

Unit 4 – Arguing about Arguing Unit

AP Language and Composition

Mr. Coia

Name: _____ Date: _____ Period: _____

Fri 1/5

- Practice AP timed essay (“Singer...”). [40 mins]
- Read and grade student in-class essays; read anchor papers

HW: RT 1-45 cards

Tues 1/9

- RT 1-45 quiz
- Cartoon analysis, p. 3
- [Intro to the Argument Essay video](#) (5 min) and complete video notes grid
- Four-Square Argument Chart
- Complete Argument Square #1
- Argument vocabulary: *defend, challenge, qualify, counterargument, acknowledging the opposition*

HW: Read “Singer Solution to World Poverty.” Annotate and SOAPSTone. Respond to any three of the Rhetoric questions. Each answer should be a college-level paragraph minimum, typed

Thurs 1/11

- **Notebook check #4**
- Discuss “Singer Solution.” How would your paper differ after reading his complete essay?
- Share essay markings and responses in small groups
- Complete Argument Square #2
- Film clip: “[FWP](#)”; Connection to Singer?
- Begin “On Compassion” reading and marking

HW: Finish “On Compassion.” Annotate and SOAPSTone. Respond to any three of the Rhetoric questions. Each answer should be a college-level paragraph minimum, typed; RT 1-50

Tues 1/16

- RT 1-50 quiz
- Practice AP MC quiz “On Compassion”
- Analysis of Ascher’s argument. How does this differ/compare to Singer’s?
- Film clip: “[SNL Tech Talk](#)”
- Complete Argument Square #3
- 2016 Ballot Measures: Complete Argument Square #4

HW: Finish work not completed in class

Thurs 1/18

- Practice AP MC Quiz
- Read/discuss Argument topics from past tests
- Complete Argument Square #5 on one of the past prompts
- Write your introduction for one of them. Be sure you follow our “Writing an Introductory Paragraph” sheet.

HW: Type your introduction to one of the past prompts. Please include the full topic under the heading and before the title. RT 1-55 cards

Semester Exam Schedule

A2:

Mon 1/22—Argument Intro due; Practice AP questions

Tues 1/23—AP Lang Exam (Full AP Exam, 55 questions)

A4:

Tues 1/23— Argument Intro due; Practice AP questions

Wed 1/24—AP Lang Exam (Full AP Exam, 55 questions)

Mon 1/29

- RT 1-55 quiz
- Argument essay example: Buy Nothing Day
- Read, discuss, argue
- Anchor papers
- What is effective? Troublesome?

Wed 1/31

- In-class Argument prompt (45 min)
- Anchor papers

Fri 2/2

- Grading student essays
- What did you notice?
- How does grading help?

HW: Finish RT cards

Tues 2/6

- RT 1-63 quiz
- “I Am What I Am Not” poetry writing

Assignments for this Unit

Notebook and Supply Check

You'll need the following for our notebook check **Thurs 1/11**. Remember, you need ALL the pieces to receive credit. No partial credit offered on this. You need two tabs labeled with the following:

LA Handouts:

- Unit guide 4 (on top)
- Unit guide 3
- Rhetorical Terms Packet
- Writing an Introductory Paragraph in Four Parts (mrcoia.com)
- "Letter from Birmingham Jail" (from mrcoia.com)
- "Good Country People" short story (from mrcoia.com)
- "Salvation" (unit 2, p. 7-8)
- "Sinners in the Hands of an Angry God" sermon (unit guide 2)
- "I Know Why a Caged Bird Cannot Read" (mrcoia.com)
- "Superman and Me" Reading
- SOAPS handout (unit guide 1 p. 13)
- AP Scam readings
- *Syntax Organizer (unit 2, p. 13-15)*
- "Composing Rhetorically" chapter 3 of *Writing America*
- *Essay Graphic Organizer for Rhetorical Analysis (unit 2, p.5)*
- *RA: Answering the Big Central Question (unit 3, p.5)*
- *Whitman and Emerson readings (unit 3, p. 6-9)*
- How Do I Format My Paper? (unit 1, p. 3-4)
- Class Rules sheet, initialed

LA Classwork:

Notes from lectures, presentations, mini-lessons. Remember you should be taking notes each class period. You will also have at least 25 sheets of loose-leaf paper.

CCRS Unit Objectives:

CCR.ELA-Literacy.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCR.ELA-Literacy.CCRA.W.1

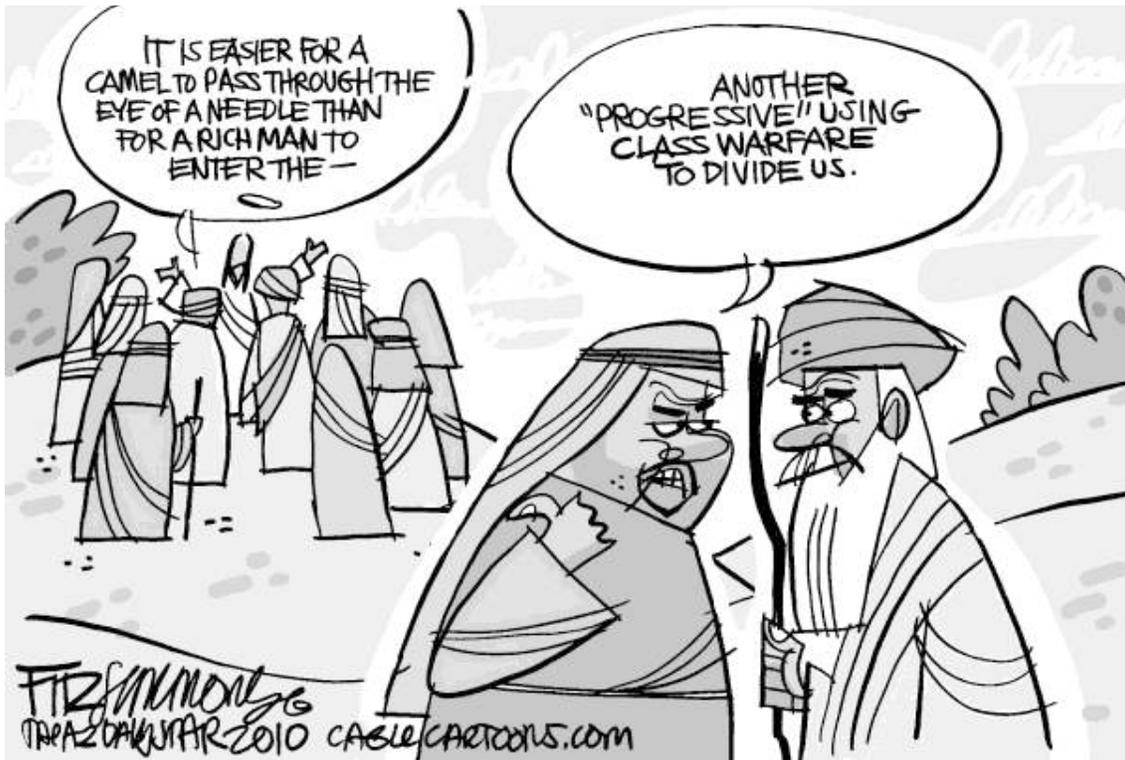
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCR.ELA-Literacy.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCR.ELA-Literacy.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



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Name: _____ Date: _____ Per: _____

Video Notes: AP Argument Essay-The Basics (<https://www.youtube.com/watch?v=1azMNP2Qeeg>)

<i>Main Points from the Clip</i>	<i>Vocabulary from the Clip</i>
<p>A two-sentence summary sentence of what I need to know about the Argument essay:</p>	

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Four-Square Argument Chart (from Kelley Gallagher's *Write Like This*)

<p>Argument #1: In a sentence or two, explain an argument you have had with a parent or friend.</p>	
<p>My side of the argument:</p>	<p>My parent's or friend's side of the argument:</p>
<p>My parent's or friend's response would be...</p>	<p>My response would be...</p>

Argument #2: In a sentence or two, explain Peter Singer's argument.	
My side of the argument:	Singer's side of the argument:
Singer's response would be...	My response would be...

Argument #3: In a sentence or two, explain Ascher's argument.	
My side of the argument:	My parent's or friend's side of the argument:
My parent's or friend's response would be...	My response would be...

Argument #4: In a sentence or two, explain an argument your friend would make about one of the ballot issues. [include the topic]	
My side of the argument:	My parent's or friend's side of the argument:
My parent's or friend's response would be...	My response would be...

Argument #5: In a sentence or two, explain an argument your friend would make about one of the past argument topics. [include the year and topic]	
My side of the argument:	My parent's or friend's side of the argument:
My parent's or friend's response would be...	My response would be...

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“The Singer Solution to World Poverty” Questions for Rhetoric

Complete and TYPE three college-level responses for these questions. Choose ones that you can practice your writing chops. Try adding in a syntactical feature or two to improve your writing.

Response Example:

5. Although the entire essay is not strictly chronological, Rodriguez structures it with signals to chronology. What are they? Why are they effective?

Rodriguez has set himself a complicated task as he recalls his childhood and develops an argument concurrently. One way to keep track of the shifting between these two is through his time markers. Examples of this include: "Many years later" (para. 5), "At the age of five, six" (para. 20), "Three months. Five. Half a year passed" (para. 29). By placing these markers at the start of paragraphs and sections, Rodriguez provides transition and reinforces that he is drawing from a lifetime of experience and rumination. One effect of these shifts is to remind us that the past is very much a part of Rodriguez's present, that he continues to reflect on these formative experiences. Time passes, and with each passing moment, Rodriguez learns and grows. These markers are important signposts to a life well lived.

1. Peter Singer opens his essay by describing a situation from a movie, yet it could be argued that seeing movies is, in fact, a luxury that one advocating his position should forgo. To what extent does this interpretation undermine Singer's argument?
2. The example of Bob and his Bugatti is hypothetical. Is this a rhetorical strategy that strengthens or weakens Singer's argument? Explain why you believe that.
3. Note the places where singer addresses the counterargument. Where does he concede, and where does he refute?
4. When does singer use the pronoun *we*? When does he use *you*? How does this shift reflect and contribute to appeals to ethos and pathos?
5. This selection appeared in the *New York Times Magazine* (1999). What does that fact tell you about the audience to whom Singer is appealing? To what extend do you think he is effective in reaching them?

“The Singer Solution to World Poverty” by Peter Singer

Published in *The New York Times*, September 1999

In the following selection, bioethicist Peter Singer argues for the individual's responsibility to the world community. **Read and mark this essay**, paying particularly close attention to Singer's argument. How does he argue in this piece?

In the Brazilian film "Central Station," Dora is a retired schoolteacher who makes ends meet by sitting at the station writing letters for illiterate people. Suddenly she has an opportunity to pocket \$1,000. All she has to do is persuade a homeless 9-year-old boy to follow her to an address she has been given. (She is told he will be adopted by wealthy foreigners.) She delivers the boy, gets the money, spends some of it on a television set and settles down to enjoy her new acquisition. Her neighbor spoils the fun, however, by telling her that the boy was too old to be

adopted -- he will be killed and his organs sold for transplantation. Perhaps Dora knew this all along, but after her neighbor's plain speaking, she spends a troubled night. In the morning Dora resolves to take the boy back.

Suppose Dora had told her neighbor that it is a tough world, other people have nice new TV's too, and if selling the kid is the only way she can get one, well, he was only a street kid. She would then have become, in the eyes of the audience, a monster. She redeems herself only by being prepared to bear considerable risks to save the boy.

At the end of the movie, in cinemas in the affluent nations of the world, people who would have been quick to condemn Dora if she had not rescued the boy go home to places far more comfortable than her apartment. In fact, the average family in the United States spends almost one-third of its income on things that are no more necessary to them than Dora's new TV was to her. Going out to nice restaurants, buying new clothes because the old ones are no longer stylish, vacationing at beach resorts -- so much of our income is spent on things not essential to the preservation of our lives and health. Donated to one of a number of charitable agencies, that money could mean the difference between life and death for children in need.

All of which raises a question: In the end, what is the ethical distinction between a Brazilian who sells a homeless child to organ peddlers and an American who already has a TV and upgrades to a better one -- knowing that the money could be donated to an organization that would use it to save the lives of kids in need?

Of course, there are several differences between the two situations that could support different moral judgments about them. For one thing, to be able to consign a child to death when he is standing right in front of you takes a chilling kind of heartlessness; it is much easier to ignore an appeal for money to help children you will never meet. Yet for a utilitarian philosopher like myself -- that is, one who judges whether acts are right or wrong by their consequences -- if the upshot of the American's failure to donate the money is that one more kid dies on the streets of a Brazilian city, then it is, in some sense, just as bad as selling the kid to the organ peddlers. But one doesn't need to embrace my utilitarian ethic to see that, at the very least, there is a troubling incongruity in being so quick to condemn Dora for taking the child to the organ peddlers while, at the same time, not regarding the American consumer's behavior as raising a serious moral issue.

In his 1996 book, "Living High and Letting Die," the New York University philosopher Peter Unger presented an ingenious series of imaginary examples designed to probe our intuitions about whether it is wrong to live well without giving substantial amounts of money to help people who are hungry, malnourished or dying from easily treatable illnesses like diarrhea. Here's my paraphrase of one of these examples:

Bob is close to retirement. He has invested most of his savings in a very rare and valuable old car, a Bugatti, which he has not been able to insure. The Bugatti is his pride and joy. In addition to the pleasure he gets from driving and caring for his car, Bob knows that its rising market value means that he will always be able to sell it and live comfortably after retirement. One day when Bob is out for a drive, he parks the Bugatti near the end of a railway siding and goes for a walk up the track. As he does so, he sees that a runaway train, with no one aboard, is running down the railway track. Looking farther down the track, he sees the small figure of a child very likely to be killed by the runaway train. He can't stop the train and the child is too far away to warn of the danger, but he can throw a switch that will divert the train down the siding where his Bugatti is parked. Then nobody will be killed -- but the train will destroy his Bugatti. Thinking of his joy in owning the car and the financial security it represents, Bob decides not to throw the switch. The child is killed. For many years to come, Bob enjoys owning his Bugatti and the financial security it represents.

Bob's conduct, most of us will immediately respond, was gravely wrong. Unger agrees. But then he reminds us that we, too, have opportunities to save the lives of children. We can give to organizations like Unicef or Oxfam America. How much would we have to give one of these organizations to have a high probability of saving the life of a child threatened by easily preventable diseases? (I do not believe that children are more worth saving than adults, but since no one can argue that children have brought their poverty on themselves, focusing on them simplifies the issues.) Unger called up some experts and used the information they provided to offer some plausible estimates that include the cost of raising money, administrative expenses and the cost of delivering aid where it is most needed. By his calculation, \$200 in donations would help a sickly 2-year-old transform into a healthy 6-year-old -- offering safe passage through childhood's most dangerous years. To show how practical philosophical argument can be, Unger even tells his readers that they can easily donate funds by using their credit card and calling one of these toll-free numbers: (800) 367-5437 for Unicef; (800) 693-2687 for Oxfam America.

Now you, too, have the information you need to save a child's life. How should you judge yourself if you don't do it? Think again about Bob and his Bugatti. Unlike Dora, Bob did not have to look into the eyes of the child he was sacrificing for his own material comfort. The child was a complete stranger to him and too far away to relate to in an intimate, personal way. Unlike Dora, too, he did not mislead the child or initiate the chain of events imperiling him. In all these respects, Bob's situation resembles that of people able but unwilling to donate to overseas aid and differs from Dora's situation.

If you still think that it was very wrong of Bob not to throw the switch that would have diverted the train and saved the child's life, then it is hard to see how you could deny that it is also very

wrong not to send money to one of the organizations listed above. Unless, that is, there is some morally important difference between the two situations that I have overlooked.

Is it the practical uncertainties about whether aid will really reach the people who need it? Nobody who knows the world of overseas aid can doubt that such uncertainties exist. But Unger's figure of \$200 to save a child's life was reached after he had made conservative assumptions about the proportion of the money donated that will actually reach its target.

One genuine difference between Bob and those who can afford to donate to overseas aid organizations but don't is that only Bob can save the child on the tracks, whereas there are hundreds of millions of people who can give \$200 to overseas aid organizations. The problem is that most of them aren't doing it. Does this mean that it is all right for you not to do it?

Suppose that there were more owners of priceless vintage cars -- Carol, Dave, Emma, Fred and so on, down to Ziggy -- all in exactly the same situation as Bob, with their own siding and their own switch, all sacrificing the child in order to preserve their own cherished car. Would that make it all right for Bob to do the same? To answer this question affirmatively is to endorse follow-the-crowd ethics -- the kind of ethics that led many Germans to look away when the Nazi atrocities were being committed. We do not excuse them because others were behaving no better.

We seem to lack a sound basis for drawing a clear moral line between Bob's situation and that of any reader of this article with \$200 to spare who does not donate it to an overseas aid agency. These readers seem to be acting at least as badly as Bob was acting when he chose to let the runaway train hurtle toward the unsuspecting child. In the light of this conclusion, I trust that many readers will reach for the phone and donate that \$200. Perhaps you should do it before reading further.

Now that you have distinguished yourself morally from people who put their vintage cars ahead of a child's life, how about treating yourself and your partner to dinner at your favorite restaurant? But wait. The money you will spend at the restaurant could also help save the lives of children overseas! True, you weren't planning to blow \$200 tonight, but if you were to give up dining out just for one month, you would easily save that amount. And what is one month's dining out, compared to a child's life? There's the rub. Since there are a lot of desperately needy children in the world, there will always be another child whose life you could save for another \$200. Are you therefore obliged to keep giving until you have nothing left? At what point can you stop?

Hypothetical examples can easily become farcical. Consider Bob. How far past losing the Bugatti should he go? Imagine that Bob had got his foot stuck in the track of the siding, and if he diverted the train, then before it rammed the car it would also amputate his big toe. Should he still throw the switch? What if it would amputate his foot? His entire leg?

As absurd as the Bugatti scenario gets when pushed to extremes, the point it raises is a serious one: only when the sacrifices become very significant indeed would most people be prepared to say that Bob does nothing wrong when he decides not to throw the switch. Of course, most people could be wrong; we can't decide moral issues by taking opinion polls. But consider for yourself the level of sacrifice that you would demand of Bob, and then think about how much money you would have to give away in order to make a sacrifice that is roughly equal to that. It's almost certainly much, much more than \$200. For most middle-class Americans, it could easily be more like \$200,000.

Isn't it counterproductive to ask people to do so much? Don't we run the risk that many will shrug their shoulders and say that morality, so conceived, is fine for saints but not for them? I accept that we are unlikely to see, in the near or even medium-term future, a world in which it is normal for wealthy Americans to give the bulk of their wealth to strangers. When it comes to praising or blaming people for what they do, we tend to use a standard that is relative to some conception of normal behavior. Comfortably off Americans who give, say, 10 percent of their income to overseas aid organizations are so far ahead of most of their equally comfortable fellow citizens that I wouldn't go out of my way to chastise them for not doing more. Nevertheless, they should be doing much more, and they are in no position to criticize Bob for failing to make the much greater sacrifice of his Bugatti.

At this point various objections may crop up. Someone may say: "If every citizen living in the affluent nations contributed his or her share I wouldn't have to make such a drastic sacrifice, because long before such levels were reached, the resources would have been there to save the lives of all those children dying from lack of food or medical care. So why should I give more than my fair share?" Another, related, objection is that the Government ought to increase its overseas aid allocations, since that would spread the burden more equitably across all taxpayers.

Yet the question of how much we ought to give is a matter to be decided in the real world -- and that, sadly, is a world in which we know that most people do not, and in the immediate future will not, give substantial amounts to overseas aid agencies. We know, too, that at least in the next year, the United States Government is not going to meet even the very modest United Nations-recommended target of 0.7 percent of gross national product; at the moment it lags far below that, at 0.09 percent, not even half of Japan's 0.22 percent or a tenth of Denmark's 0.97 percent. Thus, we know that the money we can give beyond that theoretical "fair share" is still going to save lives that would otherwise be lost. While the idea that no one need do more than his or her fair share is a powerful one, should it prevail if we know that others are not doing their fair share and that children will die preventable deaths unless we do more than our fair share? That would be taking fairness too far.

Thus, this ground for limiting how much we ought to give also fails. In the world as it is now, I can see no escape from the conclusion that each one of us with wealth surplus to his or her essential needs should be giving most of it to help people suffering from poverty so dire as to be life-threatening. That's right: I'm saying that you shouldn't buy that new car, take that cruise, redecorate the house or get that pricey new suit. After all, a \$1,000 suit could save five children's lives.

So how does my philosophy break down in dollars and cents? An American household with an income of \$50,000 spends around \$30,000 annually on necessities, according to the Conference Board, a nonprofit economic research organization. Therefore, for a household bringing in \$50,000 a year, donations to help the world's poor should be as close as possible to \$20,000. The \$30,000 required for necessities holds for higher incomes as well. So a household making \$100,000 could cut a yearly check for \$70,000. Again, the formula is simple: whatever money you're spending on luxuries, not necessities, should be given away.

Now, evolutionary psychologists tell us that human nature just isn't sufficiently altruistic to make it plausible that many people will sacrifice so much for strangers. On the facts of human nature, they might be right, but they would be wrong to draw a moral conclusion from those facts. If it is the case that we ought to do things that, predictably, most of us won't do, then let's face that fact head-on. Then, if we value the life of a child more than going to fancy restaurants, the next time we dine out we will know that we could have done something better with our money. If that makes living a morally decent life extremely arduous, well, then that is the way things are. If we don't do it, then we should at least know that we are failing to live a morally decent life -- not because it is good to wallow in guilt but because knowing where we should be going is the first step toward heading in that direction.

When Bob first grasped the dilemma that faced him as he stood by that railway switch, he must have thought how extraordinarily unlucky he was to be placed in a situation in which he must choose between the life of an innocent child and the sacrifice of most of his savings. But he was not unlucky at all. We are all in that situation.

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AP Argument Prompts

2015 AP ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE QUESTIONS

An anthropologist studying first-year students at a university in the United States writes that friendly phrases like “How are you?,” “Nice to meet you,” and “Let’s get in touch” communicate politeness rather than literal intent. What, if anything, is the value or function of such polite speech? In a well-written essay, develop your position on the value or function of polite speech in a culture or community with which you are familiar. Use appropriate evidence from your reading, experience, or observations to support your argument.

2013 AP ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE QUESTIONS

For centuries, prominent thinkers have pondered the relationship between ownership and the development of self (identity), ultimately asking the question, “What does it mean to own something?”

Plato argues that owning objects is detrimental to a person’s character. Aristotle claims that ownership of tangible goods helps to develop moral character. Twentieth-century philosopher Jean-Paul Sartre proposes that ownership extends beyond objects to include intangible things as well. In Sartre’s view, becoming proficient in some skill and knowing something thoroughly means that we “own” it.

Think about the differing views of ownership. Then write an essay in which you explain your position on the relationship between ownership and sense of self. Use appropriate evidence from your reading, experience, or observations to support your argument.

2012 AP ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE

Consider the distinct perspectives expressed in the following statements.

If you develop the absolute sense of certainty that powerful beliefs provide, then you can get yourself to accomplish virtually anything, including those things that other people are certain are impossible.

William Lyon Phelps, American educator, journalist, and professor (1865–1943)

I think we ought always to entertain our opinions with some measure of doubt. I shouldn’t wish people dogmatically to believe any philosophy, not even mine.

Bertrand Russell, British author, mathematician, and philosopher (1872–1970)

In a well-organized essay, take a position on the relationship between certainty and doubt. Support your argument with appropriate evidence and examples.

2011 AP ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE

American essayist and social critic H. L. Mencken (1880–1956) wrote, “The average man does not want to be free. He simply wants to be safe.” In a well-written essay, examine the extent to which Mencken’s observation applies to contemporary society, supporting your position with appropriate evidence.

2010 AP ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE

In his 2004 book, *Status Anxiety*, Alain de Botton argues that the chief aim of humorists is not merely to entertain but “to convey with impunity messages that might be dangerous or impossible to state directly.” Because society allows humorists to say things that other people cannot or will not say, de Botton sees humorists as serving a vital function in society.

Think about the implications of de Botton’s view of the role of humorists (cartoonists, stand-up comics, satirical writers, hosts of television programs, etc.). Then write an essay that defends, challenges, or qualifies de Botton’s claim about the vital role of humorists. Use specific, appropriate evidence to develop your position.

2009 AP ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE

Adversity has the effect of eliciting talents which in prosperous circumstances would have lain dormant.
—Horace

Consider this quotation about adversity from the Roman poet Horace. Then write an essay that defends, challenges, or qualifies Horace’s assertion about the role that adversity (financial or political hardship, danger, misfortune, etc.) plays in developing a person’s character. Support your argument with appropriate evidence from your reading, observation, or experience.

2008 AP ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE

For years corporations have sponsored high school sports. Their ads are found on the outfield fence at baseball parks or on the walls of the gymnasium, the football stadium, or even the locker room. Corporate logos are even found on players’ uniforms. But some schools have moved beyond corporate sponsorship of sports to allowing “corporate partners” to place their names and ads on all kinds of school facilities—libraries, music rooms, cafeterias. Some schools accept money to require students to watch Channel One, a news program that includes advertising. And schools often negotiate exclusive contracts with soft drink or clothing companies.

Some people argue that corporate partnerships are a necessity for cash-strapped schools. Others argue that schools should provide an environment free from ads and corporate influence. Using appropriate evidence, write an essay in which you evaluate the pros and cons of corporate sponsorship for schools and indicate why you find one position more persuasive than the other.

2007 AP ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE

A weekly feature of *The New York Times Magazine* is a column by Randy Cohen called “The Ethicist,” in which people raise ethical questions to which Cohen provides answers. The question below is from the column that appeared on April 4, 2003.

At my high school, various clubs and organizations sponsor charity drives, asking students to bring in money, food, and clothing. Some teachers offer bonus points on tests and final averages as incentives to participate. Some parents believe that this sends a morally wrong message, undermining the value of charity as a selfless act. Is the exchange of donations for grades O.K. ?

The practice of offering incentives for charitable acts is widespread, from school projects to fund drives by organizations such as public television stations, to federal income tax deductions for contributions to charities. In a well-written essay, develop a position on the ethics of offering incentives for charitable acts. Support your position with evidence from your reading, observation, and/or experience.

2016 Ballot Measures Overview

Measure A: Support Services for Oregon Veterans

Amends Constitution: Dedicates 1.5% of state lottery net proceeds to finding support services for Oregon Veterans

A “**yes**” vote dedicates 1.5% of state lottery net proceeds to fund veterans’ services, including assistance with employment, education, housing, and physical/mental health care.

A “**no**” vote retains current list of authorized purposes for spending state lottery net proceeds; 1.5% dedication to fund veterans’ services not required.

Measure B: Nevada Marijuana Legalization Initiative

Would make some recreational marijuana legal under Nevada State law.

A “**yes**” vote supports legalizing the recreational use of one ounce or less of marijuana by individuals 21 years of age and over.

A “**no**” vote opposes this measure to legalize one ounce or less of marijuana for recreational use for individuals 21 years of age and over.

Measure C: Missouri Voter ID Requirement amendment:

Shall the Constitution of Missouri be amended to state that voters may be required by law to verify one’s identity, citizenship, and residence by presenting identification that may include valid government-issued photo identification?

A “**yes**” vote supports allowing the state government to require the presentation of voter IDs at public elections in order to prove national and state citizenship.

A “**no**” vote opposes this proposal to allow the state government to require the presentation of voter IDs at public elections for the purpose of identifying and proving national and state citizenship.

Measure D: California Proposition 63: Background Checks for Ammunition Purchases and Large-Capacity Ammunition Ban Initiative

Requires background check and Department of Justice authorization to purchase ammunition. Prohibits possession of large-capacity ammunition magazines.

A “**yes**” vote supports prohibiting the possession of large-capacity ammunition magazines and requiring certain individuals to pass a background check in order to purchase ammunition.

A “**no**” vote opposes this proposal to prohibit the possession of large-capacity ammunition magazines and require certain individuals to pass a background check in order to purchase ammunition.

Measure E: Colorado End of Life Options Act

Shall there be a change to the Colorado revised statutes to permit any mentally capable adult Colorado resident who has a medical prognosis of death by terminal illness within six months to receive a prescription from a willing licensed physician for medication that can be self-administered to bring about death?

A “**yes**” vote supports making assisted death legal among patients with a terminal illness who receive a prognosis of death within six months.

A “**no**” vote opposes this proposal, keeping the prohibition of assisted death in Colorado.

Micro-Writing: I Am What I Am Not Poem

It is possible to define ourselves not what we are, but rather, what we are not. Can you write in such a way as to tell your reader who you are by telling what you are not like, what you do not like, and what you've never done? Try to give 40-50 solid lines that cover a variety of subjects about you.

What Doesn't Make a Man

I Am What I Am Not Poem

I'm no longer a child
nor a young man
But I'm not yet ready to "slow down"
 or "settle"
 or "retire"
 or "die."
 (But I'm not afraid of death, either.)

I no longer live in Rhode Island
 or Oregon,
 or America, for that matter

I do not view teaching as "just a job"
I do not teach for the money
I do not think that the three best reasons to teach are *June*, *July*, and *August*

Teaching annoys me some days
 (Mainly when a student is apathetic, lazy, or rude)
But that gives me passion to return the next day

I am not a sports guy
But I'm not ignorant of teams and scores and major games
 (Kobe Bryant plays basketball, right?)

I'm not an unbeliever with faith in nothingness
 (I'm not like either Manley Pointer or Hulga Hopewell)
I'm not an only child, nor the oldest or youngest

I've never watched an episode of *CSI*, *ER*, or other bloody television shows
I try to avoid the commitment that new series demand

I avoid mayonnaise and cilantro like communicable diseases

I don't have any piercings or tattoos
Or desires to have either
 (Neither is unique in today's society or job market)

I don't need a new, slick car or 4K HD TV
 To make me feel like a man
I don't need to be rich or famous
Or need to be around those who are
 To make me feel important

I don't understand the lack of civility in our discourse and culture
(I won't raise my voice or my hackles when I disagree with your ideas)

I'm not a single guy
Still waiting for her to arrive
I'm no longer alone or lonely
 But I no longer have the whole bed to myself

I do not have a quiet, peaceful house
With clean, organized shelves and floors
My Hawthorne, Hemingway, Steinbeck are no longer in the front
Giving way to Seuss, princesses, superheroes
 (And I wouldn't have it any other way)

I'm not an absent dad afraid to change a diaper,
 to wrestle on the floor,
 to play Star Wars
 to kiss these three children every chance I get

My life is no where near completed
And I can't see what life at 70 will be like
 But I doubt I'll like mayonnaise then, either