

## BEATING THE DRUM FOR JUSTICE

1. **Scan<sup>1</sup>** the chapter again and find scenes in which “police brutality” towards Bryan Stevenson can be seen. Use the material from the last lesson (e.g., the *Conceptboard*) for help. **Write** the page number, lines, and quotes in the table below. Use the definition for help (see below\*).

page number & line <sup>2</sup>	quote	meaning & reference to police brutality
p.39, ll. 22 f.	“I had been parked on the street for about fifteen minutes.”	The reader can clearly see that Stevenson has done nothing that could lead the police officer to arrest him for legal reasons.
p. 39, ll. 30 f.	“Instead they were ominously dressed in military style, black boots with black pants and vests.”	As the police officers do not wear the standard police uniform (what is to be expected in a scenario like this), it appears that even by the way the officers are dressed they want to intimidate Stevenson.
p. 39, ll. 32 ff.	“Even though they were intensely staring at me in my car, I was still hoping that they were in the area for something unrelated to me.”	Here, it becomes obvious that the officers eye Stevenson for no reason and want to arrest him. Stevenson becomes more nervous and seems to be afraid of them.
p. 40, l.10	“Move and I’ll blow your head off!”	This “warning” given out by these two officers shows how disrespectfully they threat black people. Police brutality and racial profiling can be found here, since the officers would probably not treat a white person like this.
p. 41, ll. 15 ff.	“Opening objects in a parked vehicle was so incredibly illegal that I realized he wasn’t paying any attention to the rules, so saying something about it would be pointless”	The officers illegally search Stevenson and his car and do not adhere to the law themselves. Because Stevenson is Black and appears to be “a threat” to the officers, they show police brutality to daunt Stevenson.

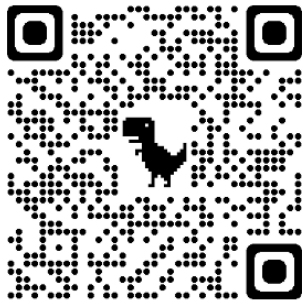
<sup>1</sup>See explanation on last lesson’s worksheet (teaching example by Lena Wollschlaeger).

<sup>2</sup> The page numbers and lines are based on the following edition of the book: Stevenson, Bryan. 2020. *Just Mercy: A Story of Justice and Redemption*. London: Scribe Publications.



2. Imagine you are the boy with the old man in the wheelchair. After you met Stevenson, you want to “beat the drum for justice” and share your experience on a social media platform. **Write** the caption for the post (about 100 words). Include your feelings (positive or negative) and your knowledge from the last lesson.

### SOCIAL MEDIA CAPTION



## #beatingthedrumforjustice

It’s happening, guys! #justice is finally back to Alabama. Have you heard of Bryan Stevenson yet? I met him last night and his work is so impressive! My granddad forced me to come with him because he said Bryan was worth meeting. I did not want to believe it at first but trust me – this man is gonna bring justice for all of us. Do you know him? Comment down below what you think of “beating the drum for justice”. Can’t wait for your comments! #justice #alabama #letsgobeatthedrum

3. Search the internet for information on public persons like Stevenson who are also civil right activists fighting for racial justice. Fill in the template below. When discussing your results in class, be able to say in which ways they “beat the drum for justice”? Make sure to include the websites you have used for your research below.

## USER



**Name:** Monica Raye Simpson



**Date of Birth:** --



**Residence:** Atlanta, GA



**Education:** Bachelor’s degree in Communication Studies

**Public activities:**

- CEO of the Sister Song – Women of Color Reproductive Justice Collective
- Organized against human rights abuse, prison industry, racism and systemic violence against Southern black women and LGBTQ people
- Named New Civil Rights Leader in 2014

**Websites used:** <https://www.sistersong.net/team-sister-song>

