



## One Maryland One Book 2018 Supplemental Teacher Resources

This resource packet was created as a supplement to the 2018 One Maryland One Book Teacher's Guide.  
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## GENERAL THEMES

- individual freedoms
- the importance/ role of family
- forgiveness
- trust
- hope
- determination
- acceptance
- prejudice
- compassion
- empathy
- truth and justice
- indifference

## BEFORE READING QUESTIONS (Discuss)

1. Have you ever been wrongly accused of something, whether it be by a friend, a family member, or even an employer? How did you react? How did you bounce back from the situation?
2. How can one's social and economic status affect the way one views and lives one life? Elaborate with examples.
3. How do firsthand experiences in one's life influence how one approaches challenges? Support your response.
4. Are people's motivations to survive internal, external, or both? Explain.
5. Do you believe that the U.S. criminal justice system works fairly to protect criminal suspects' rights or that it is distorted by stereotypes and prejudices? Support your response.

## BEFORE READING ACTIVITIES

- **ACTIVITY 1: LEGAL TERMINOLOGY:** Student might not be familiar with the various legal terms mentioned throughout the text which could cloud their understanding of the Bloodsworth's case. Require students to define the legal terms prior to reading for comprehension. Since there are 40 terms scattered throughout the novel, teachers might want to break the terms up according to Parts (there are seven Parts in the book) and assign them to groups. Students could share their definitions on a Google Doc or OneDrive. (see "Legal Terms" section on pp 8-12)
- **ACTIVITY 2: SETTING:** Students living in Maryland should be familiar with the various settings mentioned throughout the text (i.e. Cambridge, Choptank River, Eastern Shore, Essex, Towson, Hammerjacks, Skip's Tavern, Maryland Penitentiary, etc.). However, because some of the places mentioned are not as they were in 1984, students should research the areas and images mentioned throughout the text to provide context for Kirk's journey.

- **ACTIVITY 3: TIMELINE:** Because Kirk Bloodsworth's story spans over nine years of his life, there are numerous dates that provide context to significant events. Requiring students to create a timeline will broaden their view of the emotionally exhausting experiences Bloodsworth had to endure. Students can choose to create a handwritten timeline, possibly a large, community one to hang in the classroom, or they could create a digital timeline of the events.

Interactive Timeline link (Adobe Flash required):

[http://www.readwritethink.org/files/resources/interactives/timeline\\_2/](http://www.readwritethink.org/files/resources/interactives/timeline_2/)

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**CHARACTER CHART FOR *BLOODSWORTH: THE TRUE STORY OF THE FIRST DEATH ROW  
INMATE EXONERATED BY DNA EVIDENCE***

**By Tim Junkin**

**Kirk Bloodsworth's Lawyers:**

Bob Morin – Public defender in MD, specializing in death penalty cases; Joined Southern Center for Human Rights in Atlanta; formed a law firm in Washington, D.C. dedicated to helping death row inmates

David Kagan – Morin's law partner

Gerry Fisher – Morin's law partner

Russel White – Kirk's first lawyer that his father, Curtis, hired; Curtis fired him due to lack of funds

Steven Scheinin – hired after White; public defender and experienced trial lawyer

David Henninger – Scheinin's younger law partner

Gary Christopher – Head of the state public defender's death penalty unit who organizes another investigation into the crime; convinces Bob Morin to take the Bloodsworth case

Leslie Stein – "Slick" trial lawyer who represents Kirk after his case was remanded and he was transferred off of death row

**Kirk Bloodsworth's Family:**

Wanda Gardenier – Kirk's first wife who did not work and frequently partied

Noble Curtis Bloodsworth – Kirk's father who used his life savings to pay for Kirk's lawyers

Jeanette Bloodsworth – Kirks' mother who was an angelic woman and a devout Christian

Birdie Plutschak – Wanda's mother

Brenda Ewell – Shy, quiet woman from Cambridge who Kirk marries after he is exonerated

Cindy Bloodsworth – Kirk's cousin

**Fontana Village Characters and Cambridge Characters:**

Dawn Venice Hamilton – 9-year-old girl who was raped and murdered

Christian Shipley – 10-year-old boy who was fishing when he saw Dawn leave with the murderer

Jackie Poling – 7-year-old boy who was fishing when he saw Dawn leave with the murderer

Elinor Helmick – Thomas Hamilton’s friend; babysitting Dawn the day she was murdered

Thomas Hamilton – Dawn’s father; electrician

Richard Gray – Led Thomas Hamilton into the woods where Dawn was found

Fay McCoullough – Adult eyewitness who describes a strange man she saw in the area of Dawn’s murder

Nancy Hall – A prosecution witness at Kirk’s trial

Donna Ferguson – Stated to a detective that she did not see the man who murdered Dawn; however, she testified in court that she did see this man and identified him as Bloodsworth

Tina Christopher – Witness who claimed Kirk said something suggesting he was with the man in the woods the day of the murder; could not remember testimony during the second trial

Dawn Gerald – Wanda’s half-sister; testified in court

Rose Carson – Friend of Kirk’s who allowed him to stay with her before he was arrested

Tammy Albin – Lived with Birdie, Wanda, and Dawn; testified about Kirk’s whereabouts

Wayne Palmer – Friend of Kirk’s who told the police incorrect information about Kirk’s whereabouts the day of the murder; contacted police later to correct the information but his statement was never corrected

Joey Martin – Lived with Birdie, Wanda, and Dawn; testified about Kirk’s whereabouts

Thelma Stultz – Rose Carson’s sister who had known Kirk for a number of years

Tom Collins – Employed Kirk in the seafood business

#### **Characters Related to Dawn:**

Mercy Sponaule – 41-year-old Filipino woman who raised Dawn; thought she was at camp the day of the murder

Toni Hamilton – Dawn’s mother; a dancer at a club

#### **Prison Characters:**

Stanley “Bozo” Norris – Prisoner; one of Kirk’s lifting partners; called Bozo due to his clown-like hair

Big Tony – Prisoner; one of Kirk’s lifting partners; was a Hell’s Angel

Sergeant Cooley Hall – A Trinidadian prison guard who was friendly to Kirk

Flaherty – Supervising guard in the detention center that Kirk meets before his trial date

Half – Inmate that becomes Kirk’s first friend in prison

Big Nick – A very large and fierce looking ex-Pagan who lifted weights in the gym

Abdul-Haleem – The prison Islam leader who talked to Kirk about religion

Anita Smith – A guitarist for Catholic Charities who befriends Kirk at the detention center

Kimberly Ruffner – Prisoner convicted of attempted rape and murder of a woman in Fells Point

Bull Starkey – Prison “lifer” who threatened Kirk to pay back his debt

**Authoritative Characters:**

Officer Paul Merkle – Baltimore County Police Officer who arrived at the scene of Dawn’s murder

Corporal Barry Barber – Baltimore County Police Officer who arrived at the scene of Dawn’s murder

Officer Kevin Keene – Baltimore County Police Officer who arrived at the scene of Dawn’s murder

Detective Mark Bacon – Baltimore County Detective who organized the search for Dawn; experienced in child molestation cases; first to find Dawn murdered

Detective William Ramsey – Homicide Detective who investigates Dawn’s murder

Detective Robert Capel – Homicide Detective; Detective William Ramsey’s partner

Detective Sam Bowerman – Baltimore County homicide detective who introduced the FBI’s behavioral profiling

Robert Lazzaro – State’s lead prosecutor in the first Bloodsworth trial

Ann Brobst – State prosecutor who was assistant to Lazzaro; later assigned to lead the prosecution team

Michael Pulver – State prosecutor who became Brobst’s assistant after Lazzaro left the state’s office

Sandra A. O’Connor – State’s attorney for Baltimore County; sought death penalty in every first-degree homicide case that qualified under state law.

William B. McInnis – FBI’s serology expert

## LEGAL TERMINOLOGY

There is a variety of legal terminology mentioned throughout the text which could cloud one's understanding of the Bloodsworth's case. Define the following legal terms *in context* prior to reading for a deeper comprehension.

1. habeas corpus petition (p. 9)
2. collateral attack (p. 9)
3. modus operandi (p. 9, 71)
4. legal treatises (p. 9)
5. appellate case (p. 9)
6. *Miranda* warnings (p. 55)
7. constitutional due process (p. 89)
8. affidavit (p. 92)

9. warrant (p. 92)

10. indict (p. 110)

11. deposition (p. 113)

12. limited discovery (rule) (p. 113)

13. exonerate (p. 114)

14. litigant (p. 118)

15. forensic evidence (p.119)

16. voir dire (p. 129)

17. hangman's jury (p. 130)

18. rebuttal (p. 146)

19. proffer (p. 147)

20. acquittal (p. 150)

21. burden of proof (p. 153)

22. reasonable doubt (p. 153)

23. coup de grâce (p. 154)

24. deliberation (p. 155)

25. foreman (p. 159)

26. *Brady* rule (p. 162, 192)

27. subpoena (p. 162, 221)

28. guilt beyond a reasonable doubt (p. 180)

29. appellate briefs (p. 181)

30. appellate court (p. 189)

31. remanded (p. 194)

32. commissary (p. 199)

33. sequestration of the jury (p. 202)

34. continuance (p. 203)

35. acquit (p. 205)

36. post-trial hearing (p. 221)

37. countermand (p. 226)

38. post-conviction habeas (p. 236)

39. pardon (p. 265)

40. lethal injection (p. 285)



## VOCABULARY

Directions: Students should define the vocabulary throughout the book in context, deciphering the parts of speech from the context of the sentences.

### Preface

1. exonerate (book title)
2. abbot (p. VII)
3. DNA double helix (p. VII)

### Part I: A Stain Lifted

#### Chapter One

1. relic (p. 4)
2. lucrative (p. 4)
3. triage (p. 5)
4. perseverance (p. 6)

#### Chapter Two

1. amass (p. 8)
2. obstinacy (p. 9)
3. forensic (p. 9)

### **Chapter Three**

1. hopper (p. 14)
2. probative (p. 15)
3. wick (p. 16)

### **Chapter Four**

1. solace (p. 17)
2. incessant (p. 17)
3. portent (p. 18)
4. skiff (p. 19)
5. tong (p. 19)
6. cull (p. 19)
7. slough (p. 19)
8. penchant (p. 20)
9. commissary (p. 21)

## **Part II: A Crime in Fontana Village**

### **Chapter Five**

1. reputedly (p. 27)
2. incorrigible (p.27)
3. mausoleum (p. 27)
4. dysentery (p. 27)
5. sediment (p. 28)
6. gouge (p. 28)
7. conduit (p. 29)
8. notoriety (p. 29)
9. swath (p. 30)
10. traverse (p. 31)
11. culvert (p. 31)
12. environs (p. 31)
13. atrocity (p. 31)

## **Chapter Six**

1. coagulate (p. 38)
2. autopsy (p. 39)

## **Part III: A Composite, A Profile, A Gambit**

### **Chapter Seven**

1. gambit (p. 41, 82; chapter title)
2. want (p. 41; see context of Ben Franklin's quotation)
3. mettle (p. 43)
4. protocol (p. 46)
5. disseminate (p. 47)

### **Chapter Eight**

1. assent (p. 55)
2. squirrely (p. 55)

### **Chapter Nine**

1. hand-tongers (p. 59)
2. culler (p. 59)

3. frog-gigging (p. 60)
4. inchoate (p. 61)
5. humping (the mountains) (p. 63)
6. grunt (p. 63)
7. brashness (p. 64)
8. sporadic (p. 66)

#### **Chapter Ten**

1. posit (p. 73)
2. auspice (p. 74)
3. feign (p. 75)
4. doggedly (p. 75)

#### **Chapter Eleven**

1. piedmont (p. 78)
2. silt (p. 78)

3. spartina (p. 78)
4. languish (p. 78)
5. macadam asphalt (p. 80)
6. sultry (p. 81)

### **Chapter Twelve**

1. fraught (p. 89)
2. unduly (p. 90)
3. exigency (p. 90)
4. myriad (p. 90)
5. lurid (p. 92)
6. stipple (p. 95)

## **Part IV: Trial and Error**

### **Chapter Thirteen**

1. infallibility (p. 103, found in quotation)
2. abolition (p. 103, found in quotation)

3. Naugahyde (p. 105)

4. manikin (p. 107)

#### **Chapter Fourteen**

1. cumulative (p. 112)

2. exculpatory (p. 114)

3. behest (p. 117)

4. serologist (p. 121)/serology (p. 133)

5. inept (p. 122)

6. nuance (p. 123)

7. mire (p. 123)

8. bolster (p.124)

#### **Chapter Fifteen**

1. ferocity (p. 127)

2. malice (p. 127)

3. imperious (p. 128)

4. dispel (p. 128)
5. discern (p. 128)
6. impose (p. 128, 129)
7. prod (p. 128)
8. teak (p. 129)
9. bewildered (p. 129)
10. peremptory (p. 130)
11. cull (p. 130)
12. somberly (p. 131, 153)
13. feign (p. 131)
14. deftly (p. 131)
15. intonation (p. 131)
16. indelible (p. 131)
17. tapestry (p. 131)

18. carnie (p. 132)

19. emanate (p. 132)

20. probative (p. 133)

21. visceral (p. 133)

### **Chapter Sixteen**

1. facetious (p. 141)

2. vaudeville (p. 144)

3. steeled v. (p. 144)

4. incredulity (p. 146)

5. grist (p. 146)

6. foil (p. 147)

### **Chapter Seventeen**

1. heinous (p. 150)

2. sordid (p. 150)

3. futile (p. 151)

4. rhetorically (p. 154)

5. unanimous (p. 155)

6. soothsayer (p. 155)

7. conjure (p. 157)

### **Chapter Eighteen**

1. hardtack (p. 158)

2. mentation (p. 161)

3. prestige (p. 161)

4. vociferously (p. 163)

5. deterrent (p. 165)

## **Part V: The Death House**

### **Chapter Nineteen**

1. notorious (p. 171)

2. epithet (p. 172)

3. berth (p. 173)

4. disembowel (p. 173)

5. palpable (p. 173)

6. mill v. (p. 174)

7. napalm (p. 174)

8. guttural (p.175)

9. seethe (p. 175)

10. exude (p. 176)

11. bola (p. 177)

12. staunch (p. 177)

## **Chapter Twenty**

1. cloak v. (p. 180)

2. zeal (p. 181)

3. plight (p. 182)

4. cryptic (p. 183)

5. cajole (p. 183)

6. voluminous (p. 186)

### **Chapter Twenty-One**

1. discretion (p. 190)

2. stately (p. 191)

3. pomp and circumstance (p. 191)

4. amenable (p. 192)

5. parry (p. 192)

6. gravelly (p. 193)

7. pummel (p. 193)

8. contemporaneous (p. 194)

## **Part VI: Broken Justice**

### **Chapter Twenty-Two**

1. porous (p. 201)

2. contrecoup (p. 201)

3. impediment (p. 202)
4. animosity (p. 203)
5. coagulate (p. 203)
6. palpable (p. 203)
7. solicitous (p. 203, 219)
8. enmesh (p. 205)
9. intolerable (p. 205)
10. travesty (p. 206)

### **Chapter Twenty-Three**

1. deviate (p. 207)
2. grisly (p. 207)
3. viscerally (p. 207)
4. queried (p. 209)
5. credence (p. 211)

6. crimson (p. 220)

#### **Chapter Twenty-Four**

1. careen (p. 222)
2. obstinacy (p. 222)
3. discrepancy (p. 224)
4. rail v. (p. 226)
5. vehemently (p. 226)
6. colloquy (p. 227)

#### **Chapter Twenty-Five**

1. dank (p. 228)
2. exploit (p. 229)
3. levy (p. 229)
4. kufi (p. 230)
5. parley (p. 232)
6. obliterate (p. 232)

7. changeling (p. 234)

## **Part VII: Freedom**

### **Chapter Twenty-Six**

1. indigent (p. 240)
2. rankle (p. 240)
3. blitzkrieg (p. 241)
4. contempt (p. 241)
5. stymy (p. 244)

### **Chapter Twenty-Seven**

None

### **Chapter Twenty-Eight**

1. inexorably (p. 253)
2. entomb (p. 253)
3. equilibrium (p. 254)
4. cryptic (p. 258)

5. dwarf (p. 261)

6. hubris (p. 261)

7. fallacy (p. 262)

### **Chapter Twenty-Nine**

1. clamor (p. 264)

2. paltry (p. 265)

3. trotlining (p. 267)

### **Chapter Thirty**

1. obstinate (p. 273)

2. recalcitrant (p. 273)

3. unequivocal (p. 276)

### **Epilogue**

None

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## **The Debate: The Structure of Academic Discourse**

**Resolved: The death penalty is an effective means of punishment and should remain in the United States criminal justice system.**

**Affirmative: Support of the resolution (the debate begins with the affirmative)**

**Negative: Support the status quo and attack the resolution**

### **Rules:**

1. Each side will have two captains, one to make a one-minute opening statement and one to make a one-minute closing statement (summary of major arguments). It is up to other team members to raise a hand for their turn to speak. Everyone must participate. The captain who delivers the opening statement will determine speaking order of team members.
2. The class will be divided equally, and each student on a side will have one-minute to make a major point against the opposing side, including attacking something that someone on the other side has said. The speakers alternate from one side to another until the concluding statement. You need to be knowledgeable about both sides of the issue in order to anticipate the arguments of the other side.
3. The class will strictly adhere to the one-minute time limit per speaker. A card will indicate the time is up.
4. The articles and videos you researched on this issue provide evidence from which you may quote, but speakers are not limited to the material found in them. Reasoning is a large part of establishing a cogent case. In addition, you may find additional “ammunition” to support your case on the internet.
5. You will prepare in advance and will speak from note cards. (These note cards will be collected at the end of the debate for homework points).
6. You need to listen carefully to what speakers of the other side are saying to be fully engaged in the process. You should jot down key points of the opposition to address arguments/evidence specifically.
7. Be courteous and address people of the opposition by name.
8. When you speak, stand up and project your voice clearly so that everyone in the room can hear.

## Debate Assessment Rubric

**Debating Team Name and Position:** \_\_\_\_\_

**Name of Assessor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Note: This form can be used by both the teacher and the student peers.

	Strong/Weak
1. The speaker's statements clearly supported their position in the debate.	5 4 3 2 1
2. The speakers' statements appeared to be well researched and documented.	5 4 3 2 1
3. The speakers addressed the opposing team and made appropriate eye contact.	5 4 3 2 1
4. Arguments were presented with clarity and appropriate volume.	5 4 3 2 1
5. Speakers were well rehearsed with minimal reliance on notes.	5 4 3 2 1
6. Rebuttals were specific to opposing arguments and expressed with clarity.	5 4 3 2 1
7. Rebuttals showed evidence of good listening skills.	5 4 3 2 1
8. Concluding arguments and statements were effective and convincing.	5 4 3 2 1
9. Speakers adhered to the rules of the debate.	5 4 3 2 1
10. The overall collective effort of the debate team was effective.	5 4 3 2 1

Additional Comments:

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### AFTER READING FINAL ANALYSIS QUESTIONS

1. What moment do you think was the most suspenseful in the novel? Reread the moment you chose and discuss how Junkin created suspense even though the audience knew the outcome of the Bloodsworth case. Provide specific examples for support.
2. After Bloodsworth is exonerated, he is exposed to various journalists, local disk jockeys, and celebrities, such as Oprah Winfrey, Connie Chung, and Larry King. Do you think the celebrities' and journalists' goal was simply to report the events, or might there have been other motivations? Provide examples to support your answer.
3. What is the value of spreading stories of injustice and suffering such as Kirk Bloodsworth's and raising the level of awareness to the general public? Consider the moral reasons behind why injustice makes a compelling story.
4. What is the ethical value of this work? Does it highlight a lack of something in our legal system?

## AFTER READING ACTIVITIES

**ACTIVITY 1:** Read “Half-Hanged Mary” by Margaret Atwood who wrote this poem about her ancestor, Mary Webster. After being accused of witchcraft in the 1680s and acquitted, Mary Webster was lynched. She survived the attack and thus earned her name and her freedom. In a similar format as Atwood’s, write a poem that takes the first-person account of Bloodsworth, also wrongly accused of a crime he did not commit. There is no specific length to the assignment, but the poem should utilize evocative imagery to capture Bloodsworth’s tone throughout. Be creative with the format of the poem.  
<https://genius.com/Margaret-atwood-half-hanged-mary-annotated>

**ACTIVITY 2:** Investigate the DNA technique PCR, or polymerase chain reaction, and its effectiveness. What are new advancements that are used today in comparison to how PCR was used in 1984 for the Bloodsworth case? (Refer back to Chapters Three and Twenty-Seven in *Bloodsworth*.)

**ACTIVITY 3:** Read the 1999 NOVA interview with Judge Paul Chernoff of the Norfolk Superior Court in Massachusetts who discusses why he feels it is vital that judges be schooled in DNA fingerprinting and testing techniques. Summarize Judge Chernoff’s main points, and then discuss whether you agree with his primary point that judges should be required to be trained in these scientific methods.  
<http://www.pbs.org/wgbh/nova/body/science-in-the-courtroom.html>

For related DNA interdisciplinary activities:

[http://www.pbs.org/wgbh/nova/education/overviews/2613\\_sheppard.html](http://www.pbs.org/wgbh/nova/education/overviews/2613_sheppard.html)

Extract your own DNA! <http://www.pbs.org/wgbh/nova/body/extract-your-dna.html>

**ACTIVITY 4:** Show students the Youtube video “BLOODSWORTH: Kirk Bloodsworth Tells His Story.”  
<https://www.youtube.com/watch?v=qjAOw-n3CxQ> (18:36 minutes)

DURING VIEWING:

Answer the following questions while watching the video:

1. Does hearing the story from Kirk’s point of view make it more impactful? Why or why not?
2. What errors did the authorities make that Bloodsworth mentions in this video?
3. What does he say is the catalyst that kept him going?
4. What is significant about the way Kirk is dressed in the video?
5. What does he say about indifference?

6. What does Kirk say he hears his mother saying to him on the prison bus? What is his reaction?

AFTER VIEWING:

- Kirk recalls his mother saying to him “If you don’t stand for something you’ll fall for anything,” “Right is light,” and “Don’t sit there like a bump on a dill pickle.” How did these lessons she taught him help him through his time in prison?
- What is your reaction to Kirk Bloodsworth after seeing him retell a portion of his story? Explain.

**ACTIVITY 5:** Research data on the death penalty and then take a position as to whether you are for or against it. Although Maryland abolished the death penalty in 2013, sixteen states in the United States still retain capital punishment. What was your position prior to reading this novel? Has your position changed? Support your response with research.

Some possible websites to start with are listed below, but there are countless sites; remember to investigate both sides of the argument before taking a position. (Alternative activity: Death Penalty Debate: Divide the class in half and assign them a position on capital punishment. See “Rules for Debate” in the section above.)

<https://deathpenaltyinfo.org/innocence-cases>

<https://www.aclu.org/other/case-against-death-penalty>

<http://www.businessinsider.com/states-with-the-death-penalty-america-2018-3>

<https://www.themarshallproject.org/next-to-die#intro>

<http://www.ncsl.org/research/civil-and-criminal-justice/death-penalty.aspx>

<https://www.pbs.org/wgbh/pages/frontline/shows/burden/etc/faqsreal.html>

<https://www.youtube.com/watch?v=BqmPMcEglq4>

(Teachers can create a Symbaloo with these websites and those of their choosing to assist students with research: <https://www.symbaloo.com/home/mix/13eP29aBMO> )

**ACTIVITY 6:** The Innocence Project, which was founded in 1992 by Peter Neufeld and Barry Scheck at Cardozo School of Law, exonerates the wrongly convicted through DNA testing and to bring reform to the criminal justice system to prevent future injustice (<https://www.innocenceproject.org/>). Visit the website and choose a case to research. Take notes on the details involving the exonerated individual, and then search the web for at least three additional news articles based on the case. Are the issues surrounding the case you chose much different than those discovered in Kirk Bloodsworth’s case? Were there prominent errors in the investigation? With the judge? With the lawyer(s) argument? Discuss the

similarities and differences between the two cases. Analyze the ways in which all this research has enlightened you and your views on the criminal justice system in the U.S.

**ACTIVITY 7:** Show the students one of the following documentaries:

- Bloodsworth is the subject of the documentary *Bloodsworth: An Innocent Man* (2015), directed by Gregory Bayne.
- The Bloodsworth case is a three-part series on You Tube's *Murder with Friends* (2018), a popular Web Series.

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*Thanks so much for your partnership! If you have any questions, please contact Andrea Lewis, Program Officer, at (410) 685-6161 or [alewis@mdhumanities.org](mailto:alewis@mdhumanities.org) or Eden Etzel, Program Assistant, at (410) 685-3715 or [etzel@mdhumanities.org](mailto:etzel@mdhumanities.org).*