

From
“Twelve Angry Men”
...to...
Media Literacy

Yet Another Unit Plan and Lesson Plan Outline to Promote
Critical Thinking in Gr.12 Communication and Presentation

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Overview

Subject & Grade:	BC Grade 12 English
Curriculum Year:	2003-2004
Number of Lessons:	12 (6 weeks)
Lesson Lengths	80 minutes
Primary Reference Text:	Harrison, R.G., Gutteridge, H.D. eds. <i>Two Plays for Study: Twelve Angry Men and Romanoff and Juliet</i> . Toronto: McClelland And Stewart Ltd. 1967.
Supplemental Material:	1957 B&W film of “Twelve Angry Men” <i>Passionate Eye</i> Media Literacy episode. Current newspapers/periodicals

Rationale

The Ministry of Education specifies that senior level English (Grade 11 and 12) aims to provide “a framework for students to experience language in its full range of contexts and purposes”. Within this incredibly broad objective, there are a number of areas that will be built-upon based on what is seen through the lens of the play “Twelve Angry Men”. Specifically students will be encouraged to:

- Present and respond to ideas, feelings and knowledge sensitively and creatively
- Use language confidently to understand and respond thoughtfully and critically to factual and imaginative communications in speech, print and the media
- Express themselves powerfully, convincingly, and gracefully for a variety of personal, social, and work-related purposes

The play offers a wide variety of opportunities to achieve these objectives, some of which can be leveraged into talking about media literacy at a later point in the unit. Given the opportunity for interpretation, a series of 12 packed lesson plans are presented as a basis from which to work in creating a more detailed set of lesson plans. Some possibilities for student and class activities that can be included in lesson activities are:

- reading aloud
- reading on their own
- conducting critical analysis of the evidence under consideration
- considering the emotions and involvement of the characters involved
- consideration of any contemporary corollaries
- dramatizing a scene from the play
- determining how it could be staged in-situ or in the school auditorium for a single-class period. (logistics, locations, actors, sets)
- rewriting a scene as a creative writing assignment in alternate formats such as
 - prose
 - poetry
 - visual
- critiquing a pre-existing production of the play (1957 B&W Film *Twelve Angry Men*) how faithful it is to the screenplay, how it compares to the students’ efforts.
- application of critical thinking and analysis to media literacy and its effect on viewers/readers

Lesson #1 – Setting the Stage

Learning Objectives

At the end of the lesson, students will:

- know the basics of a jury trial (judge, defense, prosecution, evidence, reasonable doubt etc)
- be familiar with the context of the play (i.e know a bit of background info about the play and the author (from text pp. 46-49)
- know which students will be in which group representing actors 1-12 (~2-3 per character)

Resources

- Overhead notes on:
 - Jury trial { see <http://www.sd272.k12.id.us/District/lessons/Plans/Patrogers.doc> for one approach }
 - Characters (assign pair or triplet per character)
 - Biography of Reginald Rose
- Textbook to be issued: Harrison, R.G., Gutteridge, H.D. eds. *Two Plays for Study: Twelve Angry Men and Romanoff and Juliet*. Toronto: McClelland And Stewart Ltd. 1967.

Activities

- Note-taking on what is a jury trial (w/overheads), highlight some differences between Canada and the US
- Discussion
 - Cultural context, what is different between 1957 and 2003 in Canada, in US
 - Format of plays vs short stories
- Character assignment w/overheads – two to three per character. Read out character, ask for volunteers. All characters must have students assigned to them.
- Sign out texts to students
- Assign in-class reading to be completed for homework as necessary.
 - Author’s afterward pp. 46-49
 - Act 1

Assessment/Extension

- Completion of assigned readings. Follow-up quizlet the next day on author’s afterward, and basic format of jury trials.

Lesson #2: The Act Begins

Learning Objectives:

At the end of the lesson students will:

- be familiar with the contents of Act 1 of the play (pp. 15-25)
- be prepared for a mock-provincial exam essay

Resources

- Quizlet
- Text (and spares for those who forget)

Activities

- Administer quizlet, check answers in class.
- Choral reading of Act 1 as per day’s previous assigned student/character roles
- Discussion of Act I
 - What do people think of the characters? Realistic/Applicable today?
 - Do you agree or disagree with your character’s actions and their arguments

Assessment/Extension

- Continuation of Discussion of Act I in (pre-existing) student journals
- Re-read Act I in preparation for mini-in-class essay modeled on Provincial Grade 12 Exams with topic given ahead of time (based on in-book questions pp. 50-51).

Possible questions:

- Make a detailed study of one of the jurors in Act 1 to discover what role he plays in the jury’s conduct and conversations
- Consider the specific problems with the limitation of time involved in making a television production of less than fifty minutes of air time. How would you compensate for squishing a 90 minute play into 50 minutes?
- Would you prefer to see *Twelve Angry Men* in black and white or in colour? Justify your answer, paying attention to how the decision affects the viewer and the actors. Your experience of motion pictures may help you to make and justify your choice.
- Explain how the mind, imagination and feelings of the viewer are projected beyond the limits of the chosen range of the camera. In your explanation, consider the setting, people and conflicts outside the jury room
- We often allow our judgement of a play to be determined by what we call its “realism” Give examples of 3 or 4 instances of ‘realistic’ or ‘unrealistic’ details in Act 1 and why they affect your perception of the performance

Lesson #2: Quizlet

1. _____ Reginald Rose _____ wrote "Twelve Angry Men" after he was part of a jury for a _____ manslaughter _____ trial in New York. The _____ outline _____ of the play actually took _____ longer _____ to do than the script itself.
2. Four elements of the jury experience were documented in the play.
 - a) the _____ evidence _____ as remembered and interpreted by each individual juror
 - b) the _____ relationship _____ of juror-to-juror in a life and death _____ situation
 - c) the _____ emotional _____ pattern of each individual juror
 - d) the _____ physical environment _____ of the jury room, the weather, etc.
3. The play itself when presented on television was less than 50 _____ minutes in length whereas the motion picture release was approximately _____ twice _____ as long as the TV show.
4. The set used, in order to be realistic had to be _____ small _____ and _____ cramped _____.
5. There are twelve jurors in the play. Only one juror is not referred to by a number. This juror is referred to instead as _____ the foreman _____.
6. Your juror is _____
_____. He is _____
_____. In addition to this, he is _____
_____.
7. One juror says: "That's old enough. He knifed his own father. Four inches into the chest. An innocent little _____ nineteen-year-old _____ kid.
8. The initial vote for guilt is _____ 11:1 _____.
9. Juror number _____ 8 _____ takes the initiative and buys a _____ switch-knife _____ around the corner from the boy's host. It cost him \$2.00
10. In the final moments of Act 1, _____ 11 _____ jurors vote on whether or not the accused is guilty.

Lesson #3: Trial and Continuation

Learning Objectives

At the end of the lesson, students will:

- Complete a timed in-class essay in preparation for the provincial exam
- Begin choral reading of Act 2 (pp 26-35) to be completed at home for homework

Resources

- Text (and spares for those who forget)
- Exam booklets (such as what is available at UBC)

Activities

- 40 minute in-class essay
- Reading of Act 2 (pp 26-35). Choose 12 members of the class, orient them around a table and get them to play their parts, reading from the text, walking around, etc.

Assessment/Extension

- Re-read Act 1 & 2 in prep for following day’s conversation

Lesson #4: Final Readings

Learning Objectives

At the end of the lesson, students will:

- Be able to discuss Act 1 & 2, whys and wherefores etc. re: characters and the plot so far. Do they identify with any of them? If so, why, why not, etc.

Resources

- Text (and spares for those who forget)
- VHS/DVD of 1957 version of “Twelve Angry Men”

Activities

- Hand back in-class essay, general comments etc. (10 min)
- Discuss Act 1 & 2 re: characterization, critical points. Class comes up with criteria for grading characters (personality traits) and significance of characters towards plot development. Grade each character on their aspects A to F. (40 min)
- Present Act 1 & 2 on VHS/DVD (~30 min). Possibly present the video with the audio muted, or with the screen blackened as a way to keep the students’ focus on the text.

Assessment/Extension

- Prepare for reading of Act 3 (pp. 36-45)

Lesson #5: The End... or is it?

Learning Objectives

At the end of the lesson, students will

- have completed the in-class reading of Act 3
- have done a wrap-up on the play by doing a sociogram and a freeze-frame (tableau)

Resources

- Text (and spares for those who forget)

Activities

- completion of in-class reading of Act 3 as per previous ‘in-place’ reading around a jury table. Different people from Lesson #3 take up the roles.
- break class up into groups of 4 to:
 - sociogram of characters in play
 - assigned from random (secret) drawing one page of the play to be acted out in ‘tableau’ format
- demonstrate their tableau and get people to guess which scene/act they are portraying
- journal entry assignment: do a reader’s digest version of the play in a poetic format (Dr. Seuss, Haiku, Sonnet, Free Verse, etc)

Assessment/Evaluation

- As per activity: journal entry assignment: reader’s digest version of the play in a poetic format of their choice

Lesson #6: A matter of interpretation

Learning Objectives

At the end of the lesson, students will:

- identify and share with others the most crucial issue and character in the play
- determined and defended their point of view with ‘what if’ statements and what ‘would happen as a result’
- block out a scene that is either described directly (Jury room) or the criminal act described in court

Resources

- text (and spares for those who forget)
- VHS/DVD of 1957 version of “Twelve Angry Men”

Activities

- view remaining Act 3 of VHS/DVD
- discuss the interpretation of the film vs the text vs the students.
- begin piece-setting and blocking of a scene in groups of 4
 - block / story board one scene

Assessment/Evaluation

- Journal entry continuing group work of blocking/story-boarding a scene.

Lesson #7: It's a wrap!

Learning Objectives

At the end of the lesson students will:

- shared by demonstrating their blocking/story-boarding to the class on overhead
- “not guilty or innocent” begin preparation for a unit on media-literacy by considered the role that image and presentation has on believability of the boy

Resources

- text (and spares for those who forget)
- <http://www.Andrew.cmu.edu/course/80-236/ex1.doc>

Activities

- groups (in random hat-picked order) present their blocked-out/story-boarded scene
- overhead notes:
 - What is reasonable doubt
 - What is reasonableness
 - 3 Degrees of plausibility (mere, equal, greater) 1 degree of probability, 1 degree of proof
- In groups answer the question: what needs to be changed in order for the verdict (either innocent or guilty). Define the difference between “not guilty” and “innocent”. Was the boy “not guilty” or was he “innocent”
- collect texts

Assessment/Evaluation

- Journal entry to pre-develop thoughts for next class: think of an example where someone was “not guilty” of something but might not necessarily be “innocent” either. Describe the situation, what were the key factors, what your opinion is. Evaluation will be on explication and evaluation of the facts and arguments

Lesson #8: But what about the presentation of it all?

Learning Objectives

At the end of the lesson students will:

- share a case with the class, articulate the facts and arguments and discuss with the class the merits of the case.
- be able to demonstrate how presentation can be used to supersede content

Resources

- Passionate Eye video on Media Literacy (as shown in Hugh Rocket’s Class)
- Selection of newspapers/magazines for a single week

Activities

- put students in groups of four to discuss their case, evaluate which one is most notable for how “presentation” produced a verdict of “not guilty” vs. “innocent”
- groups share with the class the topic they discussed
- class conversation on “presentation”, tie-back with “12 Angry Men” and presentation (cue clips for dramatic angles, etc) , how presentation affects the perception of the audience
- overhead notes:
 - What are the ways to portray someone by (12 Angry Men clips?):
 - camera angles
 - lighting
 - editing
 - music (i.e. film scores)
 - sound effects
- present homework (write in their journal about how the mass media affects them and how whether they agree or not with its effect)
- Passionate Eye video clip

Assessment/Evaluation

- Journal entry to engage in critical self-exploration of how the mass-media affect their daily lives.

Lesson #9: The media’s biased...So what?

Learning Objectives

At the end of the lesson students will:

- evaluate how the media’s story is a representation of a story
- evaluate the use of language and visuals (implied or explicit) in an advert (TV, print, radio)

Resources

- Selection of newspapers/magazines headlines photocopied and handed out. (Collage/scrap-bookformat)

Activities

- solo exercises: reassemble headlines to make something up that is feasible in the Province, Sun, National Post, Globe and Mail, Courier, West Ender, East Ender, school newspaper. (15 min)
- Share the headlines with the class (either volunteered, or all must present one) (20 min)
- 40 minute in-class mock-provincial (June 2002) topic: People can be influenced by their environment.

Assessment/Evaluation

- As per last activity “mock provincial”in-class essay
- Students prepare an issue that is important to them that they feel needs further advocacy. (i.e. more/less restrictions on driving requirements, more/less emphasis on standardized exams etc)

Lesson #10: So we're influenced by others. What of it?

Learning Objectives

At the end of the lesson students will:

- re-familiarize themselves with essay format and structure (re: in-class essay of previous day)
- use the library as a gateway for obtaining other pieces of information relating to a story or an issue
- begin preparation of class media-literacy/advocacy project with a partner of their choice as per previous assignment. {Students prepare an issue that is important to them that they feel needs further advocacy. (i.e. more/less restrictions on driving requirements, more/less emphasis on standardized exams etc)}

Resources

- School Library
- Teacher-Librarians

Activities

- review the common technical issues with the students' in-class essays
- check that all small groups have a topic
- Library resource centre lesson: finding various arguments on the web, in media, etc, supporting or opposing their project's view

Assessment/Evaluation

- Students decide in their groups what form their advocacy should take:
 - commercial (TV, Radio, Print, or Web)
 - grass-roots advocacy
 - poster
 - photo-essay
 - media production (play, paid advertisement etc)
 - mural
 - song
 - panel discussion (who, what, where etc)
 - bumper-sticker (not in isolation)
 - etc.

Bring in one *pre-cued* video tape containing any of the following (for use with Lesson 12):

- news-cast
- favourite commercial
- favourite music video
- favourite tv-show
- radio-show
- any example of 'product placement'

Lesson #11: Peddling influence!

Learning Objectives

At the end of the lesson students will:

- continue to use the library as a gateway for obtaining other pieces of information relating to a story or an issue
- continue work on their assignment, due the following class

Resources

- School Library
- Teacher-Librarians
- Student material brought from home

Activities

- class time for group project
- all groups must check-in with teacher to indicate progress of their project.

Assessment/Evaluation

- as per in-class check-in.
- projects due following lesson.
- Mini-presentation (~2 minutes) of the project for next day

Lesson #12: How much do we rely on...

Learning Objectives

At the end of the lesson students will:

- be able to explain and demonstrate what are the elements of a successful content delivery (book, movie, play, radio, etc)

Resources

- Group projects handed in
- Juxtaposition video (using student video tapes from Lesson #10)

Activities

- mini-presentation of group projects and discussion as appropriate
- demonstrate the importance of the obvious: things ‘syncing’ together, sound and message, visual context, etc. use video as demonstration.
- Examine originals on tape for postures, messages, etc.
- Relax and show 30 minute TV show (sit-com? 60 Minutes? As appropriate)

Assessment/Evaluation

- as per in-class conversation
- group project hand-in
- journal entries on what the students see now when they look at TV, magazines, books, listen to radio etc. Does this change their perspectives? Journal marked for clarity of explication.

Proposed Marking Assessment

Day	Description	Mark
#2	Quizlet	-
#3	Mini-essay	15
#5	Journal – Poetic format	5
#6	Journal – blocking/story-boarding scene	5
#7	Journal – innocent vs not guilty, factors in assessment	5
#8	Journal – how the mass media affects their lives	5
#9	in-class mock-provincial	20
#9	homework: come up with a single issue that needs further advocacy	5
#10	Group project re: media literacy	5
#10:	video tape brought in from home	-
#11:	in-class check-in	-
#12	mini-presentation	5
#12	Group project	15
#12:	Journal post-mortem on how they feel about their advocacy issues after considering media-analysis/literacy	-

Raw mark out of 105

Resources

Text:

Harrison, R.G., Gutteridge, H.D. eds. *Two Plays for Study: Twelve Angry Men and Romanoff and Juliet*. Toronto: McClelland And Stewart Ltd. 1967.

Video:

Sidney Lumet’s 1957 B&W film of “Twelve Angry Men”(MGM Films)
Passionate Eye Media Literacy episode. (exact production number/order number unknown)

Internet Lesson Aids and Websites

- *Career Connection to Teaching With Technology*: Randall Duval’s Language Arts unit outline on *Twelve Angry Men*. Very well laid out web site indicating around what standards (National Standards, Technology Standards etc) the unit is oriented.
 - <http://www.cctt.org/cctt/units/view.asp?UID=124>
- P. Rogers’s Grade 10 English outline for “Criminal Justice” oriented around using the play and the video as a source for further online exploration (webquest etc) about the American Justice System.
- <http://www.sd272.k12.id.us/District/lessons/Plans/Patrogers.doc>.
- Carnegie Mellon University Criminology 236 course. From this site came the idea to include the critical analysis questions of what are the various shades of innocence and guilt with respect to the terms “reasonable doubt,” “not guilty,” and “innocent.”
 - <http://www.andrew.cmu.edu/course/80-236/ex1.doc>
- Reginald Rose biography can be found online in a fairly abbreviated format.
 - <http://www.museum.tv/archives/etv/R/htmlR/rosereginal/rosereginal.htm>
- Brief capsulated review on the history of *Twelve Angry Men* is found at the Illinois State University Milner Library website.
 - <http://www.mlb.ilstu.edu/crsres/foiangry.htm>
- Warning to keep in mind: The play “Twelve Angry Men” is so well known that it is very well covered in online essay banks, ‘tutorial web sites’ etc.
 - <http://www.google.com/search?q=%22Twelve+Angry+Men%22+essay&ie=UTF-8&oe=UTF-8>

Additional Options for Activities in Lesson Plans

Twelve Angry Men

- present the play with the TV screen turned off, or the volume muted.
- character Hot-seat – student adopts the character and must answer questions ‘in character’ for a few minutes before being spelled off by someone else
- plot profile graph to record main events in play
- story boarding
- character counseling – writing advice to a character in the play
- character journal – a journal written from the perspective of one of the characters in the play
- production of the play, or a single act from it
- students write the prologue from the perspective of acquitted, or the victim or the jurors
- talk show interview of the characters
- create a soundtrack
- telephone answering machine messages for characters in the story
- etc.

Media Literacy

- analyse and review current movies and videos for illustrations of topics discussed (partly covered by the juxtaposition/collage)
- create an alternate soundtrack for a movie
- collect advertisements for a manufacturer in different forums (i.e. car ads in men’s magazines, science, farming, restaurant industry , health-care etc) for analysis
- discuss the question: what if the internet/televisions all suddenly stopped working and there were no replacement. Then what?
- follow a political campaign and see how the candidate is marketed
- caption stills from movies, tv shows, newspapers etc.
- etc.

Additional Resources

- As per Hugh Rocket’s mondo-huge resource course-content binder. See multiple ‘Shakespeare’ and Media Literacy handouts for more info.