

A MATTER OF LIFE AND DEATH

An Introduction to the
Death Penalty for
Second Level
Students

**AMNESTY
INTERNATIONAL**



LESSON PLAN

INTRODUCTION TO THE DEATH PENALTY

AMNESTY
INTERNATIONAL



ABOUT THIS LESSON

Students are introduced to the use of the death penalty. They will study the cases of two men sentenced to death: Troy Davis and Anthony Haynes in the USA. Students will decide which rights in the Universal Declaration of Human Rights (UDHR) are involved in these cases, and critically evaluate views on just punishment and the death penalty.

TIME

Between 1 and 4 class periods: teachers can dip in and out of these materials and activities.

LEARNING OBJECTIVES

This lesson enables students to:

- Analyse the concept of just and unjust punishment;
- Evaluate critically the arguments for and against the death penalty;
- Identify and name a selection of human rights from the Universal Declaration of Human Rights (UDHR);
- Express and justify personal viewpoints;

Learn about an international organisation working on human rights.

SKILLS

Information Management, Analysis, Critical Thinking, Communication, Working with Others.

CURRICULUM LINKS

- **JUNIOR CYCLE:** Civic, Social and Political Education (CSPE), Religious Education (RE), English, Geography, Social, Personal and Health Education (SPHE).
- **SENIOR CYCLE:** Transition Year (TY) e.g. RE, Film Studies, Social Studies, History;
- Leaving Certificate Established: Home Economics (Social and Scientific), Geography, English;
- Leaving Certificate Applied (LCA): Social Education (Contemporary issues)

WHAT YOU NEED

FOR EACH STUDENT:

- Ballot papers/ pieces of paper (1st and 2nd votes)
- 'A Just Punishment?' worksheet
- Death penalty quiz worksheet
- For and Against the Death Penalty information sheet
- Case studies worksheet
- Universal Declaration of Human Rights summary version

FOR THE TEACHER:

- Whiteboard/blackboard or flipchart
- Death penalty quiz answers
- Cardboard box (as ballot box)



Above: Amnesty International members showing solidarity with Troy Davis. © André Corvin

'I believe that everyone has the potential to improve and correct themselves. Therefore, I am optimistic that it remains possible to deter criminal activity...without having to resort to the death penalty.'

**His Holiness, Tenzin Gyatso,
The Fourteenth Dalai Lama**

LESSON PLAN

CASE NOTES 1

TROY DAVIS

SINCE THE AGE OF 19, TROY DAVIS WAS ON DEATH ROW IN GEORGIA, USA, FOR A MURDER HE INSISTED HE DID NOT COMMIT

What happened?

In the early hours of 19 August 1989, a fight broke out in a car park in Savannah, Georgia – a homeless man Larry Young was beaten. Off-duty police officer Mark Allen MacPhail ran to the scene to help and was shot dead. Sylvester 'Red' Coles admitted fighting with Larry Young but claimed Troy Davis shot officer MacPhail. In 1991 Troy was convicted of murder, but there was **no physical evidence** linking him to the crime. The case against him consisted entirely of witness testimony and seven out of the nine witnesses have since recanted or changed their testimony. At the trial, Troy admitted being at the scene but always maintained his innocence.

The legal process

Troy faced **three execution dates** before 2009. On one occasion he was within two hours of execution. In August 2009, in a rare move, the Supreme Court ordered a new evidentiary hearing – a chance to prove his innocence – scheduled for 23 June 2010. This hearing took place in a federal district court in Savannah, USA and was a fact-finding mission, not a new trial. Troy was presumed guilty and the burden rested on him to produce facts that clearly establish his innocence. If Troy was successful the judge or the Supreme Court could grant Troy relief on the grounds of 'actual innocence'. If not, the judge could clear the way for an execution date to be set again.

On 24 August 2010, the District Court Judge ruled that while the state's case against Troy Davis may not be "ironclad", his own review of the evidence had led him to conclude that "most reasonable jurors" would vote to convict Troy Davis. Despite doubt about the evidence, the credibility of witnesses and whether a jury in 2010 would still support the death penalty in this case, a new date was set for Troy's execution.

Three hours after his scheduled execution time and **twenty-two years** after his arrest, Troy Davis was executed shortly after four am on 21 September 2011, his execution proceeded despite a last minute intervention from the US Supreme Court and the collapse of the prosecution case against him.

Jen Marlowe, a Seattle-based human rights activist, filmmaker and author describes her reaction to the execution: "I pushed through the hundreds of protesters on the other side and sat down on the embankment, alone in the cover of shadow. I did not want anybody to see me break down. I cried for Troy—for the Davis family—for the state of Georgia, the MacPhail family, and this country. I cried for all of us..."



Above: Troy Davis, 26 September 2009, in prison

The campaign

Troy's sister Martina Davis-Correia fought to free her brother for over 19 years. Martina worked as an advocate against the death penalty and became Amnesty International's coordinator for Georgia on abolition of the death penalty. Amnesty campaigned for Troy since issuing a report on his case in 2007. Martina visited Amnesty Ireland in 2010 to raise awareness about his case. Nearly **one million people** world-wide signed a petition against his execution. On 1 December 2011, Martina lost her long battle with breast cancer and died aged 44. Amnesty International USA called Martina "a powerful example of how one person can make a difference".

In his own words

Troy's last words to his supporters were to keep fighting to abolish the death penalty: "I ask to my family and friends that you all continue to pray, that you all continue to forgive. Continue to fight this fight."



Above: Martina Davis-Correia campaigning for her brother's release in Dublin, 2010. © André Corvin

LESSON PLAN

CASE NOTES 2

ANTHONY HAYNES

SERVED 14 YEARS ON DEATH ROW IN HOUSTON, TEXAS FOR A CRIME ALLEGED TO HAVE BEEN COMMITTED AT 19

What happened?

In Houston, Texas, on 22 May 1998 a shot was fired from a truck at a Jeep carrying off-duty Houston police officer Kent Kincaid and his wife. When Kincaid got out of his Jeep and approached the truck in which Anthony Haynes was travelling, he was shot by the driver. In 1999, Anthony Haynes was convicted of the fatal shooting of Kent Kincaid. At the time of the crime, Anthony was 19 years old.

The legal process

Anthony Haynes was due to be executed in Texas on 18 October 2012 for the murder of the off-duty police officer. Claims of **racial discrimination**, inadequate legal representation and **judicial misconduct** have marked the case. For example, the jury was not told that only two days before the shooting, Anthony had taken crystal methamphetamine for the first time, which affected his ability to make decisions. Neither was the jury told that he has a history of Attention Deficit Hyperactivity Disorder and other mental health problems. Numerous people have signed statements since the trial that the crime was far out of character for a person they knew as non-violent and respectful. Many stated that they were willing to testify at the trial but were **not contacted** by the defence.

To obtain a death sentence, the state had to persuade the jury that Anthony would be a continuing threat to society, even in prison. Although the defendant had no prior criminal record, the State's case was helped by the defence lawyers' failure to present a range of available evidence. Furthermore, Kent Kincaid was white and Anthony Haynes is black: the jury at the 1999 trial had **one African-American juror** on it, after the prosecution used "peremptory strikes" (dismissals without giving a reason) to dismiss four of the six prospective black jurors during jury selection.

In 2009, the Court of Appeals for the Fifth Circuit ruled that Anthony Haynes should get a new trial, but the US Supreme Court overturned this and sent the case back to the Fifth Circuit. This Court upheld the death sentence despite considering racial discrimination and the fact that the judge who oversaw the questioning of prospective jurors had been **cleaning two guns** while doing this.

The campaign

Since resuming executions in 1982, Texas has executed at least 70 people who were **aged between 17 and 19** at the time of the crimes. Over half of these teenagers were African American, of whom 70 per cent were convicted of



Above: Anthony Haynes, July 2012, in prison. © Melinda Martin

crimes involving white victims. In its 2005 ruling prohibiting the death penalty against anyone who was under 18 at the time of the crime, the US Supreme Court recognised the immaturity, impulsiveness, and poor judgement associated with youth, as well as the susceptibility of young people to "outside pressures, including peer pressure". The Court also acknowledged that these qualities "do not disappear when an individual turns 18".

All over the world, including Ireland, people acted to support Amnesty International's call for Anthony's sentence to be changed. Among those appealing for clemency for Anthony is his father, a retired Assistant Chief Investigator with the Houston Fire Department: "Anthony is my only child... I am asking you to spare my son's life, because I know the decisions he made as a teenager are not the decisions he has made as a man".

On 18 October 2012, the US Supreme Court granted a stay of execution to Anthony Haynes about two-and-a-half hours before he was scheduled to be put to death. The US Supreme Court said it had voted 7-2 to grant the stay in order to allow more time to decide whether to review the merits of Anthony Haynes' petition. If the Court decides not to take the case, the stay of execution will be dissolved and the execution rescheduled.

In his own words

From his holding cell outside Texas' death chamber, Anthony Haynes praised God for sparing his life. "God told me I wouldn't die on death row.... God proved himself to be faithful. He delivered me from the death chamber. To God be all the glory."

LESSON PLAN

INTRODUCTION TO THE DEATH PENALTY

LESSON PLAN

1

DEATH PENALTY VOTE AND CONSIDERING JUST PUNISHMENT

Time: 20 minutes

Distribute the ballot papers and ask students to state if they are 'FOR', 'AGAINST' OR 'UNDECIDED'. Explain that choosing 'AGAINST' means for all crimes. Ask students to post their voting paper into the ballot box. Count the votes and display the result.

Hand out the 'A Just Punishment?' worksheet. Give students five minutes to circle the scenarios they think show just punishment i.e. the punishment is in proportion or 'fits' the crime. Ask them to share their responses in pairs before writing up their answers on the boards/flipchart. Class discussion: Is there agreement on what 'fair' or 'just' means? Is the death penalty ever a just punishment?

2

DEATH PENALTY QUIZ

Time: 20 minutes

Hand out the Death Penalty Quiz Worksheet, either individually or to groups (if groups, run it as a table quiz). Give students up to ten minutes to answer the questions. Run through the correct answers and allow for a short discussion to deal with student responses.

3

CONSIDERING RIGHTS

Time: 25 minutes

Introduce Amnesty International and the Universal Declaration of Human Rights (UDHR). Hand out a copy of the *Universal Declaration of Human Rights (summary version)* and *Case Studies Worksheet* to each student. Ask them to read the articles in the UDHR.

Introduce the two cases, Troy Davis and Anthony Haynes.

Ask students to fill in their *Case Studies Worksheet* after reading the case studies, allowing time for discussion afterwards and completion of the worksheet. You may wish to allow students to complete the worksheet after reading Troy's case before moving on to Anthony.

Talk through their reactions and generate class discussion. Remind students that they can exercise their right to freedom of opinion and expression, and that they can exercise this right whether they feel that the death penalty is right or wrong.

CONSIDERING RIGHTS (Continued)

Some reflection questions:

- How do you think Troy's and Anthony's families feel/felt?
- What action, if any, do you think should be taken for prisoners on death row?
- Does a person's guilt or innocence affect your view of the death penalty?

4

FOR OR AGAINST?

Time: 15 minutes

Divide the class into half, then split each half into smaller groups.

Allocate one half of the class FOR the death penalty and the other half AGAINST the death penalty. Hand out the 'For and Against the Death Penalty' sheet and ask students to read the relevant section. Students may find themselves in a group with whose view they do not agree. Explain that for the purpose of this exercise they should try to empathise with an opposing view.

Give groups five minutes to read and reflect critically on the arguments. They should decide which two arguments are strongest, jotting down reasons why.

Ask each group to choose a runner to report their choices within their own FOR and AGAINST grouping, i.e. group one runner moves to group two; group two runner moves to group three.

The runners for the FOR groups should then decide on two arguments to present to the class. AGAINST runners should do the same.

Now ask FOR and AGAINST runners to present their two arguments to the class. They may choose to read out all of the arguments they have, but highlight why they have chosen their particular two.

Having heard both sides of the argument, ask students to complete the My Personal Views section of their worksheet.

5

PLENARY

Time: 5 minutes

Ask students to vote again using their 2nd vote ballot paper. Count the results and record on the board.

If the results are different, discuss.

LESSON PLAN 1

BALLOT PAPERS

USE OF THE DEATH PENALTY

1ST VOTE

I am...

FOR

AGAINST (for all crimes)

UNDECIDED

USE OF THE DEATH PENALTY

1ST VOTE

I am...

FOR

AGAINST (for all crimes)

UNDECIDED



USE OF THE DEATH PENALTY

1ST VOTE

I am...

FOR

AGAINST (for all crimes)

UNDECIDED

USE OF THE DEATH PENALTY

1ST VOTE

I am...

FOR

AGAINST (for all crimes)

UNDECIDED



USE OF THE DEATH PENALTY

1ST VOTE

I am...

FOR

AGAINST (for all crimes)

UNDECIDED

USE OF THE DEATH PENALTY

1ST VOTE

I am...

FOR

AGAINST (for all crimes)

UNDECIDED



USE OF THE DEATH PENALTY

1ST VOTE

I am...

FOR

AGAINST (for all crimes)

UNDECIDED

USE OF THE DEATH PENALTY

1ST VOTE

I am...

FOR

AGAINST (for all crimes)

UNDECIDED

LESSON PLAN 1: WORKSHEET

A JUST PUNISHMENT?

DIRECTIONS:

Read the following scenarios. Circle the scenarios which, in your opinion, justly punish crimes. If you feel the punishment is unjust, write down an alternative that you think would better fit the crime. Be prepared to defend your answers.

(Note: All of the scenarios outlined below are based on actual cases.)

1 A Chinese entrepreneur, in a controversial marketing scam to sell black ants (believed to cure arthritis and other ailments in China), conned over 10,000 investors out of a total of \$387 million dollars.

SENTENCE: Death

2 A former Enron executive was convicted of corporate fraud that led to thousands of job cuts and \$2 billion dollars in lost pensions and benefits. A former WorldCom CEO received a 25-year sentence for a similar crime.

SENTENCE: 24.5 years in prison

3 At the age of 16, an athletic and successful white honours student was convicted of attempted burglary. He was non-violent with no criminal history.

SENTENCE: 3 years in a juvenile detention centre

4 A 19-year-old white male and two friends robbed and killed 2 men. The 19-year-old participated, but did not pull the trigger. The shooter was sentenced to 25 years in prison in exchange for testimony against his 19-year-old accomplice, who was believed to have masterminded the attack.

SENTENCE: Death

5 A 16-year-old Jordanian woman was raped by her brother and convicted of dishonouring her family.

SENTENCE: Death by stoning

6 A 25-year-old African American woman with no prior convictions and no history of violence was convicted of selling 2 ounces of cocaine.

SENTENCE: 15 years in prison

7 The family of a 21-year-old white man sought mental health treatment for him after he was diagnosed as a paranoid schizophrenic, but were rejected due to lack of insurance coverage. At the age of 25, he killed 5 people.

SENTENCE: Death

8 A 52-year-old white man convicted of killing 48 women, but suspected of killing more than 70 women, agreed to reveal the location of additional victims' remains in exchange for avoiding the death penalty.

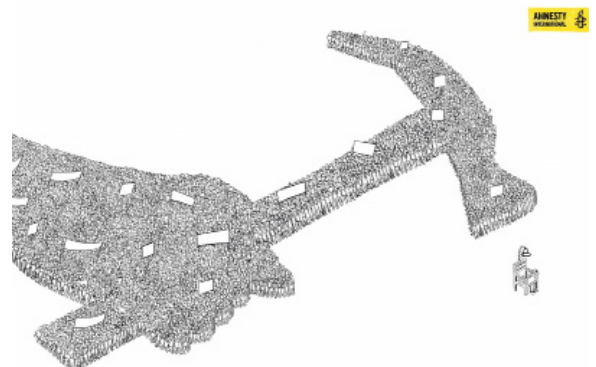
SENTENCE: Life in prison

9 Pol Pot, ruler of Cambodia from 1975-1979, implemented political policies that led to the death of over 1 million people. In 1997, at the age of 72, he was put on trial for his crimes.

SENTENCE: Life on house arrest

10 Saddam Hussein, ruler of Iraq from 1979-2003, was convicted of crimes against humanity including the murder of 148 Shi-ites in the town of Dujail.

SENTENCE: Death by hanging



LESSON PLAN 2: WORKSHEET

DEATH PENALTY QUIZ

Name: _____

1

How many countries have abolished (or stopped using) the death penalty for all crimes?

All (197) 139 95

2

Which is the only European country left to use the death penalty?

Belarus Belgium Portugal

3

List the four most commonly used methods of execution in 2011.

- 1.
- 2.
- 3.
- 4.

4

In 2011, how many recorded executions were there?

At least:

225 676 1,463

5

Explain why the true figure is likely to be higher.

6

Which US state carried out the most executions in 2011?

New Mexico Texas Florida

7

Name the six main executing countries in the world in 2011.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

8

Which country showed an increase in the number of executions from at least 27 in 2010 to at least 82 in 2011, including 28 foreign nationals and 5 women?

Saudi Arabia Afghanistan North Korea

9

How many prisoners on death row in the USA have been cleared of the crime and released since 1976, when the US Supreme Court ruled that executions could resume after a four-year moratorium (freeze)?

10+ 30+ 140+

10

How many people, under 18 at the time of the offence, were executed in 2011?

3 9 11

11

What year did Ireland formally abolish the death penalty for all crimes?

1945 1990 2005

12

World Day Against the Death Penalty takes place on which day every year?

October 10th December 7th February 25th

LESSON PLAN 2

DEATH PENALTY QUIZ ANSWERS

Figures correct at end of 2011

A death penalty worldwide poster map is available at <http://www.amnesty.ie/reports/map-executions-around-world>.

1. 96 for all crimes (in 2011).

FACT: This is the number of countries that have removed capital punishment entirely from their laws. 9 countries have only abolished the death penalty for ordinary crimes (such as murder), but their laws still allow the death penalty for exceptional crimes such as crimes under military law or crimes committed in exceptional circumstances. 35 countries still retain the death penalty for ordinary crimes, but because they haven't executed anyone during the past 10 years, they are considered abolitionist in practice. 58 countries still retain the death penalty for ordinary crimes.

2. Belarus.

FACT: In 2011 Belarus passed two death sentences and two prisoners were executed.

3. (In order) Beheading, Hanging, Shooting, Lethal injection.

4. 676 recorded executions in 2011.

FACT: 20 countries carried out executions in 2011. The figure of 676 does not include China. China executed more people than the rest of the world combined but death penalty statistics are a state secret. Evidence from previous years and current sources indicate that the figure is in the thousands.

5. The authorities in a number of countries do not release official or accurate statistics.

FACT: Official figures on the use of the death penalty in 2011 were available only in a small number of countries. In Belarus, China, Mongolia and Viet Nam data on the use of the death penalty continues to be classified as a state secret and also for other countries little or no information is available. In Belarus, Japan and Viet Nam even the prisoners were not informed of their forthcoming execution, nor were their families and lawyers.

6. Texas, where 13 of the 43 executions in 2011 were carried out.

FACT: If Texas was an independent country, it would rank 8th in the world, between North Korea (30+) and Somalia (10).

7. 1. China – figure unknown, 2. Iran 360+, 3. Saudi Arabia 82+, 4. Iraq 68+, 5. USA 43, 6. Yemen 41+

8. Saudi Arabia

FACT: The number of executions in this country had decreased year-on-year since 2007, only to increase sharply in 2011. Hundreds of people are believed to be under sentence of death in Saudi Arabia, many of them foreign nationals convicted of drugs offences. Most of them did not receive a fair trial conforming to international standards.

9. 140+

FACT: In 2009, nine inmates sentenced to death in the USA were exonerated and freed. In both 2010 and 2011 there was one and in 2012 there were two. Some of them had been on death row for over fifteen years. These prisoners were acquitted at re-trial, had all charges against them dropped or were given an absolute pardon based on new evidence of innocence. The fact that innocent individuals often came close to execution should be a cause of concern in applying the death penalty.

For more information on exonerated individuals, see **The Innocence Project** <http://www.innocenceproject.org/>

10. 9

FACT: Since 1990 Iran has executed the highest number of child offenders – at least 46. In 2011 at least three children were executed but unofficial reports indicate there may have been seven such cases.

11. 1990

FACT: It was abolished in law in this year and prohibited in the Constitution since 2002. The last execution in Ireland was carried out in 1954.

12. October 10th

FACT: The first World Day Against the Death Penalty took place in 2003. A short video from Amnesty International marking the **2012 World Day** is available at <http://www.youtube.com/watch?v=UtlXUOGotk>

LESSON PLAN

UNIVERSAL DECLARATION OF HUMAN RIGHTS

SUMMARY VERSION



1. We are all born free and equal. We all have our own thoughts and ideas. We should all be treated in the same way.
2. These rights belong to everybody, whatever our differences.
3. We all have the right to life, and to live in freedom and safety.
4. Nobody has any right to make us a slave. We cannot make anyone else our slave.
5. Nobody has any right to hurt or torture us or treat us cruelly.
6. Everyone has the right to be protected by the law.
7. The law is the same for everyone. It must treat us all fairly.
8. We can all ask for the law to help us when we are not treated fairly.
9. Nobody has the right to put us in prison without a good reason, to keep us there or to send us away from our country.
10. If we are put on trial, this should be in public. The people who try us should not let anyone tell them what to do.
11. Nobody should be blamed for doing something until it has been proved. When people say we did a bad thing we have the right to show it is not true.
12. Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us, or our family, without a good reason.
13. We all have the right to go where we want to in our own country and to travel abroad as we wish.
14. If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
15. We all have the right to belong to a country.
16. Every grown up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
17. Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
18. We all have the right to believe in what we want to believe, to have a religion, or to change it if we wish.
19. We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.
20. We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
21. We all have the right to take part in the government of our country. Every grown up should be allowed to vote to choose their own leaders.
22. We all have the right to a home, enough money to live on and medical help if we are ill. Music, art, craft and sport are for everyone to enjoy.
23. Every grown up has the right to a job, to a fair age for their work, and to join a trade union.
24. We all have the right to rest from work and relax.
25. We all have the right to enough food, clothing, housing and health care. Mothers and children and people who are old, unemployed or disabled have the right to be cared for.
26. We all have the right to education, and to finish primary school, which should be free. We should be able learn a career, or to make use of all our skills
27. We all have the right to our own way of life, and to enjoy the good things that science and learning bring.
28. There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.
29. We have a duty to other people, and we should protect their rights and freedoms.
30. Nobody can take away these rights and freedoms from us.

LESSON PLAN 3

FOR AND AGAINST THE DEATH PENALTY

ARGUMENTS PEOPLE USE FOR THE DEATH PENALTY

1. Capital punishment is the right punishment for those who take away life – murderers, terrorists and drug peddlers. Those who have taken a life should be killed – a life for a life.
2. Capital punishment is a deterrent. The fear of being executed must surely put off the criminals from committing murder if they know they'll face the death penalty if caught.
3. One thing is certain: no executed person will ever kill again.
4. Public opinion wants executions.
5. The families of those killed need justice and retribution (revenge).
6. It would surely cost a lot more money to keep murderers in prison serving a life sentence than it would to execute them.
7. It is more humane to put someone to death than to keep them locked up for years.
8. People who kill shouldn't have the right to life.



ARGUMENTS PEOPLE USE AGAINST THE DEATH PENALTY

1. Execution is a violation of the right to life as proclaimed in the Universal Declaration of Human Rights.
2. It is a cruel, inhuman and degrading punishment, whether by the hangman's rope, the firing squad, poison gas, lethal injection, the sword, stoning or the electric chair.
3. Capital punishment does not deter crime. All studies by the UN and others show the death penalty does not prevent crime any more effectively than other punishments.
4. Courts can make mistakes. Innocent people are being executed. A study in 1987 showed that 350 innocent people had been condemned to death in the USA since 1900 and 23 of them were executed.
5. The state carrying out the death penalty makes us all into killers. If we support the death penalty for murder, we end up supporting murder, which makes us guilty of hypocrisy.
6. The death penalty is discriminatory and is often used disproportionately against people from poor backgrounds or of particular races, or those with mental health problems.
7. If someone is put to death, they have no chance to change their life or to contribute positively to society.
8. Many studies have shown that the cost of implementing the death penalty is greater than the cost of keeping someone in prison for a life sentence.

LESSON PLAN CASE STUDIES WORKSHEET

Name: _____

CASE STUDIES

	TROY DAVIS	ANTHONY HAYNES
How do you feel after reading about these cases?		
Which human rights are involved in these cases? (See your UDHR summary)		
How have the families and organisations campaigned on their behalf?		

MY PERSONAL VIEWS

How do I feel about the use of the death penalty?		
What more do I want to know about this issue?		
Do I want to try to do something about this issue? If yes, what?		

LESSON PLAN

INTRODUCTION TO THE DEATH PENALTY

TAKE ACTION

Get involved!
You can make a difference.

JOIN AMNESTY INTERNATIONAL IRELAND'S DEATH PENALTY NETWORK

As a member of the network you will receive one death penalty Urgent Action each month, by email. You will be asked to send an appeal on behalf of someone at imminent risk of execution. The appeal will be to those with the power of life and death in a particular case – asking them to commute a death sentence, to grant clemency, to order a retrial.

Join the Death Penalty Network by contacting us at: ua@amnesty.ie

For more information on our work on abolishing the death penalty, check out our website.

<http://www.amnesty.ie/our-work/death-penalty>

SET UP AN AMNESTY INTERNATIONAL GROUP IN YOUR SCHOOL

Young people have always been at the forefront of human rights movements. History has shown us time and time again the power of young people to change the world.

To start a youth group in your school or town and receive a free information pack, please contact us at: hre@amnesty.ie



Amnesty Youth members at the Galway Youth Conference, 2nd November 2012

FIND OUT MORE ABOUT THE DEATH PENALTY AND AMNESTY INTERNATIONAL'S CAMPAIGN

- www.amnesty.ie and www.amnesty.org : The latest death penalty reports and campaign cases.
- www.worldcoalition.org : Information on the World Coalition Against the Death Penalty.
- <http://www.amnestyusa.org/our-work/campaigns/abolish-the-death-penalty> : Amnesty's Abolish the Death Penalty campaign.
- <http://www.deathpenaltyinfo.org/part-i-history-death-penalty> : History of the death penalty.

WATCH A FILM DEALING WITH THE DEATH PENALTY

- **Dead Man Walking (15):** The true story of Sister Helen Prejean and a prisoner on death row.
- **To Kill a Mockingbird (PG):** A lawyer defends a black man against a false rape charge.
- **12 Angry Men (U):** A jury in a murder trial decides the fate of the defendant.
- **The Life of David Gale (15):** A man against capital punishment is accused of murder.

A MATTER OF LIFE AND DEATH

An Introduction to the Death Penalty



**AMNESTY
INTERNATIONAL**



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