

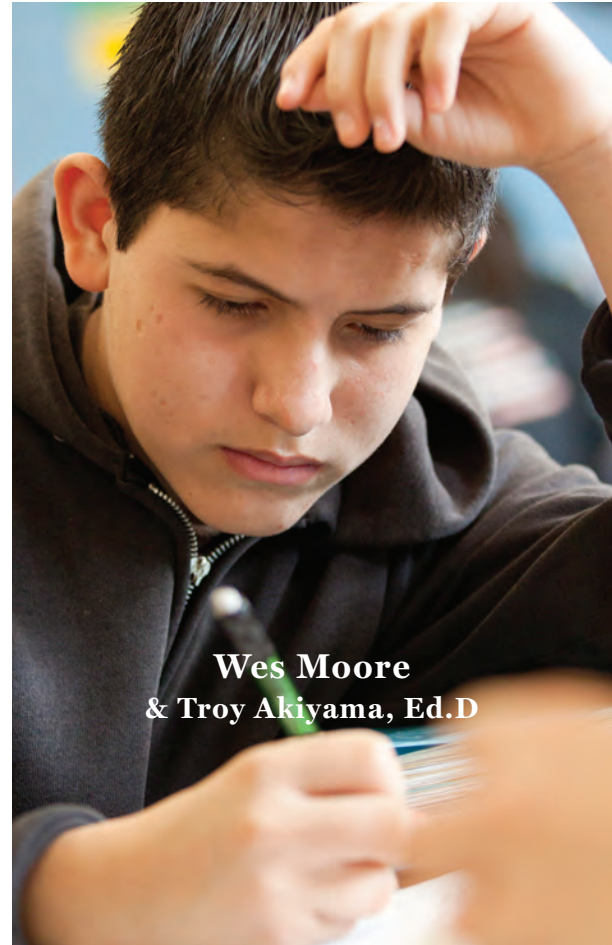
A TEACHER'S GUIDE

The Other Wes Moore

A COMPREHENSIVE LITERACY CURRICULUM TARGETING:

Reading Comprehension : Writing : Speaking and Listening

ALIGNED WITH NATIONAL COMMON CORE STATE STANDARDS



Wes Moore
& Troy Akiyama, Ed.D

Wes Moore

Each day, we all make a series of decisions that determine the ways in which we live our lives. These can include small decisions such as what to wear and what to eat for breakfast or involve larger daily decisions such as the decision to go to school or the decision to complete homework assignments on time.

Troy Akiyama, Ed.D

Dr. Troy Akiyama is the President of Edvanced Solutions Inc., the educational consulting company he established in 2009. Troy specializes in curriculum design and professional development seminars. Troy has written a series of workbooks in partnership with the editors of Webster's Dictionary and Encyclopedia Britannica to be released in early 2011.

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CONTENTS

Introduction and Organization of this Book	2
Pacing Guide Options for Teachers	3
<hr/>	
Introduction to Theme #1: IDENTITY	7
Theme #1 Discussion	8
Theme #1 Activities	10
Theme #1 Writing	17
Theme #1 Debate	19
<hr/>	
Introduction to Theme #2: PERSONAL VALUES	23
Theme #2 Discussion	24
Theme #2 Activities	26
Theme #2 Writing	29
Theme #2 Debate	31
<hr/>	
Introduction to Theme #3: DECISION MAKING	35
Theme #3 Discussion	36
Theme #3 Activities	38
Theme #3 Writing	43
Theme #3 Debate	45
<hr/>	
Introduction to Theme #4: LOSS, FAITH, & REDEMPTION	49
Theme #4 Discussion	50
Theme #4 Activities	52
Theme #4 Writing	56
Theme #4 Debate	58
<hr/>	
Introduction to Theme #5: PEER, PARENT, & COMMUNITY SUPPORT	61
Theme #5 Discussion	62
Theme #5 Activities	64
Theme #5 Writing	68
Theme #5 Debate	71
<hr/>	
Introduction to Theme #6: GOALS	75
Theme #6 Discussion	76
Theme #6 Activities	78
Theme #6 Writing	86
Theme #6 Debate	88
<hr/>	
Appendix A: Cross Curriculum Extensions	91
Appendix B: Assessment Suggestions and Tools	92
Appendix C: Guide for Parents and Guardians	96

INTRODUCTION AND ORGANIZATION OF THIS BOOK

This Teacher's Edition serves as a companion piece to "The Other Wes Moore" and is organized around the six themes that emerge throughout the book:

- 1 : Identity
- 2 : Personal Values
- 3 : Decision Making
- 4 : Loss, Faith, and Redemption
- 5 : Peer, Parent, and Community Support
- 6 : Goals

Within each of these six themes, teachers will find four categories of student learning opportunities: discussion questions, activities, writing exercises, and debate prompts. Given this organization, this curriculum has two overarching goals.

- 1| To increase students' comprehension of "The Other Wes Moore" through diverse learning opportunities organized around the book's six reoccurring themes.
- 2| To provide teachers with a comprehensive literacy curriculum that engages students in discussions, activities, writing, and debates.

To enhance rigor and relevance, this curriculum aligns with the Common Core State Standards¹. Specifically, all discussions, activities, writing activities, and debate prompts have been aligned with the English Language Arts Common Core Standards for "Reading: Informational Text," "Writing," and "Speaking and Listening" for students in grades 9–10 and 11–12. More information about the Common Core Standards can be found at www.corestandards.org.

The following chart will assist teachers as they utilize "The Other Wes Moore" in a variety of educational settings and contexts. The pacing guide chart illustrates a six week scope and sequence in which teachers can choose a sequential or thematic approach. Teachers who choose the sequential approach will likely assign the chapters and pages from column one and utilize the corresponding learning opportunities specified in column three. Teachers who opt to teach "The Other Wes Moore" thematically should first present the six themes to students and regularly spiral, or refer back, to the themes as students progress through the book. Teachers using this approach will likely find the "Thematic Pacing Guide" in column two helpful in their planning and instruction.

Teachers whose students are not in grades 9–12, teacher of multiple subjects, or teachers who simply want to spend more time working with "The Other Wes Moore" can all extend this six week pacing guide to eight or twelve weeks. Lastly, this pacing guide can also be helpful to anyone wishing to only use specific components of the curriculum. For example, a debate club leader could use this book solely for debate prompts or a parent might choose to focus only on the writing activities with their student.

¹ Common Core State Standards Initiative, Common Core State Standards, <http://www.corestandards.org> (2010).

PACING GUIDE OPTIONS FOR TEACHERS

WEEKLY READING ASSIGNMENT	THEMATIC PACING GUIDE	SEQUENTIAL PACING GUIDE
<p><i>Week #1</i></p> <p>Introduction and Chapters 1–2: Pages xi–45</p>	<p>Theme #1 <i>Discussion:</i> Questions #1–4 <i>Activity:</i> “Identifying our Identities” <i>Activity:</i> “Story of my Name” <i>Debate:</i> Prompts #1–2</p> <p>Theme #2 <i>Discussion:</i> Questions #1–2</p> <p>Theme #3 <i>Discussion:</i> Questions #1–4 <i>Activity:</i> “Illustrating Cause and Effect”</p> <p>Theme #4 <i>Discussion:</i> Questions #1–8 <i>Debate:</i> Prompts #1–2</p> <p>Theme #5 <i>Discussion:</i> Questions #1–6 <i>Debate:</i> Prompts #1–3</p> <p>Theme #6 <i>Discussion:</i> Questions #1–6</p>	<p>Discussion: Theme #1 Questions #1–4 Theme #2 Questions #1–2 Theme #3 Questions #1–4 Theme #4 Questions #1–8 Theme #5 Questions #1–8 Theme #6 Questions #1–6</p> <p>Activities: Theme #1 “Identifying our Identities” Theme #1 “Story of my Name” Theme #3 “Illustrating Cause and Effect”</p> <p>Writing: None</p> <p>Debate: Theme #1 Prompts #1–2 Theme #4 Prompts #1–2 Theme #5 Prompts #1–3</p>
<p><i>Week #2</i></p> <p>Chapters 3–4: Pages 46–84</p>	<p>Theme #1 <i>Activity:</i> “Letter to Wes Moore”</p> <p>Theme #2 <i>Discussion:</i> Questions #3–7 <i>Activity:</i> “Personal Values Inventory” <i>Debate:</i> Prompts #1–2</p> <p>Theme #3 <i>Discussion:</i> Questions #5–9 <i>Activity:</i> “Case Study” <i>Debate:</i> Prompts #1–2</p> <p>Theme #4 <i>Discussion:</i> Questions #9–10</p> <p>Theme #5 <i>Discussion:</i> Questions #7–9 <i>Debate:</i> Prompts #4–5</p> <p>Theme #6 <i>Discussion:</i> Question #7 <i>Debate:</i> Prompt #1</p>	<p>Discussion: Theme #2 Questions #3–7 Theme #3 Questions #5–9 Theme #4 Questions #9–10 Theme #5 Questions #7–9 Theme #6 Question #7</p> <p>Activities: Theme #1 “Letter to Wes Moore” Theme #2 “Personal Values Inventory” Theme #3 “Case Study”</p> <p>Writing: None</p> <p>Debate: Theme #2 Prompts #1–2 Theme #3 Prompts #1–2 Theme #5 Prompts #4–5 Theme #6 Prompt #1</p>

PACING GUIDE OPTIONS FOR TEACHERS

WEEKLY READING ASSIGNMENT	THEMATIC PACING GUIDE	SEQUENTIAL PACING GUIDE
<p><i>Week #3</i></p> <p>Chapter 5–6: Pages 85–122</p>	<p>Theme #1 <i>Discussion:</i> Questions #5–6 <i>Debate:</i> Prompts #3–4</p> <p>Theme #2 <i>Discussion:</i> Questions #8–9 <i>Activity:</i> “Decision Making” <i>Debate:</i> Prompts #3–4</p> <p>Theme #3 <i>Discussion:</i> Questions #10–12 <i>Writing:</i> Expository Writing Prompt #1 <i>Debate:</i> Prompts #3–4</p> <p>Theme #4 <i>Discussion:</i> Question #11 <i>Writing:</i> Creative Writing Prompt #2</p> <p>Theme #5 <i>Discussion:</i> Question #10 <i>Debate:</i> Prompt #6</p> <p>Theme #6 <i>Discussion:</i> Question #8 <i>Debate:</i> Prompt #2</p>	<p>Discussion: Theme #1 Questions #5–6 Theme #2 Questions #8–9 Theme #3 Questions #10–12 Theme #4 Question #11 Theme #5 Question #10 Theme #6 Question #8</p> <p>Activities: Theme #2 “Decision Making”</p> <p>Writing: Theme #3 “Expository Writing Prompt #1” Theme #4 “Creative Writing Prompt #2”</p> <p>Debate: Theme #1 Prompts #3–4 Theme #2 Prompts #3–4 Theme #3 Prompts #3–4 Theme #5 Prompt #6 Theme #6 Prompt #2</p>
<p><i>Week #4</i></p> <p>Chapter 7: Pages 123–145</p>	<p>Theme #1 <i>Discussion:</i> Questions #7–8 <i>Writing:</i> Persuasive Writing Prompt #1 <i>Debate:</i> Prompt #5</p> <p>Theme #2 <i>Discussion:</i> Question #10 <i>Writing:</i> Descriptive Writing Prompt #2</p> <p>Theme #3 <i>Writing:</i> Creative Writing Prompt #2 <i>Debate:</i> Prompt #5</p> <p>Theme #4 <i>Discussion:</i> Question #12</p> <p>Theme #5 <i>Activity:</i> “Interview a Leader”</p> <p>Theme #6 <i>Discussion:</i> Questions #9–10 <i>Writing:</i> Descriptive Writing Prompt #1 <i>Debate:</i> Prompt #3</p>	<p>Discussion: Theme #1: Questions #7–8 Theme #2: Question #10 Theme #4: Question #12 Theme #6: Questions #6–10</p> <p>Activities: Theme #5 “Interview a Leader”</p> <p>Writing: Theme #1 “Persuasive Writing Prompt #1” Theme #2 “Descriptive Writing Prompt #2” Theme #3 “Creative Writing Prompt #2” Theme #6 “Descriptive Writing Prompt #1”</p> <p>Debate: Theme #1 Prompt #5 Theme #3 Prompt #5 Theme #6 Prompt #3</p>

PACING GUIDE OPTIONS FOR TEACHERS

WEEKLY READING ASSIGNMENT	THEMATIC PACING GUIDE	SEQUENTIAL PACING GUIDE
<p><i>Week #5</i></p> <p>Chapter 8: Pages 146–171</p>	<p>Theme #1 <i>Activity:</i> “Creating a Venn Diagram” <i>Writing:</i> Descriptive Writing Prompt #2 <i>Debate:</i> Prompt #6</p> <p>Theme #2 <i>Discussion:</i> Question #11</p> <p>Theme #3 <i>Debate:</i> Prompt #6</p> <p>Theme #4 <i>Activity:</i> “The Power of Loss” <i>Writing:</i> Persuasive Writing Prompt #1</p> <p>Theme #5 <i>Writing:</i> Creative Writing Prompt #2 <i>Debate:</i> Prompt #7</p> <p>Theme #6 <i>Discussion:</i> Question #11 <i>Activity:</i> “Success Story” <i>Writing:</i> Persuasive Writing Prompt #2 <i>Debate:</i> Prompt #4</p>	<p>Discussion: Theme #2 Question #11 Theme #6 Question #11</p> <p>Activities: Theme #1 “Creating a Venn Diagram” Theme #4 “The Power of Loss” Theme #6 “Success Story”</p> <p>Writing: Theme #1 “Descriptive Writing Prompt #2” Theme #4 “Persuasive Writing Prompt #1” Theme #5 “Creative Writing Prompt #2” Theme #6 “Persuasive Writing Prompt #2”</p> <p>Debate: Theme #1 Prompt #6 Theme #3 Prompt #6 Theme #5 Prompt #7 Theme #6 Prompt #4</p>
<p><i>Week #6</i></p> <p>Epilogue, Call To Action, and Resource Guide: Pages 173–228</p>	<p>Theme #1 <i>Discussion:</i> Questions #9–10 <i>Debate:</i> Prompt #7</p> <p>Theme #2 <i>Writing:</i> Persuasive Writing Prompt #1</p> <p>Theme #3 <i>Debate:</i> Prompt #7</p> <p>Theme #4 <i>Activity:</i> “The Facts and Opinions of Faith and Redemption” <i>Debate:</i> Prompts #3–4</p> <p>Theme #5 <i>Discussion:</i> Questions #11–13 <i>Activity:</i> “Taking Action” <i>Writing:</i> Persuasive Writing Prompt #1 <i>Debate:</i> Prompts #8–9</p> <p>Theme #6 <i>Activity:</i> “Career and Life Map” <i>Debate:</i> Prompt #5</p>	<p>Discussion: Theme #1 Questions #9–10 Theme #5 Questions #11–13</p> <p>Activities: Theme #4 “The Facts and Opinions of Faith and Redemption” Theme #5 “Taking Action” Theme #6 “Career and Life Map”</p> <p>Writing: Theme #2 “Persuasive Writing Prompt #1” Theme #5 “Persuasive Writing Prompt #1”</p> <p>Debate: Theme #1 Prompt #7 Theme #3 Prompt #7 Theme #4 Prompts #3–4 Theme #5 Prompts #8–9 Theme #6 Prompt #5</p>

theme

1

IDENTITY

“Identity” can be defined as the ways in which an individual describes him/herself or the ways in which a person is described by society. A person can have several “identities” such as: gender, race, age, socioeconomic status, linguistic background, culture, religion, sexual orientation, geographic residence, nationality, creed, familial connections, body size, and other signifiers.

The theme of “Identity” is woven throughout “The Other Wes Moore” and we learn about the different “identities” of both Wes Moores in addition to the identities of their families, friends, and community members.

Through this next series of discussions, activities, writing opportunities, and debates, students will explore the theme of “Identity” that will scaffold their understandings by engaging in discussions with peers, self-selecting the attributes of their own identity, and connecting their personal identities to the individuals from “The Other Wes Moore.”

discussion

**Common Core Standards
Addressed in this Section:**

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.

- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify

their own views and understanding and make new connections in light of the evidence and reasoning presented.

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

These discussion questions are designed to encourage students to think deeply about the scenarios and ideas presented in “The Other Wes Moore.” Specifically, these discussions will build students’ reading comprehension skills, allow them to connect the book to their own lives, provide opportunities for them to learn from their classmates, and increase their critical thinking skills.



Teacher Tip: Remind your students about the theme of “Identity” and encourage them to respond with that theme in mind. Although these discussion questions will guide the conversation, the teacher should ensure that all comments are grounded by the overarching theme so that students’ understanding of “Identity” is reinforced.

Read the following prompts and have a discussion with a partner, small group, or whole class.

1| What does the word “identity” mean? What are some of the ways in which people identify themselves?

2| Some identities can be seen by others and other identities are only known to others if the individual chooses to share it. What are some of the identities that you can usually “see”? What are some identities that you might not be able to see?

3| If we see a man in a tailored suit driving a brand new sports car, we might identify him as someone belonging to a higher socioeconomic group. Is that an accurate assumption? What are the benefits of knowing certain identities of others and what can be misleading or harmful about making assumptions about the identities of others?

4| The cover of the book contains the following statement, “The chilling truth is that his story could have been mine. The tragedy is that my life could have been his.” Given what you already know about both Wes Moores, what do you think this statement means?

Use examples from the book to support your thinking.

5| On page 94 we learn that Wes was referred to as a “plebe” at the Valley Forge Military Academy. What is a plebe and how does it compare to Wes’s other identities? What does this new identity do to him?

6| On pages 96–97, Wes sees Captain Hill demand respect from the F Company. What are the identities that Wes sees in Captain Hill? What aspects of Captain Hill’s identity caused Wes to reflect on the ways in which Shea commanded respect?

7| While he was in South Africa, Wes learned about a manhunt taking place in his neighborhood for a man with his same name. Why is it significant that they both have the same name? What do you think went through Wes’s head when he heard this?

8| On page 132, Wes reflects on the people from his past and writes, “Aside from family and friends, the men I most trusted all had something in common: They

all wore the uniform of the United States of America.” How does this quote relate to the theme of “Identity”?

9| On page 180 Wes writes, “People who taught me that no accident of birth, not being black, or relatively poor, being from Baltimore or the Bronx or fatherless, would ever define or limit me. In other words, they helped me to discover what it means to be free.” What does this quote mean to you? What does it mean to be free?

10| What do you think Wes learned about himself by writing this book? Did you learn anything about yourself and/or other people around you or in your neighborhood?

IDENTIFYING OUR IDENTITIES

“The Other Wes Moore” is uniquely organized as a personal memoir written from both the 1st and 3rd person points of view. This activity will establish a foundation for the curriculum by encouraging students to think expansively about their personal identities so that they can engage in the discussions, activities, writings, and debates that follow.

Common Core Standards Addressed in this Activity:	Teach Prior to Activity:	<p>Point of View tells us who is telling the story or from what perspective it is being told from. When a story is told from the 1st person point of view, we know that the author is the person telling the story because the author typically uses “I” and “my” in the story. A story written from the 3rd person point of view occurs when the author is not speaking about his/her own experiences. Instead, they narrate a story about other people’s lives and experiences.</p>
<ul style="list-style-type: none"> Assess how point of view or purpose shapes the content and style of a text. 	<p>Genre: This book is a personal memoir. A <i>personal memoir</i> is a genre of literature in which a person writes about their life or the “memories” from their past.</p>	
<ul style="list-style-type: none"> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. 	<p>Objectives:</p> <ul style="list-style-type: none"> Students will learn about the personal memoir genre and the 1st and 3rd person points of view 	
<ul style="list-style-type: none"> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 	<ul style="list-style-type: none"> Students will be able to self-select their different identities Students will express their own perceptions of those identities 	
<ul style="list-style-type: none"> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 	<ul style="list-style-type: none"> Students will consider the perceived social underpinnings of their identities 	
<ul style="list-style-type: none"> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 		<p>Individual Work:</p> <p>1 Write a quote from pages 5–25 that is written from the 1st Person point of view.</p> <p>2 Write a quote from pages 5–25 that is written from the 3rd Person point of view.</p> <p>3 Thinking about the pages you have already read and the discussions you had with your class, list your different “identities.” Remember, we all have several different identities, so be sure to include as many as possible in your list.</p>

4| What are your perceptions about your own identities? Complete the top chart with three of the identities you identified in question #3. Try to select those identities that you might have both positive and negative perceptions of.

5| On page 19, Wes writes, “White neighborhoods in Baltimore blockaded their streets, attempting to confine the damage of the Riots to its poorer, darker

jurisdictions.” This illustrates how one aspect of a person’s identity, in this case his/her race, can be generalized, misunderstood, or stereotyped by others. Reread the different identities you listed for yourself in question #2. Write the ways that society might perceive each of your identities next to each item on your list.

For example:
Identity: male
Perception: good at sports

Identity: slightly overweight
Perception: lazy

6| Now that you identified the perceptions you have of your identities and the perceptions society might have, complete the bottom chart. Pick three identities and a specific thing you can do to reinforce positive perceptions OR confront/dispel the negative ones for each identity.

Personal “Identity”	Positive Perception	Negative Perception

Personal “Identity”	Action that might reinforce or dispel existing perception

THE “STORY” OF MY NAME

In “The Other Wes Moore,” Wesley Watende Omari Moore explains the literal and symbolic meanings of his names. In this activity, students will think about the origins of their names and will have the opportunity to share the “story” of their name with peers.

Common Core Standards Addressed in this Activity:		
<ul style="list-style-type: none"> • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 	<ul style="list-style-type: none"> • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 	<ul style="list-style-type: none"> • Students will present the story of their name to the class or a partner
<ul style="list-style-type: none"> • Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 	<ul style="list-style-type: none"> • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters 	<p>Individual Work:</p> <p>1 Re-read pages 6–7 and identify the main idea of these paragraphs. Explain what you learned about Wes and Nikki’s names.</p>
<ul style="list-style-type: none"> • Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 	<ul style="list-style-type: none"> • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>2 Think about your first, middle, last, or nickname and consider the following questions: Do any of your names have another meaning in a different language? Do any of your names represent a particular character trait? Were you named after someone else? How did your parents choose your name? Who gave you your nickname? Do you know anything about your ancestors who shared your last name?</p>
<ul style="list-style-type: none"> • Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 	<p>Teach Prior to Activity:</p> <p><i>Main Idea</i> is the most important thing or purpose of a particular paragraph or passage.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Students will identify the main idea of a passage and explain the name origins of the individuals from “The Other Wes Moore” • Students will name the origins of their own name 	<p>3 Prepare a 5 minute oral presentation in which you share the “story” of your name. If you have trouble with this, ask a parent, grandparent, or guardian to help you.</p> <p>4 With a partner or small group, take turns sharing the “story” of your names. Remember to be active listeners, respectful, and to ask questions of each other.</p>

LETTER TO WES MOORE

When speaking about this book, Wes Moore says that he was haunted by the “Other Wes Moore” and made a decision to write him a letter. In this activity, students will first organize their thoughts and questions in a graphic organizer. They will then write a formal letter to either of the two Wes Moores.

Common Core Standards Addressed in this Activity:		Teach Prior to Activity: The <i>writing process</i> typically involves three distinct steps: a <i>pre-writing</i> activity, a <i>first draft</i> for editing, and a <i>final version</i> . A <i>K/W/L</i> chart is a type of <i>graphic organizer</i> that helps students to organize the information they “know,” “want to know,” and “learned” into three columns. See the following example:
• Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	interact and build on one another to provide a complex analysis; provide an objective summary of the text.	
• Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	• Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	
• Determine two or more central ideas of a text and analyze their development over the course of the text, including how they	• Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	

K “What I Know”	W “What I Want to Know”	L “What I Learned”

Objectives:

- Students will be able to complete a K/W/L chart as a pre-writing activity.
- Students will write the first draft of a letter and edit their work with a partner.
- Students will write a finalized letter to either of the two Wes Moores.

Individual Work:

- 1| Later, you will be asked to write a formal letter to either of the two Wes Moores. Before you write your letter, first reflect on what you have already read in “The Other Wes Moore” and what you would still like to know. Use the following K/W/L chart to organize your *pre-writing* thoughts.
- 2| Now that you have organized your pre-writing thoughts, it is time to write the *first draft* of your letter. In your letter, be sure to include a greeting, an introduction of yourself, and at least three

questions for Wes. Also, make at least three references to “The Other Wes Moore.” When you have finished your letter, work with a partner and edit each other’s work.

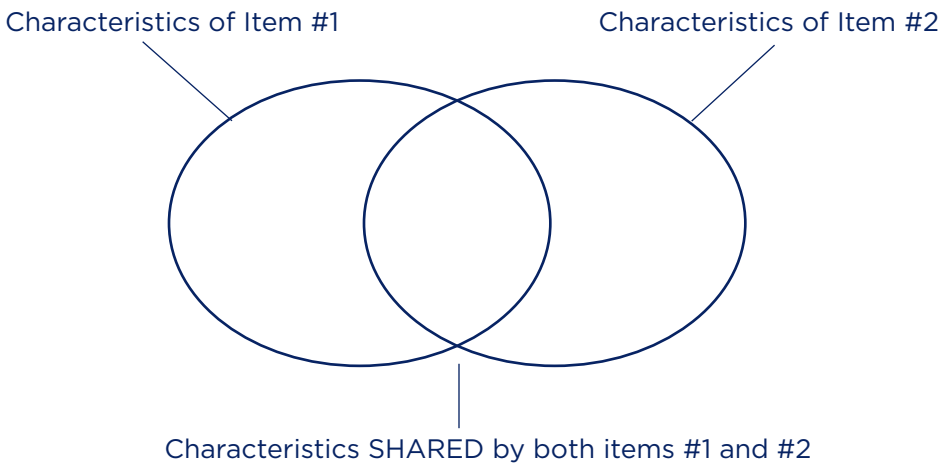
3| The third step in the writing process is to write your *final version*. Use the edits from your previous draft and write/type your final letter to Wes Moore. Be sure to use correct spelling, punctuation, and grammar.

K “What I Know”	W “What I Want to Know”	L “What I Learned”

CREATING A VENN DIAGRAM

On pages 52–53 Wes talks about his neighborhood friends and his school friends. He explains the differences between the two groups of friends and says that he doesn’t fit in with either group. In this activity, students will identify other examples from the book that compare and contrast two things.

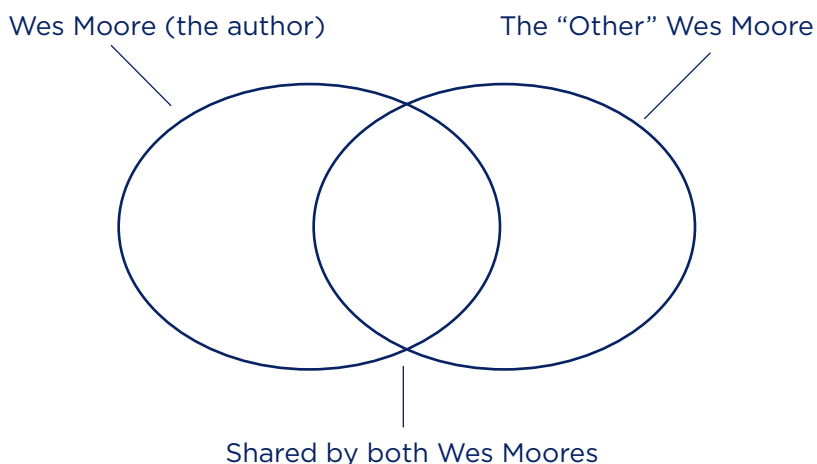
Common Core Standards Addressed in this Activity:	Teach Prior to Activity:	Objectives:
<ul style="list-style-type: none"> • Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 	<p>“<i>Compare and contrast</i>” is a literacy skill that helps readers to identify the ways in which two things are similar and the ways in which they are different.</p>	<ul style="list-style-type: none"> • Students will be able to identify a Venn diagram.
<ul style="list-style-type: none"> • Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 	<p>A <i>Venn Diagram</i> is a <i>graphic organizer</i> that consists of two circles that overlap each other in the center. A Venn diagram is typically used to show the features that are unique and shared between two items. See the blank Venn diagram below:</p>	<ul style="list-style-type: none"> • Students will compare and contrast different aspects of both Wes Moores’ lives.
<ul style="list-style-type: none"> • Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 		<ul style="list-style-type: none"> • Students will complete a Venn diagram to illustrate the similarities and differences between both Wes Moores.



Individual Work:

1| *Compare and Contrast* the lives of the two Wes Moores. Begin with their childhoods and discuss the circumstances and events that are the same and different. Think about their families, neighborhoods, education, and the decisions they make.

2| Complete the Venn diagram below by including at least five items in each section.

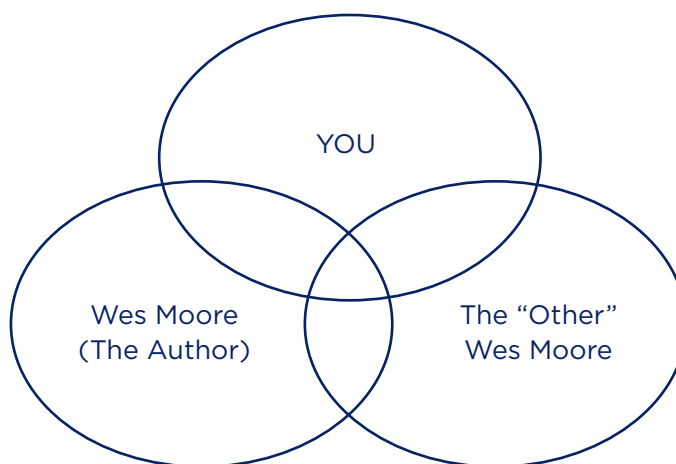


This version of the Venn diagram considers the similarities and differences between three people, as opposed to just two. Use the diagram to help you answer the following questions

3| Write three shared characteristics between Wes Moore (the author) and you.

5| Write two characteristics that you, Wes Moore (the author), and The “other” Wes Moore all share.

4| Write three shared characteristics between The “other” Wes Moore and you.



Common Core Standards Addressed in these Writing Activities:	
<ul style="list-style-type: none"> • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 	<ul style="list-style-type: none"> • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 	<ul style="list-style-type: none"> • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
<ul style="list-style-type: none"> • Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. 	<ul style="list-style-type: none"> • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<ul style="list-style-type: none"> • Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 	<ul style="list-style-type: none"> • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
<ul style="list-style-type: none"> • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 	<ul style="list-style-type: none"> • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This section will increase students' comprehension of "The Other Wes Moore" through the writing process. Specifically, students will be asked to develop written responses to prompts in different formats, for different purposes, and for different audiences.



1 | A *persuasive writing* piece encourages others to think or act in a certain way. In “The Other Wes Moore,” we learn about the different people who had a positive impact on the author’s life. Identify the person who had the biggest impact on Wes’s life. Write three paragraphs to persuade others to agree with you.

- *Pre-writing:* Think about the people Wes mentions and jot down a few ideas about the important roles they played in his life.

- *Draft:* Write three paragraphs describing, in your opinion, the most influential person in Wes Moore’s life. Your first paragraph should introduce the person and describe the positive influence they had on Wes’s life. The second and third paragraphs should persuade readers to agree with your position by using specific examples and quotes from the book.

- *Final Version:* After you have reviewed your draft and received feedback from a peer, parent, or teacher, write a final version of your three paragraph persuasive writing piece.

2 | A *descriptive writing* piece uses details to describe a person, place, or scenario for readers. We learn that Wes Moore receives the Rhodes Scholarship but we do not receive detailed information about Cecil Rhodes, the person the scholarship is named after. Write two paragraphs describing Cecil Rhodes or the Rhodes Scholarship.

- *Pre-writing:* Search your library or online to gather information about Cecil Rhodes or the Rhodes Scholarship.

- *Draft:* Write two paragraphs describing Cecil Rhodes or the Rhodes Scholarship.

- *Final Version:* After you have edited your draft, write the final version of your two paragraphs describing Cecil Rhodes or the Rhodes Scholarship.

- Teacher Tips:**
- Begin by ensuring students understand the prompt and introduce them to the rubric so that they know what they are striving for in each scoring category
 - Use the K/W/L Chart, Venn Diagram, or other graphic organizer of your choice to help students to organize their thoughts in a pre-writing activity
 - Give students a few vocabulary words that you would like them to use in their writing
 - Ask students to use their pre-writing when they write their first draft. Be sure to ensure that they follow the prompt, use correct spelling, punctuation, and grammar
 - Partner two students together and ask them to edit each other’s work. Ensure that they know how to give and receive technical and critical feedback
 - Set a clear expectation and due date for them to submit their final draft

Common Core Standards Addressed in this Section:	<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<ul style="list-style-type: none"> • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 	<ul style="list-style-type: none"> • Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<ul style="list-style-type: none"> • Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 	<ul style="list-style-type: none"> • Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<ul style="list-style-type: none"> • Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed. 	<ul style="list-style-type: none"> • Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<ul style="list-style-type: none"> • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 	<ul style="list-style-type: none"> • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<ul style="list-style-type: none"> • Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 	



Now that students have read different passages from “The Other Wes Moore” and have completed various discussions, activities, and written assignments, they will now have the opportunity to engage in a debate with their peers.

- Teacher Tips:**
- Explain the purpose of the debate to students and model appropriate debate discourse and transitional phrases such as, “I respectfully disagree with that because...” “You make a good point about _____, I hadn’t thought about that before.” “Can you clarify what you mean?” “Your response made me think about _____.” These transitional phrases encourage students to be active listeners, to articulate their own opinion in response to others, and require that they utilize details from the book to support their position.
 - Modify the debate format by alternating between partner/small group debates and debates with the whole class.
 - For more experienced debaters or in “competitive” debates, teach students about a few debate strategies such as:

“Ad Hominem” means “against the man.” Through this strategy, students should “attack” their opponent’s position or credibility. For example, a student might argue that Wes’s mother made a great decision to send Wes to the Valley Forge Military Academy. Since the opposing position might lack substantial evidence, since Wes experienced great success at the school, they might argue that a family member from the opposing position taught at a military school and therefore they have a biased position. Teachers can also teach students strategies for avoiding this “attack” such as restating the facts from the book supporting their position and directly asking their opponent to provide “hard” facts from the book as well.

A **“Red herring”** occurs when an irrelevant idea or piece of information is entered into the debate as a “distracter.” For example, if someone holds the position that the police officer should have arrested Wes after he was caught spray painting public property, they might add, “but since the city jails are so crowded, they let him go. This is why we should have more jails in the city.” The opposing position should know that the issue of overcrowded jails, in this case, is a “red herring” because it offers up new information that isn’t directly related to the debate question. This is also an opportunity to teach students to avoid speculation and ways to challenge opponents who offer speculative evidence.

The purpose of these debate questions is to increase students' critical thinking and to strengthen their ability to critique, evaluate, and form an opinion based on the passages they have read.

1| On page 4, Wes talks about the similarities between public schools and prisons. What does he mean by this? Do you agree or disagree with his position?

2| Early in the book, we learn about the unfortunate circumstances in which the “other” Wes Moore meets his father for the first time. How do you think he felt while he was meeting his father and after he met him?

3| When we learn that Wes and Alicia are having a baby, Wes writes on page 101, “Wes’s nonexistent relationship with his father probably contributed to his seeming indifference about becoming a father himself.” Do you think that was how Wes truly felt about having a baby? Why or why not?

4| On pages 101–102, the “other” Wes Moore confronts his father while he is asleep on the couch. But when his father asks “who are you,” Wes leaves the house and doesn’t answer the question. Do you think he did the right thing? What would you have done if you were in Wes’s place?

5| On page 144, we learn that after his success at the Job Corps, Wes returns to his neighborhood in Baltimore but avoids certain streets because, “He changed. At least he wanted to believe that, and he continued to tell himself that as he walked through the blocks.” Do you think that Wes had really changed at this point in his life? Use evidence from the book to support your position.

6| Wes writes, on page 166, “As I moved closer to the home where my host family lived, I couldn’t stop staring at the shantytown. Living in the Bronx and Baltimore had given me the foolish impression that I knew what poverty looked like. At that moment, I realized I had no idea what poverty was, even in West Baltimore

we live like kings compared with this.” Do you think Wes and family live “like kings” in West Baltimore? How did Wes’s experiences in West Baltimore shape his identity?

7| After being sentenced to prison, Wes writes, “The guards placed their hands on Wes and shuffled him away. The hands of the state would stay on him for the rest of his life.” What does this quote mean? Do the “hands of the state” impact the “other” Wes Moore’s identity?

theme

2

PERSONAL VALUES

Things that are very important, irreplaceable, or cherished are typically considered to be of high “value.” These valuables can be physical objects such as electronics, jewelry, cars, and homes. Loved ones such as friends, family, and pets can also be described as “valuables.” Another type of “valuable” is the more abstract and deeply held beliefs that guide individual’s lives such as honesty, loyalty, punctuality, integrity, etc. These are called “Personal Values.”

“Personal Values” is another theme that regularly emerges throughout “The Other Wes Moore” as we learn about the different Wes Moores’ lives, their decisions, and the challenges they each encounter.

Students will build their understanding of “Personal Values” and use this theme to ground their thoughts, discussions, and written work in this next series of learning opportunities related to “The Other Wes Moore.”

**Common Core Standards
Addressed in this Section:**

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.

- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify

their own views and understanding and make new connections in light of the evidence and reasoning presented.

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

These discussion questions are designed to encourage students to think deeply about the scenarios and ideas presented in “The Other Wes Moore.” Specifically, these discussions will build students’ reading comprehension skills, allow them to connect the book to their own lives, provide opportunities for them to learn from their classmates, and increase their critical thinking skills.



Teacher Tip: Remind your students about the theme of “Personal Values” and encourage them to respond with that theme in mind. Although these discussion questions will guide the conversation, the teacher should ensure that all comments are grounded by the overarching theme so that students’ understanding of “Personal Values” is reinforced.

Read the following prompts and have a discussion with a partner, small group, or your class.

- | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 1 What do we mean when we talk about “personal values”? | rules and structure relate/differ from your experiences? | might have today. Discuss what they might have discussed when their boys were three years old? Thirteen years old? |
| 2 Is it important to have personal values? Why or why not? | 7 On page 50 Wes writes about time when he exaggerated the reason he was suspended from school. In this case, Wes felt that bloody fight was more respected than an accident that led to someone getting hurt. What does this indicate about Wes’s personal values at the time of this incident? | 11 We learn about Wes’s South African family on pages 166–168. What are some of the values Wes and his new family seem to share? |
| 3 Which person from “The Other Wes Moore” do you think had strong personal values? Why? | | |
| 4 Which person from “The Other Wes Moore” do you think lacked strong personal values? Why? | | |
| 5 We learn that Wes and Nikki had a strong relationship and that they also fought as many siblings do. Why was it so important to Joy Moore to punish Wes when he hit Nikki? How did his father react? What do we learn about Joy Moore’s history that would make her react to this incident in such a way? | 8 Discuss the types of friends that the two Wes Moores had. Talk about Wes’s friendship with Justin as well as the other friends described in the book. Talk about the friends the other Wes Moore had? How did they influence Wes? | |
| 6 On page 42, we learn that Wes’s mother and grandparents had a lot of rules for Wes. What were some of their rules? Do you think their rules were fair or too strict? Why do you think they had so many rules? How does Wes’s experience with | 9 One of the “other” Wes Moore’s female friends says on page 102, “Get up and walk me out! Be a gentleman.” How might this example relate, or not relate to Wes’s personal values? | |
| | 10 Imagine that the two mothers were able to meet. Discuss a conversation that Mary and Joy | |

PERSONAL VALUES INVENTORY

In this activity, students will think critically about their personal values, identify the origins of their personal values, provide examples in which they demonstrate their personal values in their lives, and make inferences about the personal values of either Wes Moore.

Common Core Standards Addressed in this Activity:	Teach Prior to Activity:	Individual Work:
<ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 	<p>An <i>inference</i> is when a person uses the information they read to draw their own logical conclusion that is not explicitly stated in the passage. For example, On page 72, Mary discovers that her son is dealing drugs. The author explains that, “She wasn’t only upset about the drugs, she was upset about the lying.” In this example, the reader can make an <i>inference</i> that Mary taught her sons to be honest and trustworthy, which explains why she was upset that Wes was lying to her.</p>	<p>1 The introduction to this theme mentions a few examples of personal values (honesty, loyalty, punctuality, integrity). Work with a small group of 3–5 students and brainstorm as many personal values you can think of. Assign a note taker to write them down.</p>
<ul style="list-style-type: none"> • Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will brainstorm different personal values and prioritize the five that are most important to themselves. 	<p>2 Refer to the list of personal values you created with your group. Select the five personal values that are most important to you and write them on a list.</p>
<ul style="list-style-type: none"> • Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 	<ul style="list-style-type: none"> • Students will identify the person(s) who instilled those values in them and name specific examples in which they demonstrated each of those values. 	<p>3 Next to each of the five personal values on your list, identify the person(s) that instilled those values in you. Next, provide a specific example from your life in which you demonstrated that particular value.</p>
<ul style="list-style-type: none"> • Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 	<ul style="list-style-type: none"> • Students will make inferences and identify the personal values that either Wes Moore might list. • Students will use specific passages from “The Other Wes Moore” to support their responses. 	<p>4 On a separate piece of paper, write the five personal values that you believe either Wes Moore might list if he were asked to complete a similar activity. Use specific examples from the book, with page numbers, to support your list of personal values (you will likely need to make a few inferences to do this).</p>

DECISION MAKING ACTIVITY

We learn that the other Wes Moore was making a lot of money dealing drugs. Do you think that Tony and his mother knew where Wes was getting the money to buy clothes and shoes? What does Mary do when she discovers Wes’s drugs? How does he react and how does Tony and his mother react? Keeping this scenario in mind, this activity will have students identify the decisions and the outcomes described in “The Other Wes Moore.”

<p>Common Core Standards Addressed in this Activity:</p>	<ul style="list-style-type: none"> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 	<p>Objectives:</p> <ul style="list-style-type: none"> Students will be able to identify examples of cause and effect in written passages.
<ul style="list-style-type: none"> Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 	<p>Teach Prior to Activity: <i>Cause and Effect</i> describes the relationship between two occurrences in a passage when one occurrence makes the other occurrence happen. For example, on pages 87–89, Wes shares a story in which he accidentally caused his sister’s lip to bleed. When his mother heard this news, she slapped Wes on the face and made the decision to send him to military school. In this example, Wes’s actions and his sister’s bleeding lip is the <i>cause</i> and the <i>effect</i> is that he is slapped in the face and eventually sent to military school.</p>	<ul style="list-style-type: none"> Students will link individual’s decisions with specific outcomes.
<ul style="list-style-type: none"> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 		<ul style="list-style-type: none"> Students will predict ways that outcomes can change when different decisions are made.
<ul style="list-style-type: none"> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. 		
<ul style="list-style-type: none"> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 		

Individual Work:

1| Read the following passage from page 14:

The ambulance crew loaded my father onto the gurney and raced back out. By this point dozens of people lined the street. They watched as he was placed in the back of the ambulance. The doors slammed shut behind him. The loud sirens and flashing lights broke the silence of the neighborhood. Mommy quickly loaded us into the car and followed the ambulance to the hospital. The car was full of sound—Shani crying and Nikki making goo-goo noises to try to calm her down, and the roar of the ambulance in front of us—but it felt as silent as a tomb. No talking. No questions. Just the white noise of the ambulance, one sister crying, and the other struggling to comfort her without words.

- 2| In this example, what are the occurrences that *cause* something else to happen?
- 3| In this example, what are the *effects* that happen as a result of the items you indentified in question #2?
- 4| Prior to this horrible incident, what were the decisions that Wes’s father made? What were the decisions that the doctors at the hospital made?
- 5| What were the consequences of these decisions? How might the story have changed if different decisions were made?
- 6| Think about other decisions made the by the people in “The Other Wes Moore” and complete the following chart.

Person	Decision and Outcome	How would this outcome change if a different decision was made?

Common Core Standards Addressed in these Writing Activities:	
<ul style="list-style-type: none"> • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 	<ul style="list-style-type: none"> • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 	<ul style="list-style-type: none"> • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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This section will increase students' comprehension of "The Other Wes Moore" through the writing process. Specifically, students will be asked to develop written responses to prompts in different formats, for different purposes, and for different audiences.



1| A *persuasive writing* piece encourages others to think or act in a certain way. On pages 112–113, someone approaches Wes and asks, “Do you guys know where I can buy some rocks?” As an instinct, Wes suspects he’s a cop and says “no.” But he decides to re-approach the man and sells him drugs. Pretend you are with Wes on this day and write three paragraphs trying to persuade him not to sell drugs.

• *Pre-writing:* Think about the personal values that Wes likely has and the potential outcomes if he continues to sell drugs.

• *Draft:* Write three paragraphs persuading Wes not to sell drugs. Your writing should include references to his personal values and the potential negative outcomes of selling drugs.

• *Final Version:* After you have reviewed your draft and received feedback from a peer, parent, or teacher, write a final version of your three paragraph persuasive writing piece.

2| A *descriptive writing* piece uses details to describe a person, place, or scenario for readers. We learn that Valley Forge students live by a motto, “No excuses, no exceptions” and the honor code, “A cadet will not lie, cheat, or steal, nor tolerate those that do.” Wes writes that those “were not simply words we had to memorize but words to live by.” Are these personal values you live by? If so, who instilled them in you and name specific instances in which you did, or didn’t, live by these values.

Write a four paragraph essay responding to these questions.

You may use a graphic organizer, outline, or note-taking strategy of your choice for your pre-writing. Remember, this should be a descriptive writing piece, so be sure to use details to give your readers a clearer idea of your values, the people who instilled them in you, and your previous experiences.

- Teacher Tips:**
- Begin by ensuring students understand the prompt and introduce them to the rubric so that they know what they are striving for in each scoring category.
 - Use the K/W/L Chart, Venn Diagram, or other graphic organizer of your choice to help students to organize their thoughts in a pre-writing activity.
 - Give students a few vocabulary words that you would like them to use in their writing.
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- Explain the purpose of the debate to students and model appropriate debate discourse and transitional phrases such as, “I respectfully disagree with that because...” “You make a good point about _____, I hadn’t thought about that before.” “Can you clarify what you mean?” “Your response made me think about _____.” These transitional phrases encourage students to be active listeners, to articulate their own opinion in response to others, and require that they utilize details from the book to support their position.
 - Modify the debate format by alternating between partner/small group debates and debates with the whole class.
 - For more experienced debaters or in “competitive” debates, teach students about a few debate strategies such as:

“Ad Hominem” means “against the man.” Through this strategy, students should “attack” their opponent’s position or credibility. For example, a student might argue that Wes’s mother made a great decision to send Wes to the Valley Forge Military Academy. Since the opposing position might lack substantial evidence, since Wes experienced great success at the school, they might argue that a family member from the opposing position taught at a military school and therefore they have a biased position. Teachers can also teach students strategies for avoiding this “attack” such as restating the facts from the book supporting their position and directly asking their opponent to provide “hard” facts from the book as well.

A **“Red herring”** occurs when an irrelevant idea or piece of information is entered into the debate as a “distracter.” For example, if someone holds the position that the police officer should have arrested Wes after he was caught spray painting public property, they might add, “but since the city jails are so crowded, they let him go. This is why we should have more jails in the city.” The opposing position should know that the issue of overcrowded jails, in this case, is a “red herring” because it offers up new information that isn’t directly related to the debate question. This is also an opportunity to teach students to avoid speculation and ways to challenge opponents who offer speculative evidence.

The purpose of these debate questions is to increase students' critical thinking and to strengthen their ability to critique, evaluate, and form an opinion based on the passages they have read.

1| On page 51 Wes writes that he learned, "Never look people in the eye. Don't smile, it makes you look weak." What does Wes mean by this? Do you agree or disagree with this statement?

2| On pages 69–72, Tony is very violent and threatening toward Wes because he wants him to stay away from drugs. In this instance, do you feel that Tony's violence toward Wes is excusable?

3| When Wes accidentally caused his sister's lip to bleed on page 89, his mother slapped him on the face and made the decision to send him to military school. Do you agree with her reaction in this situation?

4| After shooting Ray on page 105 we learn that, "Adrenaline was rushing through Wes's body, followed quickly by fear, but no regret." Do you think Wes should have felt regret for what he did? How does the regret, or lack of regret, relate to his personal values?

theme

3

DECISION MAKING

Each day, we all make a series of decisions that determine the ways in which we live our lives. These can include small decisions such as what to wear and what to eat for breakfast or involve larger daily decisions such as the decision to go to school or the decision to complete homework assignments on time.

In “The Other Wes Moore,” we gain insight into to lives of several people and we learn about the different decisions they each make. Some of these decisions have positive consequences and others have negative ones. Additionally, we see examples of long and short term decision making by the different individuals portrayed in the book.

This section will explore the theme of “Decision Making” and students will have opportunities to examine the decisions made by others and to critically think about their own past, present, and future decisions that impact their lives.

**Common Core Standards
Addressed in this Section:**

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.

- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify

their own views and understanding and make new connections in light of the evidence and reasoning presented.

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

These discussion questions are designed to encourage students to think deeply about the scenarios and ideas presented in “The Other Wes Moore.” Specifically, these discussions will build students’ reading comprehension skills, allow them to connect the book to their own lives, provide opportunities for them to learn from their classmates, and increase their critical thinking skills.



Teacher Tip: Remind your students about the theme of “Decision Making” and encourage them to respond with that theme in mind. Although these discussion questions will guide the conversation, the teacher should ensure that all comments are grounded by the overarching theme so that students’ understanding of “Decision Making” is reinforced.

Read the following prompts and have a discussion with a partner, small group, or whole class.

- | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 What is a “decision”?</p> <p>2 Name a few decisions that you have made today.</p> <p>3 Provide an example of a “short term” decision.</p> <p>4 Provide an example of a “long term” decision.</p> <p>5 What are the decisions a person would need to make if they wanted to go to college?</p> <p>6 What is meant by the saying, “One bad decision often leads to another bad decision”? Provide an example that illustrates your response.</p> <p>7 On pages 31–35, Wes gets into a fight with a boy. Discuss his decision process and explain the consequences after he is arrested by the police.</p> | <p>8 Both Wes Moores get into trouble as adolescents, talk about the initial indicators that they are associating with a problematic crowd and that they are beginning to make the wrong decisions.</p> <p>9 On page 67, Wes writes, “I guess it’s hard sometimes to distinguish between second chances and last chances.” What does he mean by this and how does this quote relate to the theme of “redemption”?</p> <p>10 When Wes is caught spray painting with Shea what happens to him when he is thrown in the police car? How is his reaction different from Shea’s? In what ways, do you think, did this incident inform Wes’s future decision making process?</p> <p>11 How does Wes’s life change when Alicia becomes pregnant? What is his mother’s reaction to this? What happened the night that Ray and Wes had a fight about Alicia?</p> | <p>12 On pages 103–105 we learn that after getting beat up, Wes storms into the house, gets a gun, chases Ray down the street and eventually shoots him. What are the direct and indirect reasons Wes made these decisions? What are alternate decisions he could have made in that situation?</p> |
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ILLUSTRATING “CAUSE AND EFFECT”

This story highlights several instances in which both Wes Moores make a series of decisions that lead to good and bad consequences in both the short and long term. In this activity, students will identify and illustrate different cause and effect relationships from “The Other Wes Moore.” Students will also consider the decision making process and how it relates to the consequences for both Wes Moores and themselves.

Common Core Standards Addressed in this Activity:	<ul style="list-style-type: none"> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 	<ul style="list-style-type: none"> Students will understand the relationship between decision making and consequences
<ul style="list-style-type: none"> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 	<p>Teach Prior to Activity: <i>Cause and Effect</i> describes the relationship between two occurrences when one occurrence makes the other happen. For example, on page 17, Mary receives a letter saying that Pell Grants were being terminated and she realizes that she would not be able to afford her college tuition. In this example, the elimination of the Pell Grant is the <i>cause</i> and the <i>effect</i> is that Mary is unable to attend college due to a lack of funding.</p>	<p>Individual Work: 1 Read the following passage from pages 29–30 and complete the missing sections from the following Cause and Effect Chart:</p>
<ul style="list-style-type: none"> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 		<p><i>As football became more important in Wes's life, his performance in school declined. His test scores were high enough to make it to the next grade, but not high enough to make a legitimate argument that he'd learned anything. He was skating by, and since this was his third elementary school, he was able to do so with fairly little notice. Wes didn't act up in class, which kept him under the radar; his teachers spent 90 percent of their time dealing with the 5 percent of kids who did. Wes's teachers gave his mother reports that said he was unmotivated, but Wes just claimed boredom. He always felt he was smarter than the other kids in class and that the work just didn't hold his interest.</i></p>
<ul style="list-style-type: none"> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. 	<p>Objectives:</p> <ul style="list-style-type: none"> Students will know the meaning of “cause and effect” 	
<ul style="list-style-type: none"> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 	<ul style="list-style-type: none"> Students will identify examples of cause and effect from “The Other Wes Moore.” Students will be able to illustrate cause and effect in different graphics 	

Cause	Effect
Football became more important in Wes's life	a.
b.	Wes made it to the next grade level
Wes was enrolled in his third elementary school	c.
Wes didn't act up in class	d.
e.	Wes said he was bored in school

2) Identify an example from the book in which one effect had two causes. Complete the graphic below using the example you identified.

Cause

+

Cause

=

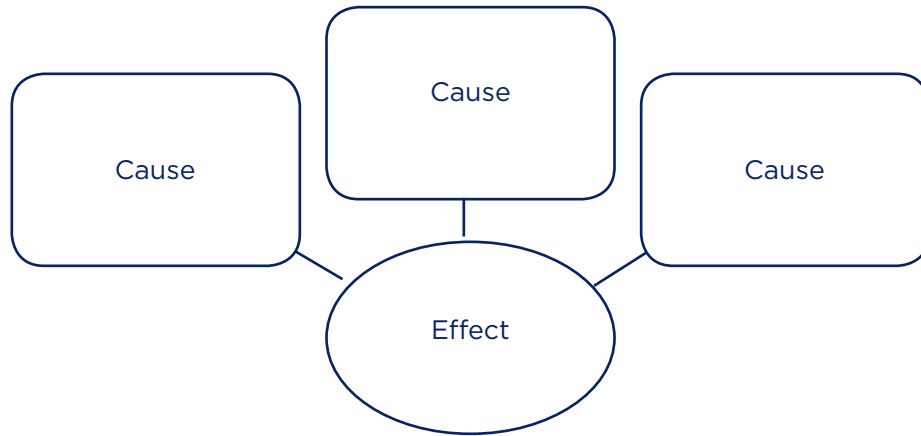
Effect

a. _____

b. _____

c. _____

3| Identify an example from the book in which three causes led to one effect. Write those causes and the effect next to the appropriate box in the following graphic.



4| Many of the examples of cause and effect from “The Other Wes Moore” illustrate the relationship between an individual’s decision making (the cause) and the consequences of his/her decisions (the effect). Keep this in mind and re-read the following passage from page 37.

All right guys, load up, my mother cheerily yelled as she threw in one final bag and slammed shut the trunk of our lime green Ford Maverick. Nikki helped me get my seat belt done while my mother secured Shani in the car seat. Even as a kid, I could tell my mother’s aggressive good cheer was for our benefit. Before we took off, she paused to take one final look at our house, the house she’d lived in for six years. It already felt like a past life.

a. Identify the decision Wes’s mother made prior to this passage.

c. What happened as a result of her decision?

b. Why did she make this decision?

d. What might have happened if she made a different decision?

CASE STUDY ACTIVITY

On pages 77–79, Wes writes about the day when his sister, Shani, was assaulted by another girl, Lateshia. Wes explains he and his Aunt BB decided to confront Lateshia and her brother about the incident. In this activity, students will study this “case” and discuss Wes’s decisions, the consequences of those decisions, and predict alternate outcomes had different decisions been made.

Common Core Standards Addressed in this Activity:	Teach Prior to Activity:	Individual Work:
<ul style="list-style-type: none">• Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Predictions are when we use information from a passage or our previous experiences to guess what might happen next in the story. For example, on page 5 Wes writes, “The yell startled me, but her eyes are what I remember. ‘Get up to your damn room’ came my mother’s command from the doorway.” Based on this information, the reader can predict that “Wes will be grounded” or “Wes will be forced to apologize to his sister” based on the provided information.	1 Re-read pages 77–79 and complete the following chart that identifies the decisions and the consequences made by specific individuals in the story.
<ul style="list-style-type: none">• Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Objectives: <ul style="list-style-type: none">• Students will analyze a passage, or “case,” from “The Other Wes Moore.”	
<ul style="list-style-type: none">• Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<ul style="list-style-type: none">• Students will predict alternate outcomes based on different decisions.	

Person	Decision	Consequence
Shani		
Wes		
Aunt BB		
Lateshia or Her Brother		

2| Now, think about alternate decisions that the individuals might have made in this case. Additionally, think about the ways in which the outcomes might have been different if these decisions were made. Complete the chart with your predictions.

Person	Alternate Decision	Predicted Outcome or Consequence
Shani		
Wes		
Aunt BB		
Lateshia or Her Brother		

Common Core Standards Addressed in these Writing Activities:	<ul style="list-style-type: none"> • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<ul style="list-style-type: none"> • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 	<ul style="list-style-type: none"> • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
<ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 	<ul style="list-style-type: none"> • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<ul style="list-style-type: none"> • Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. 	<ul style="list-style-type: none"> • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<ul style="list-style-type: none"> • Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 	<ul style="list-style-type: none"> • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
<ul style="list-style-type: none"> • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 	<ul style="list-style-type: none"> • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This section will increase students' comprehension of "The Other Wes Moore" through the writing process. Specifically, students will be asked to develop written responses to prompts in different formats, for different purposes, and for different audiences.



1| An *expository writing* is a piece that presents new information to the reader. In this activity, students will revisit Wes's initial experiences as his new military school. They will be asked to write a three paragraph expository piece that shares information about the Valley Forge Military Academy.

- *Pre-writing:* Re-read pages 85–97 about Wes's experiences at the Valley Forge Military Academy. Think about the following questions and jot notes as you read. How are the plebes treated? Why are they treated this way? What are the goals of the school? What types of personalities might respond well in this environment and which ones might not? What does the school's surrounding area look like? What are the cadets' living quarters like?

- *Draft:* Now that you have re-familiarized yourself with Wes's initial experiences at his new school, write a three paragraph expository essay that shares

information about the school with readers. In your essay use the notes you took during the pre-writing and be sure to include information about the school setting, the ways students are taught, and the goals of the school.

- *Final Version:* After you have reviewed your draft and received feedback from a peer, parent, or teacher, write a final version of your three paragraph expository writing essay.

2| A *creative writing* piece is an opportunity for students to use their imaginations to create new characters, settings, words, and scenarios. In this writing activity, students will use a passage from "The Other Wes Moore" to create an alternate scenario that might have occurred if different decisions were made.

For item #2 of the "Case Study" activity, students identified alternate decisions the individuals might have made in that incident.

Students also predicted the consequences that may have resulted from those decisions. Keep that activity in mind and re-read pages 119–121 in which Wes and Dalio are confronted by teens on their way to dinner.

- *Pre-writing:* Write notes about the ways in which this incident might have ended if Wes or Dalio made different decisions on that night? Write an alternate outcome and the different decisions that might have led to that new outcome.

- *Draft:* Write a four paragraph creative writing essay describing the new conclusion to this incident. Use your imagination to create a new "story" about that night. Include at least three different decisions made by Wes and/or Dalio that eventually leads to the new outcome you create.

- *Final Version:* After you have edited your draft, write the final version of your essay.

- Teacher Tips:**
- Begin by ensuring students understand the prompt and introduce them to the rubric so that they know what they are striving for in each scoring category.
 - Use the K/W/L Chart, Venn Diagram, or other graphic organizer of your choice to help students to organize their thoughts in a pre-writing activity.
 - Give students a few vocabulary words that you would like them to use in their writing.
 - Ask students to use their pre-writing when they write their first draft. Be sure to ensure that they follow the prompt, use correct spelling, punctuation, and grammar.
 - Partner two students together and ask them to edit each other's work. Ensure that they know how to give and receive technical and critical feedback.
 - Set a clear expectation and due date for them to submit their final draft.

Common Core Standards Addressed in this Section:	
<ul style="list-style-type: none"> • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 	<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	<ul style="list-style-type: none"> • Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<ul style="list-style-type: none"> • Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 	<ul style="list-style-type: none"> • Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<ul style="list-style-type: none"> • Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed. 	<ul style="list-style-type: none"> • Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<ul style="list-style-type: none"> • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 	<ul style="list-style-type: none"> • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<ul style="list-style-type: none"> • Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 	



Now that students have read different passages from “The Other Wes Moore” and have completed various discussions, activities, and written assignments, they will now have the opportunity to engage in a debate with their peers.

- Teacher Tip:**
- Explain the purpose of the debate to students and model appropriate debate discourse and transitional phrases such as, “I respectfully disagree with that because...” “You make a good point about _____, I hadn’t thought about that before.” “Can you clarify what you mean?” “Your response made me think about _____.” These transitional phrases encourage students to be active listeners, to articulate their own opinion in response to others, and require that they utilize details from the book to support their position.
 - Modify the debate format by alternating between partner/small group debates and debates with the whole class.
 - For more experienced debaters or in “competitive” debates, teach students about a few debate strategies such as:

“Ad Hominem” means “against the man.” Through this strategy, students should “attack” their opponent’s position or credibility. For example, a student might argue that Wes’s mother made a great decision to send Wes to the Valley Forge Military Academy. Since the opposing position might lack substantial evidence, since Wes experienced great success at the school, they might argue that a family member from the opposing position taught at a military school and therefore they have a biased position. Teachers can also teach students strategies for avoiding this “attack” such as restating the facts from the book supporting their position and directly asking their opponent to provide “hard” facts from the book as well.

A **“Red herring”** occurs when an irrelevant idea or piece of information is entered into the debate as a “distracter.” For example, if someone holds the position that the police officer should have arrested Wes after he was caught spray painting public property, they might add, “but since the city jails are so crowded, they let him go. This is why we should have more jails in the city.” The opposing position should know that the issue of overcrowded jails, in this case, is a “red herring” because it offers up new information that isn’t directly related to the debate question. This is also an opportunity to teach students to avoid speculation and ways to challenge opponents who offer speculative evidence.

The purpose of these debate questions is to increase students' critical thinking and to strengthen their ability to critique, evaluate, and form an opinion based on the passages they have read.

1| Wes writes, on page 54 that, "Later in life, I learned that the way many governors projected the numbers of beds they'd need for prison facilities was by examining the reading scores of third graders." Why do you think governors link prison facilities with third grade reading scores? Do you agree or disagree with this practice? Why?

2| On pages 57–58, we learn that Wes was initially lured into dealing drugs because he wanted to wear a headset. Do you believe this story or do you think Wes was drawn to drug dealing for other reasons?

3| Wes's teacher bluntly told him, "It didn't matter to her if I showed up because the class ran smoother when I wasn't there." Do you agree or disagree with the teacher's position? What would you have done if you were in her shoes?

4| On pages 80–82, Wes is arrested for tagging and we gain insight into his thoughts related to his actions and its consequences. Why do you think the police officer responded the way he did? Did the police officer do the right thing or should he have handled the situation differently.

5| Things change very quickly for Wes once he returns from the Job Corps. Talk about the different pressures he faced and his decision to go back to his life on the streets? Based on what you know about Wes's life experiences, do you believe this was a difficult decision for him to make? Do you think there were people or opportunities that could have prevented him from making this decision?

6| After Wes is arrested for shooting Ray, Tony arrives and their mother says, "It's too late, Wes is already gone." What are the two ways in which this quote could be interpreted? Do you agree with her?

7| On pages 176–178, we learn about the numerous goals Wes has accomplished since 2000. What are the calculated decisions he made in order to accomplish those goals? Do you think Wes is the person responsible for those accomplishments or do you think other individuals are responsible? Support your position with evidence from the book.

theme

4

LOSS, FAITH, AND REDEMPTION

“The Other Wes Moore” shares the life stories of two individuals and the various people in their lives. The two Wes Moores, along with their friends and family members, experience different “losses,” to differing degrees, throughout the book. These “losses” include the loss of a family member, the loss of youth and innocence, the loss of freedom, and the loss of time amongst others.

Similarly, both Wes Moores and the people in their lives demonstrate various forms of faith and experience redemption in very different ways. Religion, hope, trust, second chances, and forgiveness are all reoccurring examples of faith and redemption that emerge throughout the book.

This section examines the themes of “Loss,” “Faith,” and “Redemption” through the lenses of both Wes Moores, the individuals in their lives, and the students participating in this curriculum. Throughout this section, students will have multiple opportunities to scaffold their understanding of these themes, critique and evaluate passages from the book, and to make connections that inform their own lives.

**Common Core Standards
Addressed in this Section:**

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.

- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify

their own views and understanding and make new connections in light of the evidence and reasoning presented.

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

These discussion questions are designed to encourage students to think deeply about the scenarios and ideas presented in “The Other Wes Moore.” Specifically, these discussions will build students’ reading comprehension skills, allow them to connect the book to their own lives, provide opportunities for them to learn from their classmates, and increase their critical thinking skills.



Teacher Tip: Remind your students about the theme of “Loss, Faith, and Redemption” and encourage them to respond with that theme in mind. Although these discussion questions will guide the conversation, the teacher should ensure that all comments are grounded by the overarching theme so that students’ understanding of “Loss, Faith, and Redemption” is reinforced.

Read the following prompts and have a discussion with a partner, small group, or entire class.

1| What does it mean to have faith in something? What are things that you have faith in?

2| What does redemption mean? Have you ever experienced redemption? Share your example of redemption with the class.

3| Can you think of other stories you have read or movies you have seen that involve themes of faith?

4| Can you think of other stories you have read or movies you have seen that involve themes of redemption?

5| Have you yet identified any examples of faith and redemption in “The Other Wes Moore”? Share them with the class.

6| On page xiii, Wes writes, “But even the worst decisions we make don’t necessarily remove us...” What does this quote mean and how does it relate to the theme of redemption?

7| On page xiv, Wes writes that, “Life and death, freedom and bondage hang in the balance of everything.” Does this quote relate to the themes of faith or redemption? How so or why not?

8| After getting in trouble on page 10, Wes is sent to his room. As he waits for his mother to punish him, Wes says he was, “Mentally running through my non-existent options for escape.” In this example, what are the ways in which Wes might have been able to redeem himself?

9| Describe the scene in the kitchen when Wes loses his father? What is his reaction? What are the two memories he recalls of his father?

10| The “other” Wes has a different memory of his father, describe it. How are his memories different from those of the author?

11| Talk about the sadness that both Wes Moores share when it comes to their fathers? How are their losses similar? How are they different?

12| What do you think is going through Mary’s mind when she sees her two sons wanted for arrest on the television? How did you feel when you read that Wes and Tony might be responsible for this crime?

THE POWER OF “LOSS”

The individuals in “The Other Wes Moore” lose things at different points in the book. In this activity, students will think about what it means to lose someone or something and the ways that loss affects a person.

Common Core Standards Addressed in this Activity:	Teach Prior to Activity:	
<ul style="list-style-type: none"> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 	<p><i>Sequencing</i> refers to the ways that an author shares events with readers in a particular order. Events are typically sequenced in the chronological order in which it happens or in step-by-step order such as a cooking recipe.</p>	<p>2 Think about what it means to lose something and make a list of the things that you have lost in your lifetime. Write as many things that come to mind on your list.</p>
<ul style="list-style-type: none"> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. 	<p>Objectives:</p> <ul style="list-style-type: none"> Students will understand the theme of “loss” by identifying examples from the book and their own life. Students will be able to articulate the impact that different losses had on their life. 	<p>3 How many of the items from your list were physical objects like house keys or an ipod? How many of the losses from your list involved other things such as a lost loved one, lost time, or loss of faith?</p>
<ul style="list-style-type: none"> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 	<ul style="list-style-type: none"> Students will demonstrate their ability to sequence items in the correct chronological order. 	<p>4 Complete the following chart by first identifying a particular loss and then specifying the ways in which that loss affected your life. Be sure to list the consequences of that loss in the correct chronological sequence.</p>
<ul style="list-style-type: none"> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 	<p>Individual Work:</p> <p>1 Name two specific examples from the book in which an individual lost something. Draw a diagram or chart to show how the two examples were similar and different. Be sure to name the person with the loss, the thing they lost, and the page from the book that talks about the loss.</p>	

The thing I lost:	The impact the loss had on my life:
Ex. Ipod	<ul style="list-style-type: none">• I didn't have music for the bus ride home• I had to save money for over three months• I didn't have money to go to the movies with friends• I finally saved enough money and bought a new ipod• I took better care of my new ipod

THE FACTS AND OPINIONS OF FAITH AND REDEMPTION

Common Core Standards Addressed in this Activity:	Teach Prior to Activity:
<ul style="list-style-type: none"> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 	<ul style="list-style-type: none"> Readers should differentiate between <i>Fact and Opinion</i> as they read different texts so that they can formulate their own understanding of the material they read. A <i>fact</i> is a piece of information that can be proven to be true and cannot be disagreed with. An <i>opinion</i>, however, is an individual's belief or personal position. Opinions can be supported by facts but they cannot be proven to be true or false. For example, "Wes attended Valley Forge Military Academy" is a fact and, "Enrolling Wes in Valley Forge Military Academy was a great decision" is an opinion.
<ul style="list-style-type: none"> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 	<p>Objectives:</p> <ul style="list-style-type: none"> Students will know the difference between fact and opinion. Students will be able to identify examples of fact and opinion from "The Other Wes Moore." Student will articulate specific facts and create opinions related to the theme of "faith" and "redemption."
<ul style="list-style-type: none"> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 	

This activity will continue to explore the themes of "faith" and "redemption." Students will use passages from the book and discuss the roles these themes play in resolving different situations.



Individual Work:

1| There are several ways in which the themes “faith” and “redemption” emerge in the book. Keep these two themes in mind and read the following examples:

- On page 3, the two Wes Moores share an understanding that they are going to mourn absences of their fathers in different ways.
- On page 36, Wes’s mom gives a financial gift to help emergency aid providers avoid making the same mistake that caused the death of Wes’s father.
- On page 122, we read how the wooded area surrounding Valley Forge played dual roles in this story. First it posed as an obstacle for Wes and then it was a haven.
- On pages 135–137, Wes describes his experience as paratrooper jumping out of the plane and the different things he had faith in as he prepared to jump.

• On page 168, Wes asks his South African host mother how she was able to forgive the pain of apartheid and she responds, “Because Mr. Mandela asked us to.”

• On page 173 we read that in prison, “Wes is now a devout Muslim. Initially, he went to Friday mosque services because they were the only opportunity he had to see his brother, Tony, who was also in Jessup, but eventually he started to pay attention to the message and decided to learn more.”

2| With these examples in mind, or others that you think of, write three *facts* from the book related to the theme of *faith*.

- a.
- b.
- c.

3| With these examples in mind, or others that you think of, write three *opinions* from the book related to the theme of *faith*.

- a.
- b.
- c.

4| With these examples in mind, or others that you think of, write three *facts* from the book related to the theme of *redemption*.

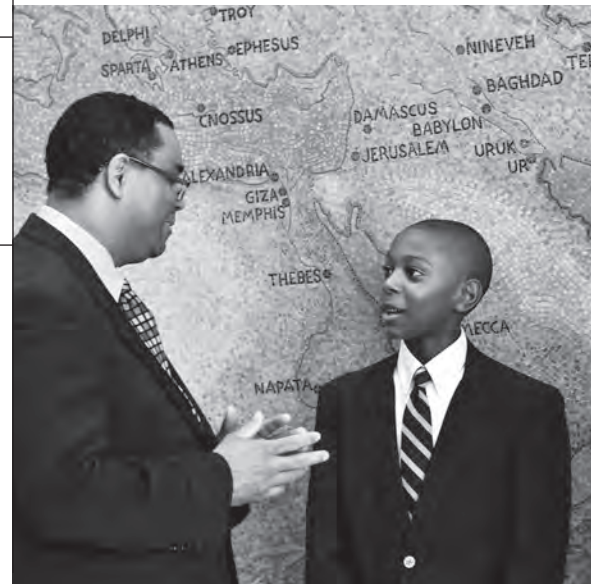
- a.
- b.
- c.

5| With these examples in mind, or others that you think of, write three *opinions* from the book related to the theme of *redemption*.

- a.
- b.
- c.

Common Core Standards Addressed in these Writing Activities:	<ul style="list-style-type: none"> • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<ul style="list-style-type: none"> • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 	<ul style="list-style-type: none"> • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
<ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 	<ul style="list-style-type: none"> • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<ul style="list-style-type: none"> • Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. 	<ul style="list-style-type: none"> • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<ul style="list-style-type: none"> • Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 	<ul style="list-style-type: none"> • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
<ul style="list-style-type: none"> • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 	<ul style="list-style-type: none"> • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This section will increase students' comprehension of "The Other Wes Moore" through the writing process. Specifically, students will be asked to develop written responses to prompts in different formats, for different purposes, and for different audiences.



- Teacher Tips:**
- Begin by ensuring students understand the prompt and introduce them to the rubric so that they know what they are striving for in each scoring category.
 - Use the K/W/L Chart, Venn Diagram, or other graphic organizer of your choice to help students to organize their thoughts in a pre-writing activity.
 - Give students a few vocabulary words that you would like them to use in their writing.
 - Ask students to use their pre-writing when they write their first draft. Be sure to ensure that they follow the prompt, use correct spelling, punctuation, and grammar.
 - Partner two students together and ask them to edit each other's work. Ensure that they know how to give and receive technical and critical feedback.
 - Set a clear expectation and due date for them to submit their final draft.

1| A *persuasive writing* piece encourages others to think or act in a certain way. In the book, the “other” Wes Moore is found guilty of murder and we learn that he will spend the rest of his life in prison. Imagine that Wes is scheduled to meet with a judge to discuss the possibility of parole. Write a six paragraph essay that attempts to persuade the judge that Wes Moore deserves to spend the rest of his life in prison or an essay that persuades the judge that Wes deserves a chance at redemption and that he should receive a reduced prison sentence.

• *Pre-writing:* Think about the task and select the position you plan to take in your essay. Re-read the book and identify five reasons that support your position.

• *Draft:* Write your six paragraph essay. Be sure clearly explain your position in the first paragraph. The second through fifth paragraphs should be spent explaining your

position. Remember to use facts and opinions from the book to support your position. Use compelling language to try to persuade the reader that your position is worth acting on. In your sixth paragraph, conclude your essay by re-stating your position and highlighting your supporting evidence.

• *Final Version:* After you have reviewed your draft and received feedback from a peer, parent, or teacher, write a final version of your essay.

2| A *creative writing* piece is an opportunity for students to use their imaginations to create new characters, settings, words, and scenarios. On page 118, Wes talks about his military school being a “force field” and how he felt as if he was in a bubble being kept from the outside world. In this writing activity, students will be asked to write a four paragraph creative story describing what life

might really be like if they “lived in a bubble.”

• *Pre-writing:* Write notes about what your bubble might look like (it does not need to be sphere shaped; you might choose to create a “bubble” that looks more like a glass box). What are some of the things you would be protected from if you lived in a bubble? What are some things you would be deprived of if you lived in a bubble?

• *Draft:* Use your pre-writing notes to write a four paragraph creative writing story about your life in a bubble. Use your imagination to create your story. Use adjectives and imagery to describe your life. Be sure to explain the pros and cons of living in the bubble. Lastly, give your story a title.

• *Final Version:* After you have edited your draft, write the final version of your essay.

Common Core Standards Addressed in this Section:	<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<ul style="list-style-type: none"> • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 	<ul style="list-style-type: none"> • Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<ul style="list-style-type: none"> • Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 	<ul style="list-style-type: none"> • Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<ul style="list-style-type: none"> • Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed. 	<ul style="list-style-type: none"> • Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<ul style="list-style-type: none"> • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 	<ul style="list-style-type: none"> • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<ul style="list-style-type: none"> • Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 	

Now that students have read different passages from “The Other Wes Moore” and have completed various discussions, activities, and written assignments, they will now have the opportunity to engage in a debate with their peers.



- Teacher Tips:**
- Explain the purpose of the debate to students and model appropriate debate discourse and transitional phrases such as, “I respectfully disagree with that because...” “You make a good point about _____, I hadn’t thought about that before.” “Can you clarify what you mean?” “Your response made me think about _____.” These transitional phrases encourage students to be active listeners, to articulate their own opinion in response to others, and require that they utilize details from the book to support their position.
 - Modify the debate format by alternating between partner/small group debates and debates with the whole class.
 - For more experienced debaters or in “competitive” debates, teach students about a few debate strategies such as:

“Ad Hominem” means “against the man.” Through this strategy, students should “attack” their opponent’s position or credibility. For example, a student might argue that Wes’s mother made a great decision to send Wes to the Valley Forge Military Academy. Since the opposing position might lack substantial evidence, since Wes experienced great success at the school, they might argue that a family member from the opposing position taught at a military school and therefore they have a biased position. Teachers can also teach students strategies for avoiding this “attack” such as restating the facts from the book supporting their position and directly asking their opponent to provide “hard” facts from the book as well.

A **“Red herring”** occurs when an irrelevant idea or piece of information is entered into the debate as a “distracter.” For example, if someone holds the position that the police officer should have arrested Wes after he was caught spray painting public property, they might add, “but since the city jails are so crowded, they let him go. This is why we should have more jails in the city.” The opposing position should know that the issue of overcrowded jails, in this case, is a “red herring” because it offers up new information that isn’t directly related to the debate question. This is also an opportunity to teach students to avoid speculation and ways to challenge opponents who offer speculative evidence.

The purpose of these debate questions is to increase students' critical thinking and to strengthen their ability to critique, evaluate, and form an opinion based on the passages they have read.

1| On page 15, Wes talks about the faith his father put in the hospital. Do you think the hospital deserved that type of faith? What do they do to earn, or not earn, it?

2| Do public schools deserve our faith? Use examples from the book and your own experiences to defend your position.

3| Should convicted criminals be given to opportunity to redeem themselves and re-enter society?

4| The murdered police officer from the story left behind a wife and five children. How do you think they feel about this book being written? Do you think the author does a good job respecting them, their loss, and the memory of their husband/father?

theme

5

PEER, PARENT, AND COMMUNITY SUPPORT

As Wes reflects on his life during a trip to South Africa he writes, “His tribe’s influence in making him a man was obvious and indelible. At that moment, I realized the journey I took was never mine alone either.” This realization from the end of “The Other Wes Moore” illustrates the fact that Wes’s peers, parents, family, and community all had positive influences on him.

The theme of “Peer, Parent, and Community Support” refers to the people and the ways in which Wes’s life and his decisions were heavily influenced by the people he surrounded himself with. Similarly, the “other” Wes Moore was also influenced by the people in his life.

Through this theme, students will be prompted to consider the roles different people played in Wes Moore’s life, recognize the importance of having people to support them, and identify the peers, parents, and community members who support them in their daily lives.

**Common Core Standards
Addressed in this Section:**

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.

- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify

their own views and understanding and make new connections in light of the evidence and reasoning presented.

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

These discussion questions are designed to encourage students to think deeply about the scenarios and ideas presented in “The Other Wes Moore.” Specifically, these discussions will build students’ reading comprehension skills, allow them to connect the book to their own lives, provide opportunities for them to learn from their classmates, and increase their critical thinking skills.



Teacher Tip: Remind your students about the theme of “Peer, Parent, and Community Support” and encourage them to respond with that theme in mind. Although these discussion questions will guide the conversation, the teacher should ensure that all comments are grounded by the overarching theme so that students’ understanding of “Peer, Parent, and Community Support” is reinforced.

Read the following prompts and have a discussion with a partner, small group, or whole class.

1| How do your peers/friends support you?

2| Give an example of how your parents and family support you? Provide as many examples as possible.

3| What role does your community or neighborhood play in supporting you?

4| How would your life be different if you did not have the support of peers, parents, or your community?

5| How would your life be different if you had additional support from peers, parents, or your community?

6| On page 36, we learn that Wes’s mother slept in the living room to protect the kids from a possible intruder. What other things did she do to protect her children?

7| Discuss the role of family in this book. How was Wes’s relationship with his sister similar and different from Wes’s relationship with his brother Tony?

8| After moving to New York, Wes meets new friends and bonds with them on the basketball court. How did these peer relationships influence Wes?

9| Re-read pages 50–51 and explain how drugs negatively impacted Wes’s community.

10| How did their grandmothers impact the lives of both Wes Moores?

11| Look at the organizations listed at the back of the book. Have you ever heard of these organizations? If you are a member of one or more of these groups, share your experiences. If not, which organization sounds the most interesting to you and why?

12| Who are the people in your life that have a positive influence on you? Explain why they are important to you and your future.

13| After being accepted to Johns Hopkins, Wes writes, “Having an advocate on the inside, someone who had gotten to know me and understood my story on a personal level, had obviously helped. It made me think deeply about the way privilege and preference work in the world, and how many kids who didn’t have ‘luck’ like mine in this instance would find themselves forever outside the ring of power and prestige.” What does this quote mean and how does it relate to the theme of peer, parent, and community support?

INTERVIEW A LEADER

In this activity, students will be asked to identify someone they see as a “leader.” Students will first define what makes a person a leader. They will then construct a series of questions they would like to ask a leader from their life. In conclusion, students will be asked to interview that person and report their key findings.

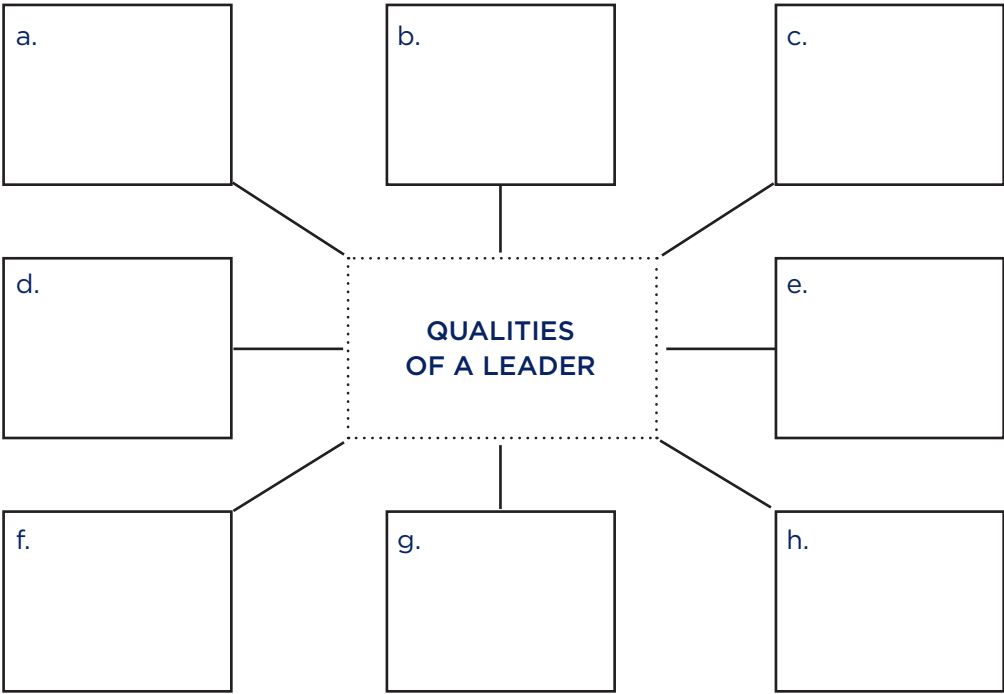
Common Core Standards Addressed in this Activity:	Teach Prior to Activity:	Individual Work:
<ul style="list-style-type: none"> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 	<p>A Cluster Diagram is a type of graphic organizer that helps students to group, or cluster, their thoughts around a central topic. Cluster diagrams are often used as a pre-writing activity to encourage students to brainstorm ideas, words, or subtopics directly related to the main idea.</p>	<p>1 In “The Other Wes Moore” we learn about the leaders that had positive influences on the author. We also learn how Wes, himself, becomes a leader in different contexts. Consider what it means to be a leader and write one leadership quality you value in each blank box of the following cluster diagram.</p>
<ul style="list-style-type: none"> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 	<p>Objectives:</p> <ul style="list-style-type: none"> Students will complete a cluster diagram with the essential qualities they look for in a leader. Students will define the term “leader” and identify the leaders that possess the qualities they value. 	<p>2 Now that you have identified the qualities you look for in a leader, select a leader from the past or present who embodies each of the nine qualities you identified in the previous item.</p>
<ul style="list-style-type: none"> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 	<ul style="list-style-type: none"> Students will interview a leader of their choice. Students will share what they learned from their interview with the class. 	<p>3 Identify a leader from your own life that you would like to interview. When selecting this leader, be sure to select a person that you have access to. For example, it might be wonderful to interview the President of the United States, but you will likely find it</p>

very difficult to actually interview our country's President. For this reason, think of leaders in your school such as a principal, assistant principal, or teacher. Other examples of leaders you might choose to interview are your sports coaches, afterschool activity leaders, or a leader from your community, family, or church. Create a

list of the ten questions you would like to ask that leader.

4| Contact that person to request a day and time to interview him/her. You can either interview the leader in person, by phone, or by e-mail.

5| Following your interview, prepare a fifteen minute presentation to share your findings with an audience. Your presentation should include a brief introduction of the person you selected, the leadership qualities they possess, the reason you chose to interview him/her, and a few key findings from your interview.



TAKING ACTION ACTIVITY

Community support plays a big role in “The Other Wes Moore.” We learn about the positive and negative ways that both Wes Moores are affected by their different communities. Through this activity, students will create a plan to take action within their own community, or school, to make a positive impact on others.

<p>Common Core Standards Addressed in this Activity:</p> <ul style="list-style-type: none">• Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.• Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	<p>Teach Prior to Activity:</p> <p>A <i>T-Chart</i> is a graphic organizer that groups two aspects of an item or topic into separate columns. These charts get their name from the fact that they look like a capital letter “T.” T-charts are commonly used to illustrate opposites such as fact/opinion or good/bad.</p> <p>A <i>strategic plan</i> is a description of a goal and the specific steps and timeline necessary to accomplish the goal.</p> <p>Objectives:</p> <ul style="list-style-type: none">• Students will identify the different communities they belong to.• Students will identify the positive and negative aspects of those different communities.• Students will create a strategic plan to positively impact their communities.	<p>Individual Work:</p> <p>1 In “The Other Wes Moore,” we learn about the neighborhoods that both Wes Moores lived in. We also learn about their school, religious, and family communities. List at least three of the different communities you belong to. In addition, list one or two of the leaders for each of those communities. For example, you might say that you belong to your school community and two of its leaders are Mrs. Rivera, the principal and Mr. Anderson, your teacher.</p> <p>2 Focus on one of the communities you listed for the previous item and complete the following T-Chart with positive and negative aspects of that community.</p>
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Positive Aspects of the Community	Negative Aspects of the Community

A. I want to positively impact my community by:

Common Core Standards Addressed in these Writing Activities:	
• Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	• Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	• Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
• Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
• Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	• Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
• Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	• Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
	• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This section will increase students' comprehension of "The Other Wes Moore" through the writing process. Specifically, students will be asked to develop written responses to prompts in different formats, for different purposes, and for different audiences.



- Teacher Tips:**
- Begin by ensuring students understand the prompt and introduce them to the rubric so that they know what they are striving for in each scoring category.
 - Use the K/W/L Chart, Venn Diagram, or other graphic organizer of your choice to help students to organize their thoughts in a pre-writing activity.
 - Give students a few vocabulary words that you would like them to use in their writing.
 - Ask students to use their pre-writing when they write their first draft. Be sure to ensure that they follow the prompt, use correct spelling, punctuation, and grammar.
 - Partner two students together and ask them to edit each other's work. Ensure that they know how to give and receive technical and critical feedback.
 - Set a clear expectation and due date for them to submit their final draft.

1| A *persuasive writing* piece encourages others to think or act in a certain way. In “The Other Wes Moore,” we discover the people who emerged as role models for the author. Write a five paragraph persuasive essay that identifies Wes Moore’s most influential role model. Use evidence from the book to support your position and encourage your readers to agree with you.

- *Pre-writing:* Think about the ways that a role model can positively shape a person’s life. Generate a list of the people that had a positive impact on Wes Moore’s life. As a part of your list, include specific examples of the ways that person impacted Wes.

- *Draft:* Now that you have thought about the impact a role model can have and you identified specific examples of the role models in Wes’s life, write a five paragraph persuasive essay. First, introduce the role model that, you believe, had the biggest impact on Wes’s life. Second, use examples from the book to support your position. Third, remember to use compelling language to persuade your readers to agree with you. Finally, conclude your essay by summarizing your position.

- *Final Version:* After you have reviewed your draft and received feedback from a peer, parent, or teacher, write a final version of your five paragraph essay.

2| A *creative writing* piece is an opportunity for students to use their imaginations to create new characters, settings, words, and scenarios. On page 169 Wes talks about the Xhosa ritual when boys spend four weeks with the elders and learn what it means to be a Xhosa man. Today, you will write a four paragraph creative writing essay and create a ritual. Your essay should explain who would participate in the ritual, the purpose of the ritual, how long the ritual would take, and where it would take place.

- *Pre-writing:* Think about the rituals that you have seen or participated in such as a wedding, funeral, or graduation. Also, think about the ritual that Wes describes

on page 169. Write a few ideas for a ritual you would like to create. Think about the purpose, participants, and location of the ritual. Write your notes in the following chart:

• *Draft:* Use the chart you created for the pre-writing to help you write a four paragraph creative writing essay. Your first paragraph should introduce the name and purpose of the ritual. The second and third paragraphs should provide information about the participants, duration, and location of

the ritual. Your fourth paragraph should conclude the essay.

• *Final Version:* After you have reviewed your draft and received feedback from a peer, parent, or teacher, write a final version of your four paragraph creative writing essay.

NAME OF RITUAL	
Who are the participants?	What is the purpose of the ritual?
How long would the ritual take?	Where would the ritual take place?

Common Core Standards Addressed in this Section:	<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<ul style="list-style-type: none"> • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 	<ul style="list-style-type: none"> • Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<ul style="list-style-type: none"> • Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 	<ul style="list-style-type: none"> • Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<ul style="list-style-type: none"> • Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed. 	<ul style="list-style-type: none"> • Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<ul style="list-style-type: none"> • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 	<ul style="list-style-type: none"> • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<ul style="list-style-type: none"> • Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 	



Now that students have read different passages from “The Other Wes Moore” and have completed various discussions, activities, and written assignments, they will now have the opportunity to engage in a debate with their peers.

- Teacher Tips:**
- Explain the purpose of the debate to students and model appropriate debate discourse and transitional phrases such as, “I respectfully disagree with that because...” “You make a good point about _____, I hadn’t thought about that before.” “Can you clarify what you mean?” “Your response made me think about _____.” These transitional phrases encourage students to be active listeners, to articulate their own opinion in response to others, and require that they utilize details from the book to support their position.
 - Modify the debate format by alternating between partner/small group debates and debates with the whole class.
 - For more experienced debaters or in “competitive” debates, teach students about a few debate strategies such as:

“Ad Hominem” means “against the man.” Through this strategy, students should “attack” their opponent’s position or credibility. For example, a student might argue that Wes’s mother made a great decision to send Wes to the Valley Forge Military Academy. Since the opposing position might lack substantial evidence, since Wes experienced great success at the school, they might argue that a family member from the opposing position taught at a military school and therefore they have a biased position. Teachers can also teach students strategies for avoiding this “attack” such as restating the facts from the book supporting their position and directly asking their opponent to provide “hard” facts from the book as well.

A **“Red herring”** occurs when an irrelevant idea or piece of information is entered into the debate as a “distracter.” For example, if someone holds the position that the police officer should have arrested Wes after he was caught spray painting public property, they might add, “but since the city jails are so crowded, they let him go. This is why we should have more jails in the city.” The opposing position should know that the issue of overcrowded jails, in this case, is a “red herring” because it offers up new information that isn’t directly related to the debate question. This is also an opportunity to teach students to avoid speculation and ways to challenge opponents who offer speculative evidence.

The purpose of these debate questions is to increase students' critical thinking and to strengthen their ability to critique, evaluate, and form an opinion based on the passages they have read.

1| Do you think Wes's brother, Tony, is a good role model? Why or why not?

2| On pages 36–38 Wes writes about his mother's decision to move from Maryland to New York City. Do you think this was a good decision?

3| Do you agree or disagree with the way Wes's mother reacted after he experimented with drugs? What do you think is the most effective way to respond to a child who takes drugs or drinks alcohol?

4| On page 71, Wes mentions that he skipped school and, "My sister, always the loyal accomplice, never snitched." Do you think Wes's sister made a good decision by not snitching on Wes for cutting school? Why or why not?

5| After catching Wes and Shea spray painting public property on pages 83–84, the cops give the boys a lecture and let them go free. Is this an example of community involvement? How or how not?

6| When Sergeant Austin gave Wes a map to escape from Valley Forge on page 91, did you think he was being a supportive peer? Did your opinion change after reading what happens on pages 92–93.

7| On page 161, Wes writes, "For the rest of us—those who snuck in despite coming from the margins—the mission has to be to pull up others behind us. That's what Paul White did for me, and it changed my life." What does this quote mean and do you agree with it? Defend your position.

8| After living in South Africa, Wes reflects, "Here, burgeoning manhood was guided and celebrated through a rite of passage. At home, burgeoning manhood was a trigger for apprehension." What does this quote mean? Do you agree or disagree with Wes?

9| On page 179, Wes writes, "What changed was that I found myself surrounded by people—starting with my mom, grandparents, uncles, and aunts, and leading to a string of wonderful role models and mentors—who kept pushing me to see more than what was directly in front of me, to see the boundless possibilities of the wider world and the unexplored possibilities within myself." Although Wes was fortunate to have positive role models in his life, do you think it is possible for someone to be successful without peer, parent, or community support?

theme

6

GOALS

In the first paragraph of the book, Wes reflects on an experience from his childhood and says, “Like a dog chasing a car, I had no idea what to do.” Conversely, toward the end of the book, Wes writes that, “Life’s impermanence, I realized, is what makes every single day so precious. It’s what shapes our time here. It’s what makes it so important that not a single moment be wasted.” These two examples from the book illustrate an instance when Wes did not have a goal and an instance when he realized the importance of having goals.

As we read about the different individuals in “The Other Wes Moore,” the theme of “Goals” emerges in different contexts. Throughout the book, we learn about setting goals, the joys of accomplishing goals, and the consequences of not having them.

This final section will explore the theme of “Goals” by first having students identify examples of goals, or lack of goals, from the book. They will then participate in different learning opportunities to scaffold their understanding of the theme. As a culminating activity, students will set ambitious, yet realistic, goals and sign a commitment agreement to accomplish their goals.

**Common Core Standards
Addressed in this Section:**

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.

- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify

their own views and understanding and make new connections in light of the evidence and reasoning presented.

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

These discussion questions are designed to encourage students to think deeply about the scenarios and ideas presented in “The Other Wes Moore.” Specifically, these discussions will build students’ reading comprehension skills, allow them to connect the book to their own lives, provide opportunities for them to learn from their classmates, and increase their critical thinking skills.



Teacher Tip: Remind your students about the theme of “Goals” and encourage them to respond with that theme in mind. Although these discussion questions will guide the conversation, the teacher should ensure that all comments are grounded by the overarching theme so that students’ understanding of “Goals” is reinforced.

Read the following prompts and have a discussion with a partner, small group, or entire class.

- 1| What comes to mind when you hear the word “goal?”
- 2| What is the difference between a short term and a long term goal?
- 3| Name one goal a doctor might have? Name a goal a police officer might have? What goals do you think teachers have?
- 4| What goals have you set for yourself in the past? Did you accomplish them?
- 5| What would you like to ask each Wes Moore about their goals?
- 6| On pages 16–18, Mary Moore receives a letter explaining that her Pell Grant was no longer available. Talk about how her life may have been different if this letter never came? Talk about how it changed her goals and her path in life.
- 7| On pages 48–49, we learn about the sacrifices Wes and Justin made to attend their school. What did this early experience teach Wes and Justin about the importance of goals?
- 8| What was the final straw that pushed Joy Moore to send Wes to Military School? Describe the interaction between Wes and his mother on pages 87–89.
- 9| On page 126, Wes writes that, “The expectations that others place on us form our expectations of ourselves.” What does this quote mean and how does it speak to the importance of personal and public accountability?
- 10| On page 133, Wes writes that Colonel Murphy left Valley Forge for cancer treatment and said, “When it is time for you to leave this school, leave your job, or even leave this earth, you make sure you have worked hard to make sure it mattered you were ever here.” What goals did Colonel Murphy accomplish in his lifetime? Who do you think supported him in his life?
- 11| On page 147, Wes and Tony rob a jewelry store. What were their goals in doing this? Do you think they were focusing on short term or long term goals when they made the decision to rob the jewelry store?

SUCCESS STORY ACTIVITY

On page 108, Wes provides an inspirational example in which Woody overcame obstacles and successfully completed high school. Wes writes that for Woody, “All that mattered was that he was here. He had accomplished his mission of completing high school.” Like Woody, all of us have accomplished big and small goals in our lives. In this activity, students will create a list of the long and short term goals they have accomplished and will identify how they accomplished each goal.

Common Core Standards Addressed in this Activity:	Teach Prior to Activity:	Objectives:
<ul style="list-style-type: none">Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	<p><i>Sequencing</i> refers to the way in which information is presented in a particular order. Information can be sequenced in the chronological order in which events happen or in a step-by-step order such as a cooking recipe.</p>	<ul style="list-style-type: none">Students will differentiate between the short and long term goals they have accomplished.
<ul style="list-style-type: none">Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<p><i>Cause and Effect</i> describes the relationship between two occurrences in a passage when one occurrence makes the other occurrence happen. For example, on pages 108–109 we learn that Woody worked very hard, that he stayed out of trouble, and that he graduated from high school. In this example, the facts that Woody worked hard and stayed out of trouble are the <i>causes</i> and the <i>effect</i> is that he accomplished his goal and graduated from high school.</p>	<ul style="list-style-type: none">Students will demonstrate their understanding of “sequence” and “cause and effect” by identifying the steps necessary to accomplish different goals.
<ul style="list-style-type: none">Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.		

Individual Work:

1 | In previous activities, you learned about “sequencing.” Write the numbers 1–15 next to each item to put them in the correct chronological sequence. #1 should be the first thing that happened in the book and #15 should be the last.

- | | |
|-----------------------------------------------------------------------|----------------------------------------------------------------------|
| _____ Wes learns about the “other” Wes Moore | _____ Wes is sent to his room because he hit his sister |
| _____ Wes makes new friends in New York City | _____ Wes writes “The Other Wes Moore” |
| _____ Wes returns from South Africa | _____ Wes tries to run away from Valley Forge Military Academy |
| _____ Wes and Justin travel a long distance to attend school each day | _____ Wes and his family load up the car and drive to New York City |
| _____ Wes’s mother decides to move her family to New York City | _____ Wes graduates from Valley Forge Military Academy |
| _____ Wes’s mother sends him to Valley Forge Military Academy | _____ Wes is impressed when he meets Captain Hill |
| _____ Wes travels to South Africa | _____ Wes is caught by the police for spray painting public property |
| _____ Wes’s father goes to the hospital | |

2| Complete the following chart with an appropriate cause or effect for each item.

CAUSE	EFFECT
a. Wes learns about the “other” Wes Moore	a.
b.	b. Wes travels to South Africa
c.	c. Wes’s father goes to the hospital
d. Wes writes “The Other Wes Moore”	d.
e.	e. Wes and his family move to The Bronx
f. Wes is sent to his room because he hit his sister	f.
g.	g. Wes makes new friends in NYC
h. Wes tries to run away from Valley Forge Military Academy	h.
i.	i. Wes and Justin travel a long distance to attend school each day
j. Wes is caught by the police for spray painting public property	j.

3| Complete the following chart with four short term and four long term goals that you have accomplished in your life.

SHORT TERM GOALS (For Example: Saved \$15 in two weeks)	LONG TERM GOALS (For Example: Got accepted to college)
a.	a.
b.	b.
c.	c.
d.	d.

4| Pick one short term goal and one long term goal from the chart you just completed and list the specific steps you needed to take in order to accomplish each goal. Be sure to write each step in the correct chronological sequence.

THE SHORT TERM GOAL I ACCOMPLISHED WAS:	THE LONG TERM GOAL I ACCOMPLISHED WAS:
3 things I did to accomplish this goal: a. b. c.	5 things I did to accomplish this goal: a. b. c. d. e.

5| Each of the short and long term goals you accomplished likely had positive consequences on your life. Identify four long or short term goals you have accomplished. Think about those goals as “causes” and write the different “effects” that resulted from each of your accomplishments.

CAUSE (List four goals you have accomplished)	EFFECT (Write how these accomplishments impacted your life)

CAREER AND LIFE MAP ACTIVITY

In previous activities, students focused on Wes’s successes and presented the short and long term goals they have accomplished. As students likely know, it typically takes a lot of hard work, patience, and support to accomplish different goals. In this activity, students will reflect on Wes’s many accomplishments and map out a series of long and short term goals for themselves. In an effort to teach students to be accountable to themselves and others, this activity will also require them to commit to a timeline and to sign an agreement. Students will have the opportunity to identify a peer and an adult to “co-sign” the agreement with them. This Career and Life Map activity stems directly from Wes’s hope that his book will be a “Call to Action” for readers.

Common Core Standards Addressed in this Activity:	Teach Prior to Activity:	Individual Work:
<ul style="list-style-type: none"> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 	<p><i>Sequencing</i> refers to the way in which information is presented in a particular order. Information can be sequenced in the chronological order in which events happen or in a step-by-step order such as a cooking recipe.</p>	<p>1 Brainstorm a list of the short and long term goals you would like to accomplish in the future.</p>
<ul style="list-style-type: none"> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 	<p>Objectives:</p> <ul style="list-style-type: none"> Students will determine their own short and long term goals. Students will articulate their process for accomplishing each goal. 	<p>2 Based on the list you just generated, identify the three short term goals and two long term goals you would like to prioritize for the remainder of this activity.</p>
<ul style="list-style-type: none"> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 	<ul style="list-style-type: none"> Students will describe the different support systems and resources they will need to assist them. Student will commit to a timeline for working toward and accomplishing each goal. 	

3| Complete the following chart.

The Short Term Goal I Would Like to Accomplish is...	The Steps I Need to Accomplish this Goal are...	The Resources and Support Systems I Will Need are...	I Will Accomplish this Goal by...
a.	a.	a.	a.
b.	b.	b.	b.
c.	c.	c.	c.
The Long Term Goal I Would Like to Accomplish is...	The Steps I Need to Accomplish this Goal are...	The Resources and Support Systems I Will Need are...	I Will Accomplish this Goal by...
d.	d.	d.	d.
e.	e.	e.	e.

4| Now that you have mapped out your plans for three short term and two long term goals, you will hold yourself accountable by signing a contract and obtaining two additional signatures, one from a peer and one from a parent, teacher, or other adult.

STUDENT AGREEMENT AND SIGNATURE:

I agree to commit to these goals, processes, and timelines. I will remain mindful of these goals and consistently do my best to accomplish them by the deadline attached to each goal. I will be proud of my accomplishments and will not make excuses or failure.

_____ (Signature) _____ (Date)

PEER AGREEMENT AND SIGNATURE:

I agree to hold _____ (name of student) accountable to these goals, processes, and timelines. I will do my best to be a positive role model and support him/her as they work toward each goal. I will praise their accomplishments and will not tolerate excuses or failure.

_____ (Signature) _____ (Date)

PARENT/TEACHER/ADULT AGREEMENT AND SIGNATURE:

I agree to hold _____ (name of student) accountable to these goals, processes, and timelines. I will do my best to be a positive role model and support him/her as they work toward each goal. I will praise their accomplishments and will not tolerate excuses or failure.

_____ (Signature) _____ (Date)

Common Core Standards Addressed in these Writing Activities:	
• Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	• Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	• Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
• Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
• Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	• Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
• Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	• Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
	• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This section will increase students' comprehension of "The Other Wes Moore" through the writing process. Specifically, students will be asked to develop written responses to prompts in different formats, for different purposes, and for different audiences.



- Teacher Tips:**
- Begin by ensuring students understand the prompt and introduce them to the rubric so that they know what they are striving for in each scoring category.
 - Use the K/W/L Chart, Venn Diagram, or other graphic organizer of your choice to help students to organize their thoughts in a pre-writing activity.
 - Give students a few vocabulary words that you would like them to use in their writing.
 - Ask students to use their pre-writing when they write their first draft. Be sure to ensure that they follow the prompt, use correct spelling, punctuation, and grammar.
 - Partner two students together and ask them to edit each other's work. Ensure that they know how to give and receive technical and critical feedback.
 - Set a clear expectation and due date for them to submit their final draft.

1| A *descriptive writing* piece uses details to describe a person, place, or scenario for readers. Midway through the book, we learn that both Wes Moores are making positive changes in their lives. Wes Moore, the author, is enrolled at Valley Forge Military School and the “other” Wes Moore is enrolled in the Job Corps. Write a four paragraph descriptive essay that describes the different goals each Wes has accomplished and explain the impact these positive changes might have on their futures.

• *Pre-writing:* Write a list of the different goals each Wes Moore has accomplished. Try to identify at least two for each person.

• *Draft:* Write a four paragraph descriptive essay that describes two goals that each Wes Moore accomplished. In your essay, explain the impact these positive changes might have on their futures. Be sure to use descriptive language and details to give your reader a clear understanding of

their successes and the impact of those successes.

• *Final Version:* After you have reviewed your draft and received feedback from a peer, parent, or teacher, write a final version of your four paragraph descriptive writing piece.

2| A *persuasive writing* piece encourages others to think or act in a certain way. In the book, Wes retells a conversation he had with his uncle Howard after playing a game of basketball. Uncle Howard says he hopes Wes makes it to the NBA but also says, “It is important that you understand that the chances are not in your favor, and you have to have some backup plans.” Write a four paragraph persuasive essay either supporting or disagreeing with this quote from Uncle Howard.

• *Pre-writing:* First, decide if you agree or disagree with Uncle Howard. Once you have established your position, list details

and examples from the book or your personal experience that supports your position. Before you begin writing your essay pick the three strongest, or most compelling, examples that you plan to include in your essay:

• *Draft:* Write a four paragraph essay that either supports or disagrees with Uncle Howard's quote that Wes should have a “backup plan.” In your first paragraph, state your position. Your second and third paragraphs should use specific examples from the book or from your own life to support your position. Your final paragraph should re-state your position and the supporting examples. Be sure to use compelling language to persuade your audience to agree with you.

• *Final Version:* After you have reviewed your draft and received feedback from a peer, parent, or teacher, write a final version of your three paragraph persuasive writing piece.

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<ul style="list-style-type: none"> • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 	<ul style="list-style-type: none"> • Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
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Now that students have read different passages from “The Other Wes Moore” and have completed various discussions, activities, and written assignments, they will now have the opportunity to engage in a debate with their peers.

- Teacher Tips:**
- Explain the purpose of the debate to students and model appropriate debate discourse and transitional phrases such as, “I respectfully disagree with that because...” “You make a good point about _____, I hadn’t thought about that before.” “Can you clarify what you mean?” “Your response made me think about _____.” These transitional phrases encourage students to be active listeners, to articulate their own opinion in response to others, and require that they utilize details from the book to support their position.
 - Modify the debate format by alternating between partner/small group debates and debates with the whole class.
 - For more experienced debaters or in “competitive” debates, teach students about a few debate strategies such as:

“Ad Hominem” means “against the man.” Through this strategy, students should “attack” their opponent’s position or credibility. For example, a student might argue that Wes’s mother made a great decision to send Wes to the Valley Forge Military Academy. Since the opposing position might lack substantial evidence, since Wes experienced great success at the school, they might argue that a family member from the opposing position taught at a military school and therefore they have a biased position. Teachers can also teach students strategies for avoiding this “attack” such as restating the facts from the book supporting their position and directly asking their opponent to provide “hard” facts from the book as well.

A **“Red herring”** occurs when an irrelevant idea or piece of information is entered into the debate as a “distracter.” For example, if someone holds the position that the police officer should have arrested Wes after he was caught spray painting public property, they might add, “but since the city jails are so crowded, they let him go. This is why we should have more jails in the city.” The opposing position should know that the issue of overcrowded jails, in this case, is a “red herring” because it offers up new information that isn’t directly related to the debate question. This is also an opportunity to teach students to avoid speculation and ways to challenge opponents who offer speculative evidence.

The purpose of these debate questions is to increase students' critical thinking and to strengthen their ability to critique, evaluate, and form an opinion based on the passages they have read.

1| When Tony tried to keep Wes out of trouble, he said, "Do as I say, not as I do." Do you think this is a good way to keep youngsters out of trouble? Why or why not?

2| On page 95 Wes describes the financial sacrifices his mother and grandparents made to pay his military school's tuition. What were their previous goals and what were their new goals? Was this a good investment?

3| During his time in the Job Corps, Wes decided to build a small house for his daughter. What does this house symbolize? Do you think Wes should have spent his time building something else?

4| As the "other" Wes Moore prepares to spend the rest of his life in prison, Wes, the author, writes, "Maybe it was because he'd never thought long term about his life

at all. Early losses condition you to believe that short term plans are always smarter. Now Wes's mind wandered to the long term for the first time. Finally, he could see his future." Do you think short term or long term goals are more important? Why? Use examples from the book and your own personal experiences to defend your position.

5| On page 179, Wes writes, "... We make decisions based on what we see in that limited world and follow the only models available." Do you agree or disagree with this quote?

APPENDIX A: CROSS CURRICULUM EXTENSIONS:

One of the goals of this book is to help teachers make meaningful connections between the curricula they teach, their students, and “The Other Wes Moore.” These “Cross Curriculum Extensions” are intended to help teachers make these connections simply and more effectively with students.

English Language Arts

Although reading comprehension and formal writing skills are typically prioritized in English Language Arts curricula, we recommend that this Teacher’s Guide is used to develop students speaking, listening, and critical thinking skills. For this reason, this curriculum includes opportunities for students to speak, listen, debate, form an opinion, defend their viewpoints, and to create graphic organizers in addition to reading comprehension and writing activities.

Social Studies

Teachers of United States History, World History, and African American Studies typically organize their curriculum chronologically or thematically. For subjects taught chronologically, teachers can situate the events of “The Other Wes Moore” within the timeline of their existing curriculum. For example, teachers can have students connect particular events from “The Other Wes Moore” that take place in the early 1980s with other events that take place in the United States during the same time period. Teachers

could also use a cause and effect approach to encourage students to consider, for example, how, slavery, segregation, or civil rights relate, or do not relate, to the events from “The Other Wes Moore.”

History teachers who teach their curriculum thematically could use this Teacher’s Guide to identify parallels between the themes they teach and the content of “The Other Wes Moore.” For example, a United States history teacher might organize her curriculum around the themes of “conflict,” “reform,” “decisions,” and “equality.” As she presents different segments of U.S. history, her students will categorize the content within each of the themes. Teachers can then use this Teacher’s Guide to help embed key events from “The Other Wes Moore” within those existing themes.

Geography

Throughout “The Other Wes Moore,” Wes writes about the different cities he lived in, the different cities and countries his grandparents came from, and the places he traveled to in his life. Teachers could use a world map or globe and have students place a marker on each city or country mentioned in the book.

Teachers could then have their students do additional extension activities in which they research each city/country, identify the people, languages, and cultures of those cities/countries, and make

connections between their findings and their own lives. Students could also be asked to plot the cities/countries they are from, or the ones they have visited, on the same map/globe.

English Language Learners and Special Education Students

Teachers can use this Teacher’s Guide to make modifications for English Language Learners, some Special Education students, and struggling readers. Teachers should first identify the specific literacy skill in need of development. Next, teachers should teach a mini-lesson to target a specific skill such as parts of speech or sentence structure. Following the mini-lesson, the teacher could then adapt the learning opportunities from this Teacher’s Guide so that it only focuses on the content or skill taught in the mini-lesson.

For example, after teaching a mini-lesson on past tense verbs, the teacher could then ask students to read a passage from “The Other Wes Moore” and write, for example, five past tense verbs. Students can then be asked to change those verbs into present tense verbs.

Teachers can also extend the mini-lesson and student practice by assessing students writing activities from this Teacher’s Guide primarily on their use of correct past/present tense verbs.

APPENDIX B: ASSESSMENT SUGGESTIONS AND TOOLS:

Discussions:

The purpose of the discussion questions is to engage students in a conversation that links their personal experiences and opinions with the issues and themes from “The Other Wes Moore.” Because of the personally constructed nature of these discussions, it is recommended that teachers use an informal assessment for class discussions. Teachers might consider participation points or assessing student responses with a “plus,” “check,” or “minus” for these class discussions.

Activities:

Teachers might choose to use the following suggestions to inform their formative and summative assessments for students in each activity from this curriculum.

Theme #1 “Identifying our Identities”

- Ensure that students demonstrate the difference between 1st and 3rd person points of view in Item #1 and #2.
- Teachers should assess students on their ability to follow directions, apply their understandings of “The Other Wes Moore,” and the connections they make to their own lives. Teachers should also assess students on the depth, detail, and richness of their responses.

Theme #1 “Story of my Name”

- Students should be evaluated based on their presentation as well as the role they play as an audience member. While assessing

this, teachers might consider developing two grading scales or rubrics, one for presenters (speaking) and one for audience members (listening).

- Teachers might ask audience members to evaluate the presentations and/or have the presenters evaluate the audience members.

Theme #1 “Letter to Wes Moore”

- Teachers should use the Writing Rubric provided (or a rubric of their own choice) to assess students’ writing for this activity.

Theme #1 “Creating a Venn Diagram”

- Teacher should ensure that student completes the Venn Diagrams with accurate information and that the overlapping areas are correct.

- In addition to the accuracy of the information included in each Venn diagram, teachers should also assess students on the depth, detail, and richness of their responses.

Theme #2 “Personal Values Inventory”

- Students should be informally assessed on their participation within their small group.
- Teacher should ensure that students correctly follow the directions for questions #2 and #3. Students should be assessed on the examples they provide and the depth and quality of each

response. Specifically, teachers should look for a variety of responses as opposed to, “I value telling the truth. My parents taught me this” and “I value integrity. My parents also taught me this.”

Theme #2 “Decision Making”

- Although student responses will vary slightly, teacher should ensure that students correctly answer questions #2–5 and demonstrate a solid understanding of “cause and effect.”
- Teachers should assess student mastery of “cause and effect,” “predictions,” and their comprehension of “The Other Wes Moore” based on the chart they complete for question #6.

Theme #3 “Illustrating Cause and Effect”

- Although student responses will vary, teacher should ensure that students complete the chart for question #1 and demonstrate a solid understanding of “cause and effect.”
- Teachers should assess student mastery of “cause and effect,” and their comprehension of “The Other Wes Moore” based on their responses to questions #2–4.

Theme #3 “Case Study”

- Although student responses will vary slightly, teacher should ensure that students complete the chart for question #1 and demonstrate a solid understanding of “cause and effect” based on the decisions and consequences they identify.

- Teachers should assess student mastery of making predictions based on their responses question #2 in which they identify alternate decisions and predict different consequences or outcomes.

Theme #4 “The Power of Loss”

- Teachers should assess students on question #1 based on their ability to select and complete an appropriate graphic organizer, such as a Venn diagram, to represent their ideas.

- Teachers should assess students for questions #2–4 based on the degree to which they followed the directions, the quality and depth of their responses, and their mastery of sequencing as demonstrated in question #4.

Theme #4 “The Facts and Opinions of Faith and Redemption”

- Students should be assessed on questions #2–5 based on their demonstrated mastery of “fact and opinion.” Specifically, students should be able to accurately identify examples of facts and opinions that directly relate to the themes of “faith” and “redemption.”

Theme #5 “Interview a Leader”

- Although the specific qualities might vary from student to student, teachers should assess students’ ability to accurately complete the cluster diagram in question #1.

- Students should then be assessed based on their presentation.

Teachers should establish a formal assessment rubric and present it to students at the beginning of the activity. Recommended categories for the rubric include: quality of selected leader, student preparation for interview, informative value of presentation, and creativity and/or audience enjoyment of presentation.

Theme #5 “Taking Action”

- Students should name three communities which they belong to and complete the T Chart with the positive and negative aspects of one of those communities for questions #1 and #2.

- Teachers should assess students on question #3 based on the depth, quality, and feasibility of their strategic plans.

Theme #6 “Success Story”

- For question #1, teacher should ensure that students put the items in the following order: 14, 6, 13, 3, 4, 8, 12, 2, 1, 15, 9, 5, 11, 10, 7.

- Although responses might vary slightly for question #2, teachers should assess student mastery of “cause and effect” based on their responses to the cause and effect prompts.

- Students should be assessed on questions #3–5 based on the quality of their responses and their demonstrated mastery of sequencing.

Theme #6 “Career and Life Map”

- Because this is highly personalized activity, it is important that teachers explicitly frame the activity’s purpose and expectations in the beginning. Teachers should then provide feedback and guidance to students as they develop their Career and Life Map.

- Teachers should help student to set ambitious, yet feasible, short and long term goals.

- Teachers should help student to understand the significance of the peer and parent/adult agreement and signature.

- For this activity, it is ideal to utilize a “self assessment” in which students are given the specific grading guidelines and the opportunity to determine their own grade based on a personal reflection and assessment of their work.

Writing:

Teachers could use the following writing rubric to assess students on all writing activities. Teachers could also use the writing rubric from their school, district, or state instead. Regardless of the rubric used, it is recommended that teachers present the rubric to students prior to each writing assignment. Students should be familiar with the categories they will be assessed on and aware of the different points associated within each category.

SUGGESTED WRITING RUBRIC

CATEGORY	5	4	3	2	1
<i>Task, Prompt, and Directions</i>	Strong connection to prompt and followed all directions	Good connection to prompt and followed most directions	Moderate connection to prompt and/or followed some directions	Weak connection to prompt and/or followed few directions	No connection to prompt and/or did not follow directions
<i>Organization and Development of Writing</i>	Highly organized writing. Contains a clear and logical introduction, body, and conclusion	Well organized writing. Introduction, body, and conclusion are included in a logical way	Somewhat organized writing. Introduction, body, and conclusion are somewhat clear	Weakly organized writing. Introduction, body, and conclusion unclear or not logical	Poorly organized writing. Introduction, body, and conclusion are absent
<i>Language, Style, and Creativity</i>	Clear voice of author and includes variety of creative and stylistic language. Writing is extremely concise and appropriate for given audience	Author's voice is mostly clear and includes some creative and stylistic language. Writing is clear and appropriate for given audience	Author's voice is somewhat clear and includes minor creative and stylistic language. Writing is somewhat clear and generally appropriate for given audience	Author's voice is unclear and includes minimal creative and stylistic language. Writing is not clear and/or not appropriate for audience	No evidence of author's voice. No creative and stylistic language. Unclear writing. Not appropriate for audience
<i>Mechanics and Conventions</i>	No spelling, punctuation/ grammatical errors in writing	Minor spelling, punctuation/ grammatical errors that do not effect overall writing	Some spelling, punctuation/ grammatical errors that do not effect overall writing	Substantial spelling, punctuation/ grammatical errors that negatively effects overall writing	Multiple spelling, punctuation and/or grammatical errors

Debate:

- Teachers might consider assessing students both individually and in teams for the debate exercises.

- It is recommended that teachers use specific Common Core Standards to ground their assessment. For example, one of the “Speaking and Listening” standards states that students should “Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence

and reasoning presented.” Using this standard as the foundation of assessment, a teacher could create a checklist and assess points or develop a rubric based on the frequency and/or quality in which students:

1. Respond thoughtfully
2. Summarize points of agreement/disagreement and
3. Qualify/Justify their views.

- Teachers can use the democratic process to assess students in debate scenarios by asking the class vote on the student/team who made the most compelling

case based on specific evidence from the book.

- Similar to the Discussion section, teachers might consider using the debates for participation and/or “teamwork” points.

APPENDIX C: GUIDE FOR PARENTS AND GUARDIANS:

Although this curriculum was primarily designed for teachers, parents and guardians can also utilize this book at home with their child/student. Parents and guardians might consider the following ideas when using this Teacher's Guide at home:

- Read the chapters together with your child/student. This can be done in a “read aloud” setting or in a “book club” format where each person reads a designated amount of pages prior to a certain day/time.
- Use the discussion and debate questions to guide conversations with your child/student.
- Personalize the conversations by incorporating elements that are unique to your family. For example, if your family moved from one

city to another, ask your child/student how their experience was similar or different than Wes's.

- Do “The Story of My Name” activity with your child/student and share the stories of different family member's names with your child/student.
- Examine each of the six themes and help students to make stronger connections between the themes and their own lives. For example, talk about “Personal Values” and state the values you have and your expectations for your student/child.
- Re-visit the “Career and Life Map” activity with your student/child and consistently follow-up with him/her to ensure they are

making progress toward their short and long term goals.

- Read the pre-writing and first drafts of your student/child's written work. Help them with ideas and edits to improve their writing. Once the final draft is completed, find ways to “publish” their work so that it is celebrated and shared with others so that students can receive positive feedback.
- Identify additional opportunities to reward and/or celebrate your student/child based on his/her work, thoughts, and progress with “The Other Wes Moore” and the learning opportunities from the Teacher's Guide.

