Twelve Angry Men

by

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Leadership

What is leadership?
Who makes a good leader?
What are the qualities of a strong leader?

Here are several points to consider when reading the play and discussing leadership:

1. the ability to speak out, take a risk, act on one’s convictions
2. the ability to stand by oneself on an issue, even if there is no support
3. the ability to break from the crowd or be a role model for the crowd even if it is unpopular
4. the ability to act on, or voice, a concern on the behalf of others; being an advocate for others who may not have or feel they have a voice

Add your own ideas about what makes a strong leader in the space below.
"Twelve Angry Men"  

“Courage” four corner exercise  

Respond as honestly as possible to the following statements by circling your response.

1. I work to solve problems without violence.
   
   SA   A   SD   D

2. I work to solve problems with intimidation and threats.
   
   SA   A   SD   D

3. I frequently cave in to peer pressure.
   
   SA   A   SD   D

4. I seldom cave in to peer pressure.
   
   SA   A   SD   D

5. I stand up for what is right even if I stand alone.
   
   SA   A   SD   D

6. I prefer to have other people standing with me.
   
   SA   A   SD   D

7. I am afraid to express myself just because other people might disapprove.
   
   SA   A   SD   D

8. I do not hesitate to express my opinion even if it is unpopular.
   
   SA   A   SD   D

9. I never intentionally ridicule, embarrass or hurt others.
   
   SA   A   SD   D

10. I sometimes engage in behavior that belittles other people.
    
    SA   A   SD   D
Twelve Angry Men
Act I Study Questions

1. What are the JUDGE'S instructions to the jury?

2. How might the room itself, the weather, and the time affect the jurors?

3. ____________ is in a particular hurry to reach a verdict because _________________.

4. What information is revealed about the crime to the reader before the first vote is taken?

5. The first vote is ______ to______.

6. What is EIGHT’S reason for voting not guilty?

7. What are the other jurors' reactions to EIGHT’S vote?

8. During a discussion of the evidence, how do these jurors interpret the information?

   FOREMAN
   
   TWO
   
   THREE
   
   FOUR
   
   TEN
   
   SIX
9. What comments do these jurors make about the defendant?
   
   SEVEN
   THREE
   FOUR

10. Why does FIVE react the way he does?

11. Why is the switch-knife an important piece of evidence?

12. What is the dramatic climax of ACT I?

13. What does this episode reveal about EIGHT?

14. What proposition does EIGHT make to his fellow jurors?

15. If you were one of the jurors, how would you vote the second time? Why?

16. _____________________________ is the protagonist.

17. _____________________________ is the antagonist.
Twelve Angry Men  

Act I-Staging Exercise

The staging of a play includes the scenery, props, lighting, sound effects and the actions of the characters. The actors do not just move wherever they want to onstage; they must follow the stage directions, which are parentheses in the script. Also by giving clues to the emotions of the characters, stage directions help reveal the meaning of the play. Complete the following chart by explaining how each stage direction gives you clues to the emotions of the characters and/or the meaning of the play.

<table>
<thead>
<tr>
<th>Stage direction</th>
<th>Clues to emotions</th>
<th>Clues to meaning</th>
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</thead>
<tbody>
<tr>
<td>&quot;Eight continues to not function as a member of the group but as its leader.</td>
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<tr>
<td>Juror Eight does not need to feel that he is part of the group.</td>
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<tr>
<td>Juror Eight will stare out the window [when the others have sat down.]</td>
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<tr>
<td>(After Eight speaks, he looks around the table. &quot;Some of them look back coldly. Some can't look at him. Only Nine nods slowly Twelve doodles steadily. Four begins to comb his hair.)&quot;</td>
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<td>&quot;(Eight reaches casually into his pocket and withdraws an object. No one notices this. He stands up quietly.)&quot;</td>
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<tr>
<td>&quot;(We catch a close shot of Five looking steadily at Eight as he talks. Five, seemingly puzzled, listens closely.)&quot;</td>
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Act II Study Questions

1. Who do the jurors think changed his vote?

2. Who actually changed his vote? Why?

3. Why is FOUR convinced the woman’s testimony is so persuasive?

4. What does the discussion about the el train call into question about the old man’s testimony?

5. When NINE suggests that the old man may have lied, what explanation does he offer?

6. Why do you think FIVE changes his vote to not guilty?

7. Is it ever proven that the boy did not yell, “I’m going to kill you!”?

8. Do you think EIGHT deliberately provokes THREE into threatening to kill him? Explain.

9. How are the endings of Acts I and II similar?
Most plays involve conflict between a protagonist and at least one antagonist. The PROTAGONIST is the main character, or hero; the ANTAGONIST is the opponent, or the character who struggles against the protagonist. Juror Eight is the protagonist in the play; and, although several of the jurors act as antagonists, Juror Three emerges as the main antagonist of Juror Eight. For example, when Juror Nine changes his vote in the ballot at the beginning of Act II, Juror Three shouts, "We're trying to put a guilty man in the chair where he belongs--and all of a sudden we're paying attention to fairy tales." Complete the following chart by indicating whether each character supports the protagonist or acts as an antagonist in Act II. Give examples to support each answer.

<table>
<thead>
<tr>
<th>JUROR</th>
<th>PRO/ANT</th>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td>Juror Three</td>
<td>Antagonist</td>
<td>He shouts at Juror Eight, &quot;I'll kill him! I'll kill him!&quot;</td>
</tr>
<tr>
<td>Juror Five</td>
<td></td>
<td></td>
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<td>Juror Seven</td>
<td></td>
<td></td>
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<td>Juror Nine</td>
<td></td>
<td></td>
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<tr>
<td>Juror Ten</td>
<td></td>
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<tr>
<td>Juror Eleven</td>
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</tbody>
</table>
Act III Study Questions

1. The result of the third vote is _____ to _____.

2. Which jurors changed their votes?

3. What important piece of information does FIVE contribute that discredits an important piece of testimony?

4. Why is he qualified to speak on this?

5. In what way is SEVEN'S willingness to change his vote consistent with his earlier behavior?

6. Why does ELEVEN question SEVEN so closely about his motives? Why is ELEVEN so interested?

7. The result of the fourth vote is ____ to _____.

8. Why do the other jurors turn their backs on TEN'S statements about his true feelings?

9. Why is FOUR still not able to change his vote?

10. How does SIX contribute to changing FOUR'S vote?

11. Do you think THREE was pressured into changing his vote? Explain.

12. What does THREE reveal about himself by changing his vote?

13. Did the jury prove that the defendant was not guilty? Explain.

14. What elements were there in the play that set it apart from the average-run-of-the-mill-courtroom drama?
Act III--Words in context

Many words have more than one meaning. When you read, you must choose the meaning that fits the context, or surrounding words. For example, the word EL may mean "an L-shaped wing or extension on a building," but when the jurors in this play use the word, they mean "an elevated train." From the list that follows each of the passages from the play, choose the phrase that best defines the underlined word in the passage and write the letter in the blank.

___1. "FOUR. I still believe the boy is guilty of murder. I'll tell you why. To me, the most DAMNING evidence was given by the woman across the street who claimed she actually saw the murder committed."
   a. tending to stop the flow of
   b. tending to condemn
   c. dooming to hell

___2. "EIGHT...She testified that in the midst of tossing and turning she rolled over and looked CASUALLY out the window. The murder was taking place as she looked out, and the lights went out a split second later."
   a. by chance
   b. informally
   c. carelessly

___3. "FOUR. I believe I can RECOUNT it accurately. She said that she went to bed at about eleven o'clock that night. Her bed was next to the open window, and she could look out the window while lying down...
   a. count over again
   b. retell a series of events
   c. give an account of

___4. "TEN...A kid kills his father. Bing! Just like that. Well, it's the ELEMENT. They let the kids run wild.”
   a. simple substance
   b. necessary part
   c. natural surroundings
One (Is The Loneliest Number)
By Three Dog Night

One is the loneliest number that you'll ever do
Two can be as bad as one
It's the loneliest number since the number one

"No" is the saddest experience you'll ever know
Yes, it's the saddest experience you'll ever know
'Cause one is the loneliest number that you'll ever do
One is the loneliest number, whoa, worse than two

It's just no good anymore since you went away
Now I spend my time just making rhymes of yesterday
One is the loneliest number
One is the loneliest number
One is the loneliest number that you'll ever do
One is the loneliest, one is the loneliest
One is the loneliest number that you'll ever do

It's just no good anymore since you went away

1. Give one example of repetition used in the lyrics. Explain the impact it has on the listener.

2. Give one interpretation of the situation being described in the lyrics.

3. Explain at least two interpretations of how these lyrics relate to the play.

4. What type of mood does the melody create? Be specific.
Writing responses

1. What is the difference between revenge and justice?

2. When swearing in witnesses, court clerks ask them to promise to tell “the truth, the whole truth and nothing but the truth.” What is the difference among the three? And if there is none, then why don’t they just ask witnesses to be truthful?

3. Who has more rights—the victim or the accused?
Political cartoon written response

For this play, you will complete the following tasks.

1. Select a political cartoon that relates to the play and one of its related topics. See the attached list of suggestions. See me if you have another workable topic.

2. Complete a written response to the cartoon using the following guidelines.

3. P#1—Identify the cartoonist, the date the cartoon was created or published, and the publication in which it appeared. What type of publication is this? (magazine, newspaper, religious pamphlet, tabloid…)

4. P#2—Explain the picture in the cartoon. What is the artist’s message? What is the topic the artist is addressing? What does the artist want the viewing public to do about the cartoon’s topic?

5. P#3—Agree or disagree with the artist’s main point. Do you agree with the message? Do you disagree with the main point? Why or why not? Clearly explain your opinion about the topic. What action do you think the viewing audience ought to take? What action would you take about the topic?

6. P#4—Explain how this cartoon relates to the play Twelve Angry Men. What is the connection? How are the two similar?

Suggestions for topics:

Insanity plea	teenage crime rates
Teen violence	escapees
Socioeconomic links to crime
dead row executions-male/female
Capital punishment
men in prison/juvenile facilities
Judges
women in prison/juvenile facilities
Lawyers
babies born in prison/juvenile facilities
Probation
abuse in prisons/juvenile facilities
Parole
costs of housing a prisoner for one year
Jury selection
drugs in jails
Jury tampering
juvenile justice system
White collar crime
juvenile facilities
Miranda Rights
Prison
You will be viewing *TAM* as part of our wrap up of the play. Take notes on the following topics as you watch the movie. Record what your opinions are for that part in the B&W and the color version. Upon completing the movie, we will then discuss the similarities and differences between the novel and the movie, as well as your personal preferences and interpretations, before you write a response.

<table>
<thead>
<tr>
<th>B&amp;W impression</th>
<th>color impression</th>
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<tbody>
<tr>
<td>1. music</td>
<td></td>
</tr>
<tr>
<td>2. setting (room)</td>
<td></td>
</tr>
<tr>
<td>3. clothing</td>
<td></td>
</tr>
<tr>
<td>4. THREE</td>
<td></td>
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<td>5. EIGHT</td>
<td></td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6.</td>
<td>TEN</td>
</tr>
<tr>
<td>7.</td>
<td>SEVEN</td>
</tr>
<tr>
<td>8.</td>
<td>FOUR</td>
</tr>
<tr>
<td>9.</td>
<td>NINE</td>
</tr>
<tr>
<td>10.</td>
<td>FIVE</td>
</tr>
<tr>
<td>11.</td>
<td>other</td>
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