

Arrowhead Union High School
Language Arts Department
Book Rationale

Per DPI Standards- Instruction and instructional materials for English Language Arts promote identity exploration by providing opportunities for every student to access learning and communicate understanding across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income (p.77)

Book Title and Author	We Say <i>#NeverAgain</i> Edited By Melissa Fellowski & Eric Gardener Supplements from <i>#NeverAgain</i> by David Hogg & Lauren Hogg
Course	Honors 9
Teacher	Elmergreen and Herrmann

How is this book particularly appropriate for the students in this course?	<p>This book is taught in the second semester during the rhetoric unit. We use it to examine perspective and rhetorical devices used by the author. The students are being prepped for AP Lang rhetorical analysis through a piece that is timely and directed towards young adult learners.</p> <p>Wisconsin State Standards:</p> <ul style="list-style-type: none"> • Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. • Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or key scene in two different formats). • Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author's geographic location, identity, and culture affect perspective. <p>This timely and media-driven approach to the Parkland shooting, as reported by teens in the journalism and broadcasting programs and in the Marjory Stoneman Douglas newspaper, is an inside look at that tragic day and the events that followed that only they could tell.</p> <p>It showcases how the teens have become media savvy and the skills they have learned and honed--harnessing social media, speaking to the press, and writing effective op-eds. Students will also share specific insight into what it has been like being approached by the press and how that has informed the way they interview their own subjects.</p> <p>This compelling memoir and manifesto shows how teens responded to a tragedy in their community by standing up and demanding that adults in power do something to prevent it from happening again. The usual "thoughts and prayers" from politicians was not enough for them -- they demanded action. Written in authentic, articulate teen voices, which should be particularly effective in reaching young readers. David writes that "we hope that seeing things through our eyes will give you ideas of your own. Because none of us can do this alone and we need you, basically."</p> <p>David is self-deprecating and admits to sometimes being "a jerk" in middle</p>
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	<p>school but also shows how finally connecting with caring teachers helped him grow up, become engaged and self-disciplined, and do well in high school. He explains that his eventual activism was grounded in all he'd learned about American history, government, politics, journalism, media, and even the gun control issue in his classes and on the debate team. Lauren shares the depths of her grief -- she lost two close friends in the shooting -- and how her commitment to working for change grew. David and Lauren's loving, supportive relationship and their warm, respectful relationship with their parents (their mom, an elementary school teacher and their dad, an FBI agent) is also an inspiring model.</p>
<p>How is this book especially pertinent to the objectives of this course and/or unit of study?</p>	<p>We will be pairing this book with reflective journaling and research, taking a 360-degree approach to what the Hobbs siblings' message is, how they are communicating that message, who their audience is, and how their message is received by various groups of people. We also use this opportunity for students to form their own informed opinions about the topics presented through open ended prompts and academic research opportunities.</p>
<p>Identify any special problems that might arise and list activities/lessons that will address these issues.</p>	<p>Their gripping, alternating accounts of what happened on that day include mentions of blood and seeing teachers and students dead on the floor. There's infrequent strong language. Note: These content concerns will be addressed with students, with warnings well ahead of their reading. We will discuss why the author chose to use the profanity in their work (author's craft moves).</p>
<p>Provide a summary of the book.</p>	<p>Begins with siblings David and Lauren Hogg giving separate accounts of the Valentine's Day 2018 shooting at their Florida high school that left 17 people dead, 14 of them students. These gripping, heartbreaking accounts portray terrified students huddled in classrooms, holding hands with friends or strangers as they feared for their lives and texted with friends and family members to get or give information. The book then gives backstories of what David and Lauren's lives were like before the shooting -- growing up in California, adjusting to a new school in Florida, getting involved in debate club and a TV production class, and in David's case, growing from a low-achieving, dyslexic student to a star in AP classes and student journalism, engaged and politically aware. He becomes politically active after his comments in interviews following the shooting thrust him into the media spotlight. Lauren joins the #NeverAgain movement with him, and together they continue in efforts to stop gun violence.</p>
<p>List awards or other accolades the book has received.</p>	<p>NEW YORK TIMES BESTSELLER</p>