

## Write Your Own Rationale Form

*Rationales for the books you teach or have in your classroom or school library or on reading lists will serve you best if they contain the following information.*

**Why is this text included in the curriculum (or on a reading list or in the library or classroom library)?**

*Hey, Kiddo is included in my curriculum because it provides students an insight on what it's like to come from a broken home, be raised by and have family with drug and alcohol addiction, hardship, abuse, mental health problems, and diverse situations. This book allows privileged students to understand how tough some of their peers may have it; it also connects with those who are living through it in some capacity and lets them know they aren't alone.*

**Target Grade Level and Audience**

*Target grade level would be 11<sup>th</sup> or 12<sup>th</sup> grade, ideally, as some of these deeper, rougher issues can be harder for younger students to discuss; although there are some students who have been going through situations, like Krosoczka since they were little, so honestly, it depends on the group of students it's being presented to. It could be anywhere from 8<sup>th</sup> grade to 12<sup>th</sup> grade.*

**Plot Summary**

*Jerrett has had a tough childhood. Growing up, his mom wasn't always the best caretaker, as he struggled with drug addiction. In and out of treatment facilities, she was also in and out of Jarrett's life. To gain some sort of stability, Jarrett's grandfather gained custody of him and took Jarrett in. Through ups and downs and finding himself while holding on to the bits of others around him, Jarrett works through the struggles of being a child with a family filled with broken parents, addiction, and having to help himself get to where he wants to be in life.*

**Teaching Objectives**

*At the end of this book, students will be able to:*

*Analyze different aspects of a single complex character*

*Interpret how different parts of graphic novels work to provide meaning and emotion*

*Relate Krosoczka's experiences to their own experiences*

*Express how certain characters affect Krosoczka's development in the book.*

**Teaching Methods**

*I would use methods provided by Milnor, Milnor, and Mitchell on assaying nonfiction, particularly on autobiography and memoir.*

*I would also have students use Reader Response to keep a conversation going about how they are feeling as they read these more difficult topics.*

*Finally, I would also use the Graphic Novel guide created by Dr. Laurie Porter and Evelyn Barker*

**Assignments**

*Analyzing a main character – Character Mapping (Map out traits, events, and pieces of an important character in the book)*

*Creating a short, illustrated memoir*

*Breaking down a page of a graphic novel (labeling and identifying different parts and what they're used for)*

*Character arc lesson*

**Theoretical Support and Redeeming Values**

*The reason for teaching the book is to provide students with empathetic views and understanding of others. As well, teaching this book will allow students to read an autobiographical narrative through visuals beyond the word using the graphic novel. The use of this book gives students the chance to consume a narrative using a different means than typical text.*

## **Literary Qualities and Summary of Reviews**

### **Sensitive Subjects in the Text/Possible Objections and How Sensitive Subjects and Possible Objections Will Be Handled in Class**

Drug and alcohol addiction and use, family disfunction, verbal abuse, physical abuse, mental/emotional abuse, underage drinking, swearing/name-calling,

### **Alternative Texts to This One**

[Crank by Ellen Hopkins](#)

[Go Ask Alice by Anonymous](#) (although these two are flipped where the teenage is addicted to drugs, rather than the adults.

### **Additional References**