

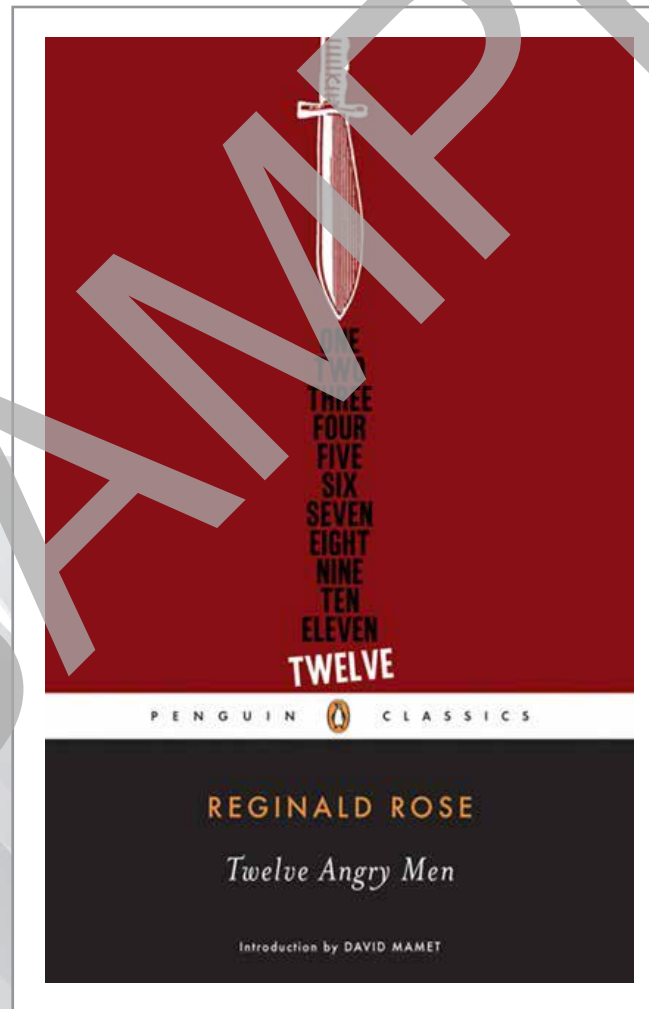


STUDENT PACKET

GRADES 9-12

# Twelve Angry Men

Reginald Rose



READ, WRITE, THINK, DISCUSS AND CONNECT

# Twelve Angry Men

Reginald Rose

## STUDENT PACKET

**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Name \_\_\_\_\_

### Vocabulary Matching

ad-hoc subsumed idiosyncratic	decry maligning mitigate	Shul hucksters catalyst	jurisprudence adjurations egress
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**Directions:** Match each word with the correct definition.

- \_\_\_\_\_ 1. ad-hoc                      a. persons in the advertising business looking for big profits
- \_\_\_\_\_ 2. decry                      b. person or thing that brings about change
- \_\_\_\_\_ 3. Shul                        c. having to do with peculiarity of behavior or opinion
- \_\_\_\_\_ 4. jurisprudence            d. for a specific purpose
- \_\_\_\_\_ 5. subsumed                  e. solemn appeals or commands
- \_\_\_\_\_ 6. maligning                  f. system of laws
- \_\_\_\_\_ 7. hucksters                 g. to make less harsh; alleviate
- \_\_\_\_\_ 8. adjurations                h. slandering; speaking evil of
- \_\_\_\_\_ 9. idiosyncratic            i. a way out; exit
- \_\_\_\_\_ 10. mitigate                j. taken into or included in a larger class
- \_\_\_\_\_ 11. catalyst                k. denounce; express strong disapproval of
- \_\_\_\_\_ 12. egress                    l. synagogue

Name \_\_\_\_\_

**Directions:** Answer the following questions on a separate sheet of paper. Use your answers in class discussions, for writing assignments, and to review for tests. Starred questions indicate thought or opinion questions.

## Introduction

1. How does David Mamet believe America was built?
2. \*Briefly explain Mamet's classification of the two Americas, "them," and "us," and whether or not you agree with him.
3. What does Mamet think is the source of America's system of jurisprudence?
4. \*What do you think Mamet means when he says "...we (the jurors) *are* the State" (p. viii)?
5. With what does Mamet think jurors console themselves for their loss of time and income?
6. \*What standard are jurors instructed to apply to their decision? What do you think this means?
7. Why does Mamet call *Twelve Angry Men* a good drama?

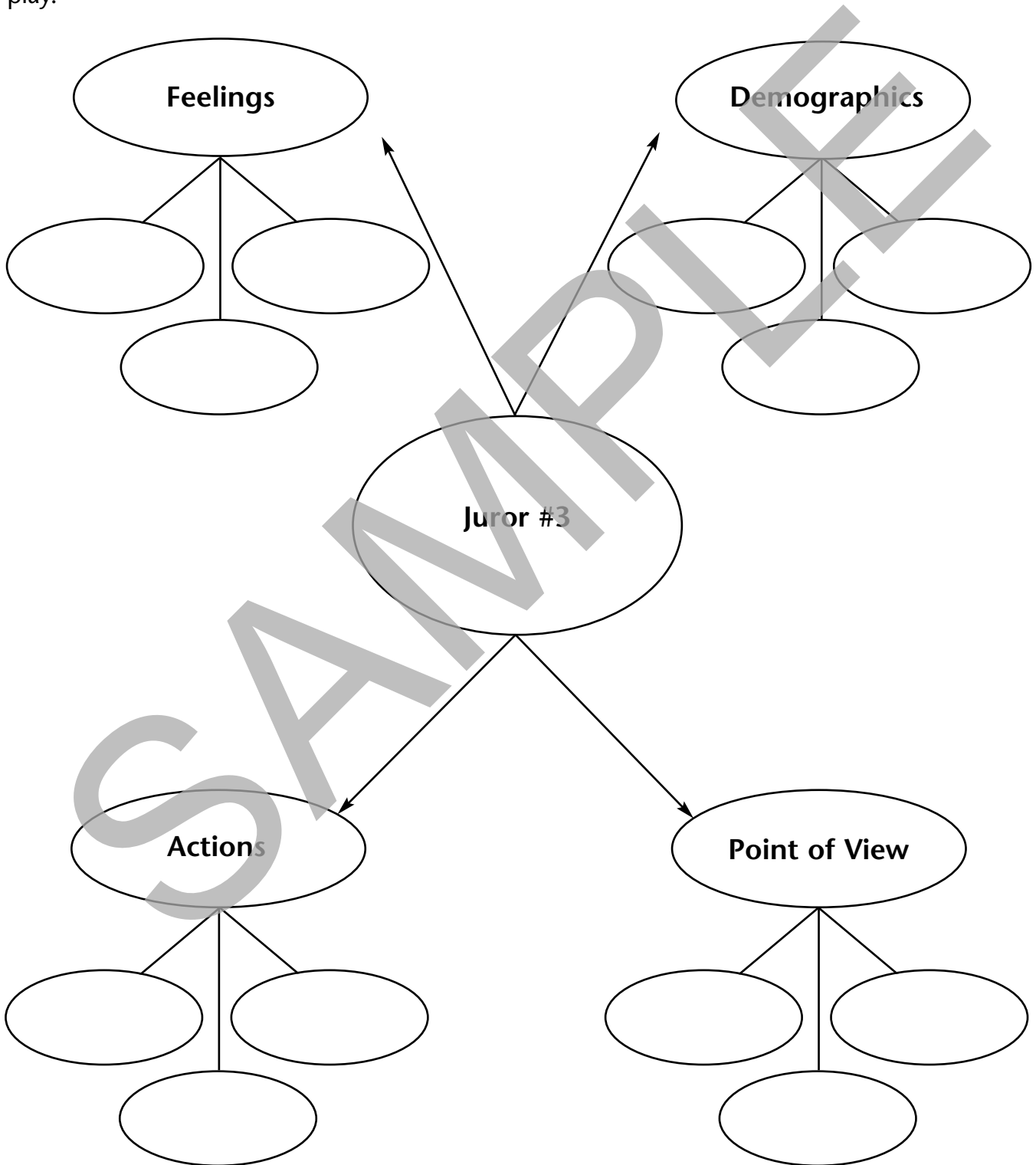
## Act I, pp. 5–17

1. Briefly identify and describe the setting of the play.
2. With what is the defendant charged? How old is he? What must be the jurors' rationale for a verdict of "not guilty"? What is the mandatory sentence if they find the defendant guilty?
3. \*Which of the jurors immediately expresses his opinion about the guilt or innocence of the defendant? What do you think motivates such a strong reaction?
4. \*Give one word you think describes each of the jurors at the start of their deliberation.
5. Who votes "not guilty" in the preliminary ballot? What is his rationale for doing so? How do the other jurors react?
6. \*State three facts about the defendant's background. Explain the impact you think a childhood like his would have on you or young people you know.
7. How does Juror #10 stereotype the defendant? How does Juror #9 respond to this tirade?
8. In their attempts to change the 8th juror's mind, what do the other jurors bring out about the following: (a) the old man's eyewitness account, (b) the testimony of the woman across the street, (c) the boy's alibi, and (d) the presumed motive for the murder?

Name \_\_\_\_\_

### Character Web

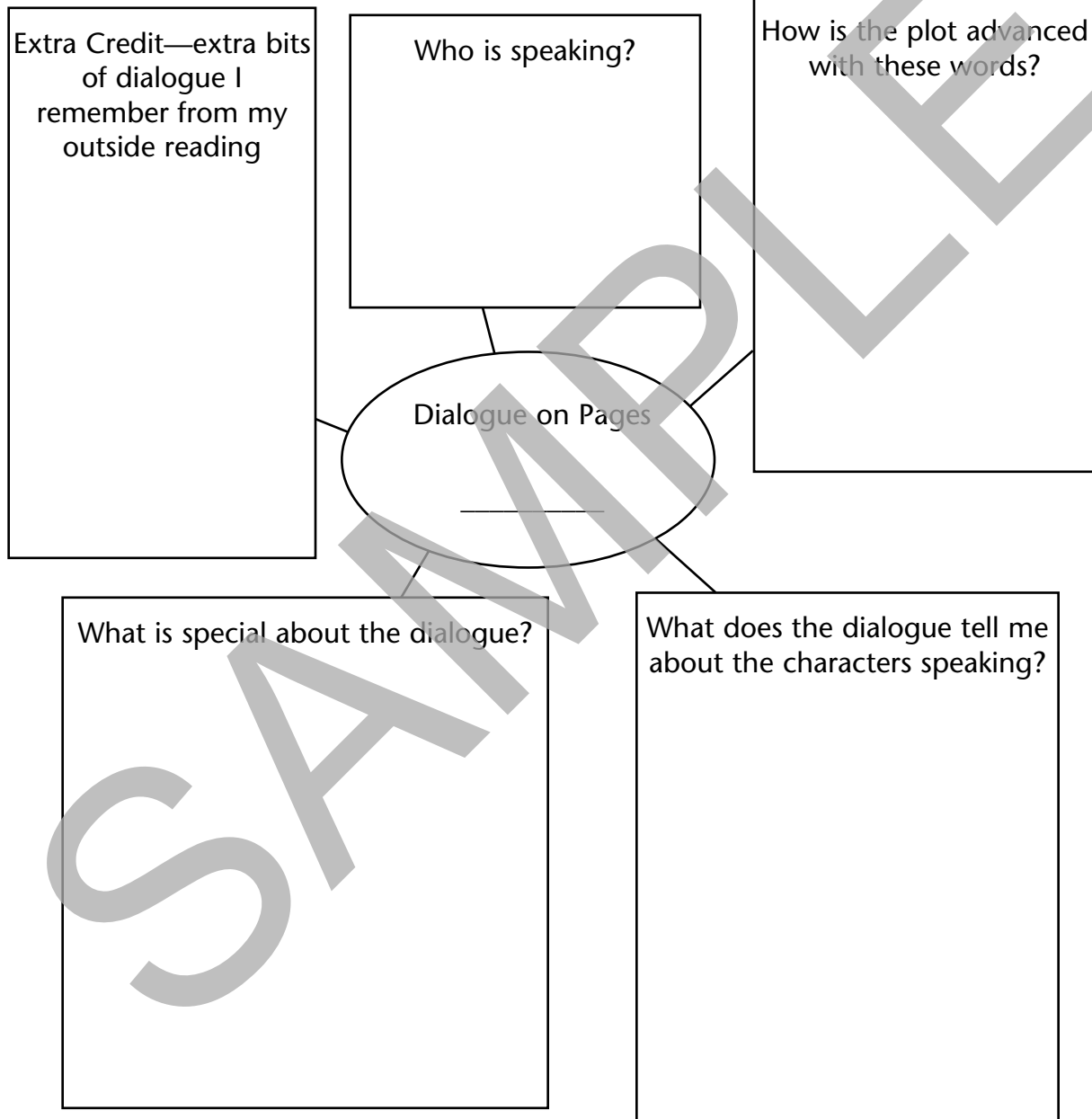
**Directions:** Complete the attribute web by filling in information specific to Juror #3 in the play.



Name \_\_\_\_\_

### Using Dialogue

**Directions:** Choose some dialogue from the play. Fill in the chart to evaluate the purpose of the dialogue and whether or not it is effective in moving along the plot.



Name \_\_\_\_\_

## Graphing Plot Lines

Directions: Complete the steps in the plot development of the play on the following graph.

