

ONE MARYLAND ONE BOOK 2018

BLOODSWORTH

BY TIM JUNKIN

TEACHER'S GUIDE

Nonfiction @ 2004 A Shannon Ravenel Book - Algonquin Books of Chapel Hill



WHAT IF EVERYONE READ THE SAME BOOK AT THE SAME TIME, THEN CAME TOGETHER TO TALK ABOUT IT?

When we read a great book, we can't wait to share the experience with others. That's one of the joys of reading. In this spirit, Maryland Humanities created One Maryland One Book to bring together diverse people in communities across the state through the shared experience of reading the same book.

Now in its eleventh year, One Maryland One Book remains Maryland's only statewide community reading program. Each year, the selection process is guided by a common theme. The theme for 2018 is "Justice."

The Maryland Center for the Book at Maryland Humanities partners with public libraries, high schools, colleges and universities, museums, bookstores, correctional facilities, and other organizations to bring book-centered discussions and other related events to communities across Maryland. But One Maryland One Book is not just about reading or literature; it is also about bringing people together for meaningful dialogue.

The book selected for 2018 is *Bloodsworth: The True Story of the First Death Row Inmate Exonerated by DNA Evidence* by Tim Junkin.

GRAB YOUR COPY

Find a copy of *Bloodsworth* at your local library or bookstore and get reading!

What if a copy of *Bloodsworth* finds you? If you're out and about, you might find copies of the book in unexpected places. Our Wandering Books can be found in a myriad of public spaces from bus stops to county fairs. If you find a copy, it's yours for a short time. Register the book online so we can see how far it travels (instructions are included inside the book). Read it, review it, and then leave it somewhere for someone else to find and enjoy.

REACH OUT

Each year, more than 15,000 Marylanders read the One Maryland One Book selection. How many of those people are your friends or family? How many are perfect strangers you sit next to on the train or stand in line with at the grocery store? Use the book to jumpstart a meaningful conversation with an old friend or to make a new one.

PULL UP A CHAIR

We invite you to join Maryland Humanities and thousands of other Marylanders at one of the many book discussions and related events happening around the state in September and October, including the author tour.

To find One Maryland One Book programs in your area, go to www.onemarylandonebook.org and click on Events.

For all the latest information, "like" or follow us:

 [facebook.com/MDCenterfortheBook](https://www.facebook.com/MDCenterfortheBook)

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Look for Tim Junkin at several venues in the fall, including the Baltimore Book Festival on Sunday, September 30, where he will be in conversation with Kirk Bloodsworth.

LETTER FROM BOARD CHAIR AND EXECUTIVE DIRECTOR



Thank you for joining Maryland Humanities for the eleventh year of One Maryland One Book, our state's largest reading and discussion program. Since the program's launch in 2008, readers across Maryland have embraced our annual tradition of bringing people together from across the state through the reading of one book, selected by a group of literary devotees. Each year we explore the power of literature with fellow readers. Discussions spring up across the state. From book clubs in friend's homes and at libraries to high school and university classrooms to senior centers and correctional facilities, thousands of Marylanders connect in their communities to read our chosen book. This shared experience lies at the heart of One Maryland One Book. Whether you've read with us every year or are new to the program, welcome!

This year's book offers Marylanders a glimpse into the criminal justice system. Kirk Bloodsworth's is a story familiar to far too many individuals and their families in the U.S. While the crime committed right here in Baltimore County was horrific, and the urgency to find the killer following the death of Dawn Hamilton is understandable, the actions by law enforcement and the court system that followed that led to Bloodsworth's incarceration set in motion one of the most horrendous ordeals any of us might imagine. Our system of justice is not infallible, but a common expectation is that it will be fair. As you read *Bloodsworth* you will learn of the many missteps, large and small, which ended in a wrongful conviction. The universal truth is revealed: any of us could be Kirk Bloodsworth.

We encourage you to pick up a copy of *Bloodsworth* and join the conversation at one of our many public discussion programs across the state. A program of the Maryland Center for the Book at Maryland Humanities, One Maryland One Book is made possible each year through the generosity of our sponsors and community partners. We greatly thank them for their support. Find out how you can get involved at www.onemarylandonebook.org.

Please join us!

Cynthia Raposo, Board Chair
Phoebe Stein, Executive Director

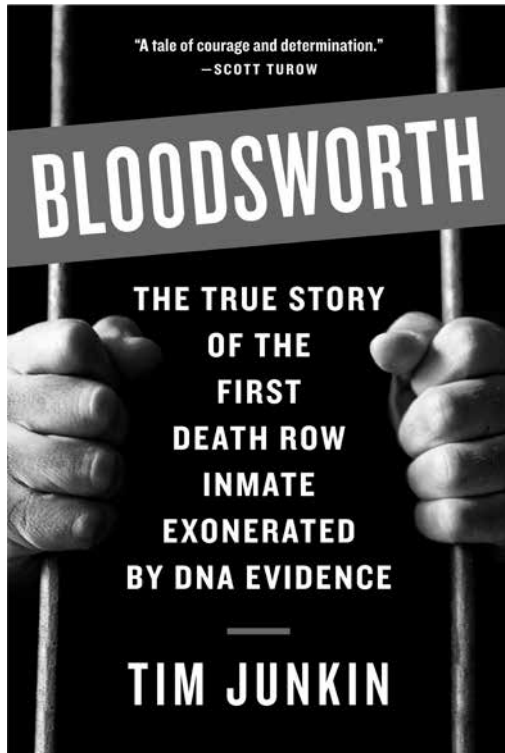
ABOUT THE AUTHOR

Tim Junkin is an attorney with thirty years of experience as a trial lawyer and advocate of civil rights, an award-winning writer, and a teacher. He spent much of his boyhood in Talbot County, graduating from Easton High School. Today he lives on the Wye River on Maryland’s Eastern Shore. Junkin is the author of *The Waterman*, *Good Counsel*, and *Bloodsworth*. He also founded Midshore Riverkeeper Conservancy which became ShoreRivers, a Maryland river protection nonprofit, and has received several environmental awards. He graduated from the University of Maryland in 1973 and complete his law studies at Georgetown University Law Center in 1977. He has taught at American University, Georgetown University Law Center, Harvard University Law School, and the Bethesda Writer’s Center.



ABOUT THE BOOK

Charged with the rape and murder of a nine-year-old girl in 1984, Kirk Bloodsworth was tried, convicted, and sentenced to die in Maryland’s gas chamber. Maintaining his innocence, he read everything on criminal law available in the prison library and persuaded a new lawyer to petition for the then-innovative DNA testing. After nine years in one of the harshest prisons in America, Kirk Bloodsworth became the first death row inmate exonerated by DNA evidence. He was pardoned by the governor of Maryland and has gone on to become a tireless spokesman against capital punishment. Bloodsworth’s story speaks for more than 160 others who were wrongly convicted and have since been released, and for the thousands still in prison waiting for DNA testing.



RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RH.4 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide an objective summary of the text.

RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.1C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SPECIAL NOTES:

Teachers and students should be aware that *Bloodsworth* contains brief but detailed descriptions of the sexual assault and murder of a 9-year-old girl.

An extensive supplemental guide with character chart, vocabulary, legal terms, a debate exercise, and before and after reading activities is available online at www.onemarylandonebook.org under How To Participate. We hope that these materials will enhance students' experience with and understanding of *Bloodsworth*.

GENERAL THEMES:

policing, justice, injustice, ethics, wrongful conviction, exoneration, forgiveness, redemption

PREFACE:

- Who is Sir Alec Jeffreys, the author of the Preface? Why would he be asked by the author to write the preface?
- According to Jeffreys, what made 1865 “a momentous year?” (vii)
- Jeffreys describes Kirk Bloodsworth as a “gentle giant” (ix), which is a common archetype in literature. What are some characteristics of the “gentle giant” archetype, and why might Jeffreys allude to this archetype in the preface?

PART I: A STAIN LIFTED

Chapter One:

- The author describes a “dream catcher tacked to his [Morin’s] office door.” (4) Research an image and the purpose of a dream catcher. For whom is Bob Morin making a wish? What might this foreshadow?
- What does the metaphor “the swelling tide of death sentences” (4) and the simile “Morin... felt like a triage doctor at a disaster site” (5) suggest to the reader about death penalty cases in the South? What tone does each comparison imply about death sentences?
- What is your impression of Kirk? What is Morin’s impression of him? Explain your responses.

Chapter Two:

- Catalogue the ways Morin tried to find a basis on which to make a case. Which seems to have the strongest basis to try to win the case?
- What are Morin’s worries about having the evidence tested for DNA? What is Kirk’s opinion about testing it and why is his opinion significant?

Chapter Three:

- What is ironic about the fact that the prosecutors told Morin that “they looked forward to scientific confirmation that Bloodsworth was the murderer” in relation to the purpose of the U.S. court system? (14)
- Predict what you think Dr. Blake will tell Morin about the DNA results. Explain your response.

Chapter Four:

- Listen to the lyrics of the Guns N’ Roses’ song, “Welcome to the Jungle.” What makes the song appropriate for Kirk’s current situation? Elaborate on your response using support from the lyrics. To listen to the lyrics, go to: <https://www.youtube.com/watch?v=o1tj2zJ2Wvg>.
- Why does the author juxtapose Kirk’s religious beliefs with his “waterman’s way?” (18) Why is this significant to know about his character?
- At the end of the dream Kirk describes his silhouette “rowing a boat on the water that was flat and smoky.” (19) What might this foreshadow?
- How does Kirk’s arrest, jail time, and false accusation make him feel?
- Refer to the excerpt of Caesar’s monologue from George Bernard Shaw’s play *Caesar and Cleopatra* on the first page of Part I. (1) Research a summary of the play and then read the full monologue. Analyze how the monologue relates to the events in Part I. Be specific by citing examples from each text. Go to: http://www.monologuearchive.com/s/shaw_008.html

PART II: A CRIME IN FONTANA VILLAGE

Chapter Five:

- What is the mood that the author establishes through the description of the Maryland Penitentiary? Why might the author create this mood at the beginning of the chapter?
- Why does the author choose the word “mausoleum” (27) as a synonym for the prison? Be sure to look at all definitions of this word before answering.
- What is the purpose of providing the readers with the background of Baltimore and its settlement?
- What tone is established through the following descriptive phrases of Fontana Village: “small industrial buildings,” “working-class communities,” “long, identical rectangular rows?” Explain.
- What is the effect of the author providing specific details about Dawn Hamilton?

Chapter Six:

- What was Dawn wearing when she went missing? Why do you think her clothing is described so clearly and is mentioned repeatedly in the chapter?
- What is the effect of the succession of short sentences to describe the details surrounding Dawn when she is found (“Bacon first checked for a pulse...followed by his partner, Detective Robert Capel” 38)?
- How exactly, according to the medical examiner’s report, did Dawn die?
- Pablo Neruda, 20th-century Chilean Poet, states “There are no good assassins” in the poem at the beginning of Part II. (25) Reread the whole poem and analyze the meaning. Then relate the meaning to the events in Part II.

PART III: A COMPOSITE, A PROFILE, A GAMBIT

Chapter Seven:

- List descriptive details of Detectives Ramsey and Capel. (44) Why did the author include those physical details about the detectives?
- The author uses the cliché, “the Mutt and Jeff routine,” to describe the detectives’ relationship. What is the meaning of that cliché? Why would that detail be significant to the reader?
- Would you have felt confident about both Shipley and Poling’s descriptions of the man they saw? Why or why not?
- Do you think it is protocol for a detective to throw away an eyewitness’s composite sketch if he deems it unusable? Explain your response.

Chapter Eight:

- What is the author’s purpose for listing all the reports from a variety of people in the Fontana Village area, including neighbors’ names and physical descriptions of the suspect? (50-53)
- What tone does the author create when he writes “The composite sketch, it seemed, favored a lot of people?” (53)
- What is the meaning of the image “it was their responsibility to separate the wheat from the chaff” (53), and what is the effect?
- Who is W.F. Johnson? What does Detective Duckworth believe after interviewing him?
- What is the effect of the simile, “They were on to their prey, like hounds with the scent of the fox in their nostrils...?” (57)

Chapter Nine:

- Why does the author include Kirk’s extensive family history and his background as a waterman?
- Research the Cambridge riots of 1968. (61) Why did people start rioting? Who was rioting, and how did the riots come to an end?
- Discuss the significance of Kirk’s mother’s point of view on the riots.
- After reading pages 66 to 70, characterize Wanda Gardenier using only five adjectives.

Chapter Ten:

- In what way did Detective Sam Bowerman profile Dawn’s murderer through the lens of the FBI? Does the profile match what the reader already knows about Kirk Bloodsworth? Why or why not?
- What does the allusion “The report became the Rosetta stone for Detectives Capel and Ramsey” mean (75), and why is this significant information?
- What tone does the last line of the chapter establish?

Chapter Eleven:

- What mood does Junkin establish in the beginning of the chapter through the description of Cambridge, Maryland? What might this mood foreshadow?
- Why would Kirk try to get Rose Carson’s sympathy by lying to her about going to the state hospital to detox?
- Look back at your definition of “gambit” and apply it to the events involving the detectives and Kirk at the Cambridge Police Station.
- At the end of the chapter, Junkin contrasts Kirk falling “asleep with a plan, with a sense of a future” with the last line of the chapter: “As he came awake, he realized the pounding was there in front of him, on his cousin Cindy’s front door.” (88) What is the author’s purpose for juxtaposing these two images?
- What are your feelings about Kirk and his situation at this point? Explain your response.

Chapter Twelve:

- What is the problem with the detectives creating a six-photo line-up where only “three of the photographs depicted men who were similar to the descriptions given” by the boys? (91)
- What is significant about both Shipley and Poling’s response to the six photographs in the line-up?
- Why couldn’t Kirk find the right words to explain himself to several detectives after he was arrested? How might this behavior impact his case?
- Why does the author point out that only the style of Kirk’s hair matched the composite sketch in the line-up?
- List several ways the detectives manipulated the case thus far, and ultimately, the system itself. What do you believe are the larger implications of the criminal justice system after learning these details?
- Junkin uses a famous quotation from Ben Franklin’s *Poor Richard’s Almanac*, one of Franklin’s most successful books. In addition to advice on crops, the weather, and dandruff, he added quotations and aphorisms that are concise statements of a principle or truth about life. After having read Part III, analyze why Junkin uses that specific quotation from Franklin. (41) What does it mean and how does it relate to Kirk’s story?

PART IV: TRIAL AND ERROR

Chapter Thirteen:

- What are the harsh realities Kirk is learning about prison life?
- Why is it significant that Curtis Bloodsworth started to doubt authority? (108) How does it suggest the author’s purpose?
- Identify the following literary device and the tone it creates for the reader: “Curtis felt like a pariah in town.” (109)
- What sent Kirk into “freefall,” and why was he feeling this way?

Chapter Fourteen:

- What is Kirk's first impression of Steve Scheinin? What choices of diction does Junkin use to create Scheinin's character for the reader?
- What injustices are emphasized as the author discusses the details of criminal cases?
- Research the 1963 United States Supreme Court case *Brady v. Maryland*. Then discuss how the Brady case pertains to the Bloodsworth case.
- How might the testimonies of alibi witnesses Wanda Bloodsworth, Birdie Plutschak, Dawn Gerald, Tammy Albin, and Joey Martin hurt Kirk's case?
- What is significant about the tennis shoes and the strand of hair in regard to how the authorities handled the evidence?
- The author mentions that Kirk is "mired in a Kafkaesque nightmare." (123) Who is Kafka? What does Junkin mean by this, and how does this allusion emphasize Kirk's troubles?
- Why does Kirk think that Scheinin doesn't believe his story? Why is this significant?

Chapter Fifteen:

- Why does the author include detailed descriptions of Lazzaro's and Brobst's physical character traits?
- What tone is established through the description of the Baltimore County courthouse and, in the context of the story, is the tone appropriate? Why or why not?
- How did Lazzaro and Scheinin's opening statements contrast one another? Why is this significant?
- Lazzaro calls William Heilman of the FBI to the stand, and although he "had never before been qualified in a court of law as an expert in this field" (134), Judge Hinkel allowed him to testify. After reading his testimony, do you think he should have been the only individual testifying about the shoe print? Support your response.
- Why does Junkin use rhetorical questions (136) to reflect the holes in the state's case rather than outline the facts for the reader?
- What errors did Scheinin make while trying to prove Kirk's innocence? Knowing these mishaps after the fact, do you think differently about the case? About Kirk?

Chapter Sixteen:

- Why do you suppose Judge Hinkel wouldn't allow Scheinin to question other police officers about showing the description and composite sketch all over Fontana Village prior to the trial?
- Why do you suppose Judge Hinkel prevented Birdie from telling the jurors the "bad thing" Kirk said he did?
- What happened with Robert Buckout's expert testimony?
- Even though the readers know the outcome of the trial, how did reading the last page of Chapter 16 make you feel? Explain your response.

Chapter Seventeen:

- Chapter 17 begins with several newspaper articles describing the Bloodsworth trial, yet each of the stories seemed to offer a different spin on the case. Choose a prominent current case in today's media and find newspaper articles that take different points of view on it. What does your research imply about the media and the way they communicate "news?"
- Junkin uses the rhetorical device anaphora by repeating "the dread of the nightmare" and "the dread of consciousness." (150) What is the effect of this device?
- What is the definition of the logical fallacy "red herring" (153), and how is the term used in context?
- What does the following statement mean: "It was a gesture that seemed wrong, misplaced?" (154) What does the "gesture" reflect about Scheinin?
- Do you think Kirk actually saw a "black man with a yellow scarf wrapped over his head" (155) while waiting for the jury to deliberate? What does this observation reflect about Kirk?

Chapter Eighteen:

- Explain the allusion to "Hobson's choice." (158)
- What is shocking about the comment the jury foreman made to *The Evening Sun* reporter: "The whole thing was based on very weak evidence. That's one reason I'm glad the judge took it out of our hands," and then added that "at least one other juror also indicated that she probably would not have voted for death?" (159)
- What aspects of Nancy Huber's "Statement of Defendant" are contradictory to Kirk's characterization thus far?
- What are Scheinin's new developments after finding reports written by Detective Mark Bacon? How is the outcome futile?
- Why does Judge Hinkle sentence Kirk to death even though he "had come to believe over time that the death penalty should be eliminated?" (166)
- Analyze the quotation by Marquis de Lafayette at the beginning of Part IV. (103) Why did Junkin use this quotation to begin this section? Background of Lafayette: <http://www.ushistory.org/valleyforge/served/lafayette.html>

PART V: THE DEATH HOUSE

Chapter Nineteen:

- What is significant about the imagery the author uses when describing the Maryland Penitentiary, such as "a dungeon from another world?" (172)
- What is the effect of the simile, "He knew if he showed any weakness they'd be on him like jackals on a crippled calf?" (175)
- Why was there a "fifty-pack contract out" for Kirk in prison (176), and what does that phrase mean?
- Briefly describe the incident where Kirk got jumped in prison. What does he learn from it?

Chapter Twenty:

- What are the implications of case workers, such as Ted Weisman, who put an enormous amount of time into investigating the murder of Dawn Hamilton?
- What tone does the author create by stating that Richard Gray “seemed to have an explanation for everything” (183), and why is this significant?
- What details arise surrounding John Michael Anderson? What does the reader learn about a *News American* employee’s conversation with a detective?
- What are some other advancements in the investigation that instill confidence in Gary Christopher?

Chapter Twenty-One:

- In a *Psychology Today* article, “Why Do Brains Enjoy Fear?,” the author states that “Things that violate the laws of nature are terrifying,” such as the gas chamber that Kirk was “compelled to look at every day.” (189) Do you think that the monster-like gas chamber violates the laws of nature, or does it reflect the value humans have placed on life by punishing those who take lives away? Link: <https://www.theatlantic.com/healtharchive/2013/10/why-do-some-brains-enjoy-fear/280938/>
- What does “pomp and circumstance” mean, and why is the phrase used when describing the court of appeals?
- What evidence did Kirk’s team use to get the conviction reversed? Be specific.
- The quotation found on the first page of Part V (169) is from Albert Camus’ essay “Reflections on the Guillotine.” In the essay Camus takes an uncompromising position for the abolition of the death penalty. Camus states that he does not base his argument on sympathy for the convicted but on logical grounds and on proven statistics. He also argues that “capital punishment is an easy option for the government where remedy and reform may be possible.” Do you agree or disagree with Camus’ argument? Support your position with evidence. Links: https://en.wikipedia.org/wiki/Reflections_on_the_Guillotine https://www.nobelprize.org/nobel_prizes/literature/laureates/1957/camus-bio.html

PART VI: BROKEN JUSTICE

Chapter Twenty-Two:

- What information does Dr. Gene F. Ostrom provide to Judge Hinkel that could alter the outcome of the case? What does Judge Hinkel do with that information and why is this significant to know?
- What is Kirk’s impression of Judge Smith? How does the tone of Kirk’s story change by the end of the chapter?

Chapter Twenty-Three:

- Why did Leslie Stein point out to the jury that Denise Poling, Jackie Poling’s mother, received \$230 for assisting with the case?
- What was your reaction after Stein finished cross-examining Detective Capel? Explain your response.
- How did Dr. Richard Lindenberg’s testimony possibly hurt Stein’s case?
- What problems inherent in our legal system are mentioned or inferred throughout this chapter?

Chapter Twenty-Four:

- What is Kirk’s state of mind? What are the implications of his behavior at this point?
- What is poignant about Stein’s statement he made to Judge Smith that “if the state were at all interested in the truth....?” (223)
- Do you believe the judge’s decision to deny a motion for a new trial was ultimately Stein’s fault? Why or why not?
- Which rhetorical appeals does Kirk use in his testimony? (226) Of ethos, pathos, and logos, which does Kirk utilize the best? Support your response.

Chapter Twenty-Five:

- Locate the two metaphors used in the first paragraph of Chapter 25. (228) What is the effect of each metaphor?
- Analyze why Kirk needed people like Abdul and Anita Smith at this point in his life.
- What incident causes Kirk to make the decision to detox on his own? What can the reader infer about Kirk’s character after he makes this decision?
- Refer to the monologue on the first page of Part VI (195), which is spoken by Portia in *The Merchant of Venice*, Act IV, sc. i. Read the context of the scene and then read the whole monologue. Analyze several reasons why Junkin would use this monologue for Part VI. Links: <https://www.nosweatshakespeare.com/quotes/the-quality-of-mercy-is-not-straind/> <https://literarydevices.net/the-quality-of-mercy-is-not-straind/> https://www.youtube.com/watch?v=C8qs_Nv4fgw <https://www.theguardian.com/stage/video/2016/may/03/laura-carmichael-portia-the-quality-of-mercy-merchant-of-venice-shakespeare-video>

PART VII: FREEDOM

Chapter Twenty-Six:

- Regarding Junkin’s writing style, why do you think he would wait until Part VII of the book to discuss Bob Morin’s educational and professional background? Do you think this information is properly placed? Why or why not?
- What evidence does Morin find in the court’s evidence room? What is significant about Judge Smith keeping “trial exhibits” (245) so they wouldn’t be destroyed?

Chapter Twenty-Seven:

- How is the scientific DNA information in this chapter helpful? Is it necessary? Why or why not?

Chapter Twenty-Eight:

- In the first paragraph this chapter, Junkin provides readers with a clear understanding of the historical context of events that occurred while Bloodsworth was in prison. Context such as this gives readers a better understanding of and appreciation for the narrative. Does the context of historical events from 1984 to 1993 help to clarify the motivations of the people who had an impact on Kirk's life? (Students might need to do some research beyond what the first paragraph states to answer this question.)
- Do you think it was fair that the warden did not allow Kirk to attend his mother's funeral, given the fact that he was a convicted rapist and murderer? Support your response.
- As Junkin clearly illustrates, Kirk has lost all trust in legal systems, including the FBI, the detectives, lawyers, and the U.S. court system. Is his distrust valid, or did all parties involved try their best to operate properly under an already broken system? Support your response.
- What might be a deeper reason for Junkin describing Kirk as "childlike" (259) as he looks at a quarter for the first time in nine years?
- What are some of the things outside of prison walls that changed for Kirk since 1984? How do you think a societal shock like this affects prisoners getting out in today's world? What are some major changes prisoners might experience that have occurred within the last ten years?
- Analyze the meaning and effect of the extended simile about hubris. (261-262) (Be sure you know the definition first!)

Chapter Twenty-Nine:

- What does the phrase "shrinking violet" mean (264), and why is it mentioned in regard to Kirk?
- Morin makes a written request to Governor William Donald Schaefer to pardon Kirk Bloodsworth on the basis that he was innocent of the crime for which he had been convicted, and in 1993, the governor does so. (265) Thus far in the United States, there have been 2,204 exonerations, which equates to more than 19,350 years lost in prisons ("The National Registry of Exonerations"). What does this data tell us about our legal system? What changes can we impose to avoid false convictions? Use the following link to do some research on the data before responding: <https://www.law.umich.edu/special/exoneration/Pages/casedetail.aspx?caseid=3032>
- Why wouldn't the people in Cambridge forgive Kirk? Why do you think they believed that "DNA was a technicality?" (266)
- What is Kirk's opinion as to whether the system worked? What rhetorical devices and appeals does Kirk use in his statement to the legislators?

Chapter Thirty:

- Ten years after Kirk's release from prison, *The Baltimore Sun* ran an article titled "Narrow Use of DNA by Prosecutors Questioned" to question why the DNA had not been compared to the state's DNA database of convicted felons. (274) Read the article from *The Baltimore Sun* that is referenced in the text and evaluate whether those questioned in the article had valid reasons to wait to find Dawn Hamilton's murderer. The article is two pages long: http://articles.baltimoresun.com/2003-06-30/news/0306300138_1_dna-conoverdatabases/2
- What does Ann Brobst tell Kirk and what is his reaction to her news? Are you surprised about the information Brobst communicates? Why or why not?
- After Kirk finds out this information and forgives Ann Brobst, Junkin uses natural imagery to illustrate that Kirk felt "Freedom was his." (278) What does he mean by this?
- What is the purpose of the allusion to Kirk feeling like he "just walked through Alice's looking glass?" (278)
- Why is it appropriate that Junkin used a quotation from Kirk Bloodsworth at the beginning of Part VII?

EPILOGUE:

- What information is exposed in the Epilogue about the FBI's handling of the evidence? What is significant about William McGinnis' recollection of the case?
- According to the text, the State of Maryland still executed people via lethal injection as of 1994; however, since the book was published in 2004, there have been several changes to death penalty laws. (285) Using the link below, research what happened after Governor Robert L. Ehrlich lifted the moratorium on the death penalty that Governor Parris Glendening declared in 2002. Link: <https://deathpenaltyinfo.org/maryland-1>
- Discuss the symbolism of the following imagery of *Freedom* being "not particularly fast but stable and sturdy, steadily moving forward through the waves, a white gem on a river of blue." (286)

FINAL ANALYSIS:

- What moment do you think was the most suspenseful in the book? 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.
- After Kirk is exonerated, he is exposed to various journalists, local disc 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 they have had other motivations? Provide examples to support your answer.
- What is the value of spreading stories of injustice and suffering such as Kirk's and raising the level of awareness to the general public? Should we consider the moral reasons behind why injustice makes a compelling story?
- What is the ethical value of this book? Does it highlight any flaws in our legal system?



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