

## 1: FACT CHECK: Sandy Hook Exposed?

*Hooktheory develops innovative music theory books, songwriting software, and TheoryTabs - tabs that show the theory behind songs.*

Opening the iTunes Store. Progress Indicator Opening Apple Books. We are unable to find iTunes on your computer. To download from the iTunes Store, get iTunes now. Click I Have iTunes to open it now. Description There has never been a music book like this. Hooktheory I is a smart, fun, skill-building journey that concretely teaches you how to craft melodies and chord progressions like professional musicians and gain a deeper understanding and intuition for how music works. Validated by 16, musicians like you, Hooktheory I is the best selling how-to music book for instrumentalists, songwriters, producers, and DJs around the world for a reason. This exploration of melody and chord creation is fun to read, easy to understand, and full of practical knowledge. It contains 41 interactive exercises and 88 audiovisual examples from artists like: Avicii, Beyonce, Journey, Maroon 5, and Taylor Swift that make it easy to see the techniques these successful artists use. Dedicate only a few hours to reading this book and gain a lifetime of skills that will give your music that professional edge. With Hooktheory I, we have created an approachable, intuitive resource that directly answers the hard questions: Why do certain chords fit together easily, and others not so easily? How can I get from this chord to that chord? How can I create a great melody? Screenshots Drop the websites, buy this book NOW!!! BUT what it WILL do is give you a foundation, a place to begin, and a bunch of wonderful trends that works; along with wonderful diagrams and well thought out explanations as to why these trends work in music the way they do. I wish someone would have given me this back in high school and I would be light years ahead by now. Other Books in This Series 2.

### 2: NPR Choice page

*The #1 bestselling book on music theory and songwriting. Its fun and relatable way of explaining concepts in music theory is changing the way people learn about music.*

The Hook The Hook strategy is a short opening into a lesson, that prepares the students for the upcoming material that they will be learning. The Hook is best used at, but not limited to, the beginning of the first lesson of a topic. It should be an exercise that smoothly leads into the lesson, but the hook should not teach the lesson. The Hook strategy can be done in multiple ways and should be done with energy, producing a promising, encouraging outcome for your students. The Hook is not limited to the listed examples, there are endless possibilities that can be used in each of these categories. The cognitive learning theory says, that the brains memory process is like a computer, when retaining new information. The first stop in our actual brain is the sensory memory. If not paying attention the information will not proceed to perception, the process of moving the information into our short-term working memory. Once in short-term memory, you decide what you want to remember, this will last only 20 seconds. The information then moves to the storage part of the brain, known as long-term memory. Long-term memory is where all the information we know is filed, much like a permanent filing cabinet. The Hook strategy can do this by starting your lesson with something that the individual can relate to, something that will grasp their attention. Once you have done this, the individual will then be able to relate the hook to their new information, making it easily accessible in their filing cabinet. According to another concept from the cognitive learning theory students learn best when things are meaningful and taught in a visual way. By using The Hook strategies you pull on both parts of the memory process, thus grasping your students attention and giving them something to use through meaningful learning taking new information and relating it to something they already know. This is an example of The Hook used for a kindergarten science lesson: Compare different types of the same animal i. Compare characteristics of living and nonliving things in terms of their: I would do this by putting together a PowerPoint presentation with only pictures of living and nonliving things on the slides. I would play the slideshow at the beginning of the class and ask the students whether or not the object is living or non-living. By listening to their answers I would get a clear idea of what their current ZPD Zone of Proximal Development- what the student can do with help, knowing where your students are in order to teach to that level learning level is. After completing the slide show I would then move into the lesson with other meaningful learning activities. A few slides may look like this:

### 3: Sandy Hook: Alex Jones' conspiracy theories prompt parents to fight back - CBS News

*The latest Tweets from Hooktheory (@hooktheory). Hooktheory develops innovative music theory books, songwriting software, and TheoryTabs - tabs that show the theory behind songs.*

This is one of my classic writings from like 10 years ago, still a good article. Let me break it down for you. You see some tasty little biscuit, hopping along merrily. So cute and carefree. You chat her up and she goes nowhere, she excuses herself, and buggers off. Well, I think I have broken down the necessary missing piece of the puzzle. You open, get to hook point, and then go on with the sarge, building comfort, qualifying etc. get the hell out of here with your hooking!! But HOW do you hook the set? A lot of guys KNOW what a hook point is but they are nevertheless not hooking their sets! What qualities make it a solid hook? What do you talk about? What emotions should you be expressing? What should you be sub-communicating? So, how do you hook? THAT is really one of the key elements here. Most guys go straight from the OPEN to comfort! Where are you from? Why girl say bye bye?? Because a those are terrible afc things to say that every guy says and you seem an unoriginal sort of fellow the woman is already bored b it feels like a pickup worse, an unoriginal one and C Mainly WHY is she going to answer your questions?? Why would SHE prove herself to you, or answer your queries? If you roll up with two Underwear models by your sides, it might also work. So Banter, folks! The key words after Banter are FUN. That you have personality that you are excited about life. That you have pizzazz!! It can be absolutely anything. Something that happened to you that day is best, or that week. The more recent the better. Some guy just grabbed my butt on the street!! Can you believe that!! What do you girls do when that happens? Can you believe iT!! I get pretty angry over the little things! Haha so what drives YOU girls crazy?? Are you looking to hire anyone? I give good backrubs. I can type 60 words a minute! You look like you need a personal assistant!! What do you guys do? As long as you are enthusiastic! This works whether the set is high energy or low energy. If they are like totally chill, you want to have just a bit of a buzz around you. If they are excited, you can come in a bit excited. After that, you just have to transition properly. I love people who can appreciate the drama that is my life. Anything crazy happened to you recently? You paid for a shitty sandwich!!! By the way, the hook CAN be the opener. Let me ask you this. Your experience is omnipotent, omniscient and all deserving You are in your own world. When you get that down, and you can get womens yes, womens as Richard Pryor would say excited about your dilemma about a fucking sandwich, you can get them excited about YOU. Women LOVE to be entertained. Quick note here on a type of sub-communication: When you get this down, you really can hook every set, hard, fast and DEEP. You can have so much fun with a girl in one minute that her friends cannot DRAG them away from you.

## 4: The Sandy Hook Hoax

*Absolutely Fabulous I've taken some music theory in college and we called "Figured Bass" what these remarkable educators call "Relative Notation" and this is exactly what blew open the curtains for me with my song writing.*

Early life[ edit ] hooks was born in Hopkinsville , a small, segregated town in Kentucky , to a working-class family. She had five sisters and one brother. An avid reader, she was educated in racially segregated public schools , and wrote of great adversities when making the transition to an integrated school, where teachers and students were predominantly white. She put the name in lowercase letters "to distinguish [herself from] her great-grandmother. Black Women and Feminism in , though it was written years earlier, while she was an undergraduate student. She targets and appeals to a broad audience by presenting her work in a variety of media using various writing and speaking styles. As well as having written books, she has published in numerous scholarly and mainstream magazines, lectures at widely accessible venues, and appears in various documentaries. She asserts an answer to the question "what is feminism? A prevalent theme in her most recent writing is the community and communion, the ability of loving communities to overcome race, class, and gender inequalities. In , hooks gave a commencement speech at Southwestern University. Eschewing the congratulatory mode of traditional commencement speeches, she spoke against what she saw as government-sanctioned violence and oppression, and admonished students who she believed went along with such practices. This was followed by a controversy described in the Austin Chronicle after an "irate Arizonian" [16] had criticized the speech in a letter to the editor. The Practice of Impartial Love". Her book, belonging: Mostly recently she did one for a week in October Education as the Practice of Freedom, hooks writes about a transgressive approach in education where educators can teach students to "transgress" against racial, sexual, and class boundaries in order to achieve the gift of freedom. To educate as the practice of freedom, bell hooks describes it as "a way of teaching in which anyone can learn. Hooks investigates the classroom as a source of constraint but also a potential source of liberation. She describes teaching as a performative act and teachers as catalysts that invite everyone to become more engaged and activated. Performative aspect of learning "offers the space for change, invention, spontaneous shifts, that can serve as a catalyst drawing out the unique elements in each classroom. According to hooks, eros and the erotics do not need to be denied for learning to take place. She argues that one of the central tenets of feminist pedagogy has been to subvert the mind-body dualism and allow oneself as a teacher to be whole in the classroom, and as a consequence wholehearted. A Pedagogy of Hope. In this book, hooks offers advice about how to continue to make the classroom a place that is life-sustaining and mind expanding, a place of liberating mutuality where teacher and student together work in partnership. For hooks educating is always a vocation rooted in hopefulness. New Visions[ edit ] This section has multiple issues. Please help improve it or discuss these issues on the talk page. Learn how and when to remove these template messages This section of a biography of a living person needs additional citations for verification. Please help by adding reliable sources. Contentious material about living persons that is unsourced or poorly sourced must be removed immediately, especially if potentially libelous or harmful. February Learn how and when to remove this template message This biography of a living person relies too much on references to primary sources. Please help by adding secondary or tertiary sources. April Learn how and when to remove this template message After many disputes with ex-boyfriends about the nature of love, bell hooks published All About Love: New Visions in She explains how her past two long-term boyfriends were foiled by "patriarchal thinking" and sexist gender roles, so neither relationship ever really had a chance. She continuously wanted to recommend a book for the men to read, but could not find one that would clearly make her point to support her argument. For this reason, she decided to write her own, which would go into depth about her true feelings towards love. In this book, hooks combines her personal life experiences, along with philosophical and psychological ideas, to shape her thesis and discuss her main concepts. To further explain, how we use the word without much meaning, when referring to how much we like or enjoy our favorite ice cream, color, or game. Hooks is very disturbed by the fact that our culture has lost the true meaning of love, and believes it is because we have no shared definition.

It is not about what we just feel, but more about what we do. Bell hooks began her book with a series of spiritual messages, which include biblical verses to support her definition of love. Hooks identifies flaws with relationships nowadays since there is a loose understanding about love. She shares personal experiences about fearing rejection and emotional pain. As a result, she acknowledges lacking full commitment and expressing vulnerability because of the fear of not receiving those things in return, so giving care and affection are the minimal expectations she had in her relationships. However, those love components were not enough. Hooks introduces the necessity of practicing self-love and care to sustain healthy relationship with a concrete understanding of love. One argument she proposes is how love cannot exist in the middle of a power struggle. Hooks goes as far as to present a number of problems she finds with our modern ideals of love and proposes their possible solutions. She includes the propositions of full reconstruction and transformation of modern-day love based on "affection, respect, recognition, commitment, trust and care" Nonfiction Book Review. Hooks also points out what she sees to be the roots of the problems regarding modern day love, those being gender stereotypes, domination, control, ego, and aggression Nonfiction Book Review. Another argument hooks discusses is one in which she describes how starting from a very young age, boys and girls are constantly being knocked down and told to fit into the tiny boxes of characteristics that are expected of them. Hooks points out that the boy is denied his right to show, or even have, any true feelings. To further explain, she uses men in the American culture as an example, and describes how they have been socialized to mistrust the value and power of love. While the girl is taught that the most important thing she can do is change herself and her own feelings, with the hopes of attracting and pleasing everyone else. These unfair expectations lead boys and girls to grow up into men and women who are convinced that lies are the way to go, and no one should be showing their truest feelings to each other. This leads to the paradox hooks points out because in order to have a functional, and healthy loving relationship, honesty is a natural requirement. In this case, the men are emotionally satisfied, and the women are left without any true happiness. Hooks points out that despite these evident problems in modern-day love culture, love can be revived, and this is what she is arguing throughout her book. Bell hooks wrote this book to inform the world how we can change the way we think about love, our culture, and one another. She teaches us ways to love in a face of a planet of love-lessness. Her New Visions demonstrate how love is possible, and stress that all love is important—romantic, friendship, our love of strangers, and community. Feminist Theory[ edit ] Noting a lack of diverse voices in popular feminist theory , bell hooks published the book *Feminist Theory: From Margin to Center* in 1991. In this book, she argues that those voices have been marginalized, and states: Her theory encouraged the long-standing idea of sisterhood but advocated for women to acknowledge their differences while still accepting each other. She also argues for the importance of male involvement in the equality movement, stating that, in order for change to occur, men must do their part. Hooks also calls for a restructuring of the cultural framework of power, one that does not find oppression of others necessary. Additionally, she shows great appreciation for the movement away from feminist thought as led by bourgeois white women, and towards a multidimensional gathering of both genders to fight for the raising up of women. This shifts the original focus of feminism away from victimization, and towards harboring understanding, appreciation, and tolerance for all genders and sexes so that all are in control of their own destinies, uncontrolled by patriarchal, capitalist tyrants. Poor people do not want to hear from intellectuals because they are different and have different ideas. As bell hooks points out though, this stigma against intellectuals leads to poor people who have risen up to become graduates of post secondary education, to be shunned because they are no longer like the rest of the masses. In order for us to achieve equality, people must be able to learn from those who have been able to smash these stereotypes. This separation leads to further inequality and in order for the feminist movement to succeed, they must be able to bridge the education gap and relate to those in the lower end of the economic sphere. If they are able to do this, then there will be more success and less inequality. In "Rethinking The Nature of Work", bell hooks goes beyond discussing work and raises a pertinent question that feminists may need to ask themselves. She argues that, although we know that movies are not real life, "no matter how sophisticated our strategies of critique and intervention, [we] are usually seduced, at least for a time, by the images we see on the screen. They have power over us, and we have no power over them. Bell hooks has written a number of essays and articles, and in *Reel to Real*

she describes her experiences growing up watching mainstream movies as well as engaging in the media. Hooks believes that to engage in film was to engage in the negation of black female representation in the media. We keep coming back to the question of representation because identity is always about representation". She wondered how much had been absorbed and carried on through the generations to shift not only parenting, but spectatorship as well. May Although much of the criticism aimed at hooks is in regard to politics, liberals and conservatives alike have critiqued her informal style of writing. Abraham suggests that, if her rationalization for not providing footnotes and bibliographic information in her writing is that it will help her reach a broader presumably a less academic audience, hooks either assumes the average person has "no real interest or knowledge about who really wrote what ideas and where we can look for more thoughts on similar subjects" or "she mean[s] that we are lazy readers who have not the sophistication to grapple with the complications of an endnote.

### 5: The music theory book you'll love - Hooktheory I

*This book, along with Hook Theory II is the best resource for writing songs that I have come across! I've been looking for a clear, concise guide to songwriting and this was everything I wanted and more.*

Buy Now Hooktheory I Hooktheory I is an intuitive, modern take on music theory that answers the questions you care the most about: Why do certain chords fit together easily, and others not so easily? How can I get from this chord to that chord? How can I create a great melody? There has never been a music book like this. Hooktheory I is a smart, fun, skill-building journey that concretely teaches you how to craft melodies and chord progressions like professional musicians and gain a deeper understanding and intuition for how music works. Validated by 16, musicians like you, Hooktheory I is the best selling how-to music book for instrumentalists, songwriters, producers, and DJs around the world for a reason. About the book This exploration of melody and chord creation is fun to read, easy to understand, and full of practical knowledge. It contains 41 interactive exercises and 88 audiovisual examples from artists like: Avicii, Beyonce, Journey, Maroon 5, and Taylor Swift that make it easy to see the techniques these successful artists use. Dedicate only a few hours to reading this book and gain a lifetime of skills that will give your music that professional edge. With Hooktheory I, we have created an approachable, intuitive resource that directly answers the hard questions: Reviews This book was phenomenal! As an amateur piano player who has always just read and played the sheet music, the number of "aha! Hooktheory I is the quintessential example of technology being used in a modest and focused way to make learning so much more intuitive. The song examples perfectly illustrated the points in the text while letting me progress and repeat sections at my own pace. I rarely write reviews, but I felt compelled to write this one. The authors make the complex understandable. It is worth every penny I paid for it. John Conley Google Play store review Love this. Great for understanding music theory and love the way it shows you by playing examples, so the theory just jumps off the page and comes alive. This is the way teaching is supposed to be. Great work, worth every penny. Thank you so much. Estell South Google Play store review Outstanding! A great explanation of music theory, and the relationship between melody and chord progressions. I wish all music books were made this way! Jeffrey Hall iBooks review Worthy of multiple re-reads. Hooktheory I was a great book. In less time than it takes to learn how to play an instrument I learned how music works! I have been looking for a resource that made writing music comprehensible. This is that resource. The graphs and explanations were clear and easy to follow. The various examples from popular songs helped a great deal. Jeremiah Spassion iBooks review Loved this book! The explanations are easy to understand and the audiovisual examples made the concepts easy to internalize. Props to the authors for a very easy to follow explanation of the basics of chord progressions. The text and graphics and audio made it very engaging.

### 6: bell hooks - Wikipedia

*Hooktheory teaches the theory behind popular music for songwriters and musicians. Visit [www.enganchecubano.com](http://www.enganchecubano.com) to check out our iPad application, the Music Editor, o.*

A video documents that the shootings at Sandy Hook Elementary School were a staged hoax. The information presented in that video was a mixture of misinformation, innuendo, and subjective interpretation, such as the following: All of this is typical in the crush for information from the news media, public, and relatives of victims that follows in the wake of disasters involving large numbers of deaths. An unidentified man whom some children reported seeing pinned down on the ground in handcuffs outside a nearby firehouse was also briefly detained and then released when police determined he was merely an innocent passerby. Chris Rodia himself was not at Sandy Hook Elementary when the shootings took place; he was driving a different vehicle in another town at the time. As Connecticut State Police spokesperson Lt. The answer is yes. Adam Lanza brought three weapons inside Sandy Hook Elementary school on December 14 and left a fourth in his car, police said. Connecticut state police issued an update on 23 January confirming that information: State police seized four guns when they responded to the shooting at Sandy Hook Elementary School in Newtown in December, according to state police. Police [said they had] provided details in [previous] news conferences but wanted to eliminate any confusion or misinformation. Police said they found a Bushmaster. Police identified Adam Lanza as the gunman who shot and killed 20 first graders and six staff members. The medical examiner was therefore correct, not mistaken, when he stated that the rifle was the primary weapon used in the shootings. As noted above, this clip was one of many examples of errors in reporting which occurred in the crush to put out information in the immediate aftermath of the shootings and was soon corrected. Such a statement is mind-bogglingly inane: Adam Lanza was not picking off comprehending adults who had free range of action to escape his onslaught; he was using a semi-automatic rifle to shoot at terrified schoolchildren who were trapped in small, enclosed spaces and had little or no understanding of what was taking place. By the following day, most major news outlets were correctly reporting that Nancy Lanza did not have any connection to Sandy Hook Elementary School. Either of them might have been laughing and smiling during or immediately prior to talking about their children for any number of reasons: What do you want people to know about Grace? Well, Grace had such a great spirit. She was a kind and gentle soul. And she was just the light and love of our family. She was just truly a special, special little girl that we loved, and she loved her brother so much. And she loved her school, Sandy Hook. We would blow kisses every morning to each other. And I remember that morning putting her on the bus. But then she â€” I knew she was so happy to go off and get there. The six first-graders somehow had escaped from Sandy Hook Elementary School as a gunman shot and killed 20 young students and six educators. They had just seen their teacher die. Rosen invited the children and a bus driver who was with them into the safety of his home. Two of the boys sat on a rug in front of the couch, Rosen said, and suddenly they began to talk. The children with Rosen knew their phone numbers, but [their] parents were not home. The bus driver called a supervisor and obtained emergency contacts for the parents and more calls were made. Parents of four of the six children were reached and learned their children were safe. After reuniting the children with their parents, the group walked to the firehouse next door, where students were being accounted for. The claim that he is a SAG member originated with a video showing the results of an Intelius search on a Gene Rosen who is listed as once having worked for the Screen Actors Guild. As documented in a Telegraph article, state police made a casualty list publicly available the day after the shootings. Among other articles, the site maintains that Adolf Hitler and Walt Disney were both pseudo-persons portrayed by Kermit Roosevelt , son of U. The Crisis Actors organization is a private company not a government entity which supplies trained actors to simulate various types of disasters in order to improve the efficiency of first responders and other officials in responding to various emergencies. As noted on the Crisis Actors web site, their actors do not engage in any real-world crisis events, nor do they allow their performances to be presented at any time as real-world events. Wayne Carver II intended to make him seem unsympathetic and even a bit sinister. Whatever his demeanor may have been at times in having to deal with

the trying process of satisfying an endless crush of media requests after the shootings, he expressed dismay and sadness in noting that Sandy Hook was the worst murder scene that he had ever witnessed, saying: This is probably the worst I have seen or the worst that I know of any of my colleagues having seen. It was a statement about his desire to protect the parents of the murdered students from further emotional upheaval by having them make identifications from photographs of faces only rather than from viewing the bodies of their dead children: As noted earlier in this article, Dr. However, the supposed suspiciousness of this coincidental timing is lessened when one considers that this very same course was offered a total of six times in various parts of the state on different days throughout November and December. However, these dates do not provide reliable timelines: However, as is often the case in this sort of misinterpretation, the conspiracy buffs at InfoWars neglected to factor in the complicated relationships between local, state, and federal law enforcement agencies: This bit of misinformation is debunked in a separate article on this site. Altimari, Dave et al. Ensor, Josie and Raf Sanchez. Dec 15 As It Happened.

### 7: Website of the Week: Hook Theory | Midnight Music

*This progressive Metal track was written and arranged on Hookpad. Its main character is the Metal Rhythm Guitar patch which alternates between open and palm muted technique.*

Website of the Week: Hook Theory Website of the Week: A variety of websites will be featured from interactive music sites and teacher-authored blogs, magazine-style music sites and other general education technology websites. About Hook Theory allows you to study and analyse the progressions of thousands of songs. You can work out strong chord progressions based on what has worked for other songs and listen to real-life examples. Put together your own chord progressions and compose a melody using the online Editor tool. This tool is ideal for middle and senior-school students who are studying song-writing. When looking at a song analysis in the Analyses section above, switch from Chorus to Verse by using the drop-down menu at top right. Hover your mouse over a chord at the bottom of the editor and the notes of that chord will be shown in the Melody panel, allowing you to make informed choices about which notes will sound good with your chosen chord. Explore popular chord progressions in the Trends section above. Click on a chord and see which chords will work well next. Examples of songs using your chosen chord progression are provided. How can I use it in music education? The technology part is about how to use the software and the music part is chords, melody and all the rest. So after my students have a good grasp on the mechanics of entering notes and how different plug ins work, I use Hook Theory to teach them about how chord progressions work. The strength in the Hook Theory site is that it shows what chord progressions are common and why. It also give links to examples of popular songs that they can relate to further proving the need for guidelines when in comes to choosing the chords in a progression. Once they have a progression that they like and understand, the writing improves dramatically. The composition tool within the site allows them to see what notes are good choices over a particular chord. By hovering the mouse over a chord, the window displays the chord tones. Students are now less likely to choose an F as a melody note over a G7 chord.

### 8: Latest topics - Hooktheory Forum

*Hooktheory I is a smart, fun, skill-building journey that concretely teaches you how to craft melodies and chord progressions like professional musicians and gain a deep understanding and intuition for how music works.*

Noah was the youngest of the 20 children and seven adults killed in one of the deadliest shootings in American history. When the medical examiner found Noah lying face up in a Batman sweatshirt, his jaw had been blown off. A week later, James Tracy, a professor at Florida Atlantic University, wrote a blog post expressing doubts about the massacre. State officials received anonymous phone calls at their homes, late at night, demanding answers: Why were there no trauma helicopters? What happened to the initial reports of a second shooter? They still co-parent their daughters, who developed a fear of the dark after the shooting and asked Veronique to find a home in a gated community. Lenny, who has a goatee and a middle-aged paunch, lives by himself a few miles from Veronique. Since relocating, he has moved apartments four times and gets his mail delivered to a P. The modern internet is partly to blame, with hours of uploaded cable-news coverage and reams of documents to parse for circumstantial evidence. The internet also made it easier to reach victims, and the Pozners became an early target for hoaxers. Veronique, who is a nurse, joined several parents in channeling her grief into vocal gun-control advocacy. One early conspiracy theory held that she was actually a Swiss diplomat named Veronique Haller, who once attended a United Nations arms-control summit. Veronique is Swiss, and her maiden name is Haller. But for him, the appeal of conspiracy theories was the same as watching a good science-fiction movie. When he first discovered the theories about Noah, Lenny, who grew up in Brooklyn, made only a halfhearted attempt to respond. Lenny had worked for two decades as an IT consultant but now found the crisis management that the job required to be too overwhelming. One Friday night, a year and a half after the shooting, he joined a Facebook group called Sandy Hook Hoax, one of the more prominent hoaxer meeting grounds. Its logo features a ghostly child holding an index finger to her mouth. Pozner told the group he was there to answer questions, and he expressed empathy for their mind-set. Some members of the group asked earnest questions about inconsistencies in the official account. Others simply lobbed bombs. Pozner chatted for more than four hours, but his patience wore thin as the questions grew more absurd: He also took his fight public, writing an op-ed in the Hartford Courant in which he called out hoaxers by name, including Wolfgang Halbig, a year-old retired school administrator in Florida. Jeff Riedel Wolfgang Halbig lives 45 minutes northwest of Orlando in a gated golf-course community. He is a large and gregarious grandfather to three who pushed back my initial request to meet so he could join his grandkids at the beach. He had worked in school security for a number of years, and he said that it was only after he was asked to give a presentation to the Florida School Boards Association about preventing such an attack that he began seriously investigating the shooting. On the floor were a dozen laminated posters featuring aerial photos of Sandy Hook and blown-up police dash-camera footage. He met his mother for the first time when he was 12 — he never met his father — and she told him they were moving to Florida, where Halbig graduated from high school, he says, with a 1. His early years in America were largely marked by bullying. But Halbig was a promising football player, and after going to junior college, and then the Air Force, he played linebacker at Abilene Christian University. In , Halbig was let go as the director of risk management for another school district, which he told the Orlando Sentinel was due to the fact that he had confronted district officials about mold problems. The district said his contract had simply run out. Halbig had been the victim, he believed, of a conspiracy. He launched several school-safety consultancies, none of which survived; ran for county commissioner, winning 5. Two months after Sandy Hook, Halbig sent an email to an employee of the Newtown school district suggesting that the full story of the massacre had not been told and offering his services as a school-safety consultant to investigate. The board, flooded with such emails, never responded, which Halbig took as an affront. The incident made him a celebrity in the hoaxer world: Here was a real example, they believed, of the authorities trying to silence their investigation. Alex Jones invited Halbig on his show to share his run-in with the police and to detail the 16 questions Halbig believed needed to be answered about Sandy Hook. Why did the parents of the two children who died at the Danbury hospital not

allow their children to donate their organs to other children waiting for the gift of life? I realized there was no one left with questions. Most of them had no personal connection to Newtown, and many, Pozner found, were recovering conspiracy theorists just like him. Moser kept her children out of school for a few days after the shooting and was looking for information about how the families were holding up when she stumbled upon the Sandy Hook Hoax group. She started spending her free time investigating Sandy Hook. At one point, she helped Halbig scour Newtown Board of Education documents for evidence supporting a theory that the school had been closed before the shooting. Instead, she found evidence to the contrary, but when she brought this to Halbig, she says he dismissed her. In December, Moser left the group and began helping Pozner. She did not give up fringe theories entirely and believes that her son has autism because of a childhood vaccine. Moser was disappointed that after she left, only one hoaxer approached her to ask what had changed her mind. Instead, they turned on her, accusing her of being a part of the conspiracy all along. Moser said they published her personal information, as they had done with several Sandy Hook families, and reported her to Child Protective Services. One hoaxer obtained explicit footage Moser had shared with a former boyfriend and posted it online. Debunking had run its course. The two girls happen to look alike if you pick the right photograph from the right angle. If Rodriguez Googles her name “ she is now 12 years old “ she will be confronted with a page full of results declaring that she is actually her dead schoolmate. While conspiracy theorists thrive online, Pozner found most of them to be technologically unsophisticated, and his IT background gave him an advantage.

### 9: Hooktheory I by Ryan Miyakawa, David Carlton & Chris Anderson on Apple Books

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Email A battle currently pits parents still mourning the loss of their children in the Sandy Hook school shooting against purveyors of the most mean-spirited and outlandish of myths. Our Cover Story is reported by Tony Dokoupil: Six-year-old Jesse Heslin was looking forward to Christmas. Wheeler said, "Benny had a bit of a cold that morning, he woke up with the sniffles. They had no self-defense, or knew what self-defense was. CBS News Those are the facts of the story, and every day since then, the entire community of Newtown " and all 26 families who lost a child or a loved one " have slowly tried to move forward. But Heslin and Wheeler are part of a small band of Sandy Hook families that feel they have no choice but to look back, to stare down an outlandish myth and the people who spread it. For years the online provocateur Alex Jones and others have suggested that the shooting at Sandy Hook Elementary never actually happened " that it was staged, with paid "actors" including Heslin and Wheeler themselves, as well as dozens of other people. Residents, law enforcement and journalists " all actors. And as for the children who died, the fiction argues they never lived in the first place. Wheeler said, "For me personally, it has, in my more vulnerable moments, felt like a complete denial of my life. In my more vulnerable moments, it has felt like salt in the wounds. And it can take a big chunk out of your faith in humanity, if you let it. Infowars Andersen, the author of "Fantasyland: All they had done on this piece of paper was to transcribe the text of the Second Amendment. Images showing two men, allegedly both Wheeler, were circulated online. Dokoupil asked, "Have you seen the picture of you, split screen, with the FBI [guy]? I buried my son. I held my son with a bullet hole through his head," he said. After which, the harassment only got worse. We need to make sure that everyone understands that this is not okay. Dokoupil asked, "If the fathers win, if the families win, how much money could somebody walk away with in a libel suit like this? We got no response. But since these lawsuits were filed, Jones seems to have changed his views on Sandy Hook. Still, his rhetoric has gotten him kicked off every major social media platform. And that is the legacy of this town.

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