Evidence/Perspective:	Argument: Evidence/Perspective:

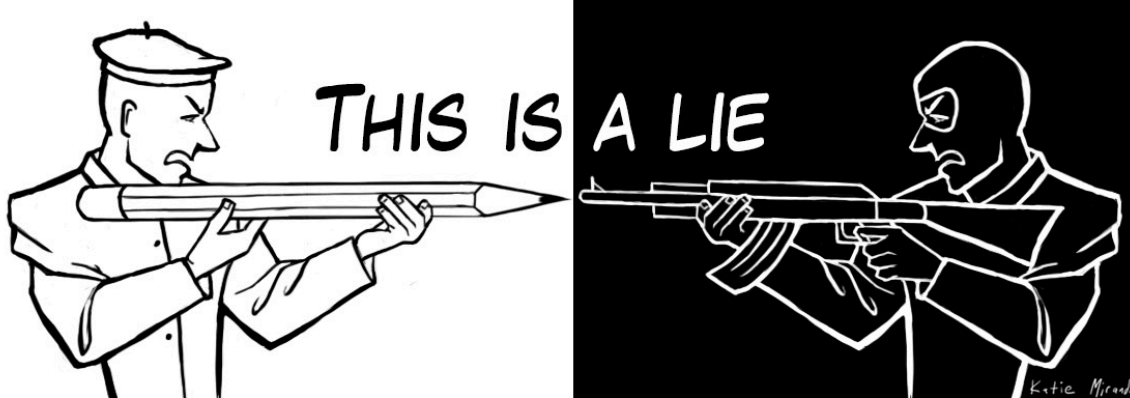
Consensus:

January 14, 2015 in *Mondoweiss*

Consensus Building Document

"Its not the cartoons - a contrarian perspective from a Muslim cartoonist"

Katie Miranda (Muslim-American cartoonist)



Freedom of expressions means the government cannot put you in jail for what you say but that doesn't mean people can't call you out on your bigotry

The Islamophobic cartoons in Charlie Hebdo are the American equivalent of white people drawing cartoons of African-Americans as monkeys or Germans drawing cartoons mocking Jewish suffering during the Holocaust. Cherif and Said Kouachi, the suspects in the terrorist attacks, are of Algerian ancestry. France's Muslim population originates predominantly from its former North African colonies including Algeria. France's brutal colonization of Algeria lasted 132 years and during the 8-year Algerian war of independence, 1 million Algerians died. It was only 50 years ago that the French left Algeria... The cartoonists at Charlie Hebdo, the descendants of colonizers, felt that printing cartoons mocking the beliefs of former colonial subjects was somehow a funny and cool thing to do. I disagree with them.

My role as a cartoonist is to challenge power and dominant narratives, not to attack marginalized people. I draw cartoons about Obama, Netanyahu, Arab dictators, and Israeli settlers because they're the ones in power, they're literally calling the shots and making people's lives miserable. These are legitimate targets for political satire. Trying to satirize prophet Muhammed (pbuh) in a cartoon just makes you look like an ignorant jerk. ...

People should be free to create whatever art they want. The culture they live in decides whether it's offensive enough to end up being career suicide.... We cannot make offensive art illegal if we want to live in a free society, but we can examine the context and power structures under which bigoted cartoons are created and hopefully come to the conclusion that cartoons mocking the prophet Muhammed (pbuh) will just be considered one of those socially unacceptable things you just don't do.

"On Satire"

by Joe Sacco (Maltese-American graphic artist)

ON SATIRE by Joe Sacco ©2015

My first reaction to the murders at the Charlie Hebdo offices in Paris was not bold defiance.

I did not feel like beating my chest and reaffirming the principles of free speech.

My first reaction was sadness. People were brutally killed, among them several cartoonists—my tribe.

BUT ALONG WITH GRIEF CAME THOUGHTS ABOUT THE NATURE OF SOME OF CHARLIE HEBDO'S SATIRE.

THOUGH TWEAKING THE NOSES OF MUSLIMS MIGHT BE AS PERMISSIBLE AS IT IS NOW BELIEVED TO BE DANGEROUS, IT HAS NEVER STRUCK ME AS ANYTHING OTHER THAN A VAPID WAY TO USE THE PEN.

Can I play this game too? Sure, I could draw a black man falling out of a tree with a banana in his hand—in fact, I just did.

I'm allowed to offend, right?

INCIDENTALLY, DID YOU KNOW THAT CHARLIE HEBDO FIRED A CARTOONIST—MAURICE SINET, LOOK HIM UP—FOR ALLEGEDLY WRITING AN ANTI-SEMITIC COLUMN?

So with that in mind, here's a Jew counting his money in the entrails of the working class.

And if you can take the "joke" now, would it have been as funny in 1933?

IN FACT, WHEN WE DRAW A LINE, WE ARE OFTEN CROSSING ONE TOO. BECAUSE LINES ON PAPER ARE A WEAPON, AND SATIRE IS MEANT TO CUT TO THE BONE. BUT WHOSE BONE? WHAT EXACTLY IS THE TARGET?

AND WHY?

Yes, I affirm our right to "take the piss"—so here is a gratuitous drawing of a true believer doing God's work in the desert.

BUT PERHAPS WHEN WE TIRE OF HOLDING UP OUR MIDDLE FINGER WE CAN TRY TO THINK ABOUT WHY THE WORLD IS THE WAY IT IS...

AND WHAT IT IS ABOUT MUSLIMS IN THIS TIME AND PLACE THAT MAKES THEM UNABLE TO LAUGH OFF A MERE IMAGE.

And if we answer, "Because something is deeply wrong with them"—certainly something was deeply wrong with the killers—then let us drive them from their homes and into the sea...

FOR THAT IS GOING TO BE FAR EASIER THAN SORTING OUT HOW WE FIT IN EACH OTHER'S WORLD.

RUBRIC <i>(Adapted from Asia Society)</i>	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Investigate the World - What is the evidence that a student can situate and analyze social questions beyond his/her immediate environment and time? (Activity 2)				
Analyze the Origin of Sources	Provides accurate source information when using direct quotes and facts.	Introduces sources by referring to their origins, and provides accurate source information when using direct quotes and facts.	References the origins of the sources, and uses them to understand authors' perspectives and purposes.	References the origins of sources, and accurately uses them to explain authors' perspectives and purposes.
Compare Sources	Uses information from multiple sources to support a claim.	Makes connections between documents by comparing information or types of sources.	Makes connections between sources by comparing information and types of sources.	Makes connections between sources by grouping similar positions or identifying differences between sources, demonstrating a substantial understanding of the issue.
Draw Evidence-Based Conclusions and Raise Logical Implications	Draws simple conclusions based on evidence from a source in response to a global question, and raises an unanswered question related to the source or issue.	Draws conclusions based on evidence from sources in response to a global question, and raises unanswered questions for further investigation.	Draws reasonable conclusions based on social science evidence in response to a global question, and raises specific unanswered questions for further investigation.	Draws logical conclusions based on social science evidence in response to a global question, and raises specific unanswered questions for further investigation.
Recognize Perspectives - What is the evidence that a student uses sources from historical and contemporary contexts to consider his/her own and others' perspectives? (Activity 3)				
Explain Personal Perspective	Expresses a perspective on a situation, event, global issue, or phenomenon.	Clearly explains own perspective on a situation, event, global issue, or phenomenon, and identifies one context that influences their perspective.	Clearly explains own perspective on a situation, event, global issue, or phenomenon, and explains how this perspective is tied to one contextual influence.	Clearly and concisely explains own perspective on a situation, event, global issue, or phenomenon, and explains how this perspective is tied to multiple contextual influences.
Compare Multiple Perspectives	Identifies more than one perspective on a situation, event, global issue, or phenomenon across different groups of people or regions of the world.	Discusses more than one perspective on a situation, event, global issue, or phenomenon; makes a connection between a perspective and specific conditions.	Compares perspectives on a situation, event, global issue, or phenomenon using examples, details and/or quotes; explains how specific conditions are relevant to those perspectives	Compares perspectives on a situation, event, global issue, or phenomenon; explains differences or similarities by discussing important conditions that shape each perspective.
Explain the Impact of Global Interactions	Discusses several ways that different communities interact.	Discusses a specific example of cultural or global interaction, and some of the effects of that interaction.	Explains the impact of a cultural or global interaction on people, societies, events, or the development of knowledge; uses an example to demonstrate a specific understanding of global interdependence.	Explains the impacts of cultural and global interactions on people, societies, events, or the development of knowledge; demonstrates a complex understanding of global interdependence.
Understand Contexts	Identifies a particular contextual factor and how that might influence a group's lived experiences.	The account of a particular group's options, choices, or lived experiences makes an accurate connection to contextual factors.	The account of a particular group's options, choices, or lived experiences reflects a well-informed understanding of how people are shaped by their particular contexts.	Explains how different contexts shape the options, choices, and lived experiences of different groups of people around the world.

Communicate Ideas - What is the evidence that a student advances and defends arguments that foster collaboration among diverse audiences? (Activity 3)

Introduce Argument and Provide Explanation	Expresses a specific perspective on topics or texts, supported with reasons, facts, and details	Introduces a clear claim; supports claim with reasons and relevant evidence from sources.	Introduces clear, precise claim(s); develops claim(s) through an explanation of relevant evidence from sources.	Introduces clear, precise, and knowledgeable claim(s); develops the claim(s) through an explanation and synthesis of significant and relevant evidence from sources
Introduce Counterclaim	N/A	Identifies a counterclaim.	Introduces a counterclaim and includes details relevant to a counterclaim from sources.	Introduces a clear counterclaim(s) and develops counterclaim(s) fairly, through an explanation of significant and relevant evidence from sources.