

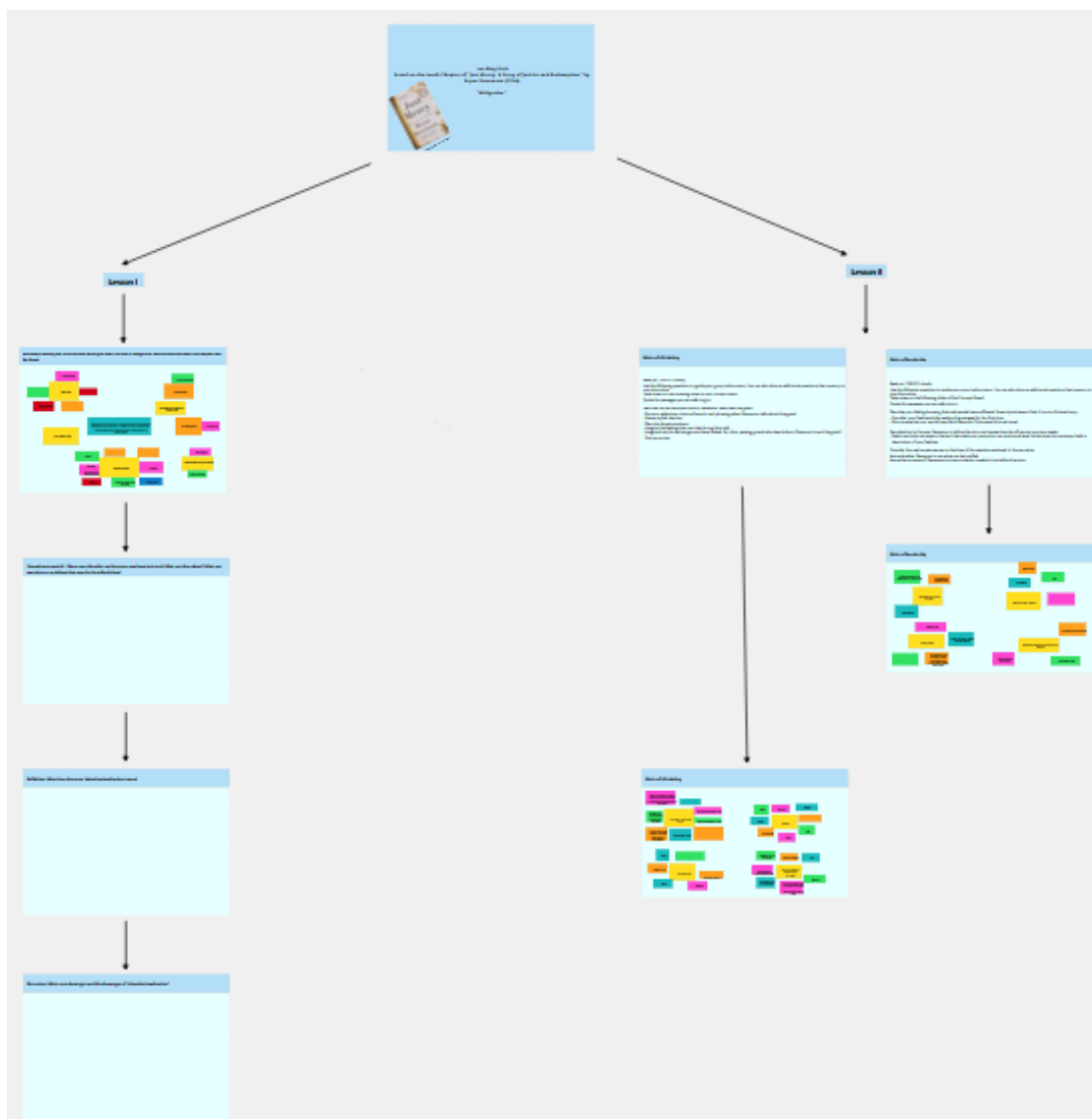
### ***Conceptboard* for Bryan Stevenson’s *Just Mercy* – Chapter 10: “Mitigation”**

*Conceptboard* offers access to an online whiteboard with which all students in the classroom can work collaboratively together in a digitally safe environment, as the teacher or the school is the host and sends the students the necessary link to access the board as guests.

Both lessons of the teaching unit will be summarized on one *Conceptboard* that collects the results from all lessons of the teaching unit. The screenshots for the parts of the second lesson will be provided as well as the link to the *Conceptboard*. The answers on the colorful sticky notes are possible student solutions.

In what follows, screenshots of the *Conceptboard* are presented which include both the tasks and possible student solutions. Everything can be accessed and used in class through the following link: <https://app.conceptboard.com/board/up78-6if5-7myd-npsu-up2d>

#### **Layout of the *Conceptboard* used for both lessons:**



## Key questions to discuss the ethics of life writing:

### Ethics of Life Writing

Read pp. 200-202 closely.

Use the following questions to guide your group's discussion. You can also discuss additional questions that come up in your discussion.

Take notes on the following slides of the Concept Board.

Quote the passages you are referring to.

Describe the narrative with which Stevenson describes the guard.

- Focus on adjectives, choice of words, and phrasing when Stevenson talks about the guard.
- Name stylistic devices.
- Describe the atmosphere.
- Imagine the feelings the men had during their talk.
- Imagine how this exchange must have looked for other passing guards who heard about Stevenson's and the guard's first encounter.

## Possible student solutions of the task:

### Ethics of Life Writing



## Key questions to discuss the ethics of readership:

### Ethics of Readership

Read pp. 200-202 closely.

Use the following questions to guide your group's discussion. You can also discuss additional questions that come up in your discussion.

Take notes on the following slides of the Concept Board.

Quote the passages you are referring to.

Describe your feeling knowing that real people have suffered these injustices and that it is not a fictional story.

- Consider your feelings while reading the passage for the first time.
- Discuss whether you would have felt differently if this was a fictional novel.

Pay attention to the way Stevenson is telling the story and assess how he influences you as a reader.

- Select particular phrases in the text that make you respond on an emotional level. Write down the quote and add a description of your feelings.

Consider the real consequences on the lives of the people mentioned in the narrative.

Argue whether Stevenson's narrative can be justified.

Argue the purpose of Stevenson's privacy violation made by him telling the story.

## Possible student solutions of the task:

### Ethics of Readership

