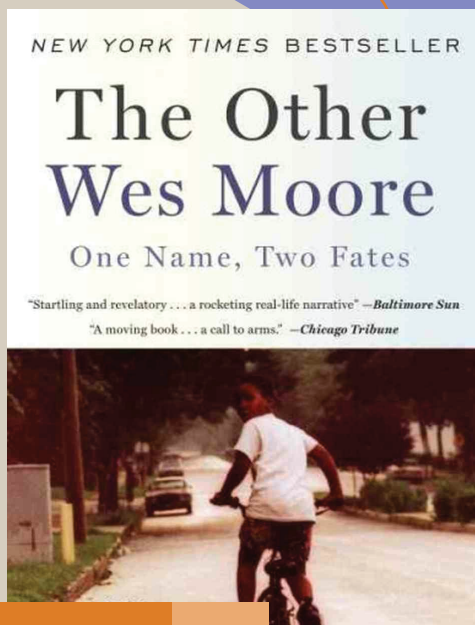


THE OTHER WES MOORE

MEZ WOOLBE

FACULTY GUIDE



The chilling truth is that
his story could have been mine.

The tragedy is that
my story could have been his.

Two men. Same name. Different stories.

The Other Wes Moore

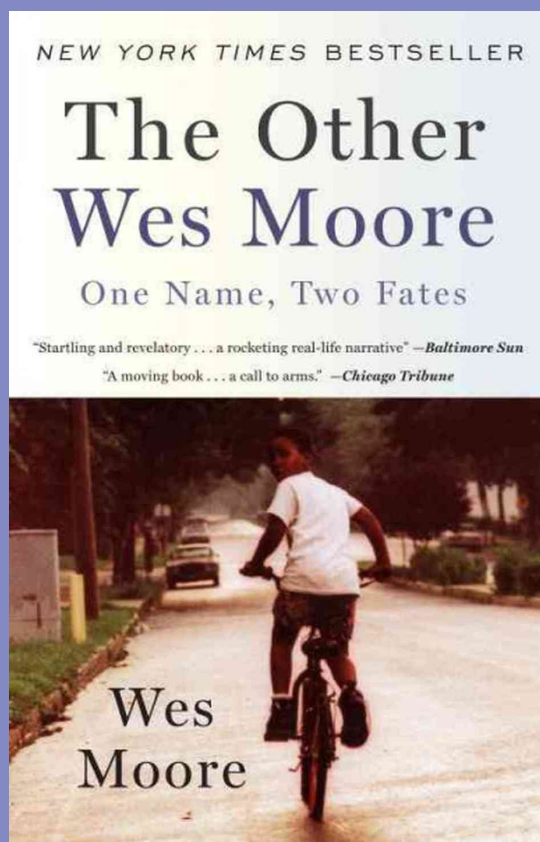
ABOUT THE BOOK:

Two kids named Wes Moore were born blocks apart within a year of each other. Both grew up fatherless in similar Baltimore neighborhoods and had difficult childhoods; both hung out on street corners with their crews; both ran into trouble with the police. How, then, did one grow up to be a Rhodes Scholar, decorated veteran, White House Fellow, and business leader, while the other ended up a convicted murderer serving a life sentence?

There are no simple answers to the question Moore poses within his book. However, it does offer us the chance to explore how the environment we grew up in, and the people around us, have shaped us into the people we are today. Through Moore's story, we will also examine the choices we've made as individuals that have led us to this point. *The Other Wes Moore* leads us into and through discussions about identity, the role of fate and choice, and the impact of education. In the fall, the university community will be participating in exciting discussions, special presentations, and some engaging activities centered on the book!

Related Materials (click for more information):

- "Wesley Moore Murder" - *Baltimore Sun*
- "An officer remembered" - *Baltimore Sun*
- *Lit Lovers* Summary and Discussion Questions
- Random House reader's guide
- *The Other Wes Moore* Research Guide - Georgia State University
- US Census Bureau
- National Poverty Center - University of Michigan
- National Center for Law and Economic Justice
- Drug Enforcement Administration
- Law Definitions
- "How to Talk to Veterans About the War" - Wes Moore TED Talk
- "*The Other Wes Moore: One Name, Two Fates*"
- *The Other Wes Moore* Chapter 1 Narration
- Valley Forge Military Academy and College



Local Resources (click for more information):

K-State:

K-State Office of Military Affairs
Office of Student Financial Assistance
Office of Diversity
K-State Police Department
Center for Advocacy, Response, and Education
Career and Employment Services
Multicultural Student Organizations

Community:

Manhattan Emergency Shelter
Fort Riley Military Base
Flint Hills Job Corps Center
Flint Hills Breadbasket



Westley Moore (Author)

Chapter 1

Mother attends American University and is engaged to Bill 1968

Sister, Nikki, is born; Mother leaves Bill 1971

Westley Moore born 1978

Mother is angered by Wes' treatment of his sister 1982

Father passes away from illness

Chapter 2

Westley and family move in with grandparents in New York 1984

Makes friends on basketball court

Chapter 3

Enrolls at Riverdale Academy 1987

Encounters drug activity

Placed on academic probation 1989

Chapter 4

Sister, Shani, gets caught in a fight; Westley defends her 1990

Arrested for vandalism; is freed inside the cruiser

Chapter 5

Enrolled in military school in Philadelphia 1991

Chapter 6

Promoted to platoon sergeant 1994

Westley and Dalio are attacked and called racist slurs

Chapter 7

Becomes Airborne certified 1997

Decides to stay at Valley Forge for junior college

Chapter 8

Becomes Rhodes scholar; studies abroad in South Africa 2000

Studies at Oxford 2001

2005-2006: fights in Iraq and Afghanistan 2005

Accepted into White House Fellow Program 2006

Wesley Moore

Chapter 1

1975 Wesley Moore born; father is absent throughout childhood

1982 Pell Grants slashed so Wes' Mother drops out college

Wesley meets his father

Chapter 2

1984 Engages in a fight during a football game; is arrested for the first time

Chapter 3

1987 Repeats sixth grade

Enters the drug trade; begins drug use (marijuana)

Chapter 4

1990 Family discovers Wesley's drug use and distribution

Chapter 5

1991 Wesley and Alicia date; Alicia gives birth to their first child

Involved in a gun fight; is arrested for assault

Chapter 6

1992 Stops attending school

1994 Wesley's friend Woody graduates high school

Arrested for selling drugs to police

Chapter 7

1995 Fathers two more children-one with Alicia and one with Cheryl

1997 Cheryl caught high on heroin; Wes joins Job Corp & earns GED

1998 Graduates from Job Corps; returns to drug production

Chapter 8

2000 Arrested for robbing jeweler & killing off-duty police officer

GENERAL DISCUSSION QUESTIONS:

Themes: Identity, Fate/Choice, Education

1. Do you believe, to an extent, other people's decisions determine our destiny and fate throughout life?
2. Did the other Wes Moore determine his behaviors based on B.F. Skinner's theories, John Watson's theories, Sigmund Freud's theories, or another psychologist's theories (Ury Bronfenbrenner, Abraham Maslow, Carl Rogers, Jean Piaget, Albert Bandura, Erik Erikson, Ivan Pavlov, etc.)? (FSHS and PSYCH)
3. What ultimately changed the author's life, from being a troublemaker to one of the highest ranked sergeants in military school? Was this an internal or external affector?
4. Does not having a father impact a) the choices both Weses made, and b) the mothers' styles of raising their children?
5. Is it completely possible to fully overcome addiction, regardless of what the addiction is (alcoholism, drugs, pornography, etc.)?
6. How significantly does our social environment affect our choices?
7. Wes Moore described how he didn't feel as if he fit in at Riverdale because was too poor, and he also didn't fit in with his neighborhood friends because he was too rich. Are there instances in college where you are caught in the middle of two extreme sides of a spectrum? How do you cope? (Pages 53-54)
8. The author attributes Wes's eventual incarceration to shortsightedness, an ability to think critically about the future. Do you agree? How can this be justified in a business perspective? (GENBA/ECON)
9. Why did the other Wes Moore have such a difficult time listening to Tony's advice, even though his mother also encouraged the same advice?
10. Do your actions and judgment affect how people carry on with their lives? How so?
11. Discuss the relationship between education and poverty. In your discussion, consider the education levels of both Weses' mothers, how far each man got in his education, the opportunities they gained or lost as a result of their education, and their reasons for continuing or discontinuing their studies. How does this affect your outlook on studies?

ACTIVITIES:

EXTRA CURRICULAR

Attend the events held on the K-State campus throughout the 2014-2015 school year. See a list of events [here](#). Do you have an idea for an event that you'd like to share? Email us at ksbn@k-state.edu and we'll add it to the list!

CLASSROOM ACTIVITIES

Creating opportunities to teach *The Other Wes Moore* is simple. The following activities can be tailored to your course content and to the time you have available. They are a great way to build community. You could start with them to get students thinking actively, or end with them if your regularly scheduled discussion and activities go faster than what you had planned. The discussion questions listed above will easily fit with the following activities.

Faculty Announcement

Time: 5 min or less

Benefits:

- Students build community outside of the classroom.
- Students can bring in this content to enrich classroom discussions

Directions: Encourage Students to attend author event or other KSBN-related events. Create a meeting place at the venue so students can meet up there before the event and sit together.

Two Circles

Time: 4-5 minutes per question

Benefits:

- Students discuss specific questions
- Students build community through one-on-one interaction with their peers
- Students are more confident to speak up in class because their partner can save them if they can't
- articulate their answer

Directions: Split the class in half. Half the students form a circle on the outside of the room facing in. The other half pairs up with this outside circle, forming an inside circle. Give students a question, they discuss, discuss as a big group, have inside circle move counter clockwise. Repeat.

Student-Led Discussion

Time: 5-8 minutes per group

Benefits:

- Teaching content is often the best way to learn it
- Students gain public speaking and leadership skills
- Instructor can gauge what concepts the students understand and which concepts they struggle with
- Students meet and develop working relationships with others in their major/academic interests

Directions: Break students in groups determined by their major or academic interests. Assign each group a topic or group of discussion questions related to their academic interests (see earlier in the guide). Have students lead discussion

Think, Pair, Share

Time: 10 min

Benefits:

- Students interact with the text individually and collectively.

Directions: Choose questions from the question guide. Have students free write their response, then pair up and share responses. Gather students back together and ask for pairs to volunteer their answers, or go around the room and have all pairs share

GAMES:

Games are an excellent tool to add an element of play to your discussion.

Spinning Yarns (Benjamin Ward, 2011):

Objective:

In the tradition of “talking sticks” used in talking circles, the aspiration of “Spinning Yarns” is to stimulate discussion and foster involvement by only allowing players to speak when they hold the ball of yarn. The implied purpose of the game is to demonstrate the “connectedness” of the players through play, and when possible, through the questions asked.

Number of Players:

- At least 10

Duration:

- 10 to 40 minutes (depending on the number of questions asked)

Materials:

- One ball of yarn (avoid rolling the ball too tight)

Prep:

- The game facilitator will generate a series of questions to pose to the class. The discussion questions listed above could work well.

How to Play:

1. Ask students to raise their hands to be called on to answer questions. Stress that only students holding the ball of yarn may answer questions. Make sure that all players understand that they are to toss the ball of yarn, not throw it aggressively. This is supposed to be a fun experience for everyone.
2. Ask the first question, hold one end of the the ball of yarn, then gently toss the ball to a student with a raised hand. If that student gets the answer correct, they may hold onto the strand of yarn
3. Ask the next question. The player with the correct answer from the previous question may choose the next person who raises a hand to answer the next question. If the student holding the ball of yarn did NOT answer the question correctly, they do NOT get to hold onto the strand of yarn and become a part of the chain at that time – instead, they will toss the ball of yarn back to the person who had it before them (if they answer a question correctly later, they can join the web of yarn later).
4. Continue to ask questions until you have finished your question list, run out of yarn, or have run out of time.
5. Review any overarching concepts that may have been brought forward by the line of questioning.
6. Have students gently pass the strands of yarn to one side. And gather up the loose strands yarn.

Tips and Tricks:

- List of questions that progressively reveal a narrative, line of thought, or an interrelated set of concepts work best with this game.
- It is often difficult to salvage a ball of yarn from the tangle created by playing this game. Be forewarned.
- The farther a ball is tossed, the more fun the game. But, be sure everyone is paying attention when the ball is being tossed or someone may be lightly injured.

OTHER TITLES OF INTEREST:

Read A Likes:

- *The Work: My Search for a Life that Matters* by Wes Moore
- *Discovering Wes Moore* by Wes Moore
- *Forcefully Advancing* by Wes Moore
- *The Maker* by Wes Moore
- *Coming Back with Wes Moore* by Wes Moore
- *The Memory Palace* by Mira Bartók
- *The Warmth of Other Suns* by Isabel Wilkerson
- *Burn Down the Ground: A Memoir* by Kambri Crews
- *A Long Way Gone* by Ishmael Beah
- *The Wire: Truth Be Told* by Rafael Alvarez
- *The Corner* by David Simon and Edward Burns
- *Evaluating the Democratic Merit of Young Adult Literature: Lessons from Two Versions of Wes Moore's Memoir* by Amanda Thein; *English Journal*
- *Wes Moore: Author or prisoner?* by Deirdre Donahue; *USA Today*
- *The Battle for Gotham: New York in the Shadow of Robert Moses and Jane Jacobs* by Roberta Brandes Gratz
- *In the Place of Justice: A Story of Punishment and Deliverance* by Wilbert Rideau
- *Color Blind: A Memoir* by Precious Williams

Watch A Likes:

- *The Wire: Complete Series* (2002-2008)
- *Coming Back with Wes Moore* (2014)
- *Oprah: Episode* (April 27, 2010)
- *Heat* (1995)
- *City of God* (2002)
- *American History X* (1998)
- *Cell 211* (2009)
- *R* (2010)
- *Reservoir Dogs* (1992)
- *The Equalizer* (2014)
- *Menace II Society* (1993)
- *Clockers* (1995)
- *Do the Right Thing* (1989)
- *Paid in Full* (2002)
- *New Jersey Drive* (1995)
- *Juice* (1992)
- *Shottas* (2002)
- *Street Kings* (2008)
- *American Gangster* (2007)

FACTS AND STATISTICS:

Military Facts:

- There are five branches of the military: Army, Navy, Marines, Coast Guard, and Air Force.
- Each branch has their own military ranks, from private to general.
- There are different job industries within the military, ranging from military police to food preparation to medicine.
- Soldiers can be awarded for a variety of reasons. Common awards and decorations for the US Armed Forces include the Medal of Honor and the Purple Heart.
- The President of the United States is the military's overall head (commander-in-chief) and helps form military policy with the Department of Defense.

White House Fellows

Founded in 1964 by Lyndon B. Johnson, the White House Fellows program is one of America's most prestigious programs for leadership and public service. White House Fellowships offer exceptional young men and women first-hand experience working at the highest levels of the federal government.

Rhodes scholars

The Rhodes Scholarships are the oldest and most celebrated international fellowship awards in the world. Rhodes Scholars are chosen not only for their outstanding scholarly achievements, but for their character, commitment to others and to the common good, and for their potential for leadership in whatever domains their careers may lead. K-State has graduated 13 Rhodes Scholars.

Baltimore compared to other cities - 2000

	Baltimore	Wichita	Kansas City, MO
Population	651,154	344,284	432,449
Female householder, no husband present	64,448 or 25%	16,166 or 11.6%	3,698 or 4.8%
Female householder, no husband present, with own children under 18 years	34,329 or 13.3%	10,444 or 7.5%	18,005 or 9.8%
9th to 12th grade, no diploma	37,557 or 22.2%	23,512 or 10.9%	36,905 or 12.9%
Families below poverty level	18.8%	5.4%	11.1%

Pell Grants

From “Federal Funds for Higher Education - History, Federal Support for Students, Federal Support for Research” - click [HERE](#) for more info

“The Higher Education Act [of 1965] has as one of its goals the equalization of educational opportunity for all students in the United States, seeking to remedy “the appalling frequency with which a student is presently forced to forego the opportunity of postsecondary education because of inability to meet the costs” (Mumper, p. 78). The provision of aid under Title IV of the act has been made almost exclusively based on the financial need of the student and his or her family. In the early years, the emphasis was on meeting the college access needs of poor students through the use of grants. When first fully funded in fiscal year 1975, Pell Grants, the foundation grant program, provided more than 80 percent of the cost of attendance (tuition, room, board, books, and other expenses) at a typical public, four-year institution. Loans were available for students who wanted to attend a more expensive institution.

Over the ensuing twenty-five years, the Pell Grant program did not keep pace with the rise in college costs. By fiscal year 2000 the maximum Pell Grant provided only 40 percent of the cost of attendance at a public four-year institution. While total Pell Grant spending had grown 691 percent over the preceding twenty-five years, federal loan volume had increased 2000 percent over the same period, thus shifting the foundation of the Title IV programs from grants to loans.

The loan programs, which like Pell Grants had initially been targeted at students from financially needy families, were opened up to all students in 1978. While Congress and the Reagan administration rescinded this change three years later, the income limits in the loan programs (and the limits on the amount of loans that could be taken out) were liberalized again in the 1992 amendments to the Higher Education Act.

Another important milestone in federal funding for higher education students was the passage of the Taxpayer Relief Act of 1997. This legislation, which created the Hope and Lifetime Learning tax credits

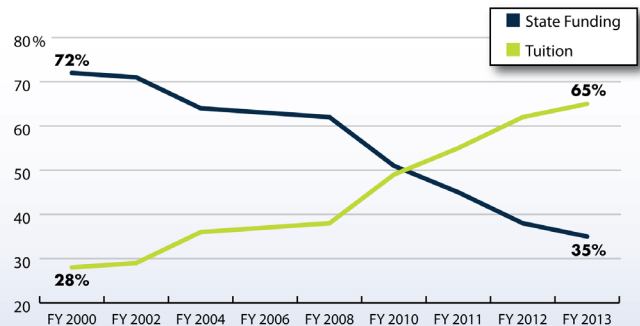
for college tuition, was initially estimated to cost the government \$40 billion in foregone tax revenue in its first five years, or slightly more than the estimate for Pell Grant spending during that period. Unlike Pell Grants, which are targeted at the nation’s neediest students (those from families making less than \$45,000 per year in 2000), the tax credits were made available to families with incomes of up to \$100,000. The structure of the tax legislation helped shift even more federal resources away from the neediest college students and toward middle- and upper-income students.

The changes in the provision of federal support for college students since the passage of the Higher Education Act in 1965 can best be characterized as a shift away from meeting the college access needs of poor students to subsidizing college affordability for students from wealthier families. While the Pell Grant program continues to receive much attention in Congress and on college campuses, its position as the cornerstone of federal support for postsecondary education has been usurped by the emphasis on the use of loans and tax credits as alternative means for providing federal funding to students and their families.”

Tuition Costs

Figure 5: Student Tuition Accounts for Over Half of Higher Education Costs at 4-year Colleges

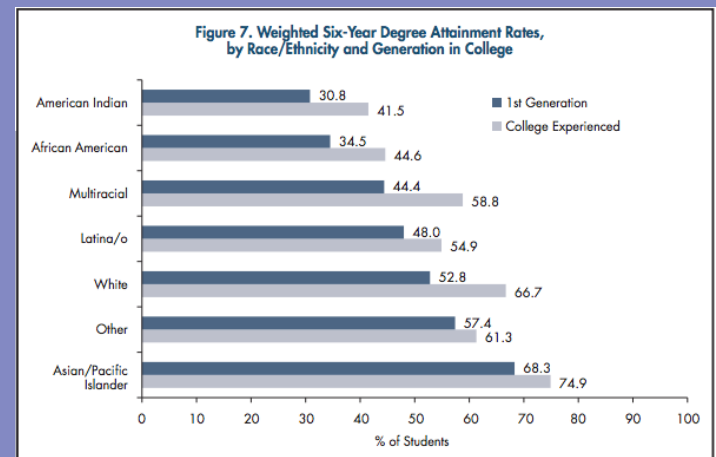
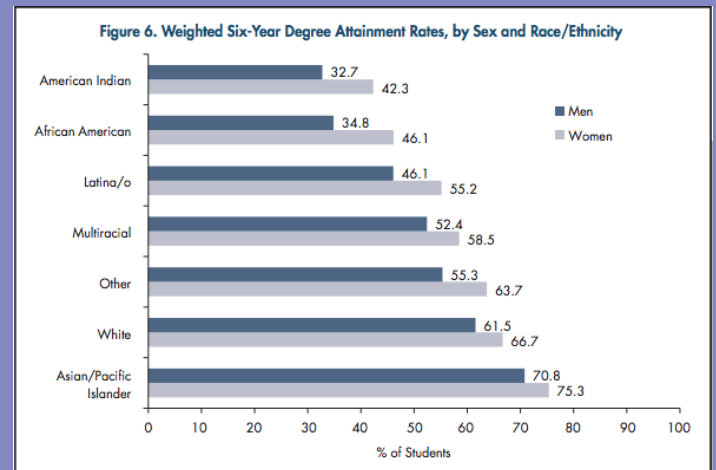
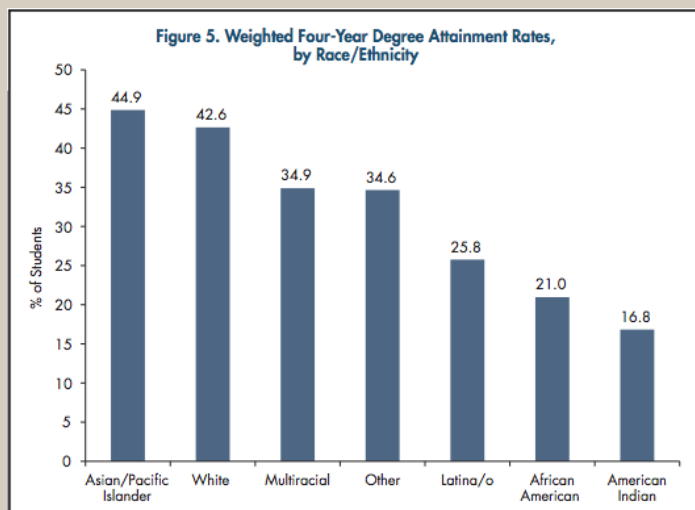
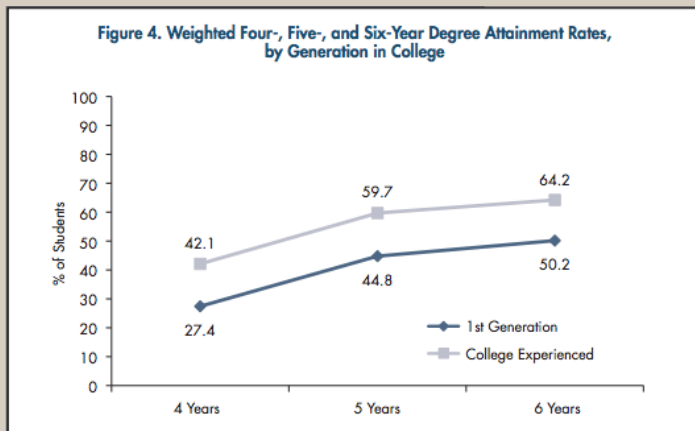
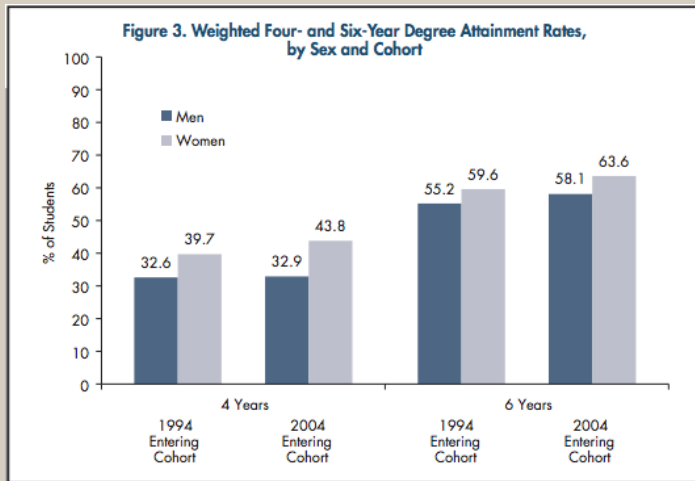
State funding as a share of higher education costs, FY2000 - FY2013



Source: Budget & Policy Center analysis; data from LEAP; reflects tuition in fund 149-B

Graduation Rates:

From *Completing College: Assessing Graduation Rates at Four-Year Institutions*



DeAngelo, L., Franke, R., Hurtado, S., Pryor, J. H., & Tran, S. (2011). *Completing College: Assessing graduation rates at four-year institutions*. Los Angeles: Higher Education Research Institute, UCLA.

Westley Moore (Author)

Chapter 1

Mother attends American University and is engaged to Bill	1968
Sister, Nikki, is born; Mother leaves Bill	1971
Westley Moore is born	1978
Mother becomes angry with Wes for hitting his sister; father passes away from illness	1982

Chapter 1

Discussion Questions

Page 5:

Why did the author's mom get so angry when he hit his sister when he was 3 years old?

Page 17:

How did the cutting of the Basic Educational Opportunity Grants impact Mary Moore and her goal of attending college? How do you think it changed the future for her family?

The author was very young when his father died, but he still misses him deeply. How is it possible to miss someone you barely knew?

What does Baltimore mean for the two mothers? How are they similar and different from each other?



Wesley Moore

Chapter 1

1975 Wesley Moore is born; father is absent throughout childhood

1982 Pell Grants slashed so Wes' Mother drops out of college; Wes meets his father

Chapter 1

Vocabulary

Acute epiglottitis (e-pi-glaw-TI-tis):

A temporary condition in which the epiglottis, a flap that covers the trachea when one swallows, is inflamed.

Pell Grant:

A need-based form of financial aid for college students, given by the federal government.

Westley Moore (Author)

Chapter 2

Westley and family move in with grandparents in New York

1984

Makes friends on basketball court



Wesley Moore

Chapter 2

1984

Engages in a fight during a football game

Arrested for the first time

Chapter 2

Discussion Questions

Page 27:

Tony lectures Wesley about taking school seriously and staying off the streets. What advice do you give your siblings based on your mistakes in life?

Page 30:

If Mary held school and education to be so important for herself, why did she not make sure that her children felt the same way?

Page 44:

Basketball quickly becomes a getaway for Wes and his friends. What activities do you enjoy doing while trying to cope with difficult situations? What organizations have interested you at K-State?

Do you think having “positive” role models as a child serves as a deterrent to a life of crime? Is what constitutes a “positive” role model the same for everyone or does it vary? What are your expectations for a positive role model?

Chapter 2

Vocabulary

Murphy homes:

Project houses, in this case in Baltimore; houses owned by the government, with a common goal of providing affordable housing

Westley Moore (Author)

Chapter 3

Enrolls at Riverdale Academy	1987
Encounters drug activity	
Placed on academic probation	1989

Chapter 3

Discussion Questions

Page 57:

How did Wesley Moore's old neighborhood manage to follow him?

Both Wes's had absent fathers.

Do you think the way in which they lost their fathers influenced their choices in life?

Read the following statement made by Westley Moore:

"I was becoming too "rich" for the kids from the neighborhood and too "poor" for the kids at school ... Thinking way too much in each situation and getting tangled in the contradiction between my two worlds."

What were some of the psychological affects "living in two worlds" had on Wes? How do you think Wes was able to deal with living two lives?



Wesley Moore

Chapter 3

1987

Repeats sixth grade

Enters the drug trade; begins drug use (marijuana)

Chapter 3

Vocabulary

Westley Moore (Author)

Chapter 4

Sister, Shani, gets caught in a fight and Westley defends her 1990

Arrested for vandalism; is freed inside the cruiser

Chapter 4

Discussion Questions

Page 67:

What is the line between second chances and last chances? Does the person that gives them distinguish that line?

Page 70:

How did Tony know that his brother Wesley was doing more than DJ'ing to get money?

Page 73:

Was flushing the drugs an appropriate action taken by the other Wesley's mother? Why did she not contact authorities about it?

Page 76:

What music played a special role in Wesley's life? What role does music play in your life?

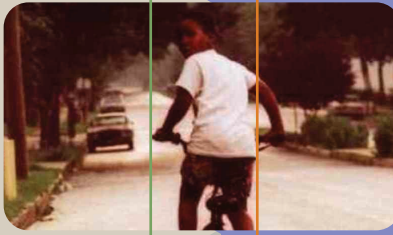
Do you believe the author's mother made the right choice by moving her family to the Bronx?

Why was Wesley's mom in denial about him dealing drugs?

Why did Tony want to be like Wesley, and vice versa? Tony finds out that Wes is selling drugs to purchase things, and tells him to stop; does this make Tony a hypocrite or a good brother?

Do you believe you could end up, or could have ended up, like Wesley Moore? What forces in your own life make that possible or impossible for you?

Is support necessary when trying to break a habit, no matter what the habit is?



Wesley Moore

Chapter 4

1990 Family discovers Wesley's drug use and distribution

Chapter 4

Vocabulary

Tagging:

an act of spraying paint, typically to create graffiti

Misdemeanor:

a crime, usually punishable by fine or short jail period

Felony:

a criminal offense, punishable with a prison term of more than a year

Westley Moore (Author)

Chapter 5

Enrolled in military school in Philadelphia 1991

Chapter 5

Discussion Questions

Page 93:

Westley gets pranked into thinking he could escape military school and go home. Has anyone ever played a trick on you? How did that make you feel? What did Wes learn from the prank?

Page 100:

The other Wes Moore needed to tell his mother that he got Alicia pregnant. Have you ever had to give someone news that you knew would break their heart? How did you build up the courage? What was the response you received?

Which do you believe has a greater impact on your, or anyone else's, development: environment/nurture or biology/nature? Find evidence from the text, and research studies online, to back up your ideas and opinions.

How much do expectations from family, friends, teachers, and community members play in shaping both Wes Moore's lives? How have they shaped you?

Tony has a tremendous impact on the other Wes Moore. What were some examples of how Tony's influence affected Wes and contributed to his choices in life?

Who is responsible for mistakes we might make? How big of a part might our parents or guardians play? Why?



Wesley Moore

Chapter 5

1991 Wesley and Alicia date; Alicia gives birth to their first child

Involvement in a gun fight; is arrested for assault

Chapter 5

Vocabulary

Westley Moore (Author)

Chapter 6

Promoted to platoon sergeant	1994
Westley and Dalio are attacked and called racist slurs	

Chapter 6

Discussion Questions

Pages 112-113:

Wesley is mulling over the possibilities that the man he is about to deal to is a cop. After getting anxious that he might lose a deal, he ends up getting arrested. Why, after being arrested so many times, does Wes continue to sell drugs, especially when his instincts tell him not to?

Page 118:

After all of the internal and external conflicts, what, in fact, made Westley like military school? How had his leadership grown? How can you be a leader at K-State?

Page 121:

How can you aid in the prevention of racism at K-State and in the community? Is it possible to eradicate racism completely?



Wesley Moore

Chapter 6

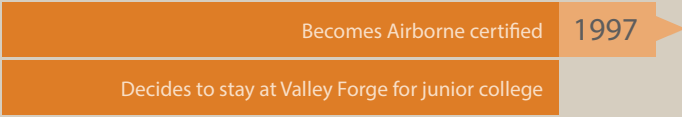
1992	Stops attending school
1994	Wesley's friend Woody graduates high school
	Arrested for selling drugs to police

Chapter 6

Vocabulary

Westley Moore (Author)

Chapter 7



Chapter 7

Discussion Questions

Page 126:

Do you think we are only products of our environments?

Since we have little control of our environments, how might we use the different parts of our environment to benefit us?

Page 134:

Can drive, discipline, and motivation like Westley's be taught or self-taught without the army?

Of all the possible projects Wesley chose to complete for carpentry, why did he select a playhouse for his daughter? What did this demonstrate about Wes and his ambitions?



Wesley Moore

Chapter 7

1995 Fathers two more children-one with Alicia and one with Cheryl

1997 Cheryl caught high on heroin; Wes joins Job Corp & earns GED

1998 Graduates from Job Corps; returns to drug production

Chapter 7

Vocabulary

Job Corps:

a government sponsored program that allows high school dropouts to receive a GED and develop career skills.

Westley Moore (Author)

Chapter 8

Becomes Rhodes scholar; studies abroad in South Africa	2000
Studies at Oxford	2001
2005-2006: fights in Iraq and Afghanistan	2005
Accepted into White House Fellow Program	2006

Chapter 8

Discussion Questions

Pages 164-168:

Wes takes a study abroad trip to Langa, South Africa. Is this where he achieves self-actualization, if at all? If not at this point, then when? What resources would you need to have a study abroad experience like Wes'?

Page 179:

The author gives credit to mentors that forced him to get serious about his behavior. Do you have a mentor? How have they helped you this far?

Why did it take until a life sentencing for Wesley to figure out his plan for his future?



Wesley Moore

Chapter 8

2000 Arrested for robbing jeweler & killing off-duty police officer

Chapter 8

Vocabulary

Rhodes scholarship:

prestigious scholarship awarded to 32 college students annually. Winners attend Oxford University in the United Kingdom for two years of study

FACULTY, ALUMNI, & COMMUNITY:

You don't have to be an incoming student at K-State to participate in our common reading program. Here are some things you can do with your friends and family.

Read the book

- Purchase a copy online or from your local bookstore.
- Borrow a paper copy from your public library.

Discussion

- Initiate a conversation with your incoming student about the book. Suggested questions:
- Do you believe, to an extent, other people's decisions determine our destiny and fate throughout life?
- Is it completely possible to fully overcome addiction, regardless of what the addiction is (alcoholism, drugs, pornography, etc.)?
- Do your actions and judgment affect how people carry on with their lives? How so?
- Start a book discussion or use *The Other Wes Moore* in your book club.

Get Involved

- Explore the other resources on this website, including recommended books, movies and website.
- Follow [KSBN](#) on Twitter, and follow hashtag #TOWMKSBN
- Attend the events held on the K-State campus throughout the 2014-2015 school year. See a list of events [here](#).

Do you have an idea you want to share? Email us at ksbn@k-state.edu and we'll add it to the list.