

Teaching Example:
Just Mercy: A Story of Justice and Redemption (Bryan Stevenson)



Based on: Chapter 2: "Stand" (pp. 35-46)*

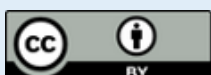
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Plot Summary of the Chapter:

Bryan Stevenson gains further popularity as an advocate and his caseload increases weekly. After returning from work late one night, two SWAT officers illegally and unreasonably search him and his car. Having filed a complaint at the Atlanta police department, his concerns only end in an apology from the police director. Sharing his awful incident with police brutality at a community event, an old man tells him to "beat the drum for justice", motivating Stevenson to finally open his Alabama death row office.

Overview of Lesson Design:

Phase / Teaching Activity / Impulse	Material
Introduction: The students write their thoughts about the quote "You've got to beat the drum for justice." into a Mentimeter survey. By means of the think-pair-share method, they talk about their thoughts to a partner before sharing them with the class.	Mentimeter survey, Whiteboard
Activity 1: In a walk-around activity, the students read the letters from their peers addressed to Stevenson written in the previous lesson (see teaching example by Lena Wollschlaeger) and take notes about the experiences with "police brutality" of their fellow students.	Mentimeter wordcloud, Whiteboard
Activity 2: The students scan chapter 2 of the book again to find scenes and quotes which illustrate police brutality towards Bryan Stevenson (task 1). Then, they write a short social media caption from the perspective of the man in the wheelchair after meeting Stevenson (task 2). Afterwards, they research famous advocates for racial justice and create a short profile using the template on the worksheet (task 3). Finally, the students are asked to reflect whether the plot of the chapter would have changed if Stevenson had not met the man in the wheelchair.	Worksheet 3



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*Stevenson, Bryan. 2020. "Chapter Six: Surely Doomed", in: *Just Mercy: A Story of Justice and Redemption*. London: Scribe Publications, pp. 115-26.

Phase / Teaching Activity / Impulse	Material
<p>Transfer: The students are asked name arguments why the chapter title "Stand" is a suitable title or not.</p>	<p>Mentimeter survey, Whiteboard</p>
<p>Target Competence(s): <i>Interkulturelle kommunikative Kompetenz, Text- und Medienkompetenz, funktionale kommunikative Kompetenz (Sprechen, Schreiben)</i></p>	

