



“12 Angry Men” School Resource Guide

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Prime Stage Theatre



Twelve Angry Men



Teacher Resource and Tour Guide

Introduction & How to Use this Guide

This guide was based on continual research conducted by the Prime Stage Artistic Director on reluctant and struggling readers and the results of a study Prime Stage conducted with students and teachers from two schools that explored how to “Connect kids to literary classics” through the theater and in the classroom. The study’s participants made the following significant recommendations:

- Provide resources that help students connect the literature, the play, and their lives
- Provide resources that help teachers create engaging and enriching experiences
- Change the name of the curriculum or study guide to a “Resource and Tour Guide”
- Introduce the world of literature and the world of the play to help students and teachers adequately prepare for the experience of seeing literature come to life on stage

Reluctant and Struggling Readers- Much research is conducted on students designated as reluctant and struggling readers. There are many websites devoted to this subject; links to some of these can be found on the education pages of our website. In summary, reluctant readers want choice; help navigating through complex literature, and experiences to share their responses with peers and adults (Baker 2002; Gambrell 1996; Ivey 2002; Reeves 2004; Sumara 2002; Tovani 2001). Struggling readers need support with vocabulary, “chunking” ideas rather than decoding words, visualizing, expressing what they see, and how to ask questions as they read.

This guide addresses those concerns by providing a range of information that reluctant readers can choose to explore, read, and discuss as they discover *12 Angry Men*. For struggling readers, complex or unfamiliar vocabulary is highlighted to help you create “word walls” or other strategies that address comprehension and, ultimately, enjoyment of the literature.

Visualization, Imagery & Imagination- Wilhelm (2004), in *Reading is Seeing*, proposed addressing visualization can:

- Heighten motivation, engagement, and enjoyment of reading
- Enhance comprehension of both narrative and expository texts
- Stimulate prior knowledge
- Provide a “template” for more sophisticated strategies, such as inferring
- Develop awareness of one’s reading processes (metacognition)
- Increase reader’s ability to share, critique, and revise what is learned with others
- Improve test scores

Imagery- *Recreating in one’s mind the sights, sounds, smells, tastes, and touches described by an author* (Clewell 2006). Pictures in this guide can help your students visualize and describe what they read and see.

How to use this guide- This guide is not a collection of lesson plans. While you will find lesson suggestions throughout the guide, the guide is designed to provide material that will enrich your lessons with students, encourage them to read the literature, improve their vocabulary with words **highlighted in bold** that may be unfamiliar to them, and comprehension of the literature, and stimulate an enjoyment of reading and exploring literature. The guide is designed to help you find ways of helping your students see the literature, not just as words on pages, but as vibrant images, characters, settings, conflicts, and ideas that relate to their lives today.

We hope you find this **Resource and Tour Guide** useful, helpful, and enjoyable. Thank you.

Statement of Prime Stage Theatre's Commitment to Literacy

Literacy, in relation to adolescent learners, is defined by Jetton and Dole (2004) as **constructive, fluent, strategic, motivated, and a lifelong pursuit.**

Theater has demonstrated its effectiveness as a strategy to teach reading, speaking and listening skills, focus, discipline, teamwork and patience as well as any sport. On the middle school and high school level, it helps teachers build a better understanding of the world, an enjoyment of English, languages, and reading. Good teachers strive to help their students connect to the literature by connecting it to their own world. This puts the literature into a framework for students to understand and appreciate. Good actors bring the characters from the pages to life, giving them full dimension, providing a multi-sensory experience, allowing students to "see" and vicariously "live in" the literature. The mission of Prime Stage to 'Bring Literature to Life' provides the best of both disciplines. Prime Stage Theatre has the privilege, through generous funding from local foundations, to realize its mission of addressing adolescent literacy through theatrical productions and educational programs. Our distinctive Adopt-a-School Program, Resource Guides, Teacher Workshops, and Mentor Program make theater accessible to middle school and high school educators, students and their families. Through theatre, students connect literature to their lives, and to the larger community in which they live.

Prime Stage, where seeing is believing!

A word about the lessons:

Our Education Resources include activities that we suggest you do with your class to enhance your fieldtrip to Prime Stage. Some activities and lessons are appropriate for doing in class before attending the play, on the bus ride to the theater, and after you return to school. The lessons, which have been designed by fellow teachers and culled from on line resources, meet PA Humanities and National Standards for Arts Education. Please let us know which sections are most helpful as you prepare your students for a fieldtrip to Prime Stage. Please view our website and use us as a resource for teaching literature in your classrooms.





Twelve Angry Men is a 1954 American drama by Reginald Rose. It tells the story of a jury member who tries to persuade the other eleven members to **acquit** the **suspect** on **trial** on the basis of **reasonable doubt**. In 2007, *12 Angry Men* was selected for preservation in the United States National Film Registry by the Library of Congress as being "culturally, historically, or aesthetically significant". For a list of additional films in the Archive see:

http://en.wikipedia.org/wiki/National_film_registry
www.loc.gov/film/filmnfr

Reginald Rose, Playwright: (December 10, 1920 – April 19, 2002) was an American film and television writer most widely known for his work in the early years of television drama.



Born in Manhattan, he attended City College from 1937 to 1938. He served in the Army, 1942-46, attaining the rank of first lieutenant. Rose started writing for television in 1951 for CBS, and eventually worked for all three major networks.

Note: The original play used "Twelve" and the movie used "12".

Personal quotes: "It was such an impressive, solemn setting in a great big wood-paneled courtroom, with a silver-haired judge it knocked me out. I was overwhelmed. I was on a jury for a manslaughter case, and we got into this terrific, furious, eight-hour argument in the jury room. I was writing one-hour dramas for 'Studio One' then and I thought, wow, what a setting for a drama." (Rose, about his inspiration for "Twelve Angry Men").

***Twelve Angry Men* made its debut LIVE on television on the CBS program Studio One on September 20, 1954.**

For years, the original TV production of *Twelve Angry Men* was considered lost. However, in 2003, Joseph Consentino, a researcher-producer for The History Channel, discovered a kinescope of the *Studio One* production in the home of the late New York defense attorney (and later judge) Samuel Leibowitz.

Twelve Angry Men- a timeline

- 1954 Reginald Rose's television play *Twelve Angry Men* airs on Studio One on CBS
- 1957 Rose adapts his teleplay to create a film version, *12 Angry Men*. He co-produced the film with the star Henry Fonda
- 1964 Rose's legit theater version premieres on the West End of London
- 1997 In response to questions about "reasonable doubt" raised during the OJ Simpson trial, William Freidkin directs a new movie version with a racially diverse cast for Showtime
- 2004 *Twelve Angry Men* premieres on Broadway. It had a limited run from October, 2004 to April, 2005.



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Identifying the Characters

Juror #1 – the foreman of the jury, an assistant coach

Juror #2 – the short man with the high voice who worked in a bank

Juror #3 – the angry man who had a son he didn't speak to

Juror #4 – the wealthy stockbroker

Juror #5 – the man who demonstrated how to use the switch blade

Juror #6 – the housepainter

Juror #7 – the man who was in a hurry to leave because he had tickets to a baseball game

Juror #8 – Mr. Davis, the man who persuaded the others that the boy may not be guilty

Juror #9 – Mr. McArdle, the old man with the keen eyesight

Juror #10 – the man who was prejudiced

Juror #11 – the watchmaker, a refugee from Europe

Juror #12 – the tall thin man with glasses who worked in advertising

Why do you think the author gave only two jurors names? What traits can you use to identify the others?

Hint!

To identify the others you can refer to them by their juror number, occupation, personality trait, or appearance.



This play has also been produced as “Twelve Angry Jurors” with a cast of men and women. Why do you think the original production used only men?

References within the Script:

Clarence Darrow (April 18, 1857 – March 13, 1938) was an American lawyer and leading member of the American Civil Liberties Union, best known for defending teenage thrill killers Leopold and Loeb in their trial for murdering 14-year-old Bobby Franks (1924) and defending John T. Scopes in the so-called "Monkey" Trial (1925), in which he opposed the statesman William Jennings Bryan. *See www.primestage.com to access the curriculum for last year's production of *Inherit the Wind*.



James Walter Thompson (28 October 1847–16 October 1928) was the namesake of the JWT advertising agency and a pioneer of many advertising techniques.

El Train - A rapid transit, subway, underground, elevated railway or metro(politan) system is an electric passenger railway in an urban area with high capacity and frequency, and which is grade separated from other traffic. Rapid transit systems are typically either in tunnels or elevated above street level. Outside urban centers rapid transit lines sometimes run grade separated at ground level.



Khrushchev - Nikita Sergeyeovich Khrushchev (Russian: Никита Сергеевич Хрущёв, *Nikita Sergeyeovich Khrushchyov*) (April 17, 1894 – September 11, 1971) served as General Secretary of the Communist Party of the Soviet Union from 1953 to 1964, following the death of Joseph Stalin, and Chairman of the Council of Ministers from 1958 to 1964. Khrushchev was responsible for the de-Stalinization of the USSR, as well as several liberal reforms ranging from agriculture to foreign policy. Khrushchev's party colleagues removed him from power in 1964, replacing him with Leonid Brezhnev.

Men's Hair and Clothing Styles of the 1950's

Men's hair was short, sometimes slicked back. Suits were conservative, generally dark tones of black, grey, navy, brown, etc. Following World War II, there was a shortage of fabric, so men's vests were not in style!



The Sequence of Events in the Criminal Justice System

Steps:

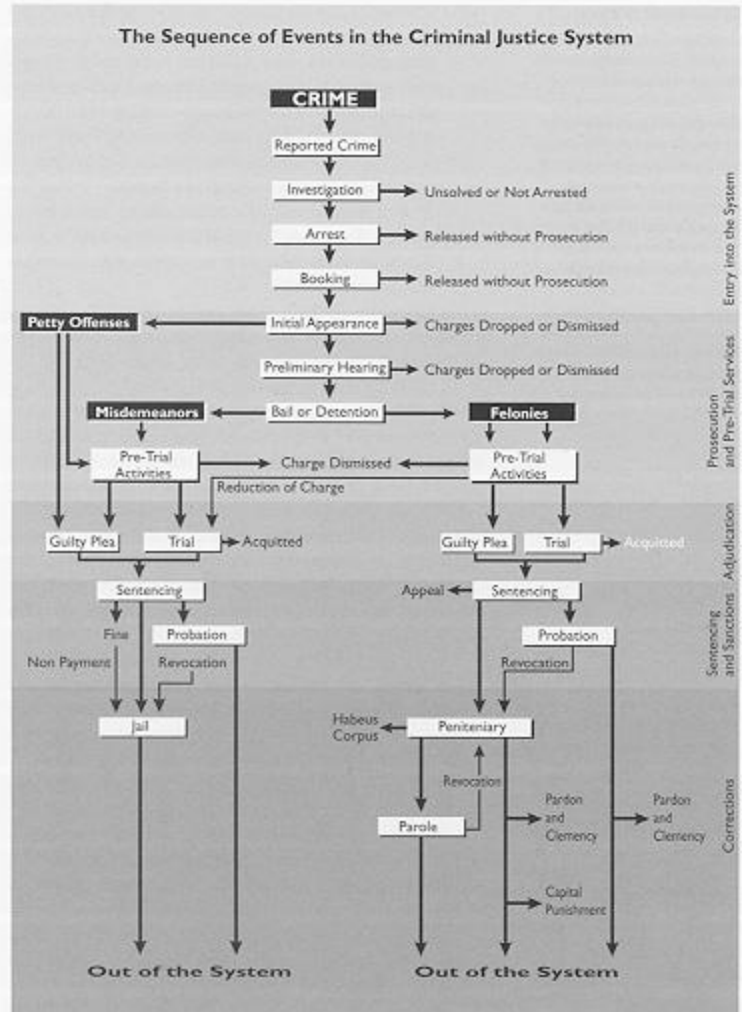
1. A crime is committed
2. The police begin to investigate
3. The police identify a suspect
4. The police question the suspect
5. The police arrest the suspect
6. The police take the suspect into custody
7. The suspect is booked
8. The suspect appears in court for the initial appearance
9. The county attorney charges the suspect with a crime
10. The suspect pleads not guilty
11. A public defender is appointed for the suspect
12. Challenges to violation of the Constitution (such as illegal search)
13. Probable cause hearing
14. Trial
15. Sentencing

Class Discussion Idea:



Why do you think there are so many steps in the legal process? Who benefits from this multi-step process?*

*The defendant benefits because he/she is less powerful than the state. These many steps prevent the state from having an unfair advantage over the accused.



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Question:
Why is "Lady Justice" blindfolded? What does this have to say about our justice system?



Answer:

Lady Justice is often depicted wearing a blindfold. This is done in order to indicate that justice is (or should be) meted out objectively, without fear or favor, regardless of the identity, power, or weakness: blind justice and blind impartiality.

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TWELVE ANGRY MEN:

Useful Vocabulary

Abstain – to voluntarily withdraw; refrain from voting

Acquittal - a judgment of not guilty

Anger - a strong emotion; a feeling that is oriented toward some real or supposed grievance

Antagonize – to act against someone; to act hostile toward

Bigot- a person stubbornly attached to particular opinions

Compassion – sympathy

Coroner – a public official who investigates by inquest any death not due to natural causes

Court-Appointed Attorney - Generally referred to as public defenders, court-appointed attorneys are lawyers who provide legal counsel to those who have been criminally charged and cannot otherwise obtain or pay for an attorney. Access to a court-appointed attorney is a defendant's right under the 6th Amendment

Death Sentence - Capital punishment, also known as the death penalty, is the execution of a person by the state as punishment for a crime

Defense attorney – the lawyer who represents the defendant

Defendant - a person or institution against whom an action is brought in a court of law; the person being sued or accused

Deliberate – on purpose; to think about carefully

Dialogue – conversation

Drab – dull

First degree murder – the most serious type of murder, in which someone deliberately kills someone else

Grand Jury – A type of jury which determines whether there is enough evidence for a trial

Homicide – murder

Hung Jury – a group of jurors who are unable to reach a decision

Insignificant – unimportant

Juror – a member of a jury



Jury – a group of twelve people who listen to details of a case in court and decide if someone is guilty. *Please note: This word is a non-count noun. This means that even though the meaning is plural, it is treated as a singular noun. Example: The jury **was** (not **were**) unanimous*

Jury of your Peers - jury of one's peers n. a guaranteed right of criminal defendants, in which "peer" means an "equal." This has been interpreted by courts to mean that the available jurors include a broad spectrum of the population, particularly of race, national origin and gender. Jury selection may include no process which excludes those of a particular race or intentionally narrows the spectrum of possible jurors. It does not mean that women are to be tried by women, Asians by Asians, or African Americans by African Americans.

Mandatory - Compulsory, something which must be done

Motive - In law, especially criminal law, a motive is the cause that moves people to induce a certain action

Naive – sometimes lacking understanding; inexperienced

Perjury – lying under oath

Petty Jury – a regular twelve person jury

Premeditated – planned in advance

Prosecuting attorney – the lawyer who represents the state

Rapport – non-verbal relationship, a relationship of mutual understanding or trust and agreement between people

Reasonable Doubt – doubting whether something proved in court was true

Sadist – one who takes pleasure from cruelty

Sheepishly – cowardly; shyly

Subservient – useful in an inferior way, compliant and obedient to authority

Superficial – concerned with or comprehending only what is apparent or obvious; not deep or penetrating emotionally or intellectually

Testimony – the formal statement given by a witness in a court of law

Trial – a legal process in which a court of law examines a case. *He is **on trial** for murder.*

Unanimous – all in agreement

Verdict – an official decision made by a jury about whether or not someone is guilty. *The jury must **reach a verdict**. They must **find the defendant guilty or not guilty**.*

Witness – someone in a court of law who tells what they saw or what they know about a crime. The jury must be convinced that the defendant is **guilty beyond any reasonable doubt.**]



Some Good Issues for Classroom Discussion....

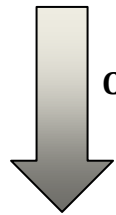
- 1) Society has many different approaches for sitting in judgment of those accused of crimes. Some cases are heard solely by judges; others are decided by juries. Still others take place before a tribal council or group of village elders. In some countries, all of these forms coexist.
 - a) What are the advantages and disadvantage of each of the above forms of decision making?
 - b) What exactly is the job of people empowered to decide on the defendant's innocence or guilt? What skills does this job demand? What challenges are posed in making these types of decisions? Is it possible to ensure fairness in this decision-making process? How?
- 2) In *Twelve Angry Men*, the jury rendered a verdict of "not guilty". We know this does not assure that the defendant did not commit the crime with which he was charged. However, the jurors were ultimately unanimous that reasonable doubt prevented them from convicting the defendant.
 - a) What is reasonable doubt? Why is the standard of reasonable doubt so central to the decision-making process in a murder case? What would be the consequences if this standard of reasonable doubt were removed?
 - b) Would the decision to convict or acquit have been different if there was no death penalty involved as a punishment? Does the issue of the death penalty versus life in prison have an effect on the outcome of the trial?
- 3) In the play, the jury went through a remarkable transformation. Initially, eleven out of twelve jurors immediately proclaimed the defendant's guilt. By the end, there was an acquittal by (required) unanimous vote. Several jurors at times seemed to feel pressured by others to change their votes. Other jurors were responsible for applying such pressure.
 - a) What factors influence the group decision-making process?
 - b) Can fairness be maintained in the face of pressure? If not, what can be done to ensure fairness?
 - c) What methods did different jurors use to try to reach a unanimous verdict?
 - d) Why do murder cases generally require a unanimous decision?
- 4) Looking at the jury depicted in *Twelve Angry Men*, a typical American might have a reaction to the lack of diversity represented. Despite the lack of diversity in race and gender, there were other types of diversity.
 - a) Though there was diversity of experience and thought, is that sufficient?
 - b) How did the juror's backgrounds and prejudices influence the decision making process?



- c) One juror in particular was heard making references to “these people” and many similar comments. How does such behavior contradict the instructions given to a jury by a judge?
- d) Would the process or the outcome have been different had there been women and/or minorities as jurors in *Twelve Angry Men*?

**What do you think is the major goal of sentencing?
To Punish, Rehabilitate or Deter?**

Do you believe in the use of the death penalty?



Classroom discussion idea:



How does one lone juror manage to change the minds of the other eleven? The dynamics of group decision-making are the central focus of *Twelve Angry Men*.

Do groups play an influential role in your life?

Almost all of our time is spent interacting in groups; we are educated in groups, we work in groups, we worship in groups, and we play in groups. But even though we live our lives in groups, we often take them for granted. Consider their influence on you by enumerating the groups to which you belong, as well as those that influence you.

1. Make a list of all the groups you belong to now. List as many as possible; don't forget family, clubs, sport teams, classes, social groups, cliques of friends, work teams, and social categories that are meaningful to you (e.g., American).
2. Of these groups, which one influences you--your behaviors, your emotions, or your outcomes--the most?
3. Are the influences positive or negative?



Activities

Before you go to the theater:

Think about how you define justice as an ideal, and how you perceive it in the real world.

- How do you see justice being demonstrated in your world? Look through magazines and newspapers for examples.
- Was there ever a situation where you were wrongly accused of something?
 - How did you feel?
 - How did you prove your innocence?

At the theater:

Listen for information that tells you more about the individual jurors.

- How do the jurors' personal experiences affect their votes?
- Take note of your own perspective of the case throughout the play. Does it change? Why?

After the show:

Write a monologue from the perspective of the accused boy.

- How is he feeling?
- What are the things that are affecting his emotions?
- Do **you** think he is guilty?

The Death Penalty

As of January 30, 2009

STATES WITH THE DEATH PENALTY (36)

Alabama	Florida	Louisiana	New Hampshire*	South Carolina
Arizona	Georgia	Maryland	New Mexico	South Dakota
Arkansas	Idaho	Mississippi	North Carolina	Tennessee
California	Illinois	Missouri	Ohio	Texas
Colorado	Indiana	Montana	Oklahoma	Utah
Connecticut	Kansas*	Nebraska	Oregon	Virginia
Delaware	Kentucky	Nevada	Pennsylvania	Washington
				Wyoming

-Plus U.S. Gov't and U.S. Military

* Indicates jurisdictions with no executions since 1976.

STATES WITHOUT THE DEATH PENALTY (14)

Alaska	Massachusetts	New York	West Virginia
Hawaii	Michigan	North Dakota	Wisconsin
Iowa	Minnesota	Rhode Island	- Plus District of Columbia
Maine	New Jersey	Vermont	

Timeline of the Death Penalty

[Eighteenth Century B.C.](#) - first established death penalty laws.

[Eleventh Century A.D.](#) - William the Conqueror will not allow persons to be hanged except in cases of murder.

[1608](#) - Captain George Kendall becomes the first recorded execution in the new colonies.

[1632](#) - Jane Champion becomes the first woman executed in the new colonies.

[Late 1700s](#) - United States abolitionist movement begins.

[Early 1800s](#) - Many states reduce their number of capital crimes and build state penitentiaries.

[1834](#) - **Pennsylvania** becomes the first state to move executions into correctional facilities.

[1846](#) - Michigan becomes the first state to abolish the death penalty for all crimes except treason.

[Early 1900s](#) - Beginning of the "Progressive Period" of reform in the United States.

[1907-1917](#) - Nine states abolish the death penalty for all crimes or strictly limit it.

[1930s](#) - Executions reach the highest levels in American history - average 167 per year.

[1966](#) - Support of capital punishment reaches all-time low. A Gallup poll shows support of the death penalty at only 42%.

[June 1972](#) - *Furman v. Georgia*. Supreme Court effectively voids 40 death penalty statutes and **suspends the death penalty**.

[1976](#) - *Gregg v. Georgia*. Guided discretion statutes approved. **Death penalty reinstated**.

[January 17, 1977](#) - Ten-year moratorium on executions ends with the execution of Gary Gilmore by firing squad in Utah.

[1988](#) - *Thompson v. Oklahoma*. Executions of offenders age fifteen and younger at the time of their crimes is unconstitutional.

[1989](#) - *Stanford v. Kentucky*, and *Wilkins v. Missouri*. Eighth Amendment does not prohibit the death penalty for crimes committed at age sixteen or seventeen.

[November 1998](#) - Northwestern University holds the first-ever National Conference on Wrongful Convictions and the Death Penalty. The Conference brings together 30 inmates who were freed from death row because of innocence.

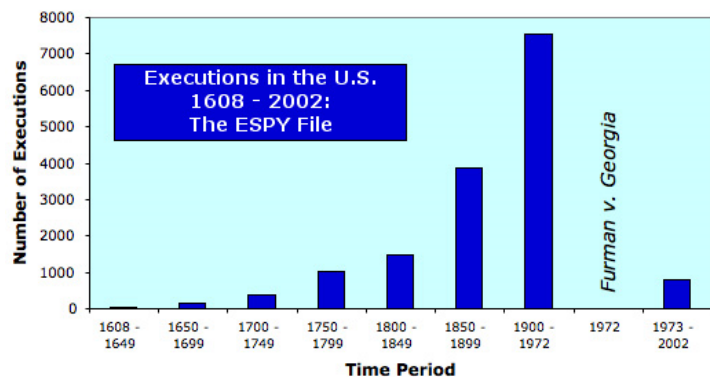
[January 2000](#) - Illinois Governor George Ryan declares a Moratorium on executions and appoints a blue-ribbon Commission on Capital Punishment to study the issue.

[2002](#) - *Atkins v. Virginia*. The execution of mentally retarded defendants violates the Eighth Amendment's ban on cruel and unusual punishment.

[January 2003](#) - Gov. George Ryan grants clemency to all of the remaining 167 death row inmates in Illinois because of the flawed process that led to these sentences.

[June 2004](#) - New York's death penalty law declared unconstitutional by the state's high court.

[March 2005](#) - In *Roper V. Simmons*, the United States Supreme Court ruled that the death penalty for those who had committed their crimes at less than 18 years of age was cruel and unusual punishment.





The cast from the 1957 film version has many recognizable faces. They include:

- | | |
|-----------|-----------------|
| Juror #1 | Martin Balsam |
| Juror #2 | John Fiedler |
| Juror #3 | Lee J. Cobb |
| Juror #4 | E.G. Marshall |
| Juror #5 | Jack Klugman |
| Juror #6 | Edward Binns |
| Juror #7 | Jack Warden |
| Juror #8 | Henry Fonda |
| Juror #9 | Joseph Sweeney |
| Juror #10 | Ed Begley |
| Juror #11 | George Voskovec |
| Juror #12 | Robert Webber |

For a video of opening night on Broadway in 2004, see the following link:

www.broadway.com/Twelve-Angry-Men/broadway_show/42204



The 2004 Broadway cast of *Twelve Angry Men*.

Theatre Etiquette

When you take your seat in the audience, you accept responsibility of a special agreement. Part of that agreement includes believing what happens is real. It is happening LIVE, before your eyes.



Listen carefully and quietly. The audience has an important role in the theatre experience. Let the production unfold and enfold you.

Respond honestly and sincerely. The actors are aware of your presence and your responses. When the lights go down, a performance especially for YOU begins. This special relationship only happens in live theatre.

Just a reminder! Avoid anything that might interrupt or distract the performers. Not only should you avoid speaking for any reason, but rustling papers, gum-snapping, jangly jewelry, cellophane wrappers, cell phones and pagers are all examples of unwarranted and unwelcome sounds during the play. Flash cameras, of course, are forbidden. Their blinding lights can be an actual danger to the actors.

FINALLY, be sure to “tune in” to what is happening on the stage. When the play is over, show your appreciation with hearty applause. These are the sounds that warm the hearts of actors.



Web Resources for 12 Angry Men

www.psychinaction.com/uimages//45.pdf

www.allegheyattorneys.com/criminal.asp

www.scribd.com

www.aopc.org

ujportal.pacourts.us

www.pacourts.us

www.abanet.org/publiced/courts/casediagram.html

www.civicallyspeaking.org/steps.pdf

wordnet.princeton.edu/perl/webwn

moscow.usembassy.gov/root/pdfs/twelve-angry-men.pdf

www.deathpenaltyinfo.org

www.wikipedia.org/

[mail.colonial.net/~bpeskin/classweb/twelveangrymen/](mailto:~bpeskin/classweb/twelveangrymen/)

www.cinema-crazed.com/TwelveAngryMen

www.msmagazine.com/summer2004/images/jury200.jpg

www.archives.gov/research/arc/

www.echeat.com/essay.php?t=30269

www.loc.gov/film/filmnfr.html

legal-dictionary.thefreedictionary.com/jury+of+one's+peers

