|  |  |  |  |
| --- | --- | --- | --- |
| mass incarceration | deinstitutionalization | mental illness in prison | discriminating policies |
| George Daniel | competency examination | lack of legal advice or legal support | incompetency |
| Avery Jenkins | Old South | Confederate flag | segregation |
| “Confederate Americans” | strip-search | humiliation | chocolate milkshake |
| foster care system | trial | accommodation for disabilities | mitigation |

|  |  |  |  |
| --- | --- | --- | --- |
| way of doing something that has officially been agreed on but disadvantages certain groups |  | process of restructuring psychiatric care for mentally ill that led to the incarceration of many of those released | the act of putting a large number of people in prison |
| lack of ability or skill to do something | no support relating to law | when a doctor determines whether someone can do sth. |  |
| dividing people into groups according to their skin color or ethnicity | flag of the eleven southern states during their secession from the United States between 1860 and 1865 | American Southern states before the Civil War (i.e. built on slavery) |  |
|  | feeling of shame and great embarrassment because you have been made to look stupid or weak | process in which you have to remove your clothes so that your body can be checked (e.g. for drugs) | people that identify with the ideology of the Old South |
| reduction in how unpleasant, harmful, or serious a situation is | to consider people with disabilities | legal process in which a judge and a jury examine information to decide whether someone is guilty of a crime | institution that overviews the process of children being taken care of by people that are not their parents for a period |

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

*Note: The worksheet must be printed double-sided, so that each term matches with an annotation.*

Goal: Recapitulation of the chapter, review of key aspects

**Potential student solutions:**

* Chronological order or organization by topic possible.
* The word cards function as scaffolding in reviewing the chapter.
* Annotations do not have to be used but are optional to differentiate students.
* Students should be able to explain the terms in their context of appearance in the chapter.