Contents

Just Mercy (Bryan Stevenson) Lesson Plans................................................................. 1
Contents............................................................................................................................ 2
Introduction....................................................................................................................... 4
Lesson Calendar.............................................................................................................. 9
Chapter Abstracts........................................................................................................... 18
Characters....................................................................................................................... 31
Symbols/Objects............................................................................................................. 34
Daily Lessons................................................................................................................ 36
Fun Activities................................................................................................................ 55
Essay Topics................................................................................................................... 58
Short Essay Questions................................................................................................... 62
Short Essay Questions Key............................................................................................ 71
Multiple Choice Questions............................................................................................ 85
Multiple Choice Questions Key..................................................................................... 114
Short Answer Questions............................................................................................... 115
Short Answer Questions Key........................................................................................ 141
Oral Reading Evaluation Sheet..................................................................................... 167
Reading Assignment Sheet............................................................................................ 168
Writing Evaluation Form............................................................................................... 169
One Week Quiz A.......................................................................................................... 170
Two Week Quiz A.......................................................................................................... 173
Four Week Quiz A......................................................................................................... 176
Four Week Quiz B......................................................................................................... 179
Eight Week Quiz A........................................................................................................ 182
Eight Week Quiz B........................................................................................................ 185
<table>
<thead>
<tr>
<th>Quiz Title</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eight Week Quiz C</td>
<td>188</td>
</tr>
<tr>
<td>Eight Week Quiz D</td>
<td>191</td>
</tr>
<tr>
<td>Eight Week Quiz E</td>
<td>194</td>
</tr>
<tr>
<td>Eight Week Quiz F</td>
<td>197</td>
</tr>
<tr>
<td>Eight Week Quiz G</td>
<td>200</td>
</tr>
<tr>
<td>Mid-Book Test - Easy</td>
<td>203</td>
</tr>
<tr>
<td>Final Test - Easy</td>
<td>209</td>
</tr>
<tr>
<td>Mid-Book Test - Medium</td>
<td>215</td>
</tr>
<tr>
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<td>223</td>
</tr>
<tr>
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<td>231</td>
</tr>
<tr>
<td>Final Test - Hard</td>
<td>238</td>
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</table>
Introduction

Teaching Just Mercy (Bryan Stevenson)

The Just Mercy (Bryan Stevenson) lesson plan contains a variety of teaching materials that cater to all learning styles. Inside you'll find 30 Daily Lessons, 20 Fun Activities, 180 Multiple Choice Questions, 60 Short Essay Questions, 20 Essay Questions, Quizzes/Homework Assignments, Tests, and more. The lessons and activities will help students gain an intimate understanding of the text, while the tests and quizzes will help you evaluate how well the students have grasped the material.

Target Grade: 7th-12th (Middle School and High School)

Length of Lesson Plan: Approximately 115 pages. Page count is estimated at 300 words per page. Length will vary depending on format viewed.

Browse The Just Mercy (Bryan Stevenson) Lesson Plan:

- Introduction
- Lesson Calendar
- Chapter Abstracts
- Characters
- Symbols/Objects
- Daily Lessons
- Fun Activities
- Essay Topics
- Short Essay Questions
- Multiple Choice Questions
- Short Answer Questions
- Worksheets and Evaluation Forms
- Quizzes
- Tests
- Quiz/Test Generator
Full Lesson Plan Overview

Completely Customizable!

The *Just Mercy (Bryan Stevenson)* lesson plan is downloadable in PDF and Word. The Word file is viewable with any PC or Mac and can be further adjusted if you want to mix questions around and/or add your own headers for things like "Name," "Period," and "Date." The Word file offers unlimited customizing options so that you can teach in the most efficient manner possible. Once you download the file, it is yours to keep and print for your classroom.

Lesson Plan Calendars

The Lesson Plan Calendars provide daily suggestions about what to teach. They include detailed descriptions of when to assign reading, homework, in-class work, fun activities, quizzes, tests and more. Use the entire *Just Mercy (Bryan Stevenson)* calendar, or supplement it with your own curriculum ideas. Calendars cover one, two, four, and eight week units. Determine how long your *Just Mercy (Bryan Stevenson)* unit will be, then use one of the calendars provided to plan out your entire lesson.

Chapter Abstracts

Chapter abstracts are short descriptions of events that occur in each chapter of *Just Mercy (Bryan Stevenson)*. They highlight major plot events and detail the important relationships and characteristics of important characters. The Chapter Abstracts can be used to review what the students have read, or to prepare the students for what they will read. Hand the abstracts out in class as a study guide, or use them as a "key" for a class discussion. They are relatively brief, but can serve to be an excellent refresher of *Just Mercy (Bryan Stevenson)* for either a student or teacher.

Character and Object Descriptions

Character and Object Descriptions provide descriptions of the significant characters as well as objects and places in *Just Mercy (Bryan Stevenson)*. These can be printed out and used as an individual study guide for students, a "key" for leading a class discussion, a summary review prior to exams, or a refresher for an educator. The character and object descriptions are also used in some of the quizzes and tests in this lesson plan. The longest descriptions run about 200 words. They become shorter as the importance of the character or object declines.
Daily Lessons

This section of the lesson plan contains 30 Daily Lessons. Daily Lessons each have a specific objective and offer at least three (often more) ways to teach that objective. Lessons include classroom discussions, group and partner activities, in-class handouts, individual writing assignments, at least one homework assignment, class participation exercises and other ways to teach students about *Just Mercy (Bryan Stevenson)* in a classroom setting. You can combine daily lessons or use the ideas within them to create your own unique curriculum. They vary greatly from day to day and offer an array of creative ideas that provide many options for an educator.

Fun Classroom Activities

Fun Classroom Activities differ from Daily Lessons because they make "fun" a priority. The 20 enjoyable, interactive classroom activities that are included will help students understand *Just Mercy (Bryan Stevenson)* in fun and entertaining ways. Fun Classroom Activities include group projects, games, critical thinking activities, brainstorming sessions, writing poems, drawing or sketching, and countless other creative exercises. Many of the activities encourage students to interact with each other, be creative and think "outside of the box," and ultimately grasp key concepts from the text by "doing" rather than simply studying. Fun activities are a great way to keep students interested and engaged while still providing a deeper understanding of *Just Mercy (Bryan Stevenson)* and its themes.

Essay Questions/Writing Assignments

These 20 Essay Questions/Writing Assignments can be used as essay questions on a test, or as stand-alone essay topics for a take-home or in-class writing assignment on *Just Mercy (Bryan Stevenson)*. Students should have a full understanding of the unit material in order to answer these questions. They often include multiple parts of the work and ask for a thorough analysis of the overall text. They nearly always require a substantial response. Essay responses are typically expected to be one (or more) page(s) and consist of multiple paragraphs, although it is possible to write answers more briefly. These essays are designed to challenge a student's understanding of the broad points in a work, interactions among the characters, and main points and themes of the text. But, they also cover many of the other issues specific to the work and to the world today.

Short Essay Questions

The 60 Short Essay Questions listed in this section require a one to two sentence answer. They ask students to demonstrate a deeper understanding of *Just Mercy (Bryan Stevenson)* by describing what they've read, rather than just recalling it. The short essay questions evaluate not only whether students have read the material, but also how well they understand and can apply it. They require more thought than multiple choice questions, but are shorter than the essay questions.
Multiple Choice Questions

The 180 Multiple Choice Questions in this lesson plan will test a student's recall and understanding of *Just Mercy (Bryan Stevenson)*. Use these questions for quizzes, homework assignments or tests. The questions are broken out into sections, so they focus on specific chapters within *Just Mercy (Bryan Stevenson)*. This allows you to test and review the book as you proceed through the unit. Typically, there are 5-15 questions per chapter, act or section.

Evaluation Forms

Use the Oral Reading Evaluation Form when students are reading aloud in class. Pass the forms out before you assign reading, so students will know what to expect. You can use the forms to provide general feedback on audibility, pronunciation, articulation, expression and rate of speech. You can use this form to grade students, or simply comment on their progress.

Use the Writing Evaluation Form when you're grading student essays. This will help you establish uniform criteria for grading essays even though students may be writing about different aspects of the material. By following this form you will be able to evaluate the thesis, organization, supporting arguments, paragraph transitions, grammar, spelling, punctuation, etc. of each student's essay.

Quizzes/Homework Assignments

The Quizzes/Homework Assignments are worksheets that can be used in a variety of ways. They pull questions from the multiple choice and short essay sections, the character and object descriptions, and the chapter abstracts to create worksheets that can be used for pop quizzes, in-class assignments and homework. Periodic homework assignments and quizzes are a great way to encourage students to stay on top of their assigned reading. They can also help you determine which concepts and ideas your class grasps and which they need more guidance on. By pulling from the different sections of the lesson plan, quizzes and homework assignments offer a comprehensive review of *Just Mercy (Bryan Stevenson)* in manageable increments that are less substantial than a full blown test.
Tests

Use the Test Summary page to determine which pre-made test is most relevant to your students' learning styles. This lesson plan provides both full unit tests and mid-unit tests. You can choose from several tests that include differing combinations of multiple choice questions, short answer questions, short essay questions, full essay questions, character and object matching, etc. Some of the tests are designed to be more difficult than others. Some have essay questions, while others are limited to short-response questions, like multiple choice, matching and short answer questions. If you don't find the combination of questions that best suits your class, you can also create your own test on *Just Mercy (Bryan Stevenson)*.
Lesson Calendar

Definitions

- **Review Chapter Abstracts:** Chapter abstracts are synopses of each chapter that you can use to review the reading assignments with your students.
- **Daily Lessons:** There are 20 daily lessons detailed in this lesson plan. Select a new daily lesson for each day.
- **Fun Activities:** There are 20 fun activities in this lesson plan. They serve as a way for students to interact with the material in an enjoyable, educational way.
- **Read Aloud in Class:** Ask students to take turns reading aloud from where they left off in their most recent reading assignment. Use the Oral Reading Evaluation Form in this lesson plan to evaluate their reading skills.
- **In-Class Handout:** An in-class handout can be one of the quizzes/homework assignments, vocabulary games, worksheets, or an essay/writing assignment. It's something the students can complete and turn in during class, or begin in-class and take home to finish as a homework assignment.

One Week Lesson Calendar

Before the unit begins:

- Homework Assignment: Read through Chapters 3 and 4

<table>
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<tr>
<th>Day 1 - Introduce Unit</th>
<th>Day 2 - Review Unit</th>
<th>Day 3 - Quiz</th>
<th>Day 4 - Review Unit</th>
<th>Day 5 - Test</th>
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<tr>
<td>Review Chapter Abstracts up to Chapters 3 and 4</td>
<td>Review Chapter Abstracts up to Chapters 7 and 8</td>
<td>Review Chapter Abstracts up to Chapters 11 and 12</td>
<td>Review Chapter Abstracts up to Chapters 15, 16, and Epilogue</td>
<td>Test</td>
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<td>1 Lesson from Daily Lessons 1-5</td>
<td>1 Lesson from Daily Lessons 6-10</td>
<td>Quiz</td>
<td>1 Lesson from Daily Lessons 11-15</td>
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<td>1 In-Class Handout</td>
<td>1 In-Class Handout</td>
<td>1 In-Class Handout</td>
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<tr>
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<td>Read through Chapters 11 and 12 and choose a</td>
<td>Read through Chapters 11 and 12</td>
<td>Study for the test</td>
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</table>
Read through Chapters 7 and 8

homework assignment from one of the Daily Lessons

Assignment: Read through Chapters 15, 16, and Epilogue and assign an essay, due the week following the test

Two Week Lesson Calendar

Before the unit begins:

- Homework Assignment: Read through Introduction

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<th>Day 3 - Review Unit</th>
<th>Day 4 - Review Unit</th>
<th>Day 5 - Quiz</th>
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<td>Review Chapter Abstracts up to Chapters 3 and 4</td>
<td>Review Chapter Abstracts up to Chapters 5 and 6</td>
<td>Review Chapter Abstracts up to Chapters 7 and 8</td>
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<td>1 Lesson from Daily Lessons 1-3</td>
<td>1 Lesson from Daily Lessons 4-5</td>
<td>1 Lesson from Daily Lessons 6-8</td>
<td>1 Lesson from Daily Lessons 9-10</td>
<td>Quiz</td>
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<tr>
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<td>1 Fun Activity from Fun Activities 1-5</td>
<td>1 In-Class Handout</td>
<td>1 Fun Activity from Fun Activities 6-10</td>
<td>Homework Assignment: Read through Chapters 9 and 10 and assign an essay, due the week following the final test</td>
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<td>Homework Assignment: Read through Chapters 3 and 4</td>
<td>Homework Assignment: Read through Chapters 5 and 6</td>
<td>Review for the quiz</td>
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<td>Day 6 - Review Unit</td>
<td>Day 7 - Review Unit</td>
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<td>Day 9 - Review Unit</td>
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Abstracts up to Chapters 9 and 10

1 Lesson from Daily Lessons 11-13

1 Fun Activity from Fun Activities 11-15

Homework Assignment: Read through Chapters 11 and 12 and choose a homework assignment from one of the Daily Lessons

Abstracts up to Chapters 11 and 12

1 Lesson from Daily Lessons 14-15

1 In-Class Handout

Students Read Aloud in Class

Homework Assignment: Read through Chapters 13 and 14 and choose a homework assignment from one of the Daily Lessons

Abstracts up to Chapters 13 and 14

1 Lesson from Daily Lessons 16-18

1 In-Class Handout

1 Fun Activity from Fun Activities 16-20

Homework Assignment: Read through Chapters 15, 16, and Epilogue

Abstracts up to Chapters 15, 16, and Epilogue

1 Lesson from Daily Lessons 19-20

1 In-Class Handout

Review for the test

Homework Assignment: Study for the test

Homework Assignment: Read through Introduction

Four Week Lesson Calendar

Before the unit begins:

- Homework Assignment: Read through Introduction

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<td>Day 9 - Review Unit</td>
<td>Day 10 - Mid Unit Test</td>
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<td>1 In-Class Handout</td>
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Eight Week Lesson Calendar

Before the unit begins:
- Homework Assignment: Read through Introduction

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<td>up to Chapters 1</td>
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<td>and 2</td>
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<td>Read through</td>
<td>Chapters 1 and 2</td>
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<td>and complete</td>
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<td>Complete the Daily</td>
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<tr>
<th>Day 11 - Review Unit</th>
<th>Day 12 - Quiz</th>
<th>Day 13 - Review Unit</th>
<th>Day 14 - Review Unit</th>
<th>Day 15 - Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Lesson 6</td>
<td>Review</td>
<td>Review</td>
<td>Review</td>
<td>Quiz</td>
</tr>
<tr>
<td>Students Read</td>
<td>Chapter Abstracts</td>
<td>Homework</td>
<td>Homework</td>
<td></td>
</tr>
<tr>
<td>Aloud in Class</td>
<td>up to Chapters 5</td>
<td>Daily Lesson 7</td>
<td>Daily Lesson 8</td>
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<td>Aloud in Class</td>
</tr>
<tr>
<td>Homework Assignment: Read through Chapters 5 and 6 and study for the quiz</td>
<td>Quiz</td>
<td>1 In-Class Handout</td>
<td>Fun Activity 7</td>
<td>Fun Activity 8</td>
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<tr>
<td><strong>Day 16 - Review Unit</strong></td>
<td>Review Homework</td>
<td>Review Homework</td>
<td>Review Homework</td>
<td>Test</td>
</tr>
<tr>
<td>Review Chapter Abstracts up to Chapters 7 and 8</td>
<td>Daily Lesson 9</td>
<td>Daily Lesson 10</td>
<td>1 In-Class Handout</td>
<td>Homework Assignment: Assign an essay, due on day 38</td>
</tr>
<tr>
<td>Fun Activity 9</td>
<td>Students Read Aloud in Class</td>
<td>Fun Activity 10</td>
<td>Review for the test</td>
<td></td>
</tr>
<tr>
<td>Homework Assignment: Complete the Daily Lesson</td>
<td></td>
<td>Homework Assignment: Complete the Daily Lesson</td>
<td>Homework Assignment: Study for the test</td>
<td></td>
</tr>
<tr>
<td><strong>Day 21 - Review Unit</strong></td>
<td>Review the test</td>
<td>Review Homework</td>
<td></td>
<td>Quiz</td>
</tr>
<tr>
<td>Homework Assignment: Read through Chapters 9 and 10</td>
<td>Daily Lesson 11</td>
<td>Daily Lesson 12</td>
<td>Fun Activity 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 In-Class Handout</td>
<td>Fun Activity 11</td>
<td></td>
<td>Homework Assignment: Read through Chapters 11 and 12 and complete the Daily Lesson</td>
</tr>
<tr>
<td>Day 26 - Review Unit</td>
<td>Day 27 - Review Unit</td>
<td>Day 28 - Review Unit</td>
<td>Day 29 - Review Unit</td>
<td>Day 30 - Mid Unit Test</td>
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<td>Review Homework Daily Lesson 14</td>
<td>Review Homework Fun Activity 14 Homework Assignment: Complete the Daily Lesson</td>
<td>Review Homework Daily Lesson 15</td>
<td>Review Chapter Abstracts up to Chapters 13 and 14 Quiz Fun Activity 15</td>
</tr>
<tr>
<td>Review Homework Daily Lesson 13 Homework Assignment: Complete the Daily Lesson</td>
<td>Daily Lesson 16 Students Read Aloud in Class</td>
<td>Review Homework Daily Lesson 17 1 In-Class Handout Homework Assignment: Read through Chapters 15, 16, and Epilogue and complete the Daily Lesson</td>
<td>Review Chapter Abstracts up to Chapters 15, 16, and Epilogue</td>
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</tr>
<tr>
<td>Daily Lesson 19</td>
<td>Fun Activity 16 Homework Assignment: Complete the Daily Lesson</td>
<td>Review Homework Daily Lesson 18 1 In-Class Handout Homework Assignment: Read through Chapters 15, 16, and Epilogue</td>
<td>Review Homework Daily Lesson 18 Fun Activity 17</td>
<td>Test</td>
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<tr>
<td>Day 36 - Review Unit</td>
<td>Day 37 - Review Unit</td>
<td>Day 38 - Review Unit</td>
<td>Day 39 - Review Unit</td>
<td>Day 40 - Final Test</td>
</tr>
<tr>
<td>Review Homework Daily Lesson 19</td>
<td>1 In-Class Handout Homework Assignment: Collect essay assignments</td>
<td>Review Homework Daily Lesson 20</td>
<td>Review Homework 1 In-Class Handout</td>
<td>Test</td>
</tr>
<tr>
<td>Fun Activity 19</td>
<td>Finish the essay</td>
<td>Fun Activity 20</td>
<td>Review for the test</td>
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Chapter Abstracts

Introduction

• Stevenson described how he came to visit a person on death row, and how he choose law as a profession.

• Stevenson majored in philosophy in college.

• His senior year, he realized he could not get a job in his major.

• When he looked around at post-college educational opportunities, he discovered that law school did not require any special background knowledge.

• During his first year at Harvard Law School, Stevenson was disillusioned about the law and his classes.

• When he learned about an internship, he signed up.

• The internship involved working for the Southern Prisoners Defense Committee (SPDC) in Georgia advocating for prisoners on death row.

• His first encounter with a condemned prisoner was when he was sent to tell a man named Henry that it would be at least a year before he could be executed.

• Stevenson was at first worried about the visit, but the bonded with Henry, and they spent three hours talking.

• The meeting with Henry inspired Stevenson to commit to helping death row prisoners.

• Law school became to seem relevant and important as he studied the law and the sociology of race, poverty, and power.

• His time on death row had shown him that something was missing in the way people were treated in the judicial system.

• Stevenson grew up in a poor, rural, racially segregated settlement in Delaware.

• As African Americans, his family lived in a racially segregated ghetto.

• People lived in tiny shacks, and families without indoor plumbing had to use outhouses.

• The black people he lived with were strong, but marginalized.

• His father left the area to attend high school, and he brought back Stevenson's mother.
Stevenson's father worked in a food factory, and he did domestic work on the weekends.

Stevenson's mother had a civilian job at an Air Force base.

His grandmother was the daughter of slaves.

She taught Stevenson that he had to get close to learn and understand important things in life.

An early mentor also inspired Stevenson by telling him that capital punishment meant that people who did not have money or capital received the punishment.

Stevenson established his first law practice in the Deep South of the United States where it was difficult for African Americans to received justice.

Stevenson also introduced the case of Walter McMillian, whose story was one of many that Stevenson would tell.

Stevenson believed that we were all implicated when we allowed other people to be mistreated.

A lack of compassion could corrupt the decency of a community, a state, and a country.

Chapters 1 and 2

In Chapter 1, Stevenson was living in Atlanta and trying to set up a legal center to represent people on death row in Alabama.

Stevenson met Walter McMillian as he was starting his fourth year at the SPDC.

McMillian was a black man who had had his own business, and who had had an affair with a white woman.

Up until 2000, interracial marriage or sex was illegal in many southern states.

A young woman was murdered in Monroeville, Alabama, known as the home of Harper Lee, the author of To Kill a Mockingbird.

McMillian was falsely accused of the young girl's murder, and he was on death row awaiting execution.

Judge Robert E. Lee Key attempted to get Stevenson to not take McMillian's case.

In Chapter 2, Stevenson told of his search for an apartment after living for a year and half on Steve Bright's living room sofa.
• One of Stevenson’s law school classmates, Charles Bliss, had moved to Atlanta and was working for the Atlanta Legal Aid Society.

• He and Stevenson pulled funds and rented an apartment together.

• After several moves, they found a nice two-bedroom in Midtown.

• One evening, Stevenson was listening to the end of a song on the radio and a SWAT team came and ordered him out of his car.

• They held a gun on Stevenson and illegally searched his car.

• After they ran a background check, they finally let him go.

• Stevenson realized that many African-American young men might suffer the same fate, and he began speaking at churches and schools about the issue.

• One evening an old man in a wheelchair approached Stevenson after his talk, and he told Stevenson “to beat the drum of justice.”

• Then man showed Stevenson the scars he had gotten trying to register to vote, demanding the right to vote, and when protesting at the Birmingham Children’s Crusade.

• He referred to his scars as “medals of honor.”

• After listening to the man, Stevenson realized it was time to open the Alabama office.

**Chapters 3 and 4**

• In Chapter 3, Stevenson provided additional details about the McMillian case.

• When no murderer was found, Sheriff Tate coerced Ralph Myers and a prison snitch named Bill Hooks to falsely accuse McMillian of the murder.

• Even though McMillian had an alibi and dozens of people had been with him at the time of the murder, McMillian and Myers were imprisoned at death row before the trial.

• Myers recanted his story, but after being on death row for a while, he agreed to say whatever the police wanted him to say.

• In the South, it was common to exclude African Americans from juries, even though it was illegal.

• There were no African Americans on the jury that convicted McMillian.

• When Stevenson opened the office in Tuscaloosa in Chapter 4, he was faced with several obstacles.
• His first director quit, the University of Alabama Law School withdrew its support, and it was difficult to find lawyers who would work for less than $25,000.

• There were a large number of cases that resulted in appeals that were not upheld and executions that were botched.

• After much pleading on the behalf of Herbert Richardson, Stevenson agreed to try to get him a stay of execution.

• Richardson was a Vietnam vet who had post-traumatic stress disorder.

• He became romantically interested in a nurse from Alabama, and he moved to be with her.

• She told him she no longer wanted to see him.

• Richardson came up with a scheme to detonate a small bomb on the nurse's porch, rush to her rescue, and then resume the relationship.

• Unfortunately, two children found the bomb.

• One was killed and one was maimed.

• Richardson was quickly tried for murder and sentenced to death, even though the death was accidental.

• Stevenson filed a succession of unsuccessful appeals.

• During that time Richardson met and married a woman a week before his execution.

• Richardson was insistant that his new bride be given the flag given to veterans' families after their death.

• The night of the execution, Stevenson and Richardson's bride and her family went to say goodbye.

• Richardson had requested that the hymn “The Old Rugged Cross,” be played at his execution.

• Stevenson stayed for the execution, the first he had ever witnessed.

• During the entire time when he attempted to help Richardson, Stevenson had felt a burden about the whole experience.

• Afterwards he recommitted to helping others and gradually things began to improve.

• He got financial support, information about possible staff, and received office equipment.
• He felt like he was finally able to do his job.

Chapters 5 and 6

• In Chapter 5, Stevenson met with McMillian's family.

• He met his wife and daughter at their home, and then the two women gave him directions to a trailer in the woods where about 30 family members waited to speak with him.

• As Stevenson prepared McMillian's appeal, he was reminded of a story he read by W.E.B. Du Bose that was about an African-American man whose community sent him to college to become a teacher.

• However, the man was lynched by a white mob, because they did not care for what he was teaching the black children.

• The story made Stevenson think about hope denied.

• A man named Darnell Houston contacted Stevenson and told him that Bill Hooks, who had testified that he saw McMillian outside the cleaners on the day of the murder, had been working with him all day.

• Houston said that Hooks could not have seen McMillian.

• Soon after, Houston was arrested on a perjury charge.

• Stevenson arranged a meeting with the new district attorney, Tom Chapman.

• The attorney refused to believe any of the evidence Stevenson presented, but he did have Houston released from the perjury charge.

• Stevenson told Houston that he would be his lawyer if he had any further problems.

• A young man's grandmother called Stevenson and begged him to take her grandson's case.

• Her grandson, Charlie, had shot and killed his mother's abusive boyfriend after the man had beaten his mother.

• The boyfriend was a law enforcement officer.

• Stevenson agreed to meet with the boy once.

• When Stevenson realized the boy had been raped in jail, he got him moved to juvenile detention, where the boy would serve his time and be released before he was 18.
An elderly white couple asked Stevenson to take a letter to Charlie, because they wanted to help him.

They became Charlie’s family and helped him to get his high school equivalency.

They also planned to help him attend college.

**Chapters 7 and 8**

In Chapter 7, Stevenson revealed that McMillian’s appeal had been denied.

Stevenson was able to hire an attorney, Michael O’Connor, to help with the case load.

Working together they had found new evidence that McMillian was not guilty.

Ralph Myers contacted Stevenson and told him that he had fabricated his testimony.

He also said that there were other people involved in the Pittman murder.

Myers had been attending a therapy group, and he felt bad about implicating McMillian.

Karen Kelly, in prison for the Pittman killing, told Stevenson that McMillian did not kill Morrison.

Stevenson spoke to some of the Pittman family members, and they told him that they had been ignored by the authorities.

The victim’s rights movement had been involving victims more in cases, and Pittman’s family members did not feel they got the help they deserved.

Stevenson and O’Connor prepared a motion questioning the proceedings in McMillian’s trial and to be allowed to see the records relevant to the case.

Surprisingly, the documents were turned over, and there were more than Stevenson had expected.

Shortly afterwards, Stevenson and O’Connor began receiving bomb threats.

Stevenson told the stories of several children who were tried as adults and sentenced to life in prison.

Trina Garnett, was a mentally deficient child who was abused by her father and others.

She was charged with two accidental deaths and sentenced to life in prison.

Ian Manuel was 13 when he was arrested for a robbery that went wrong.
• Because he was so young when he was sentenced to life imprisonment, he spent 18 years in solitary confinement.

• Antonio Nunez was 14 when he was involved in a crime where gunshots were fired at the police.

• He was sentenced to die in prison.

• George Stinney, was a 14-year-old, who was convicted of the murder of two white girls, simply because he said he had seen them earlier that day.

• Stinney was executed in the electric chair.

• Stevenson decided to try to help Trina, Ian, and Antonio, as he worked to change laws that allowed children to receive life imprisonment.

• Stevenson needed photographs of these children to help the cause.

• When he arranged to have photos of Ian taken, Ian thanked him and wanted copies.

• Ian said that the photos would help him feel real.

Chapters 9 and 10

• In Chapter 9, the hearing began to see if McMillian’s conviction should be upheld or overturned.

• Myers’ testimony was clear and consistent.

• Even doctors from the mental facility where Myers was examined before the first trial testified that Myers had consistently said that he had been coerced into lying about McMillian’s involvement in the murder.

• There was also evidence that showed that law enforcement and prosecuting attorneys mishandled the case.

• The second day of the case someone ordered that no blacks were to be allowed in the courtroom.

• When Stevenson arrived, he was shocked to see all of McMillian’s supporters standing outside the courtroom.

• When Stevenson tried to enter the room, a deputy told him he was not allowed.

• When Stevenson said he was the prosecuting attorney, the deputy went to check and see if Stevenson could go in.
• When Stevenson finally entered the courtroom, he saw that a metal detector had been installed and that everyone entering had to walk past a German shepherd.

• After Stevenson spoke to the judge, a few black people were allowed in.

• One of the ministers chose Mrs. Williams to go in, but she stopped and turned around at the sight of the dog.

• Seeing the dog took her back to a time in the 1960s when she was intimidated by police dogs during equal rights demonstrations.

• After praying all night, the next day Mrs. Williams was able to convince herself not to be afraid and to enter the courtroom.

• The final day of the hearing seemed to go well.

• That evening Stevenson and O'Connor took some time off and went to the beach.

• They considered the possible dangers they faced from people who were angry that they would attempt to overturn McMillian's guilty verdict.

• In Chapter 10, Stevenson remembered receiving an incoherent letter from Avery Jenkins asking for help to overturn a death sentence.

• The letter clearly showed that Jenkins was mentally ill.

• Stevenson discussed the many decades of mistreatment that the mentally ill had suffered from the medical and judicial systems.

• During one of Stevenson's visits to see Jenkins, he was disturbed to see a pickup up truck covered with racist symbols.

• Inside, a white guard was intimidating, and the guard made Stevenson submit to a strip search.

• Jenkins always asked for a chocolate milkshake during their visits.

• He would be agitated, until Stevenson would tell him that he would try to get him a milkshake.

• During a hearing for Jenkins' case, Stevenson shared Jenkins' history of abuse in the foster homes where he lived.

• One foster mother tied Jenkins to a tree in the woods and left him there.

• He remained there for three days until hunters found him.

• Stevenson saw the same white guard who had been so difficult when he went to see Jenkins.
• Stevenson realized that the guard must have been the one to bring Jenkins to the hearing.

• The next time that Stevenson visited Jenkins, the guard's behavior had changed.

• The guard had realized listening to the testimony that he and Jenkins had some things in common.

• The guard had been abused in foster care as well.

• The guard told Stevenson that on their trip back to the prison, he had bought Jenkins a milkshake.

• Jenkins was transferred to a psychiatric facility, and the guard resigned from the prison.

Chapters 11 and 12

• In Chapter 11, another bomb threat was received.

• Though it turned out to be an empty threat, Stevenson and his staff had to take the threats seriously, because civil rights attorneys were being targeted and killed.

• Judge Norton refused to provide any relief due to McMillian's most recent hearing.

• Although Stevenson was disappointed, he still had all the evidence pointing to McMillian's innocence.

• He knew that hope was important, and that he had to keep hope alive.

• Although national news exposure could backfire, Stevenson decided to allow "60 Minutes" to cover the McMillian case.

• Privately, Chapman, the defense attorney asked the ABI to investigate the case.

• The investigators discovered that McMillian was innocent and found a possible suspect for the Morrison murder.

• Eventually all charges were dismissed against McMillian.

• However, McMillian was not welcome or safe in Monroe County.

• Despite that, Stevenson said that the day that McMillian was released was a day of celebration.

• McMillian felt so happy he said he felt like a bird about to fly away.
In Chapter 12, Stevenson told how a woman named Marsha Colbey was going to New York for the first time.

Colbey was a poor woman with six children when Hurricane Ivan hit.

She and her husband had to get FEMA support for a place to live, and they had to find jobs.

During this time, Colbey discovered she was pregnant.

Although it was not a good time, she loved children.

The baby was born stillborn, and Colbey's family named the baby Timothy and buried him in the yard.

A neighbor noticed that Colbey was no longer pregnant and called police.

After an investigation, a trial was held accusing Colbey of capital murder.

She was convicted and sentenced to life imprisonment without parole.

The Julia Tutwiler Prison for women was horribly overcrowded.

The male guards were allowed to sexually assault prisoners and watch the women as they showered or used the toilet.

As Stevenson worked on Colbey's case, he also fought for better conditions at the prison.

After Colbey's release, Stevenson decided she should be honored at the annual fundraising dinner for EJI.

That resulted in her visit to New York City that was described at the beginning of the chapter.

When Colbey visited the law office with some of her family, Stevenson noticed what a quality mother she was.

**Chapters 13 and 14**

In Chapter 13, after McMillian was freed and the charges dropped, Stevenson sought to get McMillian compensation for the years he spent in prison.

It was difficult for those who were wrongly imprisoned to be compensated for the time they spent in prison.

Prosecutors and law enforcement officers were often exempt from prosecution for wrong doing in a case.
• So many cases were not able to get compensation.

• Stevenson took McMillian’s case to the Supreme Court and was able to get him a few hundred thousand dollars.

• Stevenson and McMillian did interviews about the trial and exoneration.

• McMillian’s wife did not want him back at their home.

• McMillian decided to go back to Monroe County anyway and start his logging business again.

• He put a trailer on a piece of land that he owned.

• When McMillian was injured, he turned to selling auto parts from his land.

• Stevenson began teaching law students, and he would sometimes have McMillian come as a guest speaker.

• Sweden awarded Stevenson and his organization a prestigious honor.

• When Stevenson went to accept the award, he and his story were met with admiration and respect.

• When he saw the Swedish television documentary on McMillian’s case and how McMillian broke down emotionally as he remembered what he had endured, Stevenson knew it was time to return to Alabama.

• In Chapter 14, Stevenson told about the case of Joe Sullivan who was convicted as an adult of sexual assault when he was 13 and sentenced to life imprisonment.

• Joe was an orphan who lived on the street from the age of ten until he was arrested.

• In prison, Joe developed multiple sclerosis and had to use a wheel chair.

• When Stevenson first met Joe, the young man was in a cage in his wheel chair.

• When the guards attempted to remove him from the cage, the wheel chair got stuck, and it took a lot of manipulation to get Joe out of the cage.

• Stevenson discussed other young people imprisoned for life at a young age.

• Stevenson’s strategy in those cases was to argue for their release based upon their receiving cruel and unusual punishment.

• He also based his arguments on studies of the developing brain ad how individuals changed as they matured.
• Stevenson remembered how his own grandfather was killed by juvenile thieves whose behavior was impaired by chemical changes brought on by adolescence.

• Joe’s case went to the U.S. Supreme Court.

• However, Joe was more interested in discussing a poem he wrote than his case.

• He read the poem to Stevenson, and it made both of them laugh.

• Stevenson thought about how it was a miracle that Joe could still laugh, and how he wanted to win Joe’s release.

Chapters 15, 16, and Epilogue

• In Chapter 15, Stevenson described how McMillian began to decline from dementia that had probably been brought about by trauma.

• It was difficult to find a nursing home that would care for him because of his felony conviction, even though he had been exonerated.

• A nursing home took him in for 90 days, and then he went to live with a sister.

• Stevenson took on more and more death row cases.

• The case of Jimmy Dill was not successful, and Stevenson became depressed when the man was executed.

• Stevenson contemplated quitting, but then he remembered an incident where his mother made him apologize to a young man who stuttered.

• He also remembered how he was inspired by civil rights leaders like Rosa Parks.

• Stevenson realized that everyone was broken.

• That being broken called for mercy.

• He could not quit, because there was so much more to do.

• In Chapter 16, Stevenson described the elation at EJI when the Supreme Court ruled in favor of Joe Sullivan.

• They decreed that lifetime sentences for juveniles were unconstitutional.

• The case load continued to increase, and he and his staff worked hard to pursue justice for those whose wrongful convictions that were tied to race and/or poverty.

• Joshua Carter and Robert Caston had been imprisoned for decades, and they were given sentences that had just been proclaimed to be illegal.
• Stevenson was able to get both men released on the same day in the same courtroom.

• As Stevenson prepared to leave the courthouse, he saw an elderly black woman he had seen at many trials.

• He spoke to her and learned that her grandson had been murdered senselessly.

• She attended trials in his honor and also because she felt empathy for the children convicted of crimes.

• She called herself a stonecatcher, which was a reference to an incident told by Jesus when men brought a woman caught in adultery to him.

• Jesus told the men that the one without sin should throw the first stone.

• The black woman said that she came to the courtroom so she could catch the stones of hatred and emotional violence.

• She also referred to Stevenson as a stonecatcher.

• She told him that stonecatchers also felt the need to sing sad songs, but she encouraged him to keep singing.

• In the Epilogue, Stevenson described how McMillian died in 2013 of a combination of his dementia and a fall that broke his hip.

• McMillian was able to die at his sister's home quietly in the night.

• At McMillian's funeral, Stevenson stressed the need for mercy.

• As he left the funeral, many people requested help.

• Stevenson knew that it was not likely he could help many of them, but it made his journey home less sad to have the hope that he might be able to help.
Characters

The Author (Bryan Stevenson)

This person was an African-American lawyer who moved to the South to represent innocent people on death row, and he eventually began to expose and eliminate flaws in the justice system.

Walter McMillian

This person an African American who was falsely accused of murder and sentenced to death row after he had an affair with a white woman, even though more than 30 people were with him when the murder took place; he was eventually exonerated and freed.

Karen Kelly

This person had an affair with a black man and framed him along with a conspirator for the murder of a young girl.

Ralph Myers

This person falsely accused a black man he had never met of murder; when he tried to recant his testimony law enforcement pressured him to continue lying.

Ronda Morrison

This was a young white woman who was murdered at a cleaners where she was working; her murderer was never found.

Michael O'Connor

This person was an attorney had grown up outside of Philadelphia in a tough working-class neighborhood; he became a drug addict, but was able to conquer his addiction, go to college and Yale Law School, and work at the Equal Justice Initiative.

Henry

This person was a man on death row who a young intern had to go and tell him that he was not at risk of execution in the next year.
Herbert Richardson

This person was a Vietnam veteran who suffered from post-traumatic stress syndrome and who was convicted and sent to death row for an accidental death; he was eventually executed.

Avery Jenkins

This person had a history of mental and emotional illness, had been tied to a tree by a foster parent, and had a psychotic episode that caused him to stab a man he believed was a demon; he always wanted a chocolate milkshake when he saw his lawyer.

Marsha Colbey

This person was accused of murdering her stillborn baby and she was sentenced to life imprisonment; she became an inspiration to other female convicts, was exonerated, and won an award.

Joe Sullivan

This 13-year-old African-American boy was sentenced to life imprisonment after he was falsely accused of rape; he admitted to burglarizing the home of the woman, but did not rape her.

Trina, Ian, Antonio, George

These were four young people whose youth was ignored when they were sentenced for their crimes.

Jimmy Dill

This person was convicted of shooting someone during a drug deal; the victim was released from the hospital and recovering until his wife stopped caring for him and the victim died more than 9 months after the original crime; at that time this person was sentenced to death.

Mrs. Williams

This was an elderly woman who attempted to come into a courtroom, but was intimidated by the police dog, which reminded her of civil rights protests she had participated in.
The White Security Guard

This person had a truck with many racist symbols and forced a lawyer to do a strip search when he came to speak with a client; this person, after hearing testimony in a case, realized that he was not so different from some of the criminals he watched.

The Woman at the Courthouse

This was a person a lawyer met after successfully getting two people released from death row and prison; she called herself and the lawyer a stonecatcher.
Symbols/Objects

America

This is a country with a long history of racial tensions between whites and non-whites and also tensions between men and women and the rich and the poor.

The Southern United States

This is a region where slavery was practiced and racism still is prevalent.

Alabama

This is the setting in most of the book and where almost all aspects of life are permeated by racism.

Monroe County

This is the area where much of the action of the book takes place and where McMillian was accused of committing a crime.

"To Kill A Mockingbird"

This is a novel that tells the story of a criminal trial in which the accused is a black man and his lawyer is white; Stevenson found the novel to be ironic when compared to McMillian's narrative.

Atlanta, Georgia

This was where Stevenson first did an internship and later worked on death row cases.

The Southern Prisoners Defense Committee

This is the first organization that Stevenson works for and that leads him to establish his own justice organization.

The Equal Justice Initiative

This is the program Stevenson started to help those denied justice.
The Death Penalty
This is one sentence that a criminal might receive for a capital crime.

The Holman Prison
This was a correctional facility where McMillian spent his time on death row.

Sweden
This is a place that gives Stevenson an award for his work and where he travels to accept the award.

The Supreme Court of the United States
This is the place where legal cases are tried after all other avenues are exhausted.
Objective

During Stevenson's first year in law school, professors used the Socratic method. The aim of this lesson is to discuss the Socratic method of teaching and how it affected Stevenson.

Lesson

Class Discussion: What did Stevenson pursue along with studying law? What did Stevenson know he would do after he finished law school? Why did Stevenson begin to worry that he had made a wrong choice after beginning law school? Why did he grow disillusioned his first year? Why was law school intimidating? What did most of the professors use as a teaching method? In what way was their teaching adversarial? Why did that part of the Socratic method make Stevenson grow unmotivated? Why did that method of teaching seem to isolate Stevenson from the very issues that had guided him to consider studying the law? How did Stevenson feel about the Socratic method of teaching? Why did he feel that it made it difficult for him to be motivated for the issues that mattered to him?

Activity: Divide the students into small groups. Have each group discuss how Stevenson viewed the Socratic method. What words did Stevenson used to describe the Socratic method? What was the incidental effect of the Socratic method? Why did Stevenson struggle with the Socratic method?

Assignment: Research the Socratic method of teaching and write a definition. Write the answers to these questions: What is the focus of the Socratic method? How is the Socratic process a disciplined process? What process should a Socratic questioner follow? What are the goals of the Socratic method? Who created that method of teaching?

Homework: Based upon what is written and what is inferred, write a concluding statement as to how the Socratic method of teaching affected the way that Stevenson felt about law school and the courses he was taking. What issues had drawn Stevenson to law school? How did the teaching of classes make him feel disconnected from his interests? Why did the Socratic method of teaching not motivate Stevenson? How did the Socratic method of teaching affect how Stevenson felt about law school and the courses he was taking?

Aligned to the following Common Core Standards:

- ELA-Writing W.9-10.3(e), 9-10.7, 11-12.3(e), 11-12.7
Lesson 2 (from Introduction)

Objective

Stevenson's grandmother always told him to "Keep close." The aim of this lesson is to examine what she meant by that statement, and how the statement influenced Stevenson.

Lesson

Class Discussion: Why did Stevenson still feel disconnected when he started the public policy program in September of his second year in law school? How did Stevenson describe the curriculum? Why did the courses leave Stevenson feeling adrift? What one-month course did Stevenson sign up for? How long were students required to do social justice work? What connection did Stevenson feel when he listened to Steve Bright discuss what he believed and what he did? Why was Stevenson pleased to not see a disconnect between what Bright did and what he believed? What did Bright think Stevenson had to offer? How did Stevenson and Henry connect? How did they become close? How did that sense of closeness help influence Stevenson? How did proximity to the condemned and to people unfairly judged, guide Stevenson back to something that felt like home and the closeness his grandmother emphasized?

Activity: Divide the students into small groups. Have each group discuss how Stevenson's grandmother would demonstrate the importance of keeping close. What would she do when Stevenson visited her? What would she ask him as she held him? What did she say was the way to understand the important things in life? How did her hugs demonstrate the importance of keeping close?

Assignment: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of how Stevenson lost his sense of keeping close in law school. Why did he feel a distance during that first year of law school? How did the classes increase the distance? How did he lose the closeness that his grandmother had taught him to value? What did he lose because he lost his sense of closeness?

Homework: Based upon what is written and what is inferred, write a concluding statement as to how Stevenson regained his sense of keeping close. What class did Stevenson discover that was taught by Betsy Bartholet? What were the requirements of the course? Where did Stevenson do his internship? What was one of his first encounters with a condemned man? How did that encounter help Stevenson regain his sense of keeping close?

Aligned to the following Common Core Standards:

- ELA-Writing W.9-10.3(d), 9-10.3(e), 11-12.3(d), 11-12.3(e)
Lesson 3 (from Introduction)

Objective

In the Introduction, Stevenson discussed character. The aim of this lesson is to examine character and how Stevenson believed it could be measured.

Lesson

Class Discussion: What vital lesson had Stevenson learned from proximity? What did he learn about justice? What did character have to do with justice? Why could the measure of character not be based upon how the rich, powerful, privileged, and respected were treated? What was the true measure of character? In what way were individuals implicated when they allowed people to be mistreated? What did a lack of compassion have to do with character? How could an absence of compassion corrupt character--both individually and as a society?

Activity: Divide the students into small groups. Have each group compare the character of a society and the character of a person. What makes up a society? How does the behavior of citizens affect the character of a society? Can a small group of people change the character of a society? Why is individual character important to the character of a society?

Assignment: Research the word "character" and write a definition. Write the answers to these questions: What do mental and behavioral characteristics have to do with character? How might character affect behavior? What might integrity and morality have to do with character? How do a person’s attributes, traits, and abilities affect his character?

Homework: Based upon what is written and what is inferred, write a concluding statement as to what Stevenson believed is the measure of character. What did treatment of people have to do with character? What specific groups did Stevenson mention when he was discussed character and measuring character? Why did he believe how one treated those people groups was a measurement of character? How did he define the measure of character?

Aligned to the following Common Core Standards:

- ELA-Writing W.9-10.3(e), 9-10.7, 11-12.3(e), 11-12.7
Lesson 4 (from Chapters 1 and 2)

Objective

In Chapter 1, Stevenson discussed the fears of interracial marriage and sex in the United States. The aim of this lesson is to examine the anti-miscegenation statutes and how they were related to other Jim Crow laws.

Lesson

Class Discussion: When did the word "miscegenation" come into use? Why did supporters of slavery coin the term? What did many law enforcement officials in Southern communities see as their duty in regards to black men and white women? When did lynching become the standard response to interracial romance? What was the U.S. Supreme Court's response to a case in 1882? When did the United States Supreme Court strike down anti-miscegenation statutes? How long did Alabama's state constitution still prohibit the practice? In 2011, how many Mississippi Republicans still supported a legal ban on interracial marriage? Why was interracial dating some a charged topic in the Deep South? How were the anti-miscegenation statues a form of the Jim Crow laws?

Activity: Divide the students into small groups. Have each group discuss how the fear of race and sex influenced the dismantling of the Reconstruction after the Civil War. How did the fear of interracial marriage and sex bring about the return of white supremacy and racial subordination that came after federal troops left in the 1870s? Why was a system of racial hierarchy and segregation developed? How did it cause African Americans to lose the freedoms they were promised?

Assignment: Research the term "anti-miscegenation statues" and Jim Crow laws and write a description of what they were. Write the answers to these questions: What type of racial segregation did these laws enforce? When were the laws first introduced in North America? When were most of these laws struck down? What were some other restrictions that were created by the Jim Crow laws? What were some things that were segregated because of Jim Crow laws?

Homework: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of how interracial dating was an unconscionable act. What crimes might send a black to prison? What punishments were reserved for interracial dating or sex? What had happened to many black men who were even suggested to have had relations with a white woman What were the perils of interracial romance? Why was it an unconscionable act?

Aligned to the following Common Core Standards:

- ELA-Writing W.9-10.3(d), 9-10.7, 11-12.3(d), 11-12.7
Lesson 5 (from Chapters 1 and 2)

Objective

In Chapter 2, a man mentioned the Children's Crusade in Birmingham. This is an allusion to an important event in the Civil Rights movement. The objective of this lesson is to study the Children's Crusade in Birmingham and understand the impact it has had.

Lesson

Class Discussion: Where did a man in a wheelchair in Chapter 2 say that he received a dark spot at the base of his skull? What was the Children's Crusade in Birmingham? When was it held? What was its purpose? What did it accomplish? Does knowing about the Crusade and its purpose help readers understand why it was a medal of honor for the man? How does the allusion help readers understand why he called it a medal of honor rather than a scar? What were the Attica prison riots? What were prisoners protesting? Does understanding what happened and what prisoners needed, help readers understand why justice is so important to Stevenson?

Activity: Divide the students into small groups. Have each group go through the Introduction and Chapters 1-2 of the book and create a chart to list 203 allusions and the page numbers where the allusions are found. Keep the list to use for the homework assignment.

Assignment: Research the term allusion and write a definition. Write the answers to these questions: Is an allusion a figure of speech? What types of things might an allusion make reference to? Does the author provide clues as to what an allusion means or is it up to the reader to make the connection? If an allusion is obscure and not familiar to a reader, would that lessen the impact of the allusion? Why or why not?

Homework: Use the list from the activity. Write a sentence or two explaining each allusion and what it refers to. Use reference materials as needed.

Aligned to the following Common Core Standards:

- ELA-Writing W.9-10.7, 11-12.7

Lesson 6 (from Chapters 3 and 4)

Objective

Flaws in the legal system often lead to injustice. The aim of this lesson is to examine how flaws in the legal system perverted justice.
Lesson

Class Discussion: How did whites dehumanize blacks in the Deep South? What rights did blacks have when it came to law and presumption of innocence? What did Stevenson’s encounter with the police outside his apartment reveal about blacks and presumption of innocence? Why were blacks not allowed to sit on juries? Whose word would be believed in court even if all evidence revealed that a white person was lying—a white person’s or a black person’s? How were judges elected in Alabama? What pressure did that put on judges and on justice in their courtrooms? How was the legal system deliberately flawed to favor whites over blacks?

Activity: Divide the students into small groups. Have each group discuss the testimony that lead to McMillian’s conviction for murder. How were the testimonies fabricated? How did the police actually fabricate some of the testimony? What did the testimony reveal about flaws in the legal system in Monroeville? How did those flaws lead to injustice?

Assignment: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of how obvious evidence was ignored. Why was Michael Donald killed? What did the police say about his death and the cause? What obvious evidence did they ignore? Where was McMillian when the girl was murdered? How many people could attest to his whereabouts at the time of the murder? How did police ignore that evidence? What flaws in the legal system allowed the police to ignore evidence that was plain and clear?

Homework: Based upon what is written and what is inferred, write a concluding statement as to why the police allowed perverted justice. What were feelings about African Americans in Alabama? Who did McMilian have an affair with? Why was that so repugnant to whites, especially those in law enforcement? How successful were the police in finding suspects for the murder of Ronda Morrison? What pressure were they under to solve the case? Who was Red Pearson and why was he interested in closing the murder case? How did they allow that pressure to influence the decision they made to arrest McMillian? Were they interested in eliminating false or flawed evidence? Why were McMillian and Myers sent to death row before the trial? Why did law enforcement allow justice to be perverted?

Aligned to the following Common Core Standards:
- ELA-Writing W.9-10.3(d), 9-10.3(e), 11-12.3(d), 11-12.3(e)

Lesson 7 (from Chapters 3 and 4)

Objective

Stevenson referred to capital punishment as being dehumanizing. The aim of this lesson is to examine capital punishment.
Lesson

Class Discussion: Why did David Bagwell favor the death penalty? Was that a common opinion among lawyers or law enforcement officials? What did Chief Justice William Rehnquist say about death penalty appeals and efforts to stop executions? Why was finality, not fairness, the new priority in death penalty jurisprudence? Why did Stevenson feel that Richardson's execution was shameful? Why did he think that everyone involved was experiencing regret? What did Stevenson begin to argue about in debates about the death penalty? What was his argument about capital punishment? Why did he not believe it was humane? Why did he believe more time should be spent considering what killing someone involved? Why did he believe capital punishment was dehumanizing?

Activity: Divide the students into small groups. Have each group research the pros and cons of capital punishment. Have each group use a two-column chart to list the reasons why people are for and against the death penalty.

Assignment: Research the term "capital punishment" and write a definition. Write the answers to these questions: What are some crimes that would be punished by a death sentence? What groups are not supposed to be punished with a death sentence?

Homework: Use precise words and phrases, telling details, and sensory language to describe death row. What were the cells like on death row in Alabama? What were the conditions like there? How much time did prisoners on death row spend with other prisoners? What was the emotional state of many on death row? Why was death row a waiting place for those awaiting capital punishment?

Aligned to the following Common Core Standards:

- ELA-Writing W.9-10.3(d), 9-10.7, 11-12.3(d), 11-12.7

Lesson 8 (from Chapters 5 and 6)

Objective

As Stevenson worked on McMillian's case, he came to know McMillian and the type of man he was. The aim of this lesson is to discuss Walter and his character.

Lesson

Class Discussion: How did Stevenson get to know McMillian? What did he learn about McMillian's habits? What did Stevenson learn about McMillian's pattern of speaking? What topics did they discuss? What advice did McMillian give Stevenson? What did that reveal about McMillian and the type of man he was? Why was it so important for Stevenson to know about McMillian's background? What did McMillian's background disclose about McMillian and his character?
Activity: Divide the students into small groups. Have each group discuss what McMillian said about mistakes he made in his life. Was McMillian willing to admit he had made mistakes? What did his willingness to be honest about mistakes indicate about him? What were some mistakes that he said he had made? Was he the type of man to learn from his mistakes?

Assignment: Use precise words and phrases, telling details, and sensory language to describe McMillian. Describe his appearance, his background, his family, and his occupation.

Homework: Based upon what is written and what is inferred, write a concluding statement as to what type of man Stevenson believed McMillian to be. What did McMillian show during conversations he and Stevenson had? Why did Stevenson think such a show of empathy was unusual? What did the time spent with McMillian convince Stevenson about the man? What type of man did Stevenson believe McMillian to be?

Aligned to the following Common Core Standards:

- ELA-Writing W.9-10.3(d), 9-10.3(e), 11-12.3(d), 11-12.3(e)

Lesson 9 (from Chapters 5 and 6)

Objective

Stevenson considered hope and the effects of hope denied. The aim of this lesson is to examine hope and how hope denied affected people.

Lesson

Class Discussion; What story did Stevenson remember as he thought about the hopelessness that McMillian's family was feeling? How would you summarize the story? What did Stevenson see about hope in the story? Why did he identify with John as the hope of an entire community? Why had Stevenson never before considered how devastated John's community would have been after his lynching? Why would things have been harder? Why would there be more obstacles to opportunity and progress and heartache? What would the community have hoped for? How would their hope have turned to hopelessness?

Activity: Divide the students into small groups. Have each group discuss how McMillian's family vacillated between hope and hopelessness. What reasons did they have to feel hopeless? Why did Stevenson bring them hope? How were their emotions affected when they moved between hope and hopelessness? Is it common for hope and hopelessness to affect a person's emotions? If so, how might the emotions be affected? How was McMillian's family an example of the swing in emotions brought on by hope and hope denied?
Assignment: Look up the word "hope" and write a definition. List some antonyms for hope. Write the answers to these questions. What type of emotions are a result of hope? What do expectations or anticipation have to do with hope? What positive benefits are there for people who have hope?

Homework: Use precise words and phrases, telling details, and sensory language to describe how Stevenson was the hope of his community. How many of his family members got an education? Who encourage Stevenson? In what way was he their hope? Why did Stevenson feel a debt accumulating? How did that sense of debt lead him to want to give home to the falsely condemned and their families? In what ways did Stevenson embody hope to the people he worked with?

Aligned to the following Common Core Standards:
- ELA-Writing W.9-10.3(d), 9-10.7, 11-12.3(d), 11-12.7

Lesson 10 (from Chapters 7 and 8)

Objective

The novel is structured similarly to a mystery novel and ends with a cliffhanger at the end of Chapter 7. The aim of this lesson is to examine the structure of the novel.

Lesson

Class Discussion: How does Stevenson tell McMillian's case? How does the retelling seem like a story? What literary elements does Stevenson use in his book that might also be used in a novel? What genre would McMillian's story be if it were fiction? Why would it be a mystery? Because McMillian's case is a true story, does that limit how Stevenson can tell the story? With what does Stevenson balance the telling of McMillian's story? How do these other cases and the background information affect the structure of the book? How would you describe the book's structure?

Activity: Divide the students into small groups. Have each group discuss the structure of the novel. Which parts of the novel seem like a mystery? What techniques are used by the author to leave readers guessing? What complications are introduced that cause readers to question and wonder what is going on? Are all sections of the book told with a mystery format? What is the structure of other sections?

Assignment: Research the term "mystery fiction" and write a definition. What is often a problem in a mystery novel? What is the goal of a mystery novel? How is the narrative based upon clues? How do these clues affect the story and the plot? Could a non-fiction book be written in the style of a mystery novel?

Homework: Analyze the impact of the author's choices to structure the narrative of Millian's case as mystery. How does Chapter 7 end? Could that be considered a
cliffhanger? When the chapter ends without a conclusion how does it affect the reader? Why would readers wonder what is going to happen next? How does Stevenson's choice to structure the narrative as a mystery impact the book and its message?

Aligned to the following Common Core Standards:

- ELA-Reading: Literature RL.9-10.10, 11-12.3, 11-12.10
- ELA-Writing W.9-10.7, 11-12.7

Lesson 11 (from Chapters 7 and 8)

Objective

Race and economic status led to injustice for perpetrators and victims alike in the South. The aim of this lesson is to examine how racial discrimination and economic status permeated the justice system for both the accused and the victims.

Lesson

Class Discussion: What did the arresting officers call McMillian as they arrested him? What evidence did they have? How did they intimidate him? Would they have done the same to a white man? How fair was his pretrial treatment? How fair was his trial? How did law enforcement manufacture evidence? How were his family and friends treated when they attempted to tell the truth? Would they have been listened to if their skin color was different? Did McMillian's race make it easier for law enforcement to unjustly try and sentence him? What other instances in the book were there where racial discrimination and/or economic status caused the judicial system to be unjust?

Activity: Divide the students into small groups. Have each group discuss how racism affects the sentencing of children as adults. In Florida in 2010, how many children were sentenced to life imprisonment without parole? How many of the youngest children--13 or 14 years of age--were black or Latino? How many encounters with police do black and brown boys in poor urban neighborhoods have? How many of those children have done something wrong? How does racial discrimination make these children targets of the police? How would their white counterparts be treated?

Assignment: Research "racial discrimination" and "racism" and write a definition. Write the answers to these questions: What is discrimination? How might there be discrimination against someone because of their race? Where might racism be present? What relationship does racial discrimination often have to power?

Homework: Use precise words and phrases, telling details, and sensory language to describe how victims might be discriminated against. How might a case be ignored if a victim has a family member in jail? How are some victims more protected and valued than others? How are poor and minority victims victimized by the justice system? If a victim is white, how strict might sentencing be? How does focusing on a victim's status
become a way for the criminal justice system to disfavor people based on their race or economic status?

Aligned to the following Common Core Standards:

- ELA-Writing W.9-10.3(d), 9-10.7, 11-12.3(d), 11-12.7

**Lesson 12 (from Chapters 9 and 10)**

**Objective**

Throughout the book intimidation is used instead of justice. The aim of this lesson is to examine intimidation and how it is used to pervert justice.

**Lesson**

Class Discussion: What were some examples of intimidation in Chapters 1-10? What was the socio-economic status of many of the people who were intimidated? What was the motive for law enforcement to intimidate these people? How did Stevenson experience intimidation? Was the intimidation he faced based on economic status or something else? What did many white people fear? How did that influence how they treated blacks? Why did that fear lead to the intimidation of others? How were racism and intimidation related?

Activity: Divide the students into small groups. Have each group discuss who was most likely to use intimidation. Who did Stevenson say intimidated most of the people accused of crimes in the book? What type of position did many of these people hold? How did their positions of power make it easy for them to use intimidation? What two groups were most likely to use intimidation?

Assignment: Research the word "intimidation" and write a definition. Write the answers to these questions: Is intimidation usually intentional? How does intimidation cause fear? What are some behaviors that are considered intimidation? Why is intimidation a crime in some states?

Homework: Based upon what is written and what is inferred, write a concluding statement as to why intimidation was used to pervert justice. What type of people usually were intimidated by law enforcement? Why were mostly blacks and the poor intimidated? In what way were they powerless? How was intimidation a show of the power that law enforcement had? Did justice or right and wrong have anything to do with the way law enforcement handled crimes when blacks were possibly involved in a crime? How did racism influence the intimidation that law enforcement used? Why was intimidation used to pervert justice?

Aligned to the following Common Core Standards:
Lesson 13 (from Chapters 9 and 10)

Objective

The title of Chapter 10 is Mitigation. The aim of this lesson is to examine mitigation and its relevance to the cases Stevenson worked.

Lesson

Class Discussion: Why did a guard refer to the references that Stevenson made to mitigation during Jenkins hearing? What did Stevenson say about mitigation? Why did Stevenson believe so strongly in mitigation? Who did Stevenson think needed mitigation? Was mitigation intended only for the people he represented? Who else might need mitigation? How did Stevenson demonstrate his belief in mitigation?

Activity: Divide the students small groups. Have each group discuss whether George Daniel's injury cause a mental illness that made him not responsible for his actions. How did Daniel start to act? What were some things he did? How were those behaviors irrational? How did he get charged with a crime? What was his behavior in jail? Did his accident cause a mental illness that mitigated his responsibility for the police officer?

Assignment: Research the word "mitigation" and write a definition. Write the answers to these questions: How might mitigation be used to make something less severe? What types of things might be mitigated? How might circumstances or events be mitigating? What might appeasement have to do with mitigation?

Homework: Based upon what is written and what is inferred, write a concluding statement as to why Stevenson believed mental illness was a mitigating circumstance. What injury did George Daniel experience? How did the accident change him? What did he do after the accident? Why might his injury be a mitigating circumstance? What other examples did Stevenson provide where a mental illness required mitigation for a crime? Why did Stevenson believe that mental illness was a mitigating circumstance?

Aligned to the following Common Core Standards:

- ELA-Writing W.9-10.3(e), 9-10.7, 11-12.3(e), 11-12.7

Lesson 14 (from Chapters 11 and 12)

Objective

In Chapter 11, Stevenson and his staff experienced conflict with an unknown person. The aim of this lesson is to examine that conflict and other conflicts Stevenson faced.
Lesson

Class Discussion: What conflict was Stevenson's staff and other civil rights legal professionals having? With whom was the conflict? What was the conflict with Judge Norton and the legal system in Chapter 11? What internal conflicts did Stevenson deal with as the McMillian case continued? How did Stevenson's team have to be ready to deal with conflict? How did they usually try to handle conflict? Why was Stevenson concerned about conflict McMillian would face when released? In what way were most of the accused suffering conflicts with society? Did the accused also have conflicts with themselves? What internal conflicts were experienced by individuals in the book?

Activity: Divide the students into small groups. Have each group make a chart with the headings Man vs. Man, Man vs. Society, Man vs. Nature, Man vs. Self, Internal and External. Look back at Chapters 1-12 and write down various conflicts that occur and whether they are man vs. man, man vs. nature, man vs. self and if they are internal or external conflicts.

Assignment: Research the term conflict as it is used in literature and write a definition. Write the answers to these questions: Is conflict usually caused by a problem? Why or why not? Is a conflict usually a struggle between opposing forces? Why? What are some different types of conflict? What is the difference between internal and external conflict?

Homework: Based upon what is written and what is inferred, write a concluding statement as to what type of conflicts are prevalent in the book. Are the conflicts that affect the accused Stevenson defends mostly external or internal? What conflicts does Stevenson face as he works on cases? What type of conflicts did many of the accused in the book suffer before they went to prison? What type of conflicts did they suffer after being incarcerated? What type of conflicts are most prevalent in the book--internal or external?

Aligned to the following Common Core Standards:

- ELA-Writing W.9-10.3(e), 9-10.7, 11-12.3(e), 11-12.7

Lesson 15 (from Chapters 11 and 12)

Objective

In Chapter 12, stereotypes believed about women often led to false charges. The aim of this lesson is to discuss stereotypes and how they led to false charges against women.

Lesson

Class Discussion: What preconceived ideas did many southerners have about African Americans? How were African Americans often stereotyped? How did those stereotypes
lead law enforcement officials to treat blacks? How did stereotyping often cause blacks to be falsely accused of crimes? Were there other people groups that Stevenson revealed were stereotyped? Why was stereotyping so prevalent? What other consequences did it have in addition to false accusations?

Activity: Divide the students into small groups. Have each group discuss the laws against bad parenting. What exposure for children was a felony? What type of women were often assumed to be bad parents? In what way did stereotypes play a role in labeling certain women as bad parents? How were women living in poor, marginalized communities stereotyped? How did that lead to false accusations and criminal sentences?

Assignment: Research the word “stereotype” and write a definition. Write the answers to these questions: What is a stereotype? What type of traits might cause a person to be stereotyped? In what way does stereotyping people dehumanize them? How can the use of stereotypes make it easier to not see someone as a person? How does prejudice and bigotry influence stereotyping? What does stereotyping often lead to? Why does it often result in violence? How is propaganda used to spread stereotype-based prejudice?

Homework: Use precise words and phrases, telling details, and sensory language to show how the Yates and Smith cases caused women whose children died to be stereotyped. How did those cases cause distortions and bias? How did the media use those cases to vilify other women? What became associated in people's minds when a woman's child died unexpectedly? Why was there an expectation of guilt? What class of women especially became stereotyped as murderers?

Aligned to the following Common Core Standards:

- ELA-Writing W.9-10.3(d), 9-10.7, 11-12.3(d), 11-12.7

**Lesson 16 (from Chapters 13 and 14)**

**Objective**

Even though McMillian is finally freed, he remains broken in some areas of his life. The aim of this lesson is to examine the theme of brokenness.

**Lesson**

Class Discussion: How many of the cases that Stevenson worked on involved people who were mentally or emotionally broken? What were some experiences that caused the brokenness in those people? How did law enforcement and the legal system often dehumanize people accused of breaking the law? How did that dehumanization cause brokenness? What types of brokenness did it cause? How was Mrs. Williams an example of brokenness conquered during one of McMillian’s hearings? What does that
reveal about brokenness and the possibility of restoration? How does the scene where Stevenson remembered laughing with Joe over a poem seem to support the idea that brokenness can be overcome? What does Stevenson believe it takes to help people be restored?

Activity: Divide the students into small groups. Have each group discuss how brokenness affected the cases of the juveniles mentioned in Chapter 14. In what way were most of those young people broken before their encounters with the legal system? How did their brokenness lead to trouble with the law? Was it possible that they would not have committed crimes if they weren't broken in the first place? How did their experiences in prison further break these young people?

Assignment: Use precise words and phrases, telling details, and sensory language to describe how Joe Sullivan was broken. What happened that got him imprisoned for life? How old was he at the time? What was his maturity level? In what way was he broken before his imprisonment? How did the imprisonment further break him?

Homework: Based upon what is written and what is inferred, write a concluding statement as to how McMillian remained broken even after his exoneration. Where did he go and what did he do for work after his release? How was his marriage broken by his experiences? Were other relationships broken because of his experience? How did those broken relationships cause brokenness in McMillian? What flashbacks and feelings did he experience after his release? What mental or emotional difficulties did he have that indicated his continued brokenness? In what ways did McMillian remain broken even after his release from prison?

Aligned to the following Common Core Standards:

- ELA-Writing W.9-10.3(d), 9-10.3(e), 11-12.3(d), 11-12.3(e)

**Lesson 17 (from Chapters 13 and 14)**

**Objective**

Stevenson believed that brain development and childhood experiences contributed to crimes committed by juveniles. The aim of this lesson is to examine adolescent brain development and childhood experiences and their relationship to criminal behavior.

**Lesson**

Class Discussion: What confusion did Evan have about his adolescent behavior? How many clients did Stevenson see who had that same confusion? How had many of Stevenson’s clients who were juveniles when they committed a crime matured? What were they more capable of doing? In what ways were they nothing like the confused children who had committed a violent crime? How were their changes different from adults who had committed crimes when they were adults? What did Stevenson begin to
understand about the shocking and senseless crimes committed by juveniles? What did he believe needed to be understood about the lives these children had lived? What research about the developing adolescent brain did the Supreme Court pay great attention to when banning the death penalty for juveniles? What became known about adolescent development and brain science and the relationship to juvenile crime and responsibility? Based upon contemporary neurological, psychological, and sociological evidence, what became known about the effect of negative influences, outside pressures, and lack of control over impulses and environment on self-regulation and responsibility? What ages were considered adolescence? According to Stevenson what did experts conclude about adolescence and crime? What arguments did Stevenson present showing the relationship between adolescence and the impaired judgement many teens displayed when representing clients who had committed crimes as juveniles?

Activity: Divide the students into small groups. Have each group use a Venn diagram to compare the adult and the adolescent brain, using research as needed. Show the major differences between an adult and adolescent brain. Show the differences, and then show where the brains are alike.

Assignment: Research studies about the adolescent brain. Write the answers to these questions: At what age does the brain look like an adult brain? How do mortality rates jump during adolescence? What correlation is there between adolescence and crime? How do genes, childhood experiences, and environment affect the adolescent brain? What changes take place in the brain during the adolescent years? When does the highest point of gray matter occur in a person's life? How do different parts of the cortex mature at different rates? How does this affect the maturing teenager? How are connections changing in the brain? How does the brain circuitry that involves emotions change during adolescence? What hormonal changes are taking place and how do those changes affect the brain? What is the capacity of learning during adolescence and how does it compare to an adult's ability to learn? How do changes in the brain affect sleep patterns? How does sleep loss affect the brain? How is the adolescent brain different from the brain in childhood or adulthood?

Homework: Based upon what was known about Joe Sullivan's background, why did Stevenson believe that the boy's age and childhood experiences contributed to his criminal behavior. How old was Joe at the time of the burglary? What was his mental capacity? What had his childhood been like? What had been his home from the age of ten? How old was he when he committed the burglary? In what ways were Joe's behavior child-like when Stevenson first met him? How might Joe’s childhood experiences and the challenges of adolescence affected Joe? Why did Stevenson believe that the boy being an adolescent and his childhood experiences contributed to his criminal behavior?

Aligned to the following Common Core Standards:

- ELA-Writing W.9-10.3(e), 9-10.7, 11-12.3(e), 11-12.7
Lesson 18 (from Chapters 15, 16, and Epilogue)

Objective

In Chapter 15, Stevenson felt like quitting. The aim of this lesson is to examine Stevenson’s motivation for his work, and what motivated him in spite of the challenges.

Lesson

Class Discussion: What was Stevenson’s background and where did he grow up? How did his background influence his desire to help the condemned and imprisoned? How did beginning to work with death row cases when Stevenson was a young law student help him to become motivated about the law and his career? How did working with the condemned and incarcerated add meaning to each person’s humanity, including his own? What injustices did Stevenson see as he worked on his cases? How did successes and failures affect Stevenson’s motivation? What motivated him to help the condemned?

Activity: Divide the students into small groups. Have each group discuss stonecatchers. What was the Bible story about throwing stones? Who was the woman who decided she needed to be a stonecatcher? What happened in her life? Why did she decide she needed to be a stonecatcher? In what way was Stevenson a stonecatcher? How did his desire to catch stones motivate him in his work?

Assignment: Research the term “motivation” and write a definition. Write the answers to these questions: What does motivation explain about behavior? How might a motive prompt a person to action? How does motivation influence actions, desires, and needs?

Homework: Based upon what was written and what was inferred, write a concluding statement as to what motivated Stevenson to not quit. What happened that made Stevenson feel like it was time to stop and that he could not keep defending the death row cases? What did he realize after he considered quitting? What did he decide about brokenness and how it applied to his work? Did necessity or importance influence Stevenson to defend his clients? Did he have a choice as to whether he could or could not defend his clients? What did he decide was his motivation for defending death row cases? In what ways were the struggles of his clients his own struggle? What motivated Stevenson to not quit?

Aligned to the following Common Core Standards:

- ELA-Writing W.9-10.3(e), 9-10.7, 11-12.3(e), 11-12.7
Lesson 19 (from Chapters 15, 16, and Epilogue)

Objective

Stevenson learned about mercy from his clients. The aim of this lesson is to examine the title of the book and the concept of mercy.

Lesson

Class Discussion: How critical a need did Stevenson feel it was to have mercy? What instances did he see where individuals were denied mercy or believed to not deserve mercy? How did that lead to his belief that more mercy, more justice and more hope were necessary? What would mercy have been for Dill and others? Why did brokenness create a need and desire for mercy? How many people did Stevenson feel were broken? Why should brokenness lead to mercy? In what way could someone caught in a web of hurt and brokenness also be in a web of healing and mercy? What incident did Stevenson remember about himself when he was ten and a boy who stuttered? Did Stevenson deserve reconciliation? How was that incident and the way the boy forgave Stevenson a demonstration of how mercy works? What did the title of the book mean to Stevenson regarding mercy and its role?

Activity: Divide the students into small groups. Have each group discuss how mercy and justice were related. Could there be justice without mercy or vice versa? Why was mercy a part of justice? Could there be justice without mercy and would it be truly justice at that point? How did Stevenson believe that mercy and justice were related?

Assignment: Research the words "mercy" and "compassion" and write definitions for each word. Write the answers to these questions: In what way are the words mercy and compassion synonyms? What type of behavior is motivated by mercy and by compassion? In what way does mercy imply undeserved favor? Does compassion have that same connotation? How might mercy be displayed in everyday life and in a judicial system? Would compassion be more likely to be seen in everyday life or in a judicial situation?

Homework: Use precise words and phrases, telling details, and sensory language to describe what Stevenson learned about mercy from McMillian. What had McMillian taught Stevenson about mercy being just? What did McMillian believe that mercy needed to be rooted in? How was mercy meant to be given? When was mercy most empowering? How did McMillian demonstrate mercy and what did that teach Stevenson? What did Stevenson notice about McMillian's new life and what mercy helped him recover?

Aligned to the following Common Core Standards:

- ELA-Writing W.9-10.3(d), 9-10.7, 11-12.3(d), 11-12.7
Lesson 20 (from Chapters 15, 16, and Epilogue)

Objective

Just Mercy is told from a first-person point of view. The aim of this lesson is to examine the point of view of the book.

Lesson

Class Discussion: Who is the narrator in the book? What pronouns are used? Is everything that happens told from the narrator's point of view? Does anyone else tell the story? Does Stevenson reveal his thoughts as he relates events? How do readers know what the individuals are thinking in the book? What is the point of view in the book?

Activity: Divide the students into small groups. Have each group rewrite a section of the book in third person. Have the students discuss how this changes the narrative. Which type of third person point of view was used? If another type was used, would it have changed the narrative? Are there incidents that cannot be told as clearly? Are there sections that could be explained better from third person point of view?

Assignment: Research these terms and write definitions for each: point of view, first person point of view, second person point of view, and third person point of view. How does point of view limit what a reader sees or hears of what is going on in a book? What pronouns would be used in a narrative told from a first person point of view? What pronouns would be used in a narrative told from a second person point of view? What pronouns would be used in a narrative told from a third person point of view? What types of third person points of view are there? Why is first person point of view sometimes thought to be unreliable? What are the advantages and disadvantages of using different points of view?

Homework: Analyze the impact of the author's choice to tell his story using first-person point of view. How does first-person point of view connect with readers emotionally? Why does first-person point of view seem warmer and more intimate? How does the first-person viewpoint help readers empathize with the individuals Stevenson works with? How does first-person point of view help readers understand Stevenson and his motivations? How does the first-person point of view make the cases more believable in the narrative? How does the author's choice to use first-person point of view impact the narrative and the reader?

Aligned to the following Common Core Standards:

- ELA-Reading: Literature RL.9-10.10, 11-12.3, 11-12.10
- ELA-Writing W.9-10.7, 11-12.7
Fun Activities

To Kill a Mockingbird

Stevenson references the book To Kill a Mockingbird by Harper Lee. Read the book and discuss with a group.

Timeline

Create a timeline of the cases Stevenson handled.

Live News

Imagine that you are a television reporter and report live from the courthouse when it is learned that McMillian has been exonerated.

Diary

Write a diary entry that one of McMillian's family members might have written during his trial or imprisonment.

Stonecatcher

Stevenson talked about ways to be a stonecatcher. Discuss with a group ways why it is important to be a stonecatcher and how you could be a stonecatcher.

Map It

Use a blackline map to show where some of the cases were that Stevenson and EJI handled.

Attorney

Imagine that you are an attorney for one of the cases described in the book. Write the arguments that you would use to free your client.

Death Penalty

Discuss with a group the reasons why Stevenson believed that the death penalty needed to be abolished.
Obituary

Write an obituary for Walter McMillian.

Interview

Write ten questions that you would ask if you could interview Stevenson.

Education

Research what education would be needed to become a lawyer for the Equal Justice Initiative.

Book Review

Write a review of the book as you would for a newspaper or an online blog.

Collage

Create a collage of items that represent concepts and people from the book. Explain what each item represents.

Diorama

Create a diorama of the area where McMillian lived before he was arrested.

Biography

Write a brief biography of Bryan Stevenson.

Book Jacket

Create a book jacket for Just Mercy.

Stevenson's Cases

Research one of the cases that was still in progress when the book ended. Write a brief summary of the resolution of the case.
Scenes

Make sketches of some of the scenes in the book. On the back of the sketch, write a description.

Just Mercy: The Movie

Imagine that you are the director of a movie based on the book. List the characters you would choose to play the main people in the book.

A Day with the Equal Justice Initiative

Imagine that you could spend the day with Stevenson or someone else from EJI. Describe how you would spend the day.
Essay Topics

Essay Topic 1

Stevenson struggled during his first year of law school. What were his struggles? How did the Socratic method increase his struggles? How did he overcome his struggles and continue on in law school?

Essay Topic 2

Stevenson's grandmother always told him to “Keep close.” What did his grandmother mean by that statement? How could keeping close help Stevenson in life and give him a proper perspective? How did that statement influence Stevenson?

Essay Topic 3

In the introduction, Stevenson discusses individual character. How does Stevenson define character and what it means for individuals? What does he believe affects one’s character? How does he feel that character can be measured?

Essay Topic 4

The deep South had Jim Crow and anti-miscegenation statutes on the books well into the twentieth century. What were some of the things that were forbidden by the statutes? What was the purpose of those statutes? How were the statutes related to racism?

Essay Topic 5

Flaws in the legal system often lead to injustice. What were some flaws in the legal system that Stevenson discovered? How did those flaws lead to injustice?

Essay Topic 6

Stevenson began to know the type of person McMillian was as he worked with him. How did Stevenson become acquainted with McMillian? What were the circumstances that McMillian had to deal with? How did he act in spite of his circumstances? What did his behavior in prison and out reveal about the type of man he was?
Essay Topic 7

In McMillian's case and others, intimidation was used in their cases. How was intimidation used in McMillian's case and other cases? How did the use of intimidation pervert justice?

Essay Topic 8

Stevenson believed in mitigation. What did Stevenson believe mitigation meant? Why did he think he was a real need? Who did he believe needed mitigation? How did he demonstrate his belief in mitigation? How did he believe mitigation could lead to justice?

Essay Topic 9

There were many conflicts that Stevenson and his staff experienced. What were some of the conflicts they faced? How did these conflicts cause challenges in the casework they were doing? Were most of the conflicts in the book internal or external?

Essay Topic 10

Stereotypes often lead to false charges. What were some instances where how a person was perceived or stereotyped a direct cause of their being falsely accused of a crime? How prevalent was stereotyping in the justice system? How did stereotyping lead to injustice?

Essay Topic 11

Stevenson noticed that being female could be a negative value. In what ways was being a female accused of a crime similar to being black, poor, or mentally handicapped? What were some ways that women were disadvantaged when seeking justice? How did those disadvantages determine justice or injustice for their cases?

Essay Topic 12

Stevenson believed that immature brains and childhood experiences contributed to criminal behavior in juveniles. What cases led Stevenson to believe that immaturity and childhood experiences contributed to criminal behavior in juveniles? How were adolescent brains different from adults' brains? How did that lead to criminal behavior? What were some examples of traumatic experiences from childhood that lead to criminal behavior? Why did Stevenson believe that being an adolescent and childhood experiences contributed to criminal behavior?
Essay Topic 13

Stevenson felt like quitting. What made him feel like quitting? What motivated him to keep working in spite of the challenges and setbacks he faced?

Essay Topic 14

Stevenson learned about mercy from his clients. What did Stevenson believe it meant to have mercy? How did his clients teach him about mercy? What did mercy and its role in life and justice mean to Stevenson?

Essay Topic 15

Stevenson noticed how history played a role in justice. How did Stevenson see the way that history influenced the American justice system? How did history continue to influence the justice system? How did that affect the cases that Stevenson worked on?

Essay Topic 16

Like his clients, Stevenson experienced racism. What was the incident Stevenson related where he experienced racism from the police? How did the experiences of racism that he had influence his desire to find justice for clients who had experienced racism?

Essay Topic 17

Stevenson worked to reveal and eliminate flaws in the justice system. What flaws did he encounter as he worked on cases? How was he able to eliminate some of those flaws and obtain justice?

Essay Topic 18

Stevenson noted that many of his clients experienced dehumanizing experiences. What were some dehumanizing experiences suffered by Stevenson's clients? Were these experiences deliberately imposed upon them by law enforcement? How did dehumanization help to pervert justice?

Essay Topic 19

Stevenson saw power in hope. How long did it take Stevenson to realize the importance and power of hope? How was hope demonstrated by Stevenson and his clients? In what ways was hope a powerful tool for Stevenson, his staff, and his clients?
Essay Topic 20

Stevenson began to realize that everyone is broken. In what ways did Stevenson see brokenness in people? How did Stevenson believe that brokenness could lead to hope, mercy, and compassion for one's self and for others?
Short Essay Questions

1. How did Stevenson describe his preparation to meet a condemned man in 1983?

2. What did Stevenson study in college, and why did he decide to attend law school?

3. Why did Stevenson worry that he made the wrong choice when he began classes at Harvard?

4. Who was Steve Bright?

5. Where was the SPDC located, and what were the working conditions like when Stevenson worked there?

6. What was the visitation room like where Stevenson met Henry?

7. Where did Stevenson grow up?
8. Why did Judge Robert E. Lee Key call Stevenson?

9. What was Monroeville, Alabama, known for?

10. What type of business did Walter McMillian establish and how well did it prosper?

11. What murder shocked Monroeville in 1986?

12. Why did Stevenson live with Steve Bright when he first worked in Atlanta?

13. What happened to Lourida Ruffin?

14. In Chapter 2, what did a man in a wheelchair tell Stevenson were his medals of honor?
15. In Chapter 3, what happened to a young African American man named Michael Donald?

16. What was Myers's version of the murder of Ronda Morrison?

17. What was McMillian's alibi for the time of the murder?

18. What obstacles did Stevenson face when he opened the nonprofit law center in Tuscaloosa in Chapter 4?

19. Why did Michael Lindsey receive a death penalty instead of life imprisonment?

20. Why did Horace Dunkins' execution make national news?

21. Where was McMillian's house?
22. What did McMillian's house look like?

23. As Stevenson spent time with McMillian, what did he learn about the man?

24. What were the laws about condemning children to death row?

25. Why was Charlie arrested?

26. What happened to Charlie after Stevenson got involved?

27. In Chapter 7, what did Stevenson bring up in the brief he filed?

28. Who was John Patterson?
29. What was Michael O'Connor's background?

30. Why was Trina Garnett arrested for?

31. What was solitary confinement like at Apalachee?

32. Why was George Stinney executed?

33. Who was hired as a paralegal in Chapter 9?

34. In Chapter 9, what did Judge Norton say about the length of the Rule 32 hearing?

35. What issues were there when Stevenson got to the courtroom on the second day of the Rule 32 Hearing?
36. What campaign was lead by Dorothea Dix and Reverend Louis Wright in the late nineteenth century?

37. Why did Stevenson's office in Atlanta sue Angola Prison?

38. What was eventually discovered about the doctor who declared George Daniel sane to stand trial for murder?

39. In Chapter 11, why did Stevenson have to take bomb threats seriously?

40. What was Judge Norton's ruling on McMillian's appeal in Chapter 11?

41. In Chapter 11, why was Stevenson optimistic about what evidence in the McMillian case might accomplish in the Alabama Court of Criminal Appeals?

42. What was Bernard Harcourt's background?
43. How did Marsha Colbey give her kids her heart?

44. Why was Marsha Colbey charged with capital murder?

45. What law was passed in Alabama in 2006 and what were its ramifications?

46. What were conditions like at Tutwiler Prison?

47. Where did McMillian decided to live in Chapter 13?

48. Why was it so difficult to get money for wrongful imprisonment?

49. Why did McMillian have to quit his logging business?
50. What was Joe Sullivan indicted for and why?

51. What was Sullivan like in 1989, and what was his home life like?

52. How did Stevenson's grandfather die?

53. At the beginning of Chapter 15, how did McMillian begin to decline?

54. Why was it difficult to find a facility where McMillian could be cared for?

55. In Chapter 15, what was the trend for the rate of executions in Alabama?

56. What decision did the U.S. Supreme Court announce on May 17, 2010?
57. What was Dante Evans' crime?

58. Why did an older African American man tell Stevenson that he and other blacks grew up with terrorism?

59. When and how did McMillian die?

60. What did Stevenson say that McMillian had taught him?
Short Essay Questions Key

1. How did Stevenson describe his preparation to meet a condemned man in 1983?

Stevenson was very unprepared to meet a condemned man in 1983. He was a 23-year-old law student working in Georgia on an internship. He was eager, but inexperienced. He had never seen the inside of a maximum-security prison or been on death row, and he had no idea what to expect or what to do.

2. What did Stevenson study in college, and why did he decide to attend law school?

Stevenson studied philosophy in college. His senior year, he realized it would be difficult to find a paying job after college. He frantically began looking for a post-graduation plan. He decided to attend law school, because if was one of the few graduate programs that did not require knowing a specific field of study. So he applied for law school.

3. Why did Stevenson worry that he made the wrong choice when he began classes at Harvard?

Not long after Stevenson began classes at Harvard, he worried that he had made the wrong choice. Harvard Law School was a very intimidating place. Many of the professors used the Socratic method of direct, repetitive, and adversarial questioning, which humiliated unprepared students. In addition, the courses seemed esoteric and disconnected from the race and poverty issues that motivated Stevenson to consider studying law.

4. Who was Steve Bright?

Steve Bright was the director of Southern Prisoners Defense Committee (SPDC). He was in his mid-thirties. He grew up on a farm in Kentucky, and he ended up in Washington, D.C. after finishing law school. He was a brilliant trial lawyer at the Public Defender Service for the District of Columbia. When Stevenson met Bright, Bright had just been recruited to take over the SPDC.
5. Where was the SPDC located, and what were the working conditions like when Stevenson worked there?

The SPDC was located in downtown Atlanta in the Healey Building, a 16-story Gothic Revival structure built in the early 1900s that was in bad condition and was losing tenants. Stevenson worked in a cramped circle of desks with two lawyers and did clerical work.

6. What was the visitation room like where Stevenson met Henry?

The visitation room where Stevenson met Henry was 20 feet square with a few stools bolted to the floor. Everything in the room was made of metal and secured. In front of the stools, wire mesh ran from a small ledge up to a 12-foot high ceiling. The room looked like a cage.

7. Where did Stevenson grow up?

Stevenson grew up in a poor, rural, racially segregated settlement in Delaware. Being African American, he lived in a racially segregated ghetto isolated by railroad tracks. In the settlement where he grew up people lived in tiny shacks, and families without indoor plumbing had to use outhouses.

8. Why did Judge Robert E. Lee Key call Stevenson?

Judge Key called Stevenson to ask why he was representing Walter McMillian, and he told Stevenson that he needed to step down and not take the case.

9. What was Monroeville, Alabama, known for?

Monroeville, Alabama, was known for a book that was written there. Harper Lee, the author of To Kill a Mockingbird, was from Monroeville, and the town gained status after her book became a national bestseller in the 1960s.
10. What type of business did Walter McMillian establish and how well did it prosper?

When sharecropping was less available, McMillian started his own pulpwood business. He borrowed money for his own power saw, tractor, and pulpwood truck. His business did not make a lot of money, but it gave him independence.

11. What murder shocked Monroevill in 1986?

In 1986, Ronda Morrison, the young daughter of a respected local family was found dead on the floor of Monroe Cleaners, the shop where she worked. She had been shot in the back three times.

12. Why did Stevenson live with Steve Bright when he first worked in Atlanta?

Stevenson lived with Steve Brith for a year and half after he moved to work in Atlanta. The workload was so heavy that Stevenson did not have time to look for an apartment. Plus he only made $14,000 a year, and that didn't leave much money for rent.

13. What happened to Lourida Ruffin?

Lourida Ruffin was stopped by the police one evening, because they said that his car was swerving. When Ruffin arrived at the jail, he looked like he had been beaten badly. He asked for his inhaler and asthma medication, but no one got it for him. He died in the jail.

14. In Chapter 2, what did a man in a wheelchair tell Stevenson were his medals of honor?

A man in a wheelchair told Stevenson about the scars, cuts, and bruises he had. One he received trying to register to vote in 1964. Another he got in Mississippi demanding civil rights. A bruise on the base of his skill he received in Birmingham after the Children's Crusade. He told Stevenson that those scars, cuts, and bruises were his medals of honor.
15. In Chapter 3, what happened to a young African American man named Michael Donald?

Michael Donald was a young African American man from Mobile. He was walking home from the store one evening after a mistrial had been declared in the prosecution of a black man accused of shooting a white police officer. Many white people were shocked by the verdict and blamed the verdict on African Americans who had served on the jury. After burning a cross on the courthouse lawn, men from the Ku Klux Klan went hunting for someone to victimize. They found Donald, severely beat him, and they hanged him.

16. What was Myers's version of the murder of Ronda Morrison?

Myers told police that he was getting gas on the day Morrison was murdered. McMillian saw him at the gas station and forced him at gunpoint to drive him to Monroeville because McMillian had a hurt arm. Myers said that McMillian had him drive to Jackson Cleaners and wait in the car. When McMillian returned, Myers said that McMillian told him that he had killed the store clerk. Then Myers said that he drove McMillian back to the gas station to retrieve the man's truck.

17. What was McMillian's alibi for the time of the murder?

At the time of the murder, a dozen church members were at Walter's home selling food while Walter and Jimmy worked on his truck. Ernest Welch, a white man, came to collect money from Walter's mother. He told the folks gathered that his niece had just been murdered. With the church members and the people who came to buy sandwiches, there were dozens of people who were able to confirm that Walter could not have committed the murder.

18. What obstacles did Stevenson face when he opened the nonprofit law center in Tuscaloosa in Chapter 4?

When Stevenson opened the nonprofit law center, he faced many obstacles in the first few months. His first director resigned, the University of Alabama School of Law withdrew their support, and it was difficult to find lawyers to come to Alabama and do full-time death penalty work for less than $25,000 a year. He was also denied funding from the state legislature and had to find a way to raise money.
19. Why did Michael Lindsey receive a death penalty instead of life imprisonment?

When Michael Lindsey was convicted, the jury sentenced him to life imprisonment. However, even though it was not legal, the judge overrode the sentencing and sentenced Lindsey to death.

20. Why did Horace Dunkins' execution make national news?

Horace Dunkin's execution was so botched it made national news. The electrodes were plugged into the chair incorrectly, so only a partial electrical charge was delivered to Mr. Dunkin's body. After several minutes the chair was turned off, but Mr. Dunkins was alive, unconscious, but breathing. Alterations were made to the electrodes and Mr. Dunkins was electrocuted again, and that time he finally died.

21. Where was McMillian's house?

McMillian's house was in Repton. He was off the main road leading into Monroeville. It was close to a cluster of liquor stores on the county line between Conecuh and Monroe counties.

22. What did McMillian's house look like?

McMillian's house was in great disrepair. The front porch was propped on three cinder blocks piled precariously beneath wood flooring that was rotting. The blue window panes need painting, and a makeshift set of stairs that did not connect to the house were the only access. The yard was littered with abandoned car parts, tires, broken furniture and other trash.

23. As Stevenson spent time with McMillian, what did he learn about the man?

As Stevenson spent time with McMillian, he learned that the man was decent, kind, and had a generous nature. He had made poor decisions, especially with women. However, he generally tried to do the right thing.
24. What were the laws about condemning children to death row?

In 1989 the Supreme Court had upheld the death penalty for juveniles. However, no child under the age of 15 was ever to be sent to death row. A child might receive life imprisonment, but if he as under 15, he could not be sentenced to capital punishment.

25. Why was Charlie arrested?

One night Charlie's mother's boyfriend, George, beat up his mother so badly, that Charlie thought his mother was dead. He went into the bedroom where George had gone and laid down after the beating. At first he was just going to call 911, but then he picked up a gun and shot the man and killed him. Charlie was arrested.

26. What happened to Charlie after Stevenson got involved?

Stevenson got involved in Charlie's case when he discovered that Charlie had been raped at the jail. He talked to the authorities and got Charlie moved to juvenile detention. Stevenson was contacted by a white couple who wanted to help Charlie. He put them in touch with the boy, and they became his family and helped him get his high school equivalency and were planning on sending him to college.

27. In Chapter 7, what did Stevenson bring up in the brief he filed?

In the brief he filed, Stevenson documented the insufficiency of the evidence and raised every legal deficiency in the trial that he could identify. He argued that Myer's testimony had no credible corroboration and that under Alabama law, the State could not rely only on the testimony of an accomplice. He argued that there was prosecutorial misconduct, racially discriminatory jury selection, and an improper change of venue. He even challenged Judge Key's override of the jury's life sentence.

28. Who was John Patterson?

John Patterson was the chief judge of the Alabama Court of Criminal Appeals in Chapter 7. He was a former governor. In the 1960s he was a fierce opponent of civil rights and racial integration. In 1958, with the backing of the Ku Klux Klan, he defeated George Wallace for governor. When he was an attorney general, he banned the NAACP from operating in Alabama and blocked civil right boycotts and protests in Tuskegee and
Montgomery.

**29. What was Michael O'Connor's background?**

Michael O'Connor was a Yale Law School graduate with a passion for helping people in trouble that had been kindled by his own struggles earlier in life. He was the son of Irish immigrants, and he had grown up outside of Philadelphia in a tough working-class neighborhood. He started experimenting with hard drugs with his friends in high school, and he became a heroin addiction. For several years he floated from one crisis to another until the overdose death of a close friend motivated him to become clean. His family helped him stabilize his life and go back to college. He graduated from Penn State summa cum laude, and his academic credentials got him into Yale Law School.

**30. Why was Trina Garnett arrested for?**

Trina Garnett and a friend of hers climbed through the window of a row house, because they wanted to talk to some boys. They lit matches to find their way in the house, and they accidentally set the house on fire. Two boys died. Trina was arrested for murder.

**31. What was solitary confinement like at Apalachee?**

Solitary confinement at Apalachee meant living in a concrete box the size of a walk-in closet. Meals were deliver through a slot, prisoners did not see other inmates, and prisoners never touched or got near another human being. If a prisoner was insubordinate, he would have to sleep on the concrete floor of the cell without a mattress. Prisoners in solitary confinement got three showers a week and were allowed 45 minutes in a small caged area for exercise a few times a week.

**32. Why was George Stinney executed?**

George Stinney was a 14-year-old black boy, who was executed in South Carolina in 1944. Two white girls had gone to pick flowers and never returned home. George and his siblings joined the search party. At one point, George mentioned that he and his sister had seen the girls earlier that day. When the bodies of the girls were found in a shallow ditch, George was arrested because he had admitted he had seen them. George's court appointed attorney called no witnesses, and George was sentenced to capital punishment.
33. Who was hired as a paralegal in Chapter 9?

Stevenson hired Brenda Lewis as a paralegal. She was a former Montgomery police officer who joined Stevenson's team after seeing more abuses of power than she could tolerate at the police department.

34. In Chapter 9, what did Judge Norton say about the length of the Rule 32 hearing?

Judge Norton asked Stevenson how much time he wanted to present the evidence. When Stevenson told Judge Norton that he wanted a week, Judge Norton told Stevenson that he could not be serious. The trial only lasted a day and a half. So he told Stevenson that he would have three days to make his case.

35. What issues were there when Stevenson got to the courtroom on the second day of the Rule 32 Hearing?

When Stevenson arrived on the second day of hearing, all the black people who were in the courtroom the day before, were outside the courtroom. They told Stevenson that they were not allowed to go inside. When Stevenson asked to go in, a young man in a deputy sheriff's uniform told Stevenson he could not go in. When Stevenson protested, the deputy had to check before he could allow Stevenson to enter. When Stevenson finally got into the courtroom, he had to go through a metal detector and walk past a German shepherd. The room was filled with older white people supporting Morrison and the prosecution.

36. What campaign was lead by Dorothea Dix and Reverend Louis Wright in the late nineteenth century?

In the late nineteenth century, Dorothea Dix and Reverend Louis Wright were alarmed by the inhumane treatment of incarcerated people suffering from mental illness. So they led a successful campaign to get the mentally ill out of prison.

37. Why did Stevenson's office in Atlanta sue Angola Prison?

When Stevenson worked in Atlanta, his office sued Angola Prison for refusing to modify a policy that required prisoners in segregation cells to place their hands through bars for
handcuffing before officers entered to move them. Disabled prisoners with epilepsy and seizure disorders would sometimes need assistance while convulsing in their cells. Because they could not put their hands through the bars, guards would mace them or use fire extinguishers to subdue them. This intervention aggravated the health problems of the prisoners and sometimes resulted in death.

38. What was eventually discovered about the doctor who declared George Daniel sane to stand trial for murder?

It was eventually discovered that the doctor who declared George Daniel sane to stand trial for murder was a fraud with no medical training. He had made up his credentials. He had never graduated from college, but he had fooled hospital officials into believing he was a trained physician with expertise in psychiatry. He kept up his masquerade for eight years.

39. In Chapter 11, why did Stevenson have to take bomb threats seriously?

Two years prior, an African American civil rights lawyer in Savannah, Georgia, named Rober Robinson was murdered when a bomb sent to his law office exploded. About the same time, a federal appeals court judge, Robert Vance, was killed in Birmingham by a mail bomb. The bomber seemed to be attacking legal professionals connected to civil rights. Stevenson was warned that they could be targets, so he took the bomb threats seriously.

40. What was Judge Norton's ruling on McMillian's appeal in Chapter 11?

Judge Norton ruled to deny McMillian relief. His order was superficial, insubstantial, and uninterested in the case. He only addressed the issue of Myers' testimony ad ignored all the legal claims Stevenson had presented.

41. In Chapter 11, why was Stevenson optimistic about what evidence in the McMillian case might accomplish in the Alabama Court of Criminal Appeals?

Stevenson and his colleagues were regularly arguing cases in front of the Alabama Court of Criminal Appeals. Stevenson and his colleagues had filed almost two dozen death penalty appeals, and the court was staring to respond to their advocacy. They had won four reversals in death penalty cases in 1990 four more in 1991 and by the end of
1992, they had won relief for another eight death row prisoners. This progress made Stevenson optimistic about McMillian's case being presented to the Court of Criminal Appeals.

42. What was Bernard Harcourt's background?

Bernard Harcourt was raised in New York City by French parents. He received his undergraduate degree from Princeton and worked in banking before he went to Harvard to pursue his law degree. He had been preparing for a typical law career until he visited one summer and became fascinated by the issues that death penalty cases presented.

43. How did Marsha Colbey give her kids her heart?

Marsha Colbey and her husband were dirt poor, but she compensated by giving her children her heart. She read to them, talked to them, played with them, hugged and kissed them constantly, and kept them close at all times.

44. Why was Marsha Colbey charged with capital murder?

A neighbor noticed that Marsha Colbey was no longer pregnant. When she was asked about the pregnancy, Colbey was still grieving the loss of her stillborn baby, and she was frustrated and reacted badly to police questioning. A forensic pathologist examined the baby's body and falsely stated that the baby was born alive. Colbey was tried for capital murder and sentenced to life imprisonment without parole.

45. What law was passed in Alabama in 2006 and what were its ramifications?

In Alabama, passed a law that made it a felony to expose a child to a "dangerous environment" that was passed supposedly to protect children living in homes where there were meth labs or drug-trafficking operations. The law was applied more broadly and thousands of mothers living in poor, marginalized communities where drugs and drug addiction were rampant were at risk of prosecution.
46. What were conditions like at Tutwiler Prison?

Tutwiler prison was horribly overcrowded. The women were crammed into dormitories and improvised living spaces. Women with serious mental illness or severe emotional problems were thrown in with other women. The correctional staff were predatory and women at Tutwiler were being raped by prison guards. Male guards were allowed into the showers and women had no privacy in the bathrooms. Even the prison chaplain was sexually assaulting women when they came to the chapel.

47. Where did McMillian decided to live in Chapter 13?

McMillian decided to live in Monroe County. So he put a trailer on property he owned in Monroe County and resettled there. He returned to his logging work.

48. Why was it so difficult to get money for wrongful imprisonment?

It was difficult to get the courts to award money for wrongful imprisonment. Most of the people involved in cases where someone was imprisoned wrongfully were immune from prosecution. Since their employers--county or state--did not want to be responsible, it was difficult to get money for being wrongfully imprisoned.

49. Why did McMillian have to quit his logging business?

McMillian was cutting a tree when a branch dislodged, struck him, and broke his neck. It left McMillian in poor condition for weeks. He regained his mobility, but was not able to cut trees and perform difficult landscape work. So he began collecting car parts for resale and quit his logging business.

50. What was Joe Sullivan indicted for and why?

Joe Sullivan and two others broken into a home on May 4, 1989. That afternoon, their victim was sexually assaulted. Sullivan and his partners in crime were caught. His partners accused him of the sexual assault. So the prosecutor chose to indict 13-year-old Sullivan for sexual battery. Because his partners said Sullivan had committed the rape, he was indicted.
51. What was Sullivan like in 1989, and what was his home life like?

Sullivan in 1989 was a 13-year-old boy with mental disabilities. He read at a first grade level, and he had experienced physical abuse by his father and severe neglect. His family dissolved in abuse and chaos, and Sullivan spent the years from age ten to his arrest with no stable home. He lived at ten different addresses during that three-year period.

52. How did Stevenson's grandfather die?

Stevenson's grandfather lived alone in the South Philadelphia housing projects. Several teens broken into his apartment to steal his black-and-white television set. They attacked and stabbed the eighty-six-year old man until he died.

53. At the beginning of Chapter 15, how did McMillian begin to decline?

McMillian began to decline quickly. He had moments of confusion that got longer and longer. He started forgetting things that he had done just hours before. He could not remember the details of his business, and managing his work became complicated. He got depressed because he knew he could not handle things well.

54. Why was it difficult to find a facility where McMillian could be cared for?

McMillian needed to be moved into a facility that provided care for the elderly ad infirm. It was difficult to find a place for him. Most place would not take him because he had been convicted of a felony, even though he had been exonerated.

55. In Chapter 15, what was the trend for the rate of executions n Alabama?

The increasing rate of executions in Alabama went against the national trend. Alabama's death-sentencing rate had dropped from the late 1990s, but it was still the highest in the country. By the end of 2009, Alabama had the nation's highest execution rate per capita.
56. What decision did the U.S. Supreme Court announce on May 17, 2010?

On May 17, 2010, the U.S. Supreme Court announced a decision. They decreed that life imprisonment without parole sentences imposed on children convicted of non-homicide crimes was cruel and unusual punishment and constitutionally impermissible.

57. What was Dante Evans' crime?

Dante Evans was 14 and living in a FEMA trailer with his abusive father in Mississippi after Hurricane Katrina. Twice before his dad had nearly killed Dante's mother. Dante shot his father while his father slept in a chair. Dante had repeatedly told school officials about his father's abuse, but no one intervened.

58. Why did an older African American man tell Stevenson that he and other blacks grew up with terrorism?

An older African American man told Stevenson that he and other blacks had grown up with terrorism. The police, the Klan, and anybody who was white could terrorize them. Blacks had to worry about bombings and lynchings and other racial violence of all types.

59. When and how did McMillian die?

McMillian died in 2013. He lived with his sister Katie, but in the last two years of his life, he could not get outdoors or move around without help. One morning he fractured a hip, but doctors did not feel it was advisable to operate so he was sent home with little hope of recovery. Home health and hospice care was arranged so that could die at home. He passed away quietly in the night.

60. What did Stevenson say that McMillian had taught him?

Stevenson said that McMillian made him understand why it was necessary to reform a system of criminal justice that treated people better if they were rich and guilty than if they are poor and innocent. McMillian's case taught Stevenson that fear and anger were a threat to justice, and they could make a community, a state, or a nation blind, irrational, and dangerous. McMillian's case taught Stevenson that the death penalty was not about whether people deserved to die for the crimes they committed, but rather if we "deserve to kill." Finally Stevenson said that McMillian's case taught him that mercy was
just when it was rooted in hopefulness and freely given.
Multiple Choice Questions

Introduction

1. How old was Stevenson in 1983?
   (a) 21.
   (b) 23.
   (c) 24.
   (d) 22.

2. Where did Stevenson say that Georgia’s death row was in the Introduction?
   (a) By Decatur.
   (b) Near Atlanta.
   (c) Athens.
   (d) Outside of Jackson.

3. What highway did Stevenson travel to speak with someone on death row?
   (a) I-80.
   (b) I-10.
   (c) I-75.
   (d) I-25.

4. What did Stevenson study in college?
   (a) Computer Science.
   (b) Anthropology.
   (c) Engineering.
   (d) Philosophy.

5. Where did Stevenson go to law school?
   (a) Berkeley.
   (b) Harvard.
   (c) Yale.
   (d) Stanford.

6. Where did Stevenson go to college?
   (a) Colorado.
   (b) Iowa.
   (c) Illinois.
   (d) Pennsylvania.
7. How many lawyers had Stevenson met before he started law school?
(a) None.
(b) 1 or 2.
(c) 5 or 6.
(d) 6 or 7.

8. Where did Stevenson meet Steve Bright, director of the SPDC?
(a) Charlotte.
(b) Atlanta.
(c) Decatur.
(d) Jackson.

9. Where did Bright grow up?
(a) Tennessee.
(b) South Carolina.
(c) Kentucky.
(d) Mississippi.

10. Where was the SPDC located when Stevenson started his internship?
(a) Greenville.
(b) Nashville.
(c) Atlanta.
(d) Baton Rouge.

11. How long was Stevenson's first visit with Henry supposed to be in the Introduction?
(a) 30 minutes.
(b) 45 minutes.
(c) 2 hours.
(d) 1 hour.

12. How old was Henry?
(a) 23.
(b) 31.
(c) 28.
(d) 37.

13. How long was Stevenson's visit with Henry in the Introduction?
(a) 3 hours.
(b) 2 hours.
(c) 2 1/2 hours.
(d) 4 hours.
14. Where did Stevenson grow up?
(a) New Jersey.
(b) Pennsylvania.
(c) Connecticut.
(d) Delaware.

15. Where did many of the black people work where Stevenson grew up?
(a) Poultry plant.
(b) Mines.
(c) Farms.
(d) Steel factories.

16. Where did Stevenson's mother work?
(a) Air Force Base.
(b) Wealthy homes as a domestic.
(c) Food factory.
(d) School as a janitor.

17. How many children did Stevenson's grandmother have?
(a) 7.
(b) 9.
(c) 8.
(d) 11.

18. What month did Stevenson first visit death row?
(a) November.
(b) January.
(c) February.
(d) December.

19. How many people were incarcerated in the early 1970s?
(a) 2.3 million.
(b) 1.5 million.
(c) 400,000.
(d) 300,000.

20. At the time Stevenson wrote the book, how much money was being spent on jails and prisons by state and federal governments?
(a) $80 billion.
(b) $8.4 billion.
(c) $6.9 billion.
(d) $60 billion.
21. What was the receptionist wearing in Chapter 1?
(a) Jeans and a sweatshirt.
(b) Khakis and a jean jacket.
(c) Expensive business suit.
(d) Dress slacks and a button-down shirt.

22. In Chapter 1, when was the receptionist planning to leave to work in a real law office?
(a) A month.
(b) 10 days.
(c) 15 days.
(d) A week.

23. What did Judge Key say that Walter McMillian might be a part of?
(a) Georgia Mafia.
(b) Cafish Mafia.
(c) Florida Mafia.
(d) Dixie Mafia.

24. How long had Stevenson been working for SPDC when he met Walter McMillian?
(a) 3 years.
(b) 2 years.
(c) 5 years.
(d) 6 years.

25. In Chapter 1, how many people were on death row in Alabama?
(a) About 125.
(b) Nearly 100.
(c) 135.
(d) 150.

26. When did Stevenson and Eva Ansley discover an opportunity to get federal funding to create a legal center to represent people on death row in Alabama?
(a) 1988.
(b) 1991.
(c) 1987.
(d) 1990.
27. In the weeks before Stevenson received a call from Judge Key, how many condemned men did he meet?
(a) 7.
(b) 4.
(c) 5.
(d) 6.

28. How much older was Walter McMilian than Stevenson?
(a) 17.
(b) At least 15 years.
(c) 12.
(d) About 10 years.

29. Where in Alabama did Stevenson plan to open an office in Chapter 1?
(a) Tuscaloosa.
(b) Birmingham.
(c) Mobile.
(d) Montgomery.

30. In Chapter 1, how many volumes were there of trial proceedings from Walter McMillian's trial?
(a) 8.
(b) 4.
(c) 3.
(d) 5.

31. How old was McMillian when he was able to run a plow very well?
(a) 12.
(b) 14.
(c) 13.
(d) 11.

32. By what decade had McMillian developed a solid business?
(a) 1960s.
(b) 1970s.
(c) 1990s.
(d) 1980s.

33. What was the name of McMillian's wife?
(a) Minnie.
(b) Sally.
(c) Rachel.
(d) Peggy.
34. How long were Tony Pace and Mary Cox sentenced to prison for violating Alabama's racial integrity laws?
(a) 2 years.
(b) 1 year.
(c) 18 months.
(d) 5 years.

35. When did the State of Idaho ban interracial marriage?
(a) 1921.
(b) 1911.
(c) 1884.
(d) 1893.

36. When was the ban on interracial marriage eliminated?
(a) 1994.
(b) 2000.
(c) 1972.
(d) 1989.

37. How long did Stevenson sleep on Steve Bright's living room couch before deciding to find an apartment of his own?
(a) 2 years.
(b) 1 1/2 years.
(c) 10 months.
(d) 15 months.

38. How much did Stevenson say that he made a year in Chapter 2?
(a) $14,000.
(b) $21,000.
(c) $38,000.
(d) $42,000.

39. How many people died by the end of the Attica standoff?
(a) 27.
(b) 42.
(c) 39.
(d) 53.

40. In Chapter 2, who told Stevenson that he needed "to beat the drum for justice"?
(a) A young mother.
(b) An older man using crutches.
(c) A man in a wheelchair.
(d) An elderly woman.
Chapters 3 and 4

41. Under what charges was McMillian first arrested?
(a) Rape.
(b) Murder.
(c) Sodomy.
(d) Burglary.

42. When was McMillian arrested?
(a) May 13, 1986.
(b) June 7, 1987.
(c) November 8, 1988.
(d) January 3, 1985.

43. In Chapter 3, who was a young African American man who was lynched in Mobile?
(a) Michael Donald.
(b) Peter Andrews.
(c) Tom Watson.
(d) Daniel Rivers.

44. In Chapter 3, where did Myers say that McMillian made him drive?
(a) Bill's Gas Station.
(b) A deserted road.
(c) Grocery store.
(d) Jackson Cleaners.

45. In Chapter 3, what was the name of the jailhouse snitch who claimed he had seen McMillian's truck outside of Jackson's Cleaners?
(a) Ted Dansig.
(b) Matt Wilson.
(c) Bill Hooks.
(d) Bob Miller.

46. When did police say that the Morrison murder took place?
(a) 10:15 a.m.
(b) 9:30 p.m.
(c) 8 p.m.
(d) 9:30 a.m.
47. How many people could confirm that Walter was not responsible for the murder?
(a) 3-4.
(b) 20-30.
(c) Dozens.
(d) 5-6.

48. In Chapter 3, how long were death row inmates locked in a small cell by themselves daily?
(a) 23 hours.
(b) 15 hours.
(c) 18 hours.
(d) 20 hours.

49. When were McMillian and Myers transferred from county jail to death row?
(a) May 13, 1986.
(b) June 11, 1987.
(c) August 23, 1986.
(d) August 1, 1987.

50. In Chapter 3, how large were the cells where death row inmates were housed?
(a) 5 by 10 feet.
(b) 6 by 9 feet.
(c) 6 by 11 feet.
(d) 5 by 8 feet.

51. When was the electric chair at Holman built?
(a) 1940s.
(b) 1950s.
(c) 1960s.
(d) 1930s.

52. When McMillian was taken to death row in Chapter 3, what percent of prisoners on death row were white?
(a) 40%.
(b) 30%.
(c) 20%.
(d) 15%.
53. How many volts of electricity pass through the body of a prisoner in the electric chair?
(a) 1,700.
(b) 2,000.
(c) 1,900.
(d) 1,600.

54. In Chapter 3, how long did it take to execute John Evans?
(a) 21 minutes.
(b) 16 minutes.
(c) 3 minutes.
(d) 14 minutes.

55. When did the Supreme Court rule that underrepresentation of racial minorities and women in jury pools was unconstitutional?
(a) 1980s.
(b) 1970s.
(c) 1950s.
(d) 1960s.

56. When Earl MGahee was tried by an all-white jury in Dallas County, what percent of the county was African American?
(a) 60 percent.
(b) 40 percent.
(c) 55 percent.
(d) 70 percent.

57. In what county was it decided to hold McMillian's trial?
(a) Escambia.
(b) Baldwin.
(c) Conecuh.
(d) Clarke.

58. In Chapter 4, when did Stevenson and Eva Ansley open their new law center in Tuscaloosa?
(a) March 1989.
(b) January 1989.
(c) February 1989.
(d) April 1989.
59. In Chapter 4, when was the building built that Stevenson rented for his new law center?
(a) 1889.
(b) 1879.
(c) 1894.
(d) 1882.

60. Between 1975 and 1988, how many executions had there been in Alabama?
(a) 3.
(b) 35.
(c) 23.
(d) 12.

Chapters 5 and 6

61. What was the name of McMillian's older sister?
(a) Armelia Hand.
(b) Ophelia Martin.
(c) Sophie Price.
(d) Anna Roth.

62. What was the nickanme that McMillian's family had given him?
(a) Johnny D.
(b) Bobby B.
(c) Walt Man.
(d) The Walton.

63. How close did McMillian's family live to the prison where McMillian was incarcerated?
(a) An hour.
(b) 12 miles.
(c) About 30 minutes.
(d) 45 miles.

64. Where did McMillian and his family live?
(a) Excel.
(b) Nichburg.
(c) Repton.
(d) Mexia.
65. How long were Minnie McMillian's shifts at the plant in Chapter 5?
(a) 8 hours.
(b) 11 hours.
(c) 10 hours.
(d) 12 hours.

66. In Chapter 5, how long had it been since McMillian's arrest?
(a) 12 months.
(b) 15 months.
(c) 18 months.
(d) 6 months.

67. What type of vehicle was Stevenson driving in Chapter 5?
(a) Caprice.
(b) Silverado.
(c) Corolla.
(d) Grand Caravan.

68. How many people met to speak with Stevenson about McMillian at a trailer in Chapter 5?
(a) More than 30.
(b) About 25.
(c) 15.
(d) 8.

69. In Chapter 5, what time did Stevenson leave the trailer where he met with McMillian's family?
(a) Close to midnight.
(b) 11:30 p.m.
(c) After 1 a.m.
(d) 10:30 p.m.

70. When did W.E.B. Du Bois write The Souls of Black Folk?
(a) 1903.
(b) 1943.
(c) 1915.
(d) 1938.

71. In Chapter 5, what was the name of the white person that the McMillians had worked for who called Stevenson to offer support?
(a) Tom Davidson.
(b) Bill Andrews.
(c) Sam Crook.
(d) Bob Roberts.
72. How old were many of Stevenson's death row Alabama clients when they committed the crimes they were accused of committing?
(a) 16-17.
(b) 14-15.
(c) 15-16.
(d) 13-14.

73. When did the Supreme Court uphold the death penalty for juveniles?
(a) 1994.
(b) 1990.
(c) 1989.
(d) 1983.

74. How old was the young man that his grandmother wanted Stevenson to speak to in Chapter 6?
(a) 14.
(b) 16.
(c) 15.
(d) 13.

75. In Chapter 6, who was Charlie accused of killing?
(a) An intruder to his home.
(b) A school mate.
(c) His mother's boyfriend.
(d) His father.

76. In Chapter 6, how many times in the last 1 1/2 years had Charlie's mother been beaten so badly that she required medical treatment?
(a) 3.
(b) 4.
(c) 1.
(d) 2.

77. In Chapter 6, how did George's first wife and child die?
(a) Car accident.
(b) Hit-and-run accident.
(c) Pneumonia.
(d) Armed robbery.

78. In Chapter 6, how long had George lived with Charlie and his mother?
(a) 2 years.
(b) 6 months.
(c) 18 months.
(d) 3 years.
79. What was George's occupation?
(a) School teacher.
(b) Lawyer.
(c) Janitor.
(d) Law enforcement officer.

80. What was the name of the couple who began corresponding with Charlie?
(a) Mr. and Mrs. Coleman.
(b) Mr. and Mrs. Jennings.
(c) Mr. and Mrs. Ross.
(d) Mr. and Mrs. Carter.

Chapters 7 and 8

81. In Chapter 7 how many pages was the opinion about McMilian's appeal?
(a) 70.
(b) 90.
(c) 60.
(d) 85.

82. When was the Alabama Judicial Building built?
(a) 1950s.
(b) 1920s.
(c) 1930s.
(d) 1940s.

83. When was the Alabama Judicial Building renovated into a courthouse?
(a) 1950s.
(b) 1960s.
(c) 1930s.
(d) 1940s.

84. What church was across the street from the Alabama Judicial Building?
(a) Gateway Baptist.
(b) Frazier United Methodist.
(c) Covenant Presbyterian.
(d) Dexter Avenue Baptist.

85. Where did Michael O'Connor grow up?
(a) Boston.
(b) Chicago.
(c) Detroit.
(d) Philadelphia.
86. Where did Michael O'Connor go to law school?
(a) Harvard.
(b) University of Iowa.
(c) Yale.
(d) University of Colorado.

87. How much was paid to Bill Hooks by Sheriff Tate?
(a) $3,500.
(b) $7,500.
(c) $5,000.
(d) $250.

88. How long after Ronda Morrison's murder was McMillian's truck converted to a low-rider?
(a) 18 months.
(b) 5 months.
(c) 6 months.
(d) 1 year.

89. Where was Myers imprisoned in Chapter 7?
(a) Palmerdale.
(b) Springville.
(c) Rainbow City.
(d) Odenville.

90. How far did Stevenson and O'Connor drive to see Myers in Chapter 7?
(a) 2 hours.
(b) 120 miles.
(c) 50 miles.
(d) 3 hours.

91. What did Myers want to drink when Stevenson and O'Connor spoke to him in Chapter 7?
(a) Sunkist Orange.
(b) Pepsi.
(c) Root beer.
(d) Coke.

92. In Chapter 7, what was the name of the women's prison where Karen Kelly was incarcerated?
(a) Tutwiler.
(b) Kilby.
(c) Bibb.
(d) St. Clair.
93. In what county did Mozelle and Onzelle live?
(a) Escambia.
(b) Jefferson.
(c) Barbour.
(d) Chambers.

94. In Chapter 7, how many states enacted laws that gave victims specific right to participate in the trial process or to make a victim impact statement?
(a) 39.
(b) 36.
(c) 27.
(d) 42.

95. According to McCleskey v. Kemp, how many times more likely were offenders in Georgia likely to get the death penalty if the victim was white?
(a) 11.
(b) 22.
(c) 5.
(d) 14.

96. In Chapter 7, how many years had it been since McMillian's trial?
(a) 2.
(b) 1.
(c) 3.
(d) 4.

97. How many children did Walter Garnett have?
(a) 12.
(b) 2.
(c) 7.
(d) 5.

98. How old was Trina Garnett when her mother died?
(a) 9.
(b) 8.
(c) 11.
(d) 10.

99. How old was Trina Garnett when she was sent to an adult prison for women?
(a) 15.
(b) 17.
(c) 16.
(d) 14.
100. How many years did Ian Manuel spend in solitary confinement?
(a) 9.
(b) 15.
(c) 18.
(d) 22.

Chapters 9 and 10

101. What was Brenda Lewis's occupation before she became a paralegal?
(a) Teacher.
(b) Assembly worker.
(c) Police officer.
(d) Day care worker.

102. How old was Assistant Attorney General Don Valeska in Chapter 9?
(a) 40s.
(b) 50s.
(c) 35.
(d) 47.

103. How much time did Judge Norton want Stevenson and his staff to take to present McMillian's case?
(a) 3 days.
(b) 4 days.
(c) 1 week.
(d) 2 weeks.

104. How long was the trip Myers had to make from prison to the Baldwin County courthouse in Chapter 9?
(a) 2 hours.
(b) 3 hours.
(c) 5 hours.
(d) 4 hours.

105. How old was Judge Norton?
(a) 50s.
(b) 58.
(c) 46.
(d) 40s.
106. What color was Myers wearing when he testified in Chapter 9?  
(a) Tan.  
(b) Blue.  
(c) Orange.  
(d) White.

107. Who was the mechanic that modified McMillian's truck?  
(a) Thomas Buckley.  
(b) David Wright.  
(c) Vernon Wilson.  
(d) Clay Kast.

108. When did a mechanic modify Walter's truck?  
(a) June 1987.  
(b) October 1986.  
(c) May 1987.  
(d) December 1986.

109. What was the name of the police officer who was first on the scene where Morrison was killed?  
(a) Roosevelt Martin.  
(b) Woodrow Ikner.  
(c) Garrison Phillips.  
(d) Lincoln Davidson.

110. What type of dog was in the courtroom on the second day of McMillian's case in Chapter 9?  
(a) Rottweiler.  
(b) Bloodhound.  
(c) Pit bull.  
(d) German Shepherd.

111. In Chapter 9, how many doctors testified that Myers told them he was being coerced to say that McMillian killed Morrison?  
(a) 2.  
(b) 5.  
(c) 4.  
(d) 3.
112. When Mrs. Williams saw the dog in the courtroom in Chapter 9, what year did she remember?
(a) 1965.
(b) 1961.
(c) 1964.
(d) 1962.

113. In the late nineteenth century, who were responsible for getting the mentally ill out of prison?
(a) Millie Davis and Reverend Jeff Erickson.
(b) Peggy Andrews and Reverend David Scott.
(c) Dorothea Dix and Reverend Louis Dwight.
(d) Louise Ransom and Reverend Scott Andrews.

114. In Chapter 10, what drug did Stevenson say was misused in many mental institutions?
(a) Lithium.
(b) Thorazine.
(c) Nardil.
(d) Pardate.

115. When were laws enacted to make involuntary commitment to a mental institution more difficult?
(a) 1974.
(b) 1960s and 1970s.
(c) 1950s and 1960s.
(d) 1968.

116. In the 1990s, what deinstitutionalization rate did several states have?
(a) More than 95%.
(b) 73%.
(c) 66 percent.
(d) More than 80%.

117. In Chapter 10, how many prison and jail inmates had a diagnosed mental illness?
(a) More than 50%.
(b) About 40%.
(c) 81%.
(d) 32%.
118. How did George Daniel suffer brain damage?
(a) A fall.
(b) Bicycle accident.
(c) An assault.
(d) Car accident.

119. How long did "Dr. Ed Seger" successfully pretend to be a doctor?
(a) 6 years.
(b) 10 years.
(c) 8 years.
(d) 7 years.

120. How many foster homes had Jenkins been in before he turned eight?
(a) 11.
(b) 7.
(c) 23.
(d) 19.

Chapters 11 and 12

121. In Chapter 11, how many bomb threats had their been in the last two months?
(a) 2.
(b) 3.
(c) 4.
(d) 1.

122. In Chapter 11, how many attorneys worked with Stevenson?
(a) 6.
(b) 5.
(c) 3.
(d) 4.

123. In Chapter 11, how many years ago had an African American civil rights lawyer in Savannah, Georgia, named Robert Robinson been murdered by a bomb exploding in his office?
(a) 3.
(b) 4.
(c) 5.
(d) 2.
124. What was the name of Stevenson's receptionist in Chapter 11?
(a) Angela.
(b) Gina.
(c) Sharon.
(d) Stephanie.

125. When did Judge Norton rule on McMillian's appear?
(a) April 11, 1992.
(c) May 19, 1992.
(d) June 3, 1992.

126. In 1992, for how many prisoners had McMillian's team won relief in death penalty cases?
(a) 5.
(b) 4.
(c) 3.
(d) 8.

127. Where did O'Connor move to in Chapter 11?
(a) Detroit.
(b) Los Angeles.
(c) San Diego.
(d) Chicago.

128. Where was Bernard Harcourt raised?
(a) Philadelphia.
(b) New York City.
(c) Boston.
(d) Chicago.

129. What did Harcourt do before going to law school?
(a) Research.
(b) Banking.
(c) Engineering.
(d) Teaching.

130. When did "The New York Times" attempt to raise money to defend Dr. Martin Luther King Jr. against perjury charges in Alabama?
(a) 1959.
(b) 1960.
(c) 1961.
(d) 1962.
131. In Chapter 11, how long had McMillian been on death row?
(a) 7 years.
(b) Nearly 6 years.
(c) About 5 years.
(d) 4 years.

132. When was a new trial order for the McMillian case in Chapter 11?
(a) February 23.
(b) January 30.
(c) March 2.
(d) April 11.

133. Who was the judge who dismissed all charges against McMillian?
(a) David Andrew Martin
(b) Rebecca Horseman.
(c) Robert E. Lee Key.
(d) Pamela Baschab.

134. How much money did McMillian's wallet have in it when he picked it up after his charges were dismissed in Chapter 11?
(a) $38.
(b) $23.
(c) $17.
(d) $45.

135. How many children did Marsha Colbey have when Hurricane Ivan hit?
(a) 4.
(b) 3.
(c) 5.
(d) 6.

136. In Chapter 12, where did Marsha Colbey and her husband go?
(a) New York City.
(b) Mobile.
(c) Boston.
(d) Chicago.

137. How old was Colbey at the time Hurricane Ivan hit?
(a) 43.
(b) 39.
(c) 41.
(d) 34.
138. What did Colbey name her stillborn son?
(a) Timothy.
(b) Andrew.
(c) Stephen.
(d) David.

139. In Chapter 12, how many of the women on Alabama's death row were condemned for deaths of their young children or the deaths of abusive spouses or boyfriends?
(a) 5.
(b) 7.
(c) 6.
(d) 4.

140. In Chapter 12, what was the name of a woman who gave birth to a stillborn baby in Pickens County, Alabama, and was charged with capital murder?
(a) Margaret McAllen.
(b) Bridget Lee.
(c) Catherine Davidson.
(d) Patty Vickers.

Chapters 13 and 14

141. In Chapter 13, what newspaper covered McMillian's exoneration and homecoming in a front-page story?
(a) "The New York Times."
(b) "Chicago Tribune."
(c) "Los Angeles Times."
(d) "The Washington Post."

142. How many people before McMillian had been released from death row after being proved innocent?
(a) 32.
(b) 45.
(c) About 20.
(d) Several dozen.

143. Where was Clarence Brantley from?
(a) Colorado.
(b) Texas.
(c) Alabama.
(d) Mississippi.
144. In 1992, how many people were executed in the United States?
(a) 56.
(b) 38.
(c) 41.
(d) 23.

145. In 1999, how many people were executed in the United States?
(a) 84.
(b) 103.
(c) 71.
(d) 98.

146. Where did McMillian spend his first week out of prison?
(a) Monroe County.
(b) Birmingham.
(c) Montgomery.
(d) Atlanta.

147. During the time McMillian was on death row, how many men had he seen leave for execution?
(a) 11.
(b) 8.
(c) 6.
(d) 7.

148. At the time of McMillian's release how many states, in addition to the District of Columbia, had laws authorizing compensation to people who were wrongly incarcerated?
(a) 13.
(b) 10.
(c) 4.
(d) 8.

149. In Chapter 13, what cap did New Hampshire have on the amount of compensation someone could receive for being wrongly incarcerated?
(a) $25,000.
(b) $20,000.
(c) $1,000,000.
(d) $200,000.
150. Where was Rob McDuff from?
(a) Louisiana.
(b) Mississippi.
(c) Georgia.
(d) Alabama.

151. Where was John Thompson scheduled to be executed?
(a) Georgia.
(b) Mississippi.
(c) Texas.
(d) Louisiana.

152. How much money did a jury award John Thompson for being incarcerated wrongly?
(a) $14 million.
(b) $200,000.
(c) $500,000.
(d) $1 million.

153. In Chapter 13, how long had Sheriff Tate been sheriff continuously?
(a) 30 years.
(b) 25 years.
(c) 35 years.
(d) 20 years.

154. How much money was Stevenson able to get McMillian for being wrongly incarcerated?
(a) $300,000.
(b) $450,000.
(c) A few hundred thousand dollars.
(d) About a half a million dollars.

155. How many people were on death row when Illinois Governor George Ryan commuted all death sentences?
(a) 167.
(b) 87.
(c) 194.
(d) 93.
156. When did Gulley, McCants, and Sullivan break into a house in Pensacola, Florida?
(a) 1991.
(b) 1996.
(c) 1984.
(d) 1989.

157. How old was Joe Sullivan when he was accused of sexual assault?
(a) 15.
(b) 13.
(c) 17.
(d) 18.

158. How many years had Joe Sullivan been in prison when Stevenson became involved in his case?
(a) 6.
(b) 11.
(c) 18.
(d) 22.

159. Between 1990 and 2005, how often did a prison open in the United States?
(a) One a week.
(b) Every 6 days.
(c) Every other week.
(d) Every 10 days.

160. How old was Evan Miller when he began attempting to commit suicide?
(a) 7.
(b) 16.
(c) 11.
(d) 14.

Chapters 15, 16, and Epilogue

161. In Chapter 15, where did a film crew come from to make a short documentary about the death penalty?
(a) Sweden.
(b) France.
(c) Ireland.
(d) England.
162. How many years did James "Bo" Cochran spend on Alabama's death row?
(a) 18.
(b) Nearly 20 years.
(c) 16.
(d) About 15 years.

163. Where was the first place that McMillian moved after he was diagnosed with advancing dementia?
(a) Atlanta.
(b) Montgomery.
(c) Huntsville.
(d) Birmingham.

164. How long did it take McMillian to fall asleep when Stevenson visited him in Chapter 15?
(a) 45 minutes.
(b) 15 minutes.
(c) 20 minutes.
(d) 30 minutes.

165. Where did Randy Susskind go to law school?
(a) Georgetown.
(b) Yale.
(c) University of Colorado.
(d) Harvard.

166. When did the death-sentencing rate in America begin to decline?
(a) 2000.
(b) 1999.
(c) 2001.
(d) 1998.

167. In what state did nearly 40% of the nearly 1,400 modern-era executions take place?
(a) Louisiana.
(b) Mississippi.
(c) Texas.
(d) Alabama.
168. By the end of 2009, what state had the nation's highest execution rate per capita?
(a) Texas.
(b) Alabama.
(c) Georgia.
(d) Louisiana.

169. In Chapter 15, how many executions were held in Alabama in 30 months after Baze v. Rees?
(a) 17.
(b) 11.
(c) 23.
(d) 32.

170. How old was Stevenson when he laughed at a visiting relative who stuttered?
(a) Nearly 11.
(b) 9.
(c) About 10.
(d) 7.

171. In Chapter 15, how many staff members did EJI have?
(a) 46.
(b) 37.
(c) 28.
(d) Nearly 40.

172. When Stevenson was a college student, what job did he have in a poor section of West Philadelphia?
(a) Church musician.
(b) Janitor.
(c) Substitute teacher.
(d) Bartender.

173. Where did Rosa Parks live when Stevenson first moved to Montgomery?
(a) Boston.
(b) Detroit.
(c) Denver.
(d) Chicago.
174. When did the U.S. Supreme Court decide that life imprisonment without parole sentences imposed on children convicted of no-homicide crimes was cruel and unusual punishment and constitutionally impermissible?
(a) June 2, 2010.
(b) April 30, 2010.
(c) May 17, 2010.
(d) March 30, 2010.

175. When did Stevenson's group win a constitutional ban on mandatory life-without-parole sentences imposed on children convicted of homicides?
(a) 2011.
(b) 2010.
(c) 2012.
(d) 2013.

176. How old was Phillip Shaw when he was sentenced to life imprisonment without parole in Missouri?
(a) 13.
(b) 15.
(c) 14.
(d) 12.

177. In Chapter 16, how many death row prisoners in Alabama had won relief through the EJI?
(a) 100.
(b) 78.
(c) 111.
(d) 59.

178. At Angola, what work were inmates forced to do at one time?
(a) Pick cotton.
(b) Pick vegetables.
(c) Tend livestock.
(d) Janitorial work.

179. When was Joshua Carter accused of a rape in New Orleans and sentenced to the death penalty?
(a) 1963.
(b) 1956.
(c) 1959.
(d) 1965.
180. When did McMillian die?
(a) September 11, 2013.
(b) July 4, 2013.
(c) October 29, 2013.
(d) August 15, 2013.
## Multiple Choice Questions Key

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Short Answer Questions

1. How old was Stevenson in 1983?

2. Where did Stevenson say that Georgia's death row was in the Introduction?

3. What highway did Stevenson travel to speak with someone on death row?

4. What did Stevenson study in college?

5. Where did Stevenson go to law school?

6. Where did Stevenson go to college?

7. How many lawyers had Stevenson met before he started law school?
8. Where did Stevenson meet Steve Bright, director of the SPDC?

9. Where did Bright grow up?

10. Where was the SPDC located when Stevenson started his internship?

11. How long was Stevenson's first visit with Henry supposed to be in the Introduction?

12. How old was Henry?

13. How long was Stevenson's visit with Henry in the Introduction?

14. Where did Stevenson grow up?
15. Where did many of the black people work where Stevenson grew up?

16. Where did Stevenson's mother work?

17. How many children did Stevenson's grandmother have?

18. What month did Stevenson first visit death row?

19. How many people were incarcerated in the early 1970s?

20. At the time Stevenson wrote the book, how much money was being spent on jails and prisons by state and federal governments?

21. What was the receptionist wearing in Chapter 1?
22. In Chapter 1, when was the receptionist planning to leave to work in a real law office?

23. What did Judge Key say that Walter McMillian might be a part of?

24. How long had Stevenson been working for SPDC when he met Walter McMillian?

25. In Chapter 1, how many people were on death row in Alabama?

26. When did Stevenson and Eva Ansley discover an opportunity to get federal funding to create a legal center to represent people on death row in Alabama?

27. In the weeks before Stevenson received a call from Judge Key, how many condemned men did he meet?

28. How much older was Walter McMilian than Stevenson?
29. Where in Alabama did Stevenson plan to open an office in Chapter 1?

30. In Chapter 1, how many volumes were there of trial proceedings from Walter McMillian's trial?

31. How old was McMillian when he was able to run a plow very well?

32. By what decade had McMillian developed a solid business?

33. What was the name of McMillian's wife?

34. How long were Tony Pace and Mary Cox sentenced to prison for violating Alabama's racial integrity laws?

35. When did the State of Idaho ban interracial marriage?
36. When was the ban on interracial marriage eliminated?

37. How long did Stevenson sleep on Steve Bright's living room couch before deciding to find an apartment of his own?

38. How much did Stevenson say that he made a year in Chapter 2?

39. How many people died by the end of the Attica standoff?

40. In Chapter 2, who told Stevenson that he needed "to beat the drum for justice"?

41. Under what charges was McMillian first arrested?

42. When was McMillian arrested?
43. In Chapter 3, who was a young African American man who was lynched in Mobile?

44. In Chapter 3, where did Myers say that McMillian made him drive?

45. In Chapter 3, what was the name of the jailhouse snitch who claimed he had seen McMillian's truck outside of Jackson's Cleaners?

46. When did police say that the Morrison murder took place?

47. How many people could confirm that Walter was not responsible for the murder?

48. In Chapter 3, how long were death row inmates locked in a small cell by themselves daily?

49. When were McMillian and Myers transferred from county jail to death row?
50. In Chapter 3, how large were the cells where death row inmates were housed?

51. When was the electric chair at Holman built?

52. When McMillian was taken to death row in Chapter 3, what percent of prisoners on death row were white?

53. How many volts of electricity pass through the body of a prisoner in the electric chair?

54. In Chapter 3, how long did it take to execute John Evans?

55. When did the Supreme Curt rule that underrepresentation of racial minorities and women in jury pools was unconstitutional?

56. When Earl MGahee was tried by an all-white jury in Dallas County, what percent of the county was African American?
57. In what county was it decided to hold McMillian's trial?

58. In Chapter 4, when did Stevenson and Eva Ansley open their new law center in Tuscaloosa?

59. In Chapter 4, when was the building built that Stevenson rented for his new law center?

60. Between 1975 and 1988, how many executions had there been in Alabama?

61. What was the name of McMillian's older sister?

62. What was the nickname that McMillian's family had given him?

63. How close did McMillian's family live to the prison where McMillian was incarcerated?
64. Where did McMillian and his family live?

65. How long were Minnie McMillian's shifts at the plant in Chapter 5?

66. In Chapter 5, how long had it been since McMillian's arrest?

67. What type of vehicle was Stevenson driving in Chapter 5?

68. How many people met to speak with Stevenson about McMillian at a trailer in Chapter 5?

69. In Chapter 5, what time did Stevenson leave the trailer where he met with McMillian's family?

70. When did W.E.B. Du Bois write The Souls of Black Folk?
71. In Chapter 5, what was the name of the white person that the McMillians had worked for who called Stevenson to offer support?

72. How old were many of Stevenson's death row Alabama clients when they committed the crimes they were accused of committing?

73. When did the Supreme Court uphold the death penalty for juveniles?

74. How old was the young man that his grandmother wanted Stevenson to speak to in Chapter 6?

75. In Chapter 6, who was Charlie accused of killing?

76. In Chapter 6, how many times in the last 1 1/2 years had Charlie's mother been beaten so badly that she required medical treatment?

77. In Chapter 6, how did George's first wife and child die?
78. In Chapter 6, how long had George lived with Charlie and his mother?

79. What was George's occupation?

80. What was the name of the couple who began corresponding with Charlie?

81. In Chapter 7 how many pages was the opinion about McMilian's appeal?

82. When was the Alabama Judicial Building built?

83. When was the Alabama Judicial Building renovated into a courthouse?

84. What church was across the street from the Alabama Judicial Building?
85. Where did Michael O'Connor grow up?

86. Where did Michael O'Connor go to law school?

87. How much was paid to Bill Hooks by Sheriff Tate?

88. How long after Ronda Morrison's murder was McMillian's truck converted to a low-rider?

89. Where was Myers imprisoned in Chapter 7?

90. How far did Stevenson and O'Connor drive to see Myers in Chapter 7?

91. What did Myers want to drink when Stevenson and O'Connor spoke to him in Chapter 7?
92. In Chapter 7, what was the name of the women's prison where Karen Kelly was incarcerated?

93. In what county did Mozelle and Onzelle live?

94. In Chapter 7, how many states enacted laws that gave victims specific right to participate in the trial process or to make a victim impact statement?

95. According to McCleskey v. Kemp, how many times more likely were offenders in Georgia likely to get the death penalty if the victim was white?

96. In Chapter 7, how many years had it been since McMillian's trial?

97. How many children did Walter Garnett have?

98. How old was Trina Garnett when her mother died?
99. How old was Trina Garnett when she was sent to an adult prison for women?

100. How many years did Ian Manuel spend in solitary confinement?

101. What was Brenda Lewis's occupation before she became a paralegal?

102. How old was Assistant Attorney General Don Valeska in Chapter 9?

103. How much time did Judge Norton want Stevenson and his staff to take to present McMillian's case?

104. How long was the trip Myers had to make from prison to the Baldwin County courthouse in Chapter 9?

105. How old was Judge Norton?
106. What color was Myers wearing when he testified in Chapter 9?

107. Who was the mechanic that modified McMillian's truck?

108. When did a mechanic modify Walter's truck?

109. What was the name of the police officer who was first on the scene where Morrison was killed?

110. What type of dog was in the courtroom on the second day of McMillian's case in Chapter 9?

111. In Chapter 9, how many doctors testified that Myers told them he was being coerced to say that McMillian killed Morrison?

112. When Mrs. Williams saw the dog in the courtroom in Chapter 9, what year did she remember?
113. In the late nineteenth century, who were responsible for getting the mentally ill out of prison?

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175. When did Stevenson's group win a constitutional ban on mandatory life-without-parole sentences imposed on children convicted of homicides?
176. How old was Phillip Shaw when he was sentenced to life imprisonment without parole in Missouri?

177. In Chapter 16, how many death row prisoners in Alabama had won relief through the EJI?

178. At Angola, what work were inmates forced to do at one time?

179. When was Joshua Carter accused of a rape in New Orleans and sentenced to the death penalty?

180. When did McMillian die?
Short Answer Questions Key

1. How old was Stevenson in 1983?

23.

2. Where did Stevenson say that Georgia’s death row was in the Introduction?

Outside of Jackson.

3. What highway did Stevenson travel to speak with someone on death row?

I-75.

4. What did Stevenson study in college?

Philosophy.

5. Where did Stevenson go to law school?

Harvard.

6. Where did Stevenson go to college?

Pennsylvania.

7. How many lawyers had Stevenson met before he started law school?

None.
8. Where did Stevenson meet Steve Bright, director of the SPDC?

Charlotte.

9. Where did Bright grow up?

Kentucky.

10. Where was the SPDC located when Stevenson started his internship?

Atlanta.

11. How long was Stevenson's first visit with Henry supposed to be in the Introduction?

1 hour.

12. How old was Henry?

23.

13. How long was Stevenson's visit with Henry in the Introduction?

3 hours.

14. Where did Stevenson grow up?

Delaware.
15. Where did many of the black people work where Stevenson grew up?

Poultry plant.

16. Where did Stevenson's mother work?

Air Force Base.

17. How many children did Stevenson's grandmother have?

9.

18. What month did Stevenson first visit death row?

December.

19. How many people were incarcerated in the early 1970s?

300,000.

20. At the time Stevenson wrote the book, how much money was being spent on jails and prisons by state and federal governments?

$80 billion.

21. What was the receptionist wearing in Chapter 1?

Expensive business suit.
22. In Chapter 1, when was the receptionist planning to leave to work in a real law office?

A week.

23. What did Judge Key say that Walter McMillian might be a part of?

Dixie Mafia.

24. How long had Stevenson been working for SPDC when he met Walter McMillian?

3 years.

25. In Chapter 1, how many people were on death row in Alabama?

Nearly 100.

26. When did Stevenson and Eva Ansley discover an opportunity to get federal funding to create a legal center to represent people on death row in Alabama?


27. In the weeks before Stevenson received a call from Judge Key, how many condemened men did he meet?

5.

28. How much older was Walter McMilian than Stevenson?

At least 15 years.
29. Where in Alabama did Stevenson plan to open an office in Chapter 1?

Tuscaloosa.

30. In Chapter 1, how many volumes were there of trial proceedings from Walter McMillian's trial?

4.

31. How old was McMillian when he was able to run a plow very well?

11.

32. By what decade had McMillian developed a solid business?

1980s.

33. What was the name of McMillian's wife?

Minnie.

34. How long were Tony Pace and Mary Cox sentenced to prison for violating Alabama's racial integrity laws?

2 years.

35. When did the State of Idaho ban interracial marriage?

1921.
36. When was the ban on interracial marriage eliminated?

2000.

37. How long did Stevenson sleep on Steve Bright’s living room couch before deciding to find an apartment of his own?

1 1/2 years.

38. How much did Stevenson say that he made a year in Chapter 2?

$14,000.

39. How many people died by the end of the Attica standoff?

42.

40. In Chapter 2, who told Stevenson that he needed "to beat the drum for justice"?

A man in a wheelchair.

41. Under what charges was McMillian first arrested?

Sodomy.

42. When was McMillian arrested?

43. In Chapter 3, who was a young African American man who was lynched in Mobile?

Michael Donald.

44. In Chapter 3, where did Myers say that McMillian made him drive?

Jackson Cleaners.

45. In Chapter 3, what was the name of the jailhouse snitch who claimed he had seen McMillian's truck outside of Jackson's Cleaners?

Bill Hooks.

46. When did police say that the Morrison murder took place?

10:15 a.m.

47. How many people could confirm that Walter was not responsible for the murder?

Dozens.

48. In Chapter 3, how long were death row inmates locked in a small cell by themselves daily?

23 hours.

49. When were McMillian and Myers transferred from county jail to death row?

August 1, 1987.
50. In Chapter 3, how large were the cells where death row inmates were housed?

5 by 8 feet.

51. When was the electric chair at Holman built?

1930s.

52. When McMillian was taken to death row in Chapter 3, what percent of prisoners on death row were white?

40%.

53. How many volts of electricity pass through the body of a prisoner in the electric chair?

1,900.

54. In Chapter 3, how long did it take to execute John Evans?

14 minutes.

55. When did the Supreme Court rule that underrepresentation of racial minorities and women in jury pools was unconstitutional?

1970s.

56. When Earl MGahee was tried by an all-white jury in Dallas County, what percent of the county was African American?

60 percent.
57. In what county was it decided to hold McMillian's trial?

Baldwin.

58. In Chapter 4, when did Stevenson and Eva Ansley open their new law center in Tuscaloosa?

February 1989.

59. In Chapter 4, when was the building built that Stevenson rented for his new law center?

1882.

60. Between 1975 and 1988, how many executions had there been in Alabama?

3.

61. What was the name of McMillian's older sister?

Armelia Hand.

62. What was the nickname that McMillian's family had given him?

Johnny D.

63. How close did McMillian's family live to the prison where McMillian was incarcerated?

An hour.
64. Where did McMillian and his family live?

Repton.

65. How long were Minnie McMillian's shifts at the plant in Chapter 5?

12 hours.

66. In Chapter 5, how long had it been since McMillian's arrest?

18 months.

67. What type of vehicle was Stevenson driving in Chapter 5?

Corolla.

68. How many people met to speak with Stevenson about McMillian at a trailer in Chapter 5?

More than 30.

69. In Chapter 5, what time did Stevenson leave the trailer where he met with McMillian's family?

Close to midnight.

70. When did W.E.B. Du Bois write The Souls of Black Folk?

1903.
71. In Chapter 5, what was the name of the white person that the McMillians had worked for who called Stevenson to offer support?

Sam Crook.

72. How old were many of Stevenson's death row Alabama clients when they committed the crimes they were accused of committing?

16-17.

73. When did the Supreme Court uphold the death penalty for juveniles?

1989.

74. How old was the young man that his grandmother wanted Stevenson to speak to in Chapter 6?

14.

75. In Chapter 6, who was Charlie accused of killing?

His mother's boyfriend.

76. In Chapter 6, how many times in the last 1 1/2 years had Charlie's mother been beaten so badly that she required medical treatment?

3.

77. In Chapter 6, how did George's first wife and child die?

Car accident.
78. In Chapter 6, how long had George lived with Charlie and his mother?

18 months.

79. What was George's occupation?

Law enforcement officer.

80. What was the name of the couple who began corresponding with Charlie?

Mr. and Mrs. Jennings.

81. In Chapter 7 how many pages was the opinion about McMilian's appeal?

70.

82. When was the Alabama Judicial Building built?

1920s.

83. When was the Alabama Judicial Building renovated into a courthouse?

1940s.

84. What church was across the street from the Alabama Judicial Building?

Dexter Avenue Baptist.
85. Where did Michael O'Connor grow up?

Philadelphia.

86. Where did Michael O'Connor go to law school?

Yale.

87. How much was paid to Bill Hooks by Sheriff Tate?

$5,000.

88. How long after Ronda Morrison's murder was McMillian's truck converted to a low-rider?

6 months.

89. Where was Myers imprisoned in Chapter 7?

Springville.

90. How far did Stevenson and O'Connor drive to see Myers in Chapter 7?

2 hours.

91. What did Myers want to drink when Stevenson and O'Connor spoke to him in Chapter 7?

Sunkist Orange.
92. In Chapter 7, what was the name of the women's prison where Karen Kelly was incarcerated?

Tutwiler.

93. In what county did Mozelle and Onzelle live?

Escambia.

94. In Chapter 7, how many states enacted laws that gave victims specific right to participate in the trial process or to make a victim impact statement?

36.

95. According to McCleskey v. Kemp, how many times more likely were offenders in Georgia likely to get the death penalty if the victim was white?

11.

96. In Chapter 7, how many years had it been since McMillian's trial?

3.

97. How many children did Walter Garnett have?

12.

98. How old was Trina Garnett when her mother died?

9.
99. How old was Trina Garnett when she was sent to an adult prison for women?

16.

100. How many years did Ian Manuel spend in solitary confinement?

18.

101. What was Brenda Lewis's occupation before she became a paralegal?

Police officer.

102. How old was Assistant Attorney General Don Valeska in Chapter 9?

40s.

103. How much time did Judge Norton want Stevenson and his staff to take to present McMillian's case?

3 days.

104. How long was the trip Myers had to make from prison to the Baldwin County courthouse in Chapter 9?

5 hours.

105. How old was Judge Norton?

50s.
106. What color was Myers wearing when he testified in Chapter 9?

White.

107. Who was the mechanic that modified McMillian's truck?

Clay Kast.

108. When did a mechanic modify Walter's truck?

May 1987.

109. What was the name of the police office who was first on the scene where Morrison was killed?

Woodrow Ikner.

110. What type of dog was in the courtroom on the second day of McMillian's case in Chapter 9?

German Shepherd.

111. In Chapter 9, how many doctors testified that Myers told them he was being coerced to say that McMillian killed Morrison?

4.

112. When Mrs. Williams saw the dog in the courtroom in Chapter 9, what year did she remember?

1965.
113. In the late nineteenth century, who were responsible for getting the mentally ill out of prison?

Dorothea Dix and Reverend Louis Dwight.

114. In Chapter 10, what drug did Stevenson say was misused in many mental institutions?

Thorazine.

115. When were laws enacted to make involuntary commitment to a mental institution more difficult?

1960s and 1970s.

116. In the 1990s, what deinstitutionalization rate did several states have?

More than 95%.

117. In Chapter 10, how many prison and jail inmates had a diagnosed mental illness?

More than 50%.

118. How did George Daniel suffer brain damage?

Car accident.

119. How long did "Dr. Ed Seger" successfully pretend to be a doctor?

8 years.
120. How many foster homes had Jenkins been in before he turned eight?

19.

121. In Chapter 11, how many bomb threats had their been in the last two months?

3.

122. In Chapter 11, how many attorneys worked with Stevenson?

5.

123. In Chapter 11, how many years ago had an African American civil rights lawyer in Savannah, Georgia, named Robert Robinson been murdered by a bomb exploding in his office?

2.

124. What was the name of Stevenson's receptionist in Chapter 11?

Sharon.

125. When did Judge Norton rule on McMillian's appear?

May 19, 1992.

126. In 1992, for how many prisoners had McMillian's team won relief in death penalty cases?

8.
127. Where did O'Connor move to in Chapter 11?
San Diego.

128. Where was Bernard Harcourt raised?
New York City.

129. What did Harcourt do before going to law school?
Banking.

130. When did "The New York Times" attempt to raise money to defend Dr. Martin Luther King Jr. against perjury charges in Alabama?
1960.

131. In Chapter 11, how long had McMillian been on death row?
Nearly 6 years.

132. When was a new trial order for the McMillian case in Chapter 11?
February 23.

133. Who was the judge who dismissed all charges against McMillian?
Pamela Baschab.
134. How much money did McMillian's wallet have in it when he picked it up after his charges were dismissed in Chapter 11?

$23.

135. How many children did Marsha Colbey have when Hurricane Ivan hit?

6.

136. In Chapter 12, where did Marsha Colbey and her husband go?

New York City.

137. How old was Colbey at the time Hurricane Ivan hit?

43.

138. What did Colbey name her stillborn son?

Timothy.

139. In Chapter 12, how many of the women on Alabama's death row were condemned for deaths of their young children or the deaths of abusive spouses or boyfriends?

5.

140. In Chapter 12, what was the name of a woman who gave birth to a stillborn baby in Pickens County, Alabama, and was charged with capital murder?

Bridget Lee.
141. In Chapter 13, what newspaper covered McMillian's exoneration and homecoming in a front-page story?


142. How many people before McMillian had been released from death row after being proved innocent?

Several dozen.

143. Where was Clarence Brantley from?

Texas.

144. In 1992, how many people were executed in the United States?

38.

145. In 1999, how many people were executed in the United States?

98.

146. Where did McMillian spend his first week out of prison?

Montgomery.

147. During the time McMillian was on death row, how many men had he seen leave for execution?

6.
148. At the time of McMillian's release how many states, in addition to the District of Columbia, had laws authorizing compensation to people who were wrongly incarcerated?

10.

149. In Chapter 13, what cap did New Hampshire have on the amount of compensation someone could receive for being wrongly incarcerated?

$20,000.

150. Where was Rob McDuff from?

Mississippi.

151. Where was John Thompson scheduled to be executed?

Louisiana.

152. How much money did a jury award John Thompson for being incarcerated wrongly?

$14 million.

153. In Chapter 13, how long had Sheriff Tate been sheriff continuously?

25 years.

154. How much money was Stevenson able to get McMillian for being wrongly incarcerated?

A few hundred thousand dollars.
155. How many people were on death row when Illinois Governor George Ryan commuted all death sentences?

167.

156. When did Gulley, McCants, and Sullivan break into a house in Pensacola, Florida?

1989.

157. How old was Joe Sullivan when he was accused of sexual assault?

13.

158. How many years had Joe Sullivan been in prison when Stevenson became involved in his case?

18.

159. Between 1990 and 2005, how often did a prison open in the United States?

Every 10 days.

160. How old was Evan Miller when he began attempting to commit suicide?

7.

161. In Chapter 15, where did a film crew come from to make a short documentary about the death penalty?

Ireland.
162. How many years did James "Bo" Cochran spend on Alabama's death row?

Nearly 20 years.

163. Where was the first place that McMillian moved after he was diagnosed with advancing dementia?

Huntsville.

164. How long did it take McMillian to fall asleep when Stevenson visited him in Chapter 15?

20 minutes.

165. Where did Randy Susskind go to law school?

Georgetown.

166. When did the death-sentencing rate in America begin to decline?

1999.

167. In what state did nearly 40% of the nearly 1,400 modern-era executions take place?

Texas.

168. By the end of 2009, what state had the nation's highest execution rate per capita?

Alabama.
169. In Chapter 15, how many executions were held in Alabama in 30 months after Baze v. Rees?

17.

170. How old was Stevenson when he laughed at a visiting relative who stuttered?

About 10.

171. In Chapter 15, how many staff members did EJI have?

Nearly 40.

172. When Stevenson was a college student, what job did he have in a poor section of West Philadelphia?

Church musician.

173. Where did Rosa Parks live when Stevenson first moved to Montgomery?

Detroit.

174. When did the U.S. Supreme Court decide that life imprisonment without parole sentences imposed on children convicted of no-homicide crimes was cruel and unusual punishment and constitutionally impermissible?

May 17, 2010.
175. When did Stevenson's group win a constitutional ban on mandatory life-without-parole sentences imposed on children convicted of homicides?

2012.

176. How old was Phillip Shaw when he was sentenced to life imprisonment without parole in Missouri?

14.

177. In Chapter 16, how many death row prisoners in Alabama had won relief through the EJI?

100.

178. At Angola, what work were inmates forced to do at one time?

Pick cotton.

179. When was Joshua Carter accused of a rape in New Orleans and sentenced to the death penalty?

1963.

180. When did McMillian die?

September 11, 2013.
Oral Reading Evaluation Sheet

Name: _________________________  Period: _______________________

5 = Above Average   3 = Average   1 = Below Average

Audibility - Projecting your voice so your audience can hear and understand you.
5  4  3  2  1

Pronunciation - Ability to recognize words before you say them and pronounce all the sounds correctly.
5  4  3  2  1

Articulation - Using your tongue, mouth and lips to pronounce all the sounds correctly.
5  4  3  2  1

Vocal Variety/Expression - Using appropriate pitch, volume and flow.
5  4  3  2  1

Rate - Reading a speed, or pace that is easy to follow.
5  4  3  2  1

Comments:
# Reading Assignment Sheet

Name: _________________________  Period: _______________________

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168
# Writing Evaluation Form

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Comments:
One Week Quiz A

Name: _________________________            Period: ___________________

This quiz consists of 5 multiple choice and 5 short answer questions through Chapters 11 and 12.

Multiple Choice Questions

1. According to McCleskey v. Kemp, how many times more likely were offenders in Georgia likely to get the death penalty if the victim was white?
   (a) 14.
   (b) 11.
   (c) 22.
   (d) 5.

2. Where was Myers imprisoned in Chapter 7?
   (a) Palmerdale.
   (b) Springville.
   (c) Rainbow City.
   (d) Odenville.

3. What did Harcourt do before going to law school?
   (a) Engineering.
   (b) Research.
   (c) Teaching.
   (d) Banking.

4. What was the name of Stevenson's receptionist in Chapter 11?
   (a) Stephanie.
   (b) Gina.
   (c) Sharon.
   (d) Angela.

5. When was the Alabama Judicial Building built?
   (a) 1920s.
   (b) 1940s.
   (c) 1950s.
   (d) 1930s.
Short Answer Questions

1. What church was across the street from the Alabama Judicial Building?

2. What did Colbey name her stillborn son?

3. In 1992, for how many prisoners had McMillian's team won relief in death penalty cases?

4. How far did Stevenson and O'Connor drive to see Myers in Chapter 7?

5. In Chapter 12, where did Marsha Colbey and her husband go?
Multiple Choice Questions Key

1. B
2. B
3. D
4. C
5. A

Short Answer Questions Key

1. What church was across the street from the Alabama Judicial Building?

Dexter Avenue Baptist.

2. What did Colbey name her stillborn son?

Timothy.

3. In 1992, for how many prisoners had McMillian's team won relief in death penalty cases?

8.

4. How far did Stevenson and O'Connor drive to see Myers in Chapter 7?

2 hours.

5. In Chapter 12, where did Marsha Colbey and her husband go?

New York City.
Two Week Quiz A

Name: _________________________                  Period: _______________

This quiz consists of 5 multiple choice and 5 short answer questions through Chapters 7 and 8.

Multiple Choice Questions

1. When was McMillian arrested?
   (a) January 3, 1985.
   (b) November 8, 1988.
   (c) May 13, 1986.
   (d) June 7, 1987.

2. In Chapter 3, what was the name of the jailhouse snitch who claimed he had seen McMillian's truck outside of Jackson's Cleaners?
   (a) Bob Miller.
   (b) Ted Dansig.
   (c) Matt Wilson.
   (d) Bill Hooks.

3. When was the Alabama Judicial Building built?
   (a) 1930s.
   (b) 1940s.
   (c) 1920s.
   (d) 1950s.

4. In Chapter 4, when did Stevenson and Eva Ansley open their new law center in Tuscaloosa?
   (a) March 1989.
   (b) April 1989.
   (c) January 1989.
   (d) February 1989.

5. What was the name of McMillian's wife?
   (a) Rachel.
   (b) Sally.
   (c) Peggy.
   (d) Minnie.
Short Answer Questions

1. When was the ban on interracial marriage eliminated?

2. In what county did Mozelle and Onzelle live?

3. In Chapter 5, what time did Stevenson leave the trailer where he met with McMillian's family?

4. Where did Michael O'Connor grow up?

5. What was the nickname that McMillian's family had given him?
Multiple Choice Questions Key

1. D
2. D
3. C
4. D
5. D

Short Answer Questions Key

1. When was the ban on interracial marriage eliminated?
   2000.

2. In what county did Mozelle and Onzelle live?
   Escambia.

3. In Chapter 5, what time did Stevenson leave the trailer where he met with McMillian's family?
   Close to midnight.

4. Where did Michael O'Connor grow up?
   Philadelphia.

5. What was the nickname that McMillian's family had given him?
   Johnny D.
Four Week Quiz A

Name: _________________________  Period: ________________

This quiz consists of 5 multiple choice and 5 short answer questions through Chapters 3 and 4.

Multiple Choice Questions

1. How many lawyers had Stevenson met before he started law school?
   (a) None.  
   (b) 1 or 2.  
   (c) 6 or 7.  
   (d) 5 or 6.

2. Where was the SPDC located when Stevenson started his internship?
   (a) Nashville.  
   (b) Greenville.  
   (c) Baton Rouge.  
   (d) Atlanta.

3. When was the electric chair at Holman built?
   (a) 1930s.  
   (b) 1940s.  
   (c) 1950s.  
   (d) 1960s.

4. What highway did Stevenson travel to speak with someone on death row?
   (a) I-25.  
   (b) I-75.  
   (c) I-80.  
   (d) I-10.

5. In what county was it decided to hold McMillian's trial?
   (a) Clarke.  
   (b) Escambia.  
   (c) Conecuh.  
   (d) Baldwin.
Short Answer Questions

1. When Earl MGahee was tried by an all-white jury in Dallas County, what percent of the county was African American?

2. Where did Stevenson say that Georgia's death row was in the Introduction?

3. When was the ban on interracial marriage eliminated?

4. What month did Stevenson first visit death row?

5. What did Judge Key say that Walter McMillian might be a part of?
Multiple Choice Questions Key

1. A
2. D
3. A
4. B
5. D

Short Answer Questions Key

1. When Earl MGahee was tried by an all-white jury in Dallas County, what percent of the county was African American?

60 percent.

2. Where did Stevenson say that Georgia's death row was in the Introduction?

Outside of Jackson.

3. When was the ban on interracial marriage eliminated?

2000.

4. What month did Stevenson first visit death row?

December.

5. What did Judge Key say that Walter McMillian might be a part of?

Dixie Mafia.
Four Week Quiz B

Name: _________________________   Period: ___________________

This quiz consists of 5 multiple choice and 5 short answer questions through Chapters 13 and 14.

Multiple Choice Questions

1. Where did Stevenson go to law school?
   (a) Stanford.
   (b) Harvard.
   (c) Berkeley.
   (d) Yale.

2. When was a new trial order for the McMillian case in Chapter 11?
   (a) April 11.
   (b) January 30.
   (c) February 23.
   (d) March 2.

3. Under what charges was McMillian first arrested?
   (a) Rape.
   (b) Sodomy.
   (c) Murder.
   (d) Burglary.

4. What did Harcourt do before going to law school?
   (a) Research.
   (b) Banking.
   (c) Teaching.
   (d) Engineering.

5. At the time Stevenson wrote the book, how much money was being spent on jails and prisons by state and federal governments?
   (a) $60 billion.
   (b) $8.4 billion.
   (c) $80 billion.
   (d) $6.9 billion.
Short Answer Questions

1. How did George Daniel suffer brain damage?

2. Where did Michael O'Connor go to law school?

3. When did the Supreme Court uphold the death penalty for juveniles?

4. In Chapter 1, when was the receptionist planning to leave to work in a real law office?

5. What was the name of the couple who began corresponding with Charlie?
Multiple Choice Questions Key

1. B  
2. C  
3. B  
4. B  
5. C

Short Answer Questions Key

1. How did George Daniel suffer brain damage?
   Car accident.

2. Where did Michael O'Connell go to law school?
   Yale.

3. When did the Supreme Court uphold the death penalty for juveniles?
   1989.

4. In Chapter 1, when was the receptionist planning to leave to work in a real law office?
   A week.

5. What was the name of the couple who began corresponding with Charlie?
   Mr. and Mrs. Jennings.
Eight Week Quiz A

Name: _________________________               Period: __________________

This quiz consists of 5 multiple choice and 5 short answer questions through Chapters 1 and 2.

Multiple Choice Questions

1. How long was Stevenson's first visit with Henry supposed to be in the Introduction?
   (a) 30 minutes.
   (b) 1 hour.
   (c) 2 hours.
   (d) 45 minutes.

2. Where did Stevenson meet Steve Bright, director of the SPDC?
   (a) Decatur.
   (b) Charlotte.
   (c) Jackson.
   (d) Atlanta.

3. How old was McMillian when he was able to run a plow very well?
   (a) 12.
   (b) 11.
   (c) 14.
   (d) 13.

4. In Chapter 1, when was the receptionist planning to leave to work in a real law office?
   (a) A month.
   (b) A week.
   (c) 15 days.
   (d) 10 days.

5. How long was Stevenson's visit with Henry in the Introduction?
   (a) 4 hours.
   (b) 2 hours.
   (c) 3 hours.
   (d) 2 1/2 hours.
Short Answer Questions

1. When was the ban on interracial marriage eliminated?

2. In Chapter 1, how many volumes were there of trial proceedings from Walter McMillian's trial?

3. Where in Alabama did Stevenson plan to open an office in Chapter 1?

4. What highway did Stevenson travel to speak with someone on death row?

5. What was the name of McMillian's wife?
Multiple Choice Questions Key

1. B  
2. B  
3. B  
4. B  
5. C

Short Answer Questions Key

1. When was the ban on interracial marriage eliminated?  
2000.

2. In Chapter 1, how many volumes were there of trial proceedings from Walter McMillian's trial?  
4.

3. Where in Alabama did Stevenson plan to open an office in Chapter 1?  
Tuscaloosa.

4. What highway did Stevenson travel to speak with someone on death row?  
I-75.

5. What was the name of McMillian's wife?  
Minnie.
Eight Week Quiz B

Name: _________________________  Period: ________________

This quiz consists of 5 multiple choice and 5 short answer questions through Chapters 3 and 4.

Multiple Choice Questions

1. In Chapter 3, how long were death row inmates locked in a small cell by themselves daily?
   (a) 23 hours.
   (b) 15 hours.
   (c) 20 hours.
   (d) 18 hours.

2. How many children did Stevenson's grandmother have?
   (a) 9.
   (b) 7.
   (c) 11.
   (d) 8.

3. Where did Stevenson's mother work?
   (a) School as a janitor.
   (b) Food factory.
   (c) Air Force Base.
   (d) Wealthy homes as a domestic.

4. How long was Stevenson's first visit with Henry supposed to be in the Introduction?
   (a) 2 hours.
   (b) 1 hour.
   (c) 30 minutes.
   (d) 45 minutes.

5. Where did Stevenson go to law school?
   (a) Yale.
   (b) Stanford.
   (c) Berkeley.
   (d) Harvard.
Short Answer Questions

1. Where in Alabama did Stevenson plan to open an office in Chapter 1?

2. When did Stevenson and Eva Ansley discover an opportunity to get federal funding to create a legal center to represent people on death row in Alabama?

3. How many people were incarcerated in the early 1970s?

4. When were McMillian and Myers transferred from county jail to death row?

5. How many volts of electricity pass through the body of a prisoner in the electric chair?
Multiple Choice Questions Key

1. A  
2. A  
3. C  
4. B  
5. D

Short Answer Questions Key

1. Where in Alabama did Stevenson plan to open an office in Chapter 1?

Tuscaloosa.

2. When did Stevenson and Eva Ansley discover an opportunity to get federal funding to create a legal center to represent people on death row in Alabama?


3. How many people were incarcerated in the early 1970s?

300,000.

4. When were McMillian and Myers transferred from county jail to death row?

August 1, 1987.

5. How many volts of electricity pass through the body of a prisoner in the electric chair?

1,900.
Eight Week Quiz C

Name: _________________________ Period: ________________

This quiz consists of 5 multiple choice and 5 short answer questions through Chapters 5 and 6.

Multiple Choice Questions

1. How old was the young man that his grandmother wanted Stevenson to speak to in Chapter 6?
   (a) 13.
   (b) 16.
   (c) 14.
   (d) 15.

2. How many people were incarcerated in the early 1970s?
   (a) 400,000.
   (b) 300,000.
   (c) 2.3 million.
   (d) 1.5 million.

3. When did the Supreme Court uphold the death penalty for juveniles?
   (a) 1989.
   (b) 1990.
   (c) 1983.
   (d) 1994.

4. How many people met to speak with Stevenson about McMillian at a trailer in Chapter 5?
   (a) 15.
   (b) About 25.
   (c) More than 30.
   (d) 8.

5. In Chapter 1, how many volumes were there of trial proceedings from Walter McMillian's trial?
   (a) 3.
   (b) 8.
   (c) 5.
   (d) 4.
Short Answer Questions

1. In Chapter 3, what was the name of the jailhouse snitch who claimed he had seen McMillian’s truck outside of Jackson’s Cleaners?

2. How old was McMillian when he was able to run a plow very well?

3. Under what charges was McMillian first arrested?

4. Where was the SPDC located when Stevenson started his internship?

5. In Chapter 1, when was the receptionist planning to leave to work in a real law office?
Multiple Choice Questions Key

1. C
2. B
3. A
4. C
5. D

Short Answer Questions Key

1. In Chapter 3, what was the name of the jailhouse snitch who claimed he had seen McMillian's truck outside of Jackson's Cleaners?
   Bill Hooks.

2. How old was McMillian when he was able to run a plow very well?
   11.

3. Under what charges was McMillian first arrested?
   Sodomy.

4. Where was the SPDC located when Stevenson started his internship?
   Atlanta.

5. In Chapter 1, when was the receptionist planning to leave to work in a real law office?
   A week.
Eight Week Quiz D

Name: _________________________ Period: ___________________

This quiz consists of 5 multiple choice and 5 short answer questions through Chapters 5 and 6.

Multiple Choice Questions

1. What was the receptionist wearing in Chapter 1?
   (a) Jeans and a sweatshirt.
   (b) Dress slacks and a button-down shirt.
   (c) Khakis and a jean jacket.
   (d) Expensive business suit.

2. How many people were incarcerated in the early 1970s?
   (a) 2.3 million.
   (b) 300,000.
   (c) 400,000.
   (d) 1.5 million.

3. In the weeks before Stevenson received a call from Judge Key, how many condemned men did he meet?
   (a) 7.
   (b) 6.
   (c) 5.
   (d) 4.

4. In Chapter 6, how long had George lived with Charlie and his mother?
   (a) 3 years.
   (b) 6 months.
   (c) 2 years.
   (d) 18 months.

5. When was the electric chair at Holman built?
   (a) 1930s.
   (b) 1950s.
   (c) 1960s.
   (d) 1940s.
Short Answer Questions

1. How long was Stevenson's visit with Henry in the Introduction?

2. When McMillian was taken to death row in Chapter 3, what percent of prisoners on death row were white?

3. What was the name of the couple who began corresponding with Charlie?

4. When were McMillian and Myers transferred from county jail to death row?

5. Where in Alabama did Stevenson plan to open an office in Chapter 1?
Multiple Choice Questions Key

1. D
2. B
3. C
4. D
5. A

Short Answer Questions Key

1. How long was Stevenson’s visit with Henry in the Introduction?

3 hours.

2. When McMillian was taken to death row in Chapter 3, what percent of prisoners on death row were white?

40%.

3. What was the name of the couple who began corresponding with Charlie?

Mr. and Mrs. Jennings.

4. When were McMillian and Myers transferred from county jail to death row?

August 1, 1987.

5. Where in Alabama did Stevenson plan to open an office in Chapter 1?

Tuscaloosa.
Eight Week Quiz E

Name: _________________________  Period: ___________________

This quiz consists of 5 multiple choice and 5 short answer questions through Chapters 9 and 10.

**Multiple Choice Questions**

1. How did George Daniel suffer brain damage?
   (a) Car accident.
   (b) Bicycle accident.
   (c) An assault.
   (d) A fall.

2. How old was Trina Garnett when she was sent to an adult prison for women?
   (a) 14.
   (b) 16.
   (c) 15.
   (d) 17.

3. How many people could confirm that Walter was not responsible for the murder?
   (a) 3-4.
   (b) Dozens.
   (c) 5-6.
   (d) 20-30.

4. How long had Stevenson been working for SPDC when he met Walter McMillian?
   (a) 6 years.
   (b) 3 years.
   (c) 5 years.
   (d) 2 years.

5. When was the Alabama Judicial Building built?
   (a) 1940s.
   (b) 1930s.
   (c) 1920s.
   (d) 1950s.
Short Answer Questions

1. Where in Alabama did Stevenson plan to open an office in Chapter 1?

2. What was the name of the police office who was first on the scene where Morrison was killed?

3. In what county did Mozelle and Onzelle live?

4. What did Myers want to drink when Stevenson and O'Connor spoke to him in Chapter 7?

5. Between 1975 and 1988, how many executions had there been in Alabama?
Multiple Choice Questions Key

1. A
2. B
3. B
4. B
5. C

Short Answer Questions Key

1. Where in Alabama did Stevenson plan to open an office in Chapter 1?
   Tuscaloosa.

2. What was the name of the police office who was first on the scene where Morrison was killed?
   Woodrow Ikner.

3. In what county did Mozelle and Onzelle live?
   Escambia.

4. What did Myers want to drink when Stevenson and O'Connor spoke to him in Chapter 7?
   Sunkist Orange.

5. Between 1975 and 1988, how many executions had there been in Alabama?
   3.
Eight Week Quiz F

Name: _________________________          Period: __________________

This quiz consists of 5 multiple choice and 5 short answer questions through Chapters 13 and 14.

Multiple Choice Questions

1. How old was McMillian when he was able to run a plow very well?
   (a) 11.
   (b) 13.
   (c) 12.
   (d) 14.

2. When did the State of Idaho ban interracial marriage?
   (a) 1911.
   (b) 1893.
   (c) 1921.
   (d) 1884.

3. In Chapter 6, how many times in the last 1 1/2 years had Charlie's mother been beaten so badly that she required medical treatment?
   (a) 4.
   (b) 3.
   (c) 1.
   (d) 2.

4. In Chapter 7 how many pages was the opinion about McMilian's appeal?
   (a) 70.
   (b) 85.
   (c) 90.
   (d) 60.

5. In Chapter 7, how many states enacted laws that gave victims specific right to participate in the trial process or to make a victim impact statement?
   (a) 36.
   (b) 39.
   (c) 27.
   (d) 42.
Short Answer Questions

1. In Chapter 12, how many of the women on Alabama's death row were condemned for deaths of their young children or the deaths of abusive spouses or boyfriends?

2. In Chapter 3, how large were the cells where death row inmates were housed?

3. What was the nickname that McMillian's family had given him?

4. Where did Stevenson go to law school?

5. Where did Michael O'Connor grow up?
Multiple Choice Questions Key

1. A
2. C
3. B
4. A
5. A

Short Answer Questions Key

1. In Chapter 12, how many of the women on Alabama's death row were condemned for deaths of their young children or the deaths of abusive spouses or boyfriends?

5.

2. In Chapter 3, how large were the cells where death row inmates were housed?

5 by 8 feet.

3. What was the nickname that McMillian's family had given him?

Johnny D.

4. Where did Stevenson go to law school?

Harvard.

5. Where did Michael O'Connor grow up?

Philadelphia.
Eight Week Quiz G

Name: ________________________________  Period: ___________________

This quiz consists of 5 multiple choice and 5 short answer questions through Chapters 15, 16, and Epilogue.

Multiple Choice Questions

1. In Chapter 13, how long had Sheriff Tate been sheriff continuously?
   (a) 25 years.
   (b) 30 years.
   (c) 35 years.
   (d) 20 years.

2. How many years did Ian Manuel spend in solitary confinement?
   (a) 18.
   (b) 9.
   (c) 15.
   (d) 22.

3. In Chapter 11, how many bomb threats had there been in the last two months?
   (a) 2.
   (b) 1.
   (c) 4.
   (d) 3.

4. In Chapter 3, who was a young African American man who was lynched in Mobile?
   (a) Peter Andrews.
   (b) Michael Donald.
   (c) Daniel Rivers.
   (d) Tom Watson.

5. How much older was Walter McMilian than Stevenson?
   (a) About 10 years.
   (b) 12.
   (c) 17.
   (d) At least 15 years.
Short Answer Questions

1. When did police say that the Morrison murder took place?

2. In Chapter 1, how many volumes were there of trial proceedings from Walter McMillian's trial?

3. In Chapter 6, how long had George lived with Charlie and his mother?

4. When was the ban on interracial marriage eliminated?

5. Where did McMillian spend his first week out of prison?
Multiple Choice Questions Key

1. A
2. A
3. D
4. B
5. D

Short Answer Questions Key

1. When did police say that the Morrison murder took place?
10:15 a.m.

2. In Chapter 1, how many volumes were there of trial proceedings from Walter McMillian's trial?
4.

3. In Chapter 6, how long had George lived with Charlie and his mother?
18 months.

4. When was the ban on interracial marriage eliminated?
2000.

5. Where did McMillian spend his first week out of prison?
Montgomery.
Mid-Book Test - Easy

Name: _________________________  Period: ___________________

This test consists of 15 multiple choice questions and 5 short answer questions.

Multiple Choice Questions

1. In Chapter 5, what was the name of the white person that the McMillians had worked for who called Stevenson to offer support?
   (a) Tom Davidson.
   (b) Sam Crook.
   (c) Bill Andrews.
   (d) Bob Roberts.

2. Where did Bright grow up?
   (a) Tennessee.
   (b) South Carolina.
   (c) Kentucky.
   (d) Mississippi.

3. Where did Stevenson meet Steve Bright, director of the SPDC?
   (a) Charlotte.
   (b) Decatur.
   (c) Jackson.
   (d) Atlanta.

4. How long had Stevenson been working for SPDC when he met Walter McMillian?
   (a) 2 years.
   (b) 5 years.
   (c) 6 years.
   (d) 3 years.

5. Between 1975 and 1988, how many executions had there been in Alabama?
   (a) 23.
   (b) 12.
   (c) 3.
   (d) 35.
6. Where was the SPDC located when Stevenson started his internship?
(a) Baton Rouge.
(b) Atlanta.
(c) Greenville.
(d) Nashville.

7. Where did Stevenson grow up?
(a) Delaware.
(b) New Jersey.
(c) Pennsylvania.
(d) Connecticut.

8. How many people died by the end of the Attica standoff?
(a) 39.
(b) 53.
(c) 27.
(d) 42.

9. When Earl MGahee was tried by an all-white jury in Dallas County, what percent of the county was African American?
(a) 70 percent.
(b) 55 percent.
(c) 60 percent.
(d) 40 percent.

10. What did Judge Key say that Walter McMillian might be a part of?
(a) Dixie Mafia.
(b) Cafish Mafia.
(c) Florida Mafia.
(d) Georgia Mafia.

11. How old was McMillian when he was able to run a plow very well?
(a) 11.
(b) 13.
(c) 14.
(d) 12.

12. In Chapter 6, who was Charlie accused of killing?
(a) His mother's boyfriend.
(b) An intruder to his home.
(c) A school mate.
(d) His father.
13. When did the Supreme Court rule that underrepresentation of racial minorities and women in jury pools was unconstitutional?
(a) 1960s.
(b) 1950s.
(c) 1980s.
(d) 1970s.

14. Where did McMillian and his family live?
(a) Excel.
(b) Mexia.
(c) Repton.
(d) Nichburg.

15. Where did many of the black people work where Stevenson grew up?
(a) Poultry plant.
(b) Farms.
(c) Steel factories.
(d) Mines.
Short Answer Questions

1. How many people could confirm that Walter was not responsible for the murder?

2. How much did Stevenson say that he made a year in Chapter 2?

3. In Chapter 6, how long had George lived with Charlie and his mother?

4. How many children did Stevenson's grandmother have?

5. In Chapter 1, how many people were on death row in Alabama?
Multiple Choice Answer Key

1. B  11. A
2. C  12. A
3. A  13. D
5. C  15. A
6. B
7. A
8. D
9. C
10. A

Short Answer Key

1. How many people could confirm that Walter was not responsible for the murder?

Dozens.

2. How much did Stevenson say that he made a year in Chapter 2?

$14,000.

3. In Chapter 6, how long had George lived with Charlie and his mother?

18 months.

4. How many children did Stevenson's grandmother have?

9.
5. In Chapter 1, how many people were on death row in Alabama?

Nearly 100.
Final Test - Easy

Name: _________________________  Period: ___________________

This test consists of 15 multiple choice questions and 5 short answer questions.

Multiple Choice Questions

1. In Chapter 10, how many prison and jail inmates had a diagnosed mental illness?
   (a) 81%.
   (b) More than 50%.
   (c) About 40%.
   (d) 32%.

2. How many years did Ian Manuel spend in solitary confinement?
   (a) 18.
   (b) 9.
   (c) 22.
   (d) 15.

3. How long after Ronda Morrison's murder was McMillian's truck converted to a low-rider?
   (a) 6 months.
   (b) 1 year.
   (c) 18 months.
   (d) 5 months.

4. What was Brenda Lewis's occupation before she became a paralegal?
   (a) Police officer.
   (b) Teacher.
   (c) Assembly worker.
   (d) Day care worker.

5. In 1999, how many people were executed in the United States?
   (a) 71.
   (b) 103.
   (c) 84.
   (d) 98.
6. When did Judge Norton rule on McMillian's appear?
(a) May 19, 1992.
(b) April 11, 1992.
(c) June 3, 1992.

7. How did George Daniel suffer brain damage?
(a) A fall.
(b) Bicycle accident.
(c) An assault.
(d) Car accident.

8. What color was Myers wearing when he testified in Chapter 9?
(a) White.
(b) Tan.
(c) Blue.
(d) Orange.

9. How old was Assistant Attorney General Don Valeska in Chapter 9?
(a) 47.
(b) 35.
(c) 50s.
(d) 40s.

10. In Chapter 10, what drug did Stevenson say was misused in many mental institutions?
(a) Lithium.
(b) Nardil.
(c) Thorazine.
(d) Pardate.

11. Where did Michael O'Connor go to law school?
(a) Harvard.
(b) University of Iowa.
(c) Yale.
(d) University of Colorado.

12. How old was Evan Miller when he began attempting to commit suicide?
(a) 11.
(b) 16.
(c) 14.
(d) 7.
13. In Chapter 11, how many years ago had an African American civil rights lawyer in Savannah, Georgia, named Robert Robinson been murdered by a bomb exploding in his office?
(a) 4.
(b) 3.
(c) 2.
(d) 5.

14. When was the Alabama Judicial Building built?
(a) 1940s.
(b) 1950s.
(c) 1930s.
(d) 1920s.

15. In Chapter 7, what was the name of the women's prison where Karen Kelly was incarcerated?
(a) St. Clair.
(b) Bibb.
(c) Tutwiler.
(d) Kilby.
Short Answer Questions

1. How much money did a jury award John Thompson for being incarcerated wrongly?

2. How old was Judge Norton?

3. Where did McMillian spend his first week out of prison?

4. In the late nineteenth century, who were responsible for getting the mentally ill out of prison?

5. How long did "Dr. Ed Seger" successfully pretend to be a doctor?
Multiple Choice Answer Key

1. B 11. C
2. A 12. D
3. A 13. C
4. A 14. D
5. D 15. C
6. A
7. D
8. A
9. D
10. C

Short Answer Key

1. How much money did a jury award John Thompson for being incarcerated wrongly?

$14 million.

2. How old was Judge Norton?

50s.

3. Where did McMillian spend his first week out of prison?

Montgomery.

4. In the late nineteenth century, who were responsible for getting the mentally ill out of prison?

Dorothea Dix and Reverend Louis Dwight.
5. How long did "Dr. Ed Seger" successfully pretend to be a doctor?

8 years.
Mid-Book Test - Medium

Name: _________________________  Period: _________________

This test consists of 5 multiple choice questions, 5 short answer questions, and 10 short essay questions.

Multiple Choice Questions

1. Under what charges was McMillian first arrested?
   (a) Sodomy.
   (b) Rape.
   (c) Burglary.
   (d) Murder.

2. In Chapter 1, when was the receptionist planning to leave to work in a real law office?
   (a) A month.
   (b) A week.
   (c) 10 days.
   (d) 15 days.

3. Where did McMillian and his family live?
   (a) Excel.
   (b) Nichburg.
   (c) Repton.
   (d) Mexia.

4. How long did Stevenson sleep on Steve Bright's living room couch before deciding to find an apartment of his own?
   (a) 2 years.
   (b) 10 months.
   (c) 1 1/2 years.
   (d) 15 months.

5. In Chapter 2, who told Stevenson that he needed "to beat the drum for justice"?
   (a) A young mother.
   (b) An older man using crutches.
   (c) An elderly woman.
   (d) A man in a wheelchair.
Short Answer Questions

1. In Chapter 5, what time did Stevenson leave the trailer where he met with McMillian’s family?

2. Where did Stevenson meet Steve Bright, director of the SPDC?

3. Where was the SPDC located when Stevenson started his internship?

4. How old was McMillian when he was able to run a plow very well?

5. Where did Stevenson go to law school?
Short Essay Questions

1. What happened to Charlie after Stevenson got involved?

2. What was McMillians' alibi for the time of the murder?

3. Why did Horace Dunkins' execution make national news?

4. What were the laws about condemning children to death row?

5. What was the visitation room like where Stevenson met Henry?

6. Why did Michael Lindsey receive a death penalty instead of life imprisonment?

7. What type of business did Walter McMillian establish and how well did it prosper?
8. Where did Stevenson grow up?

9. As Stevenson spent time with McMillian, what did he learn about the man?

10. What did Stevenson study in college, and why did he decide to attend law school?
Multiple Choice Answer Key

1. A
2. B
3. C
4. C
5. D

Short Answer Key

1. In Chapter 5, what time did Stevenson leave the trailer where he met with McMillian's family?

Close to midnight.

2. Where did Stevenson meet Steve Bright, director of the SPDC?

Charlotte.

3. Where was the SPDC located when Stevenson started his internship?

Atlanta.

4. How old was McMillian when he was able to run a plow very well?

11.

5. Where did Stevenson go to law school?

Harvard.
1. What happened to Charlie after Stevenson got involved?

Stevenson got involved in Charlie's case when he discovered that Charlie had been raped at the jail. He talked to the authorities and got Charlie moved to juvenile detention. Stevenson was contacted by a white couple who wanted to help Charlie. He put them in touch with the boy, and they became his family and helped him get his high school equivalency and were planning on sending him to college.

2. What was McMillians alibi for the time of the murder?

At the time of the murder, a dozen church members were at Walter's home selling food while Walter and Jimmy worked on his truck. Ernest Welch, a white man, came to collect money from Walter's mother. He told the folks gathered that his niece had just been murdered. With the church members and the people who came to buy sandwiches, there were dozens of people who were able to confirm that Walter could not have committed the murder.

3. Why did Horace Dunkins' execution make national news?

Horace Dunkin's execution was so botched it made national news. The electrodes were plugged into the chair incorrectly, so only a partial electrical charge was delivered to Mr. Dunkin's body. After several minutes the chair was turned off, but Mr. Dunkins was alive, unconscious, but breathing. Alterations were made to the electrodes and Mr. Dunkins was electrocuted again, and that time he finally died.

4. What were the laws about condemning children to death row?

In 1989 the Supreme Court had upheld the death penalty for juveniles. However, no child under the age of 15 was ever to be sent to death row. A child might receive life imprisonment, but if he as under 15, he could not be sentenced to capital punishment.

5. What was the visitation room like where Stevenson met Henry?

The visitation room where Stevenson met Henry was 20 feet square with a few stools
bolted to the floor. Everything in the room was made of metal and secured. In front of the stools, wire mesh ran from a small ledge up to a 12-foot high ceiling. The room looked like a cage.

6. Why did Michael Lindsey receive a death penalty instead of life imprisonment?

When Michael Lindsey was convicted, the jury sentenced him to life imprisonment. However, even though it was not legal, the judge overrode the sentencing and sentenced Lindsey to death.

7. What type of business did Walter McMillian establish and how well did it prosper?

When sharecropping was less available, McMillian started his own pulpwood business. He borrowed money for his own power saw, tractor, and pulpwood truck. His business did not make a lot of money, but it gave him independence.

8. Where did Stevenson grow up?

Stevenson grew up in a poor, rural, racially segregated settlement in Delaware. Being African American, he lived in a racially segregated ghetto isolated by railroad tracks. In the settlement where he grew up people lived in tiny shacks, and families without indoor plumbing had to use outhouses.

9. As Stevenson spent time with McMillian, what did he learn about the man?

As Stevenson spent time with McMillian, he learned that the man was decent, kind, and had a generous nature. He had made poor decisions, especially with women. However, he generally tried to do the right thing.

10. What did Stevenson study in college, and why did he decide to attend law school?

Stevenson studied philosophy in college. His senior year, he realized it would be difficult to find a paying job after college. He frantically began looking for a post-graduation plan.
He decided to attend law school, because it was one of the few graduate programs that did not require knowing a specific field of study. So he applied for law school.
Final Test - Medium

Name: _________________________  Period: ________________

This test consists of 5 multiple choice questions, 5 short answer questions, and 10 short essay questions.

Multiple Choice Questions

1. In Chapter 12, what was the name of a woman who gave birth to a stillborn baby in Pickens County, Alabama, and was charged with capital murder?
   (a) Catherine Davidson.
   (b) Bridget Lee.
   (c) Margaret McAllen.
   (d) Patty Vickers.

2. In 1999, how many people were executed in the United States?
   (a) 84.
   (b) 103.
   (c) 71.
   (d) 98.

3. How old was Assistant Attoney General Don Valeska in Chapter 9?
   (a) 35.
   (b) 50s.
   (c) 47.
   (d) 40s.

4. In Chapter 12, where did Marsha Colbey and her husband go?
   (a) Mobile.
   (b) Chicago.
   (c) New York City.
   (d) Boston.

5. In 1992, how many people were executed in the United States?
   (a) 23.
   (b) 56.
   (c) 38.
   (d) 41.
Short Answer Questions

1. How long was the trip Myers had to make from prison to the Baldwin County courthouse in Chapter 9?

2. In Chapter 7 how many pages was the opinion about McMilian's appeal?

3. How many children did Marsha Colbey have when Hurricane Ivan hit?

4. When did "The New York Times" attempt to raise money to defend Dr. Martin Luther King Jr. against perjury charges in Alabama?

5. What was the name of Stevenson's receptionist in Chapter 11?
Short Essay Questions

1. What was Michael O'Connor's background?

2. What issues were there when Stevenson got to the courtroom on the second day of the Rule 32 Hearing?

3. Where did McMillian decided to live in Chapter 13?

4. What was solitary confinement like at Apalachee?

5. In Chapter 11, why did Stevenson have to take bomb threats seriously?

6. How did Stevenson's grandfather die?

7. Why was Trina Garnett arrested for?
8. What law was passed in Alabama in 2006 and what were its ramifications?

9. What was Bernard Harcourt's background?

10. In Chapter 9, what did Judge Norton say about the length of the Rule 32 hearing?
Multiple Choice Answer Key

1. B
2. D
3. D
4. C
5. C

Short Answer Key

1. How long was the trip Myers had to make from prison to the Baldwin County courthouse in Chapter 9?

5 hours.

2. In Chapter 7 how many pages was the opinion about McMilian's appeal?

70.

3. How many children did Marsha Colbey have when Hurricane Ivan hit?

6.

4. When did "The New York Times" attempt to raise money to defend Dr. Martin Luther King Jr. against perjury charges in Alabama?

1960.

5. What was the name of Stevenson's receptionist in Chapter 11?

Sharon.
1. What was Michael O'Connor's background?

Michael O'Connor was a Yale Law School graduate with a passion for helping people in trouble that had been kindled by his own struggles earlier in life. He was the son of Irish immigrants, and he had grown up outside of Philadelphia in a tough working-class neighborhood. He started experimenting with hard drugs with his friends in high school, and he became a heroin addiction. For several years he floated from one crisis to another until the overdose death of a close friend motivated him to become clean. His family helped him stabilize his life and go back to college. He graduated from Penn State summa cum laude, and his academic credentials got him into Yale Law School.

2. What issues were there when Stevenson got to the courtroom on the second day of the Rule 32 Hearing?

When Stevenson arrived on the second day of hearing, all the black people who were in the courtroom the day before, were outside the courtroom. They told Stevenson that they were not allowed to go inside. When Stevenson asked to go in, a young man in a deputy sheriff's uniform told Stevenson he could not go in. When Stevenson protested, the deputy had to check before he could allow Stevenson to enter. When Stevenson finally got into the courtroom, he had to go through a metal detector and walk past a German shepherd. The room was filled with older white people supporting Morrison and the prosecution.

3. Where did McMillian decided to live in Chapter 13?

McMillian decided to live in Monroe County. So he put a trailer on property he owned in Monroe County and resettled there. He returned to his logging work.

4. What was solitary confinement like at Apalachee?

Solitary confinement at Apalachee meant living in a concrete box the size of a walk-in closet. Meals were deliver through a slot, prisoners did not see other inmates, and prisoners never touched or got near another human being. If a prisoner was insubordinate, he would have to sleep on the concrete floor of the cell without a mattress. Prisoners in solitary confinement got three showers a week and were allowed 45 minutes in a small caged area for exercise a few times a week.
5. In Chapter 11, why did Stevenson have to take bomb threats seriously?

Two years prior, an African American civil rights lawyer in Savannah, Georgia, named Rober Robinson was murdered when a bomb sent to his law office exploded. About the same time, a federal appeals court judge, Robert Vance, was killed in Birmingham by a mail bomb. The bomber seemed to be attacking legal professionals connected to civil rights. Stevenson was warned that they could be targets, so he took the bomb threats seriously.

6. How did Stevenson's grandfather die?

Stevenson's grandfather lived alone in the South Philadelphia housing projects. Several teens broken into his apartment to steal his black-and-white television set. They attacked and stabbed the eighty-six-year old man until he died.

7. Why was Trina Garnett arrested for?

Trina Garnett and a friend of hers climbed through the window of a row house, because they wanted to talk to some boys. They lit matches to find their way in the house, and they accidentally set the house on fire. Two boys died. Trina was arrested for murder.

8. What law was passed in Alabama in 2006 and what were its ramifications?

In Alabama, passed a law that made it a felony to expose a child to a "dangerous environment" that was passed supposedly to protect children living in homes where there were meth labs or drug-trafficking operations. The law was applied more broadly and thousands of mothers living in poor, marginalized communities where drugs and drug addiction were rampant were at risk of prosecution.

9. What was Bernard Harcourt's background?

Bernard Harcourt was raised in New York City by French parents. He received his undergraduate degree from Princeton and worked in banking before he went to Harvard to pursue his law degree. He had been preparing for a typical law career until he visited one summer and became fascinated by the issues that death penalty cases presented.
10. In Chapter 9, what did Judge Norton say about the length of the Rule 32 hearing?

Judge Norton asked Stevenson how much time he wanted to present the evidence. When Stevenson told Judge Norton that he wanted a week, Judge Norton told Stevenson that he could not be serious. The trial only lasted a day and a half. So he told Stevenson that he would have three days to make his case.
Mid-Book Test - Hard

Name: _________________________              Period: ________________

This test consists of 5 short answer questions, 10 short essay questions, and 1 (of 3) essay topics.

Short Answer Questions

1. In Chapter 2, who told Stevenson that he needed "to beat the drum for justice"?

2. What did Stevenson study in college?

3. How old was Stevenson in 1983?

4. When did Stevenson and Eva Ansley discover an opportunity to get federal funding to create a legal center to represent people on death row in Alabama?

5. When was the electric chair at Holman built?
Short Essay Questions

1. What type of business did Walter McMillian establish and how well did it prosper?

2. What did McMillian's house look like?

3. Why did Judge Robert E. Lee Key call Stevenson?

4. What was Myers's version of the murder of Ronda Morrison?

5. What obstacles did Stevenson face when he opened the nonprofit law center in Tuscaloosa in Chapter 4?

6. What murder shocked Monroevill in 1986?

7. What happened to Lourida Ruffin?
8. Where was McMillian’s house?

9. Why did Michael Lindsey receive a death penalty instead of life imprisonment?

10. What was the visitation room like where Stevenson met Henry?
Essay Topics

Write an essay for ONE of the following topics:

**Essay Topic 1**

In the introduction, Stevenson discusses individual character. How does Stevenson define character and what it means for individuals? What does he believe affects one’s character? How does he feel that character can be measured?

**Essay Topic 2**

Stevenson worked to reveal and eliminate flaws in the justice system. What flaws did he encounter as he worked on cases? How was he able to eliminate some of those flaws and obtain justice?

**Essay Topic 3**

Stevenson noticed that being female could be a negative value. In what ways was being a female accused of a crime similar to being black, poor, or mentally handicapped? What were some ways that women were disadvantaged when seeking justice? How did those disadvantages determine justice or injustice for their cases?
Short Answer Key

1. In Chapter 2, who told Stevenson that he needed "to beat the drum for justice"?

A man in a wheelchair.

2. What did Stevenson study in college?

Philosophy.

3. How old was Stevenson in 1983?

23.

4. When did Stevenson and Eva Ansley discover an opportunity to get federal funding to create a legal center to represent people on death row in Alabama?


5. When was the electric chair at Holman built?

1930s.

Short Essay Answer Key

1. What type of business did Walter McMillian establish and how well did it prosper?

When sharecropping was less available, McMillian started his own pulpwood business. He borrowed money for his own power saw, tractor, and pulpwood truck. His business did not make a lot of money, but it gave him independence.
2. What did McMillian's house look like?

McMillian's house was in great disrepair. The front porch was propped on three cinder blocks piled precariously beneath wood flooring that was rotting. The blue window panes need painting, and a makeshift set of stairs that did not connect to the house were the only access. The yard was littered with abandoned car parts, tires, broken furniture and other trash.

3. Why did Judge Robert E. Lee Key call Stevenson?

Judge Key called Stevenson to ask why he was representing Walter McMillian, and he told Stevenson that he needed to step down and not take the case.

4. What was Myers's version of the murder of Ronda Morrison?

Myers told police that he was getting gas on the day Morrison was murdered. McMillian saw him at the gas station and forced him at gunpoint to drive him to Monroeville because McMillian had a hurt arm. Myers said that McMillian had him drive to Jackson Cleaners and wait in the car. When McMillian returned, Myers said that McMillian told him that he had killed the store clerk. Then Myers said that he drove McMillian back to the gas station to retrieve the man's truck.

5. What obstacles did Stevenson face when he opened the nonprofit law center in Tuscaloosa in Chapter 4?

When Stevenson opened the nonprofit law center, he faced many obstacles in the first few months. His first director resigned, the University of Alabama School of Law withdrew their support, and it was difficult to find lawyers to come to Alabama and do full-time death penalty work for less than $25,000 a year. He was also denied funding from the state legislature and had to find a way to raise money.

6. What murder shocked Monroevill in 1986?

In 1986, Ronda Morrison, the young daughter of a respected local family was found dead on the floor of Monroe Cleaners, the shop where she worked. She had been shot in the back three times.
7. What happened to Lourida Ruffin?

Lourida Ruffin was stopped by the police one evening, because they said that his car was swerving. When Ruffin arrived at the jail, he looked like he had been beaten badly. He asked for his inhaler and asthma medication, but no one got it for him. He died in the jail.

8. Where was McMillian's house?

McMillian's house was in Repton. He was off the main road leading into Monroeville. It was close to a cluster of liquor stores on the county line between Conecuh and Monroe counties.

9. Why did Michael Lindsey receive a death penalty instead of life imprisonment?

When Michael Lindsey was convicted, the jury sentenced him to life imprisonment. However, even though it was not legal, the judge overrode the sentencing and sentenced Lindsey to death.

10. What was the visitation room like where Stevenson met Henry?

The visitation room where Stevenson met Henry was 20 feet square with a few stools bolted to the floor. Everything in the room was made of metal and secured. In front of the stools, wire mesh ran from a small ledge up to a 12-foot high ceiling. The room looked like a cage.
Final Test - Hard

Name: _________________________  Period: ________________

This test consists of 5 short answer questions, 10 short essay questions, and 1 (of 3) essay topics.

Short Answer Questions

1. What was the name of the police office who was first on the scene where Morrison was killed?

2. How many children did Walter Garnett have?

3. In Chapter 13, what newspaper covered McMillian's exoneration and homecoming in a front-page story?

4. Who was the judge who dismissed all charges against McMillian?

5. How much was paid to Bill Hooks by Sheriff Tate?
Short Essay Questions

1. What were conditions like at Tutwiler Prison?

2. Why was George Stinney executed?

3. Why was it so difficult to get money for wrongful imprisonment?

4. What was Sullivan like in 1989, and what was his home life like?

5. Who was John Patterson?

6. How did Marsha Colbey give her kids her heart?

7. Why was Trina Garnett arrested for?
8. Why was Marsha Colbey charged with capital murder?

9. In Chapter 11, why was Stevenson optimistic about what evidence in the McMillian case might accomplish in the Alabama Court of Criminal Appeals?

10. What was Michael O'Connor's background?
Essay Topics

Write an essay for ONE of the following topics:

**Essay Topic 1**

In the introduction, Stevenson discusses individual character. How does Stevenson define character and what it means for individuals? What does he believe affects one’s character? How does he feel that character can be measured?

**Essay Topic 2**

The deep South had Jim Crow and anti-miscegenation statutes on the books well into the twentieth century. What were some of the things that were forbidden by the statutes? What was the purpose of those statutes? How were the statutes related to racism?

**Essay Topic 3**

Stevenson began to realize that everyone is broken. In what ways did Stevenson see brokenness in people? How did Stevenson believe that brokenness could lead to hope, mercy, and compassion for one's self and for others?
Short Answer Key

1. What was the name of the police officer who was first on the scene where Morrison was killed?

Woodrow Ikner.

2. How many children did Walter Garnett have?

12.

3. In Chapter 13, what newspaper covered McMillian's exoneration and homecoming in a front-page story?


4. Who was the judge who dismissed all charges against McMillian?

Pamela Baschab.

5. How much was paid to Bill Hooks by Sheriff Tate?

$5,000.

Short Essay Answer Key

1. What were conditions like at Tutwiler Prison?

Tutwiler prison was horribly overcrowded. The women were crammed into dormitories and improvised living spaces. Women with serious mental illness or severe emotional problems were thrown in with other women. The correctional staff were predatory and women at Tutwiler were being raped by prison guards. Male guards were allowed into
the showers and women had no privacy in the bathrooms. Even the prison chaplain was sexually assaulting women when they came to the chapel.

2. Why was George Stinney executed?

George Stinney was a 14-year-old black boy, who was executed in South Carolina in 1944. Two white girls had gone to pick flowers and never returned home. George and his siblings joined the search party. At one point, George mentioned that he and his sister had seen the girls earlier that day. When the bodies of the girls were found in a shallow ditch, George was arrested because he had admitted he had seen them. George's court appointed attorney called no witnesses, and George was sentenced to capital punishment.

3. Why was it so difficult to get money for wrongful imprisonment?

It was difficult to get the courts to award money for wrongful imprisonment. Most of the people involved in cases where someone was imprisoned wrongfully were immune from prosecution. Since their employers--county or state--did not want to be responsible, it was difficult to get money for being wrongfully imprisoned.

4. What was Sullivan like in 1989, and what was his home life like?

Sullivan in 1989 was a 13-year-old boy with mental disabilities. He read at a first grade level, and he had experienced physical abuse by his father and severe neglect. His family dissolved in abuse and chaos, and Sullivan spent the years from age ten to his arrest with no stable home. He lived at ten different addresses during that three-year period.

5. Who was John Patterson?

John Patterson was the chief judge of the Alabama Court of Criminal Appeals in Chapter 7. He was a former governor. In the 1960s he was a fierce opponent of civil rights and racial integration. In 1958, with the backing of the Ku Klux Klan, he defeated George Wallace for governor. When he was an attorney general, he banned the NAACP from operating in Alabama and blocked civil right boycotts and protests in Tuskegee and Montgomery.
6. How did Marsha Colbey give her kids her heart?

Marsha Colbey and her husband were dirt poor, but she compensated by giving her children her heart. She read to them, talked to them, played with them, hugged and kissed them constantly, and kept them close at all times.

7. Why was Trina Garnett arrested for?

Trina Garnett and a friend of hers climbed through the window of a row house, because they wanted to talk to some boys. They lit matches to find their way in the house, and they accidentally set the house on fire. Two boys died. Trina was arrested for murder.

8. Why was Marsha Colbey charged with capital murder?

A neighbor noticed that Marsha Colbey was no longer pregnant. When she was asked about the pregnancy, Colbey was still grieving the loss of her stillborn baby, and she was frustrated and reacted badly to police questioning. A forensic pathologist examined the baby's body and falsely stated that the baby was born alive. Colbey was tried for capital murder and sentenced to life imprisonment without parole.

9. In Chapter 11, why was Stevenson optimistic about what evidence in the McMillian case might accomplish in the Alabama Court of Criminal Appeals?

Stevenson and his colleagues were regularly arguing cases in front of the Alabama Court of Criminal Appeals. Stevenson and his colleagues had filed almost two dozen death penalty appeals, and the court was staring to respond to their advocacy. They had won four reversals in death penalty cases in 1990 four more in 1991 and by the end of 1992, they had won relief for another eight death row prisoners. This progress made Stevenson optimistic about McMillian's case being presented to the Court of Criminal Appeals.

10. What was Michael O'Connor's background?

Michael O'Connor was a Yale Law School graduate with a passion for helping people in trouble that had been kindled by his own struggles earlier in life. He was the son of Irish immigrants, and he had grown up outside of Philadelphia in a tough working-class neighborhood. He started experimenting with hard drugs with his friends in high school,
and he became a heroin addiction. For several years he floated from one crisis to another until the overdose death of a close friend motivated him to become clean. His family helped him stabilize his life and go back to college. He graduated from Penn State summa cum laude, and his academic credentials got him into Yale Law School.