



LESSON ONE - STORY OF A LEADER

MORAL LEADERSHIP

ESSENTIAL QUESTION

What influences and experiences shape the personal identity, character, actions and vision of moral leaders?

OVERVIEW

In this lesson students will be introduced to Bryan Stevenson and learn about the important influences that shaped his identity and work, including three of the moral leaders who inspired him. To deepen their understanding of this lesson's essential question, students will engage with multiple source materials including documentary film clips from *True Justice: Bryan Stevenson's Fight for Equality*, first-person interviews excerpted from the Interview Archive, and other source documents. Students will synthesize their learning by choosing one form of a narrative map that will express and explain their understanding of moral leadership.

LESSON OBJECTIVES

Students will:

- Explore how the history of racial difference in the United States has, and continues to shape the identity and work of Bryan Stevenson as a moral leader
- Familiarize themselves with the work of several leaders who Bryan Stevenson identifies as sources of inspiration — John Lewis, Thurgood Marshall and Rosa Parks
- Analyze source materials to gain a more accurate understanding of what inspires and drives Bryan's moral convictions and commitment to his life's work at the Equal Justice Initiative

MATERIALS

Equipment for viewing film clips and interview threads, and copies of handouts

LENGTH

One 50-minute class period plus homework

“

If we have the courage and tenacity of our forebears, who stood firmly like a rock against the lash of slavery, we should find a way to do for our day what they did for theirs.

— MARY MCLEOD
BETHUNE

”

ACTIVITIES

1. OPENING

Introduce the term “moral leader,” using this definition from leadership scholar John West-Burnham:

Moral leadership cannot be taught; it is part of a process of personal development – an ‘intellectual and spiritual’ struggle that moves towards personal authenticity, intuitive understanding, and action based on a sophisticated model of personal meaning.¹

Peer Interview: In pairs, have students ask one another the following questions and take notes to keep track of their answers.

- Who are current and/or historical examples of people you think of as moral leaders?
- What qualities do they display that stand out to you as specifically ‘moral?’
- What influences do you believe inspire moral leaders to lead in the ways that they do?

2. ANALYZING FILM AS TEXT

Teacher Note: The following film clips are excerpted directly from *True Justice* and reinforce the topic of moral leadership.

Distribute **Handout One: Story of a Leader Note Catcher**. Ask students to review the Note Catcher before watching the clips so they are familiar with the questions. Invite students to write down their notes while watching, and offer a few minutes after each clip to complete their notes.

Film Clips

> Clip One: Memory is Powerful (runtime 4:45 min)

In this introduction to the film and Bryan Stevenson, Bryan shares a painful memory of racism from his youth, and posits his belief that changing the way we remember our national legacy of racism can change the present and future of our nation.

> Clip Two: Bryan’s Heart for this Work (runtime 4:30 min)

Bryan revisits the neighborhood where he grew up and reflects on the different ways his parents responded to racial segregation. He talks about how, when he entered Harvard, his childhood experiences made him feel different from other students but later he found that his personal history was a foundation and an inspiration for his work with the Equal Justice Initiative.

> Clip Three: I Feel Really Privileged (runtime 4:20 min)

This clip shows the depth of Bryan’s relationship to his clients, and demonstrates how the work of the Equal Justice Initiative is woven into every aspect of his life, and the gifts that life offers him.

¹ https://www.unrwa.org/userfiles/file/leading_4_the_future/module1/moral-leadership%20West%20Burnham.pdf

3. LEARNING MORE ABOUT BRYAN'S LEADERSHIP INFLUENCES

In this exercise, students will learn more about three moral leaders who Bryan Stevenson names as inspirations for his life and work; Supreme Court Justice Thurgood Marshall, renowned Civil Rights activist Rosa Parks, and Congressman John Lewis.

In small groups, assign students to one of the three leader profiles contained in **Handout Two**. Using the information in the profiles, each group will prepare to present information about their leader to the class, including:

- How do you see this person as a moral leader?
- What evidence do you see that Bryan and EJI were influenced by this leader's work?

4. A CLOSE VIEW - INTERVIEW THREADS AND OTHER SOURCES

Teacher Note: The filmmakers conducted numerous interviews to produce True Justice with nine of these interviews free and accessible in the [Interview Archive](#) on the [Kunhardt Film Foundation](#) website. A selection of these interviews, edited together here to create interview threads, are available for your students' learning.

For Lesson One:

- Two interview threads were created for this lesson that teachers and students can choose from, or use together, to deepen their understanding of the lesson topic.
- Print and distribute Handouts Three and Four in the "Resources" section in the lesson so students can follow along with the interview transcripts.
 - Handout Three: Bryan as a Lawyer Thread, Interview Archive
 - Handout Four: Bryan as a Leader Thread, Interview Archive
- As they watch the threads, have students follow along on the transcripts, underlining details that catch their attention, and jotting down questions and insights that come to mind after viewing each thread.



5. BUILDING A NARRATIVE MAP

Bryan Stevenson and the Equal Justice Initiative believe that throughout history, false narratives have helped to create and sustain injustice, and that it is necessary to confront and change these narratives in order to create a more just society.

To engage students in the process of building a new narrative, each lesson culminates by having students synthesize their learning and map out this information into a form of their choosing. In Lesson Six students will compile these new narrative maps to complete a final assessment.

For Lesson One - Story of a Leader

Create a narrative map that reflects your impressions, insights, opinions, and questions about the events, people and influences that shape moral leaders.

Here are some suggested narrative maps:

- > Storyboard**
A sequence of drawings, typically with some directions and dialogue - that conveys their understanding of the lesson topic
- > Graphic Organizer**
A way to present related information in both a visual and text format
- > Sketchnotes**
Often referred to as doodling, sketchnoting is defined as creative, individualized note taking that uses a mix of words and pictures together to create a personal story or narrative



6. CLOSING DISCUSSION QUESTIONS

In Randy Susskind's interview, we gain insight about who Bryan Stevenson is as a human being and how this translates into every aspect of his life. Read this section of the interview again with students and discuss how they practice the virtue of kindness and compassion in their everyday lives.

“Just being able to see the kind of person he is just generally makes you a better person when you're around people like that. I know that he'll go on a Sunday morning, when most of us are taking a break, he'll call me from the road, he'll be driving to a prison to see an old client. The client doesn't need a legal visit, it's just basically, he's just, as a friend, going to visit somebody just so they can get a visit. And if you visit someone in prison, you can buy them a soda or you can buy them a cupcake or something from the vending machine, and for some people, they don't get visits ever, and just watching Bryan do stuff offline just as part of his normal life just makes it so that you appreciate those kind of things in ways that you otherwise wouldn't. It just makes you a better person being around that kind of compassion.”

- Randy Susskind, *True Justice*

- What can Bryan Stevenson and the work of the Equal Justice Initiative teach us about kindness and compassion in leadership?
- What did you learn from this lesson about the different experiences, influences and ideas that shape Bryan Stevenson's moral leadership?
- What leaders or role models shape how you see the world?



7. EXTENDED LEARNING

Ask students to choose one of the leaders who influenced Bryan Stevenson profiled in Handout Two and conduct additional research to learn more about them. Students will write essays about the life of the leader they chose, their moral leadership, and the legacy their leadership has offered to the nation and/or the world.

Common Core State Standards

Anchor Standards

Reading Literature and/or Information: Integration of Knowledge and Ideas.

RL/RI.X.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL/RI.X.8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RL/RI.X.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Speaking and Listening: Comprehension and Collaboration

SL.X.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.X.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

SL.X.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.X.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Writing: Research to Build and Present Knowledge.

W.X.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.X.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.





HANDOUT ONE: **STORY OF A LEADER NOTE CATCHER**

**Use this timeline to record the important events, people,
and influences that shaped Bryan's life:**

Childhood:

University/Schooling:

Adulthood:

Choose one or two of the events, influences, or people you recorded that seem particularly important to you, and discuss why they stood out to you.

If you were to create a similar timeline for your own life, what events, influences, or people would you highlight?

Was there anything you learned about Bryan that was surprising to you, or different from what you expected?

Thinking back to your opening peer interview, what aspects of moral leadership did you see in Bryan Stevenson?

In what ways do you see race, and racial difference, influencing Bryan's life, his family, and his work?

HANDOUT TWO: LEADERSHIP INFLUENCES

JUSTICE THURGOOD MARSHALL

Justice Thurgood Marshall was one of the most influential and important legal minds and lawyers in 20th century America, and for Bryan Stevenson, he was a legal inspiration. Born in Baltimore, Maryland on July 2, 1908, Justice Marshall was the grandson of an enslaved person who became the first African American to be appointed to the United States Supreme Court. After completing high school in 1925, he graduated from Lincoln University in Chester County, Pennsylvania. In 1930, he applied to the University of Maryland Law School, but was denied admission because he was African American. He sought admission and was accepted to Howard University Law School (HULS).

In 1933 Justice Marshall graduated as valedictorian of HULS and starting in 1938, he worked as an attorney for the National Association for the Advancement of Colored People (NAACP.) In 1940, he became their chief counsel and founder of the NAACP Legal Defense and Educational Fund from 1934 - 1961. Justice Marshall argued thirty-two cases in front of the U.S. Supreme Court, more than any other American in history, creating a number of precedents leading to [Brown v. Board of Education](#) (1954) that overruled [Plessy v. Ferguson](#) (1896) and stated that “separate by equal” was unconstitutional in public schools nationwide.²

In 1961, President John F. Kennedy appointed Justice Marshall to the U.S. Court of Appeals for the Second Circuit. In this capacity, he wrote over 150 decisions including support for the rights of immigrants, limiting government intrusion in cases involving illegal search and seizure, double jeopardy, and right to privacy issues. None of Justice Marshall’s 98 majority decisions were ever reversed by the Supreme Court.

In 1965, President Lyndon Johnson appointed Justice Marshall to the office of U.S. Solicitor General. In this role he won 14 of the 19 cases he argued before the Supreme Court on behalf of the government. In 1967, President Johnson nominated Justice Marshall to the United States Supreme Court where he served for twenty-four years.

Supreme Court Justice Thurgood Marshall died on January 24, 1993.



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I think it [*Brown v. Board*] mobilized African-Americans in ways that made the Montgomery bus boycott and all the civil rights activism that you saw throughout the 50s and 60s possible. There had to be some ally in an effort that was going to challenge racial hierarchy and white supremacy in the way that the civil rights community did. I think for a lot of people, that ally was believed to be the United States Supreme Court.

— BRYAN STEVENSON”

2 The major cases leading up to Brown that were *Pearson v. Murray* (1936) that established in Maryland’s highest court that the University of Maryland School of Law could not exclude African Americans as Maryland had excluded Marshall just a few years earlier; *Missouri ex rel Gaines v. Canada* (1938) that held that Missouri could not exclude African Americans from the state law school since there was no comparable, and could be no comparable, school in Missouri for African Americans because of the unique intangibles of a legal education; *Sweatt v. Painter* (1950) which declared separate but equal facilities for black professionals and graduate students in state universities unconstitutional. Ultimately this precedent was extended to other schools and ultimately down to public primary and secondary education in *Brown v. Board of Education*.

MS. ROSA PARKS

Ms. Rosa Louise McCauley was born in Tuskegee, Alabama, on February 4, 1913. She grew up in Montgomery and was educated at the laboratory school of Alabama State College. In 1932, she married Mr. Raymond Parks, a barber and an activist who was a member of the NAACP. In 1943, she became Secretary of the Montgomery branch of the National Association for the Advancement of Colored People (NAACP), and two years later, she registered to vote, after twice being denied. By 1949, Ms. Parks was advisor to the local NAACP Youth Council and, under her guidance, youth members challenged the Jim Crow system by checking books out of whites-only libraries.

In August 1955 Ms. Parks travelled to Tennessee's Highlander Folk School to attend a workshop entitled "Racial Desegregation: Implementing the Supreme Court Decision." Several months later on December 1, 1955 Ms. Rosa Parks was arrested for refusing to give up her seat to a white passenger on a city bus in Montgomery, Alabama and was charged with violating Alabama's bus segregation laws. Other women would be arrested before December 1, 1955 for refusing to give up their seat on public transit, but Ms. Parks was chosen to represent this moment.³ Ms. Parks's act of nonviolent resistance helped spark the Montgomery bus boycott, a 13-month struggle to desegregate the city's buses. Under the leadership of Dr. Martin Luther King, Jr., the boycott resulted in the enforcement of a U.S. Supreme Court ruling that public bus segregation is unconstitutional.⁴ Throughout the boycott and after its successful conclusion, Ms. Parks continued to face harassment and was forced to leave her home in Alabama and move to Detroit as opposition to the Civil Rights Movement grew.

In 1964 John Conyers, an African American lawyer, received Ms. Parks's endorsement of his campaign to represent Detroit in the U.S. House of Representatives. After he won, he hired Ms. Parks as an office assistant and she remained with him until her retirement in 1988. In 1987, she founded the Rosa and Raymond Parks Institute for Self-Development which continues to provide learning and leadership opportunities for youth and seniors today. Until her death in October 2005 at the age of 92, Ms. Rosa Parks was an active supporter of civil rights causes.

Primary source documents, including Mrs. Parks's written recollections of her life, her involvement in the Montgomery Bus Boycott, and subsequent arrest, are available at the [Library of Congress: Rosa Parks Papers Collection](#).

This biography of Rosa Parks is compiled from the [Martin Luther King Jr. Research and Education Institute at Stanford University](#). Read more about the planning of the Montgomery Bus Boycott by the Montgomery Women's Council at: <https://kinginstitute.stanford.edu/encyclopedia/womens-political-council-wpc-montgomery>.



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[Ms. Rosa Parks] was one of many people who, we used to sing this song saying, "Let nobody turn me around." It wasn't just rhetoric, it was real. When you spend time with people like that, Bernard Lafayette, CT Vivian, people who will tell you, "We were prepared to die for change," it gives you a sense of what kind of commitment it took to make things move. It wasn't casual. It wasn't comfortable. You couldn't do it just when the weather was good. You couldn't do it without fear that your life would be permanently altered. I learned a lot from people like that.

— BRYAN STEVENSON

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³ Claudette Colvin, Aurelia S. Browder, Susie McDonald and Mary Louise Smith are other women who were arrested for not giving up their seat on public transit.
⁴ <https://calendar.eji.org/racial-injustice/nov/13>

CONGRESSMAN JOHN LEWIS

Congressman John Robery Lewis was born in Troy, Alabama in 1940 and grew up in an era of racial segregation. Elected to Congress in 1986 representing Georgia's 5th Congressional District, Congressman Lewis is one of the most respected and senior members of the House of Representatives today serving as the Chair of the United States House Ways and Means Committee on Oversight.

Congressman Lewis became actively involved in the Civil Rights Movement early on in life. Inspired by hearing Reverend Martin Luther King, Jr. on the radio at home, Congressman Lewis left home in 1957 to attend the American Baptist Theological Seminary (ABT) in Nashville, Tennessee. Congressman Lewis became more active in the Civil Rights Movement at ABT participating in the nonviolent sit-ins at segregated lunch counters in Nashville and helping to establish the Student Non-Violent Coordinating Committee (SNCC). After graduation, Congressman Lewis participated in the Freedom Ride of 1961. Organized by the Congress of Racial Equality (CORE), the Freedom Ride sent black and white passengers on buses into the South to test the desegregation in interstate transportation facilities decided by the Supreme Court decision in [Boydton v. Virginia](#).⁶

In 1963, he was elected as chairman of SNCC and, at the age of 23, was the youngest leader to have spoken at the March on Washington. One year later he was one of the architects of Freedom Summer including leading the first march from Selma to Montgomery, Alabama, on March 7, 1965. He left his position in SNCC in 1966 and worked for the Voter Education Project until running for Atlanta City Council in 1981 and in 1986 was elected to the House of Representatives. Congressman John Lewis has been awarded fourteen honorary degrees, numerous honors for his leadership and courage, authored a three-part graphic novel titled *March* that was awarded the National Book Award, and received the Presidential Medal of Freedom in 2011 from President Barack Obama.

⁵ Excerpted from Kunhardt Film interviews conducted in the making of True Justice.
⁶ <https://www.oyez.org/cases/1960/7>



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I think that there is something honorable about doing justice work. . . People sometimes say to me, “Oh, it must be overwhelming and difficult to represent people on death row, to be fighting against a system,” and it is. But when I feel overwhelmed, I go into the conference room and I look out the window, and I think about the people who were working here, who were sitting here 60 years ago trying to just create more justice. Who frequently had to say, “My head is bloodied, but not bowed.” That’s what John Lewis had to say, and yet they persisted. . . appreciating that and thinking about that is really important.”⁵

— BRYAN STEVENSON

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HANDOUT THREE: **LAWYER THREAD, INTERVIEW ARCHIVE**

Directions: Underline key phrases and new details as you watch and listen to the interviews.

SIA SANNEH

Bryan is an incredibly disciplined and hard working person, almost to such an extraordinary level it's hard to put it into words. I think it comes back to a central idea, which is he truly feels that it is the greatest gift of his life to do this work. It's not a sacrifice, it's not martyrdom, it is a privilege and a gift to do this. And he passes that along to all of us. And I think what that means is he's excited to do it. He's excited to have time to devote to the clients. I'd been working at EJI for a couple of years before I even knew that on Sundays he quietly went to the prison by himself and was just doing a social justice reading group with some of the clients there who didn't have any hope for release at the moment.

But he wanted to keep them engaged and had built relationships with them. And that's an expression of just joy in the work, not somebody who feels like they just have to clock a few more hours. That really comes from a deep place, and I think that's encapsulates Bryan's spirit. He's incredibly hard working. He has incredibly high standards for the work, and his attention to detail is sobering because I've had experiences with him where I know for a fact he's only slept for a couple of hours the night before. We're talking about something and it is laser-like, his ability to find the one thing on the page that's out of place. Or when we were doing the museum, he would look at something and say, 'didn't we change the color on that?' It's incredible how many things he can hold kind of side-by-side in his head at the same time.

The other skill that I think allows him to do that is he's very present in every moment, even as there's so much swirling around. He can hold 12 meetings in a day, and one is about the budget for something, and another is about a highly technical issue, and another is about a theory of art and how we're going to use art for story telling. He just kind of floats between these things because he stays very present in each moment. And I think that's a skill but also a discipline; it takes discipline to not be sitting there tapping your foot thinking about the next thing you have to do. I personally struggle with that, and I watch him just stay really even and engaged. And I think structurally that allows us to do so many things simultaneously. . .

But, again, I think that Bryan is impossible to separate from the choices that he's made, and he's made remarkable choices as a person and as a lawyer. He's gone on a path that almost nobody else would have chosen, and he's done it at times that have been incredibly lonely, I'm sure. Because what I see most differently from when I started is the weight on him and the things that kind of sit on his shoulders, both the decisions that he makes and the obligations, the expectations, I think that is really challenging. We try to share that with him as much as we can and take some of that off of his shoulders, but I think it's a lot to carry and yeah, he does it sort of cheerfully and gracefully and with a lot of self-deprecating humor, so. We are obviously, but especially the clients, lucky to have him in this cause.

RANDY SUSSKIND

Just being able to see the kind of person he is just generally makes you a better person when you're around people like that. I know that he'll go on a Sunday morning, when most of us are taking a break, he'll call me from the road, he'll be driving to a prison to see an old client. The client doesn't need a legal visit, it's just basically, he's just, as a friend, going to visit somebody just so they can get a visit. And if you visit someone in prison, you can buy them a soda or you can buy them a cupcake or something from the vending machine, and for some people, they don't get visits ever, and just watching Bryan do stuff offline just as part of his normal life just makes it so that you appreciate those kind of things in ways that you otherwise wouldn't. It just makes you a better person being around that kind of compassion.

ANTHONY RAY HINTON

In Alabama, they rule every Friday on death row appeal, either the Alabama Criminal Court appeal or the Alabama Supreme Court, and I got word to call my attorney. And I called Bryan Stevenson on a Friday evening about, I would say, three or four o'clock, and I could tell in his voice that it wasn't good news. But I went on to ask him, "Mr. Stevenson, how are you doing today?" And he said, "Oh, not good, Ray." I said, "Well, what's the problem?" He said, "Well, Alabama Supreme Court ruled, and they ruled against us." And at that time, I could tell this was a man that was disappointed in the ruling.

I could tell this was a man that needed lifting up, and so I went into character and I told Mr. Stevenson, I said, "Mr. Stevenson, this is Anthony. Ray ain't here today." And he played along with me, and he said, "Okay." And I said, "Ray wanted me to tell you that he wants you to go home and enjoy a book, enjoy a movie, enjoy a great dinner, or a glass of wine, but he wants you to go home and have a great weekend." And he said, "Don't worry about this case." "He's told me to tell you that he will call you back Monday." And Mr. Stevenson said, "Okay." We hung up, and I said before I hung up, I said, "Ray said, if they allowed him to, he going to go outside and shoot some basketball for the weekend. He definitely ain't going to think about the case." Hung up. Monday morning came, and I had told him that I would call him exactly at nine o'clock. And I called him at nine, and I said, "Mr. Stevenson, this is Ray." I said, "How you feeling this morning?" I could tell from his voice that he was alive and well, and somehow he had a voice that was singing, "I'm free, I'm happy." And I said, "Mr. Stevenson, how was your weekend?" And he said, "Ray, I had best weekend. Thank you so much." And I said, "Well, it's Monday morning. Get back on that case." And he said, "I will." I never met a lawyer, never heard nobody on the road that talks about a lawyer that cared so much he was depressed, and I never had a lawyer that would ask the likes of me. Without asking me, he said, "Okay," then go enjoy my weekend. This told me a whole lot about the man that I was entrusting to try and prove my innocence, and I never had a lawyer that seemed to care and cared as much about my case and me as a person as this man did. We could be seen in the visiting yard with our head bowed down from laughter, and I just got to know him as this great lawyer, then I got to know him as a human being, as a person. We formed this bond of lawyer, friend, brother, and I always felt, and I used to try to prepare myself, what would I say to him if this didn't work out the way it should?





HANDOUT FOUR: **LEADER THREAD, INTERVIEW ARCHIVE**

Directions: Underline key phrases and new details as you watch and listen to the interviews.

ELIZABETH ALEXANDER

I feel literally lucky to be alive and in the same world that Bryan is in. We are of a generation, we have responsibility. And so, I think that my craft is poetry, his craft is the law, we're both trying to do something in bigger public spaces, and extend what that work can do. We're both educators, you know, I'm now working with some of the tools of philanthropy. We are of a generation; the path was laid for us. We had to make our own way, but we have work to do. We have justice work to do, we have so much work to do. So, I am just grateful that he is there shining this particular light, because we have responsibility. And that's not a grandiose thing, that's just the truth, so that's what we're trying to do.

SIA SANNEH

Bryan is an incredibly even keeled, even-tempered person. He's so remarkably well suited to the work that we do because he never gets too high or too low. And I've been in so many extraordinary stressful situations with him and he's just really even. And I think that is quite reassuring when you're taking on the challenges that we're taking on at EJI. I mean, I think about one of the first cases I worked on, Ray Hinton's case, and there was a long period of time that began before I started at EJI, but a long period of time where we really did not know if we would be able to save his life. And I think that that's a tremendous weight to carry as a person, as a lawyer. And Bryan was just dogged but incredibly calm and strategic in the course of that litigation. And he's like that in moment-to-moment stressful situations.

It's really helpful, I think it expands the reach of what we can do, what we can take on, because that has become our organizational culture. We're very even and that's necessary when there's going to be so many extreme challenges. We have developed a sort of tolerance for challenge that, again, I think is part of the culture. Where you're used to extreme situations, to short deadlines, to horrific setbacks after you think you've won a case and then something happens and it turns out you've lost or at least temporarily suffered a setback. There's so much that needs to go into keeping an even keel and measured throughout that, and Bryan's personality really embodies that. I think he's also appropriately celebrated for his extraordinary story telling gifts, for his legal vision.

But, to me, as somebody who works with him everyday, one of his greatest skills, I think, is the fact that he is so dedicated to systems and he is so interested in implementation. He has great ideas, but that's such a small part of achieving a great idea. He has the idea, but then he has the wisdom and the kind of thought process to put that into practice, and he is very involved in that process. And I think that's what really, to me, is his brilliance, is that he can implement and he can oversee an implementation process. And that's how you have an office that represents hundreds of people.

And then that same group of people builds a museum, and builds a memorial, and takes on other projects, and writes reports. It's that implementation in a really systematic, strategic way. And that really comes from him, and it's a culture and a way of thinking and a way of approaching legal challenges, but you really have to kind of stay calm. I think that's something I've learned from him and have watched him do for a decade now. And it is infectious, and it's the reason we can represent so many people, I think.

HANDOUT FIVE: **NARRATIVE MAP**

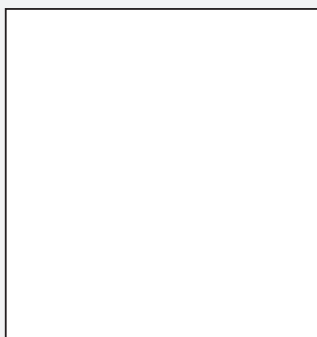
Storyboards, Graphic Organizers, and Sketchnotes are all examples of narrative maps.
Feel free to identify other narrative map models.

FOR LESSON ONE: Create a narrative map that reflects your impressions, insights, opinions, and questions about what defines a moral leader, and the people, circumstances and experiences that influence their actions. Use examples from Bryan Stevenson's life and work, and/or one of the leaders he describes as inspirations, John Lewis, Thurgood Marshall, or Rosa Parks.

STORYBOARD

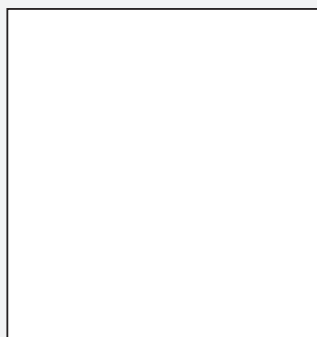
A sequence of drawings, typically with some directions and dialogue that conveys their understanding of the lesson topic, and which may be then made into a graphic novel or film. Each of the squares represents a 'scene' of the story you want to tell. Give each box a title, choose a representative image, and write a sentence or two about the ideas and concepts this section of your overall story will communicate.

Scene Title:



Description:

Scene Title:



Description:

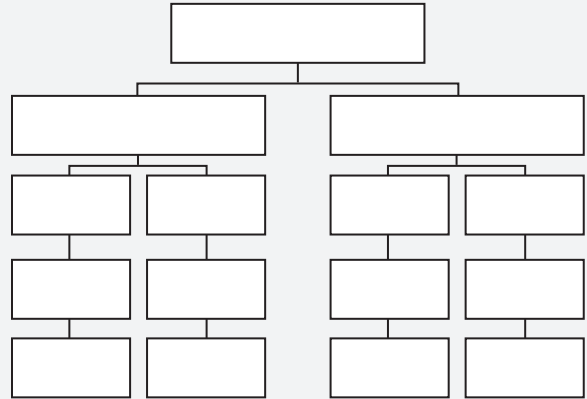
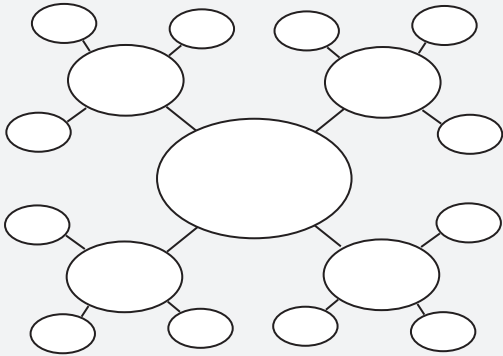
Scene Title:



Description:

GRAPHIC ORGANIZER

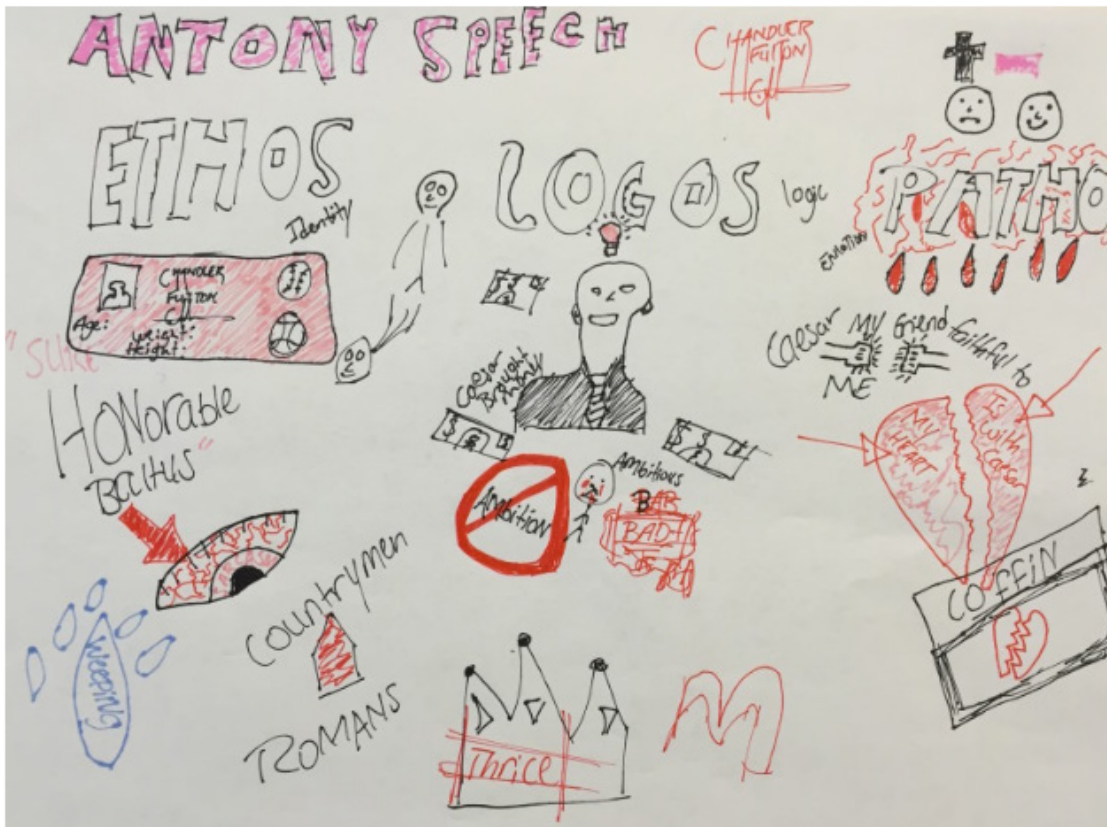
A visual method of organizing information that is sometimes called a mindmap, invites students to organize ideas and concepts in a non-linear, relational way using words and/or images.



Sample images from: <https://www.cultofpedagogy.com/graphic-organizer/>

SKETCHNOTE

Often referred to as doodling, sketchnoting is defined as creative, individualized note taking that uses a mix of words and pictures together to create a personal story or narrative.⁷



Sample Image from: <https://www.kqed.org/mindshift/39941/making-learning-visible-doodling-helps-memories-stick>

⁷ <https://www.kqed.org/mindshift/39941/making-learning-visible-doodling-helps-memories-stick>