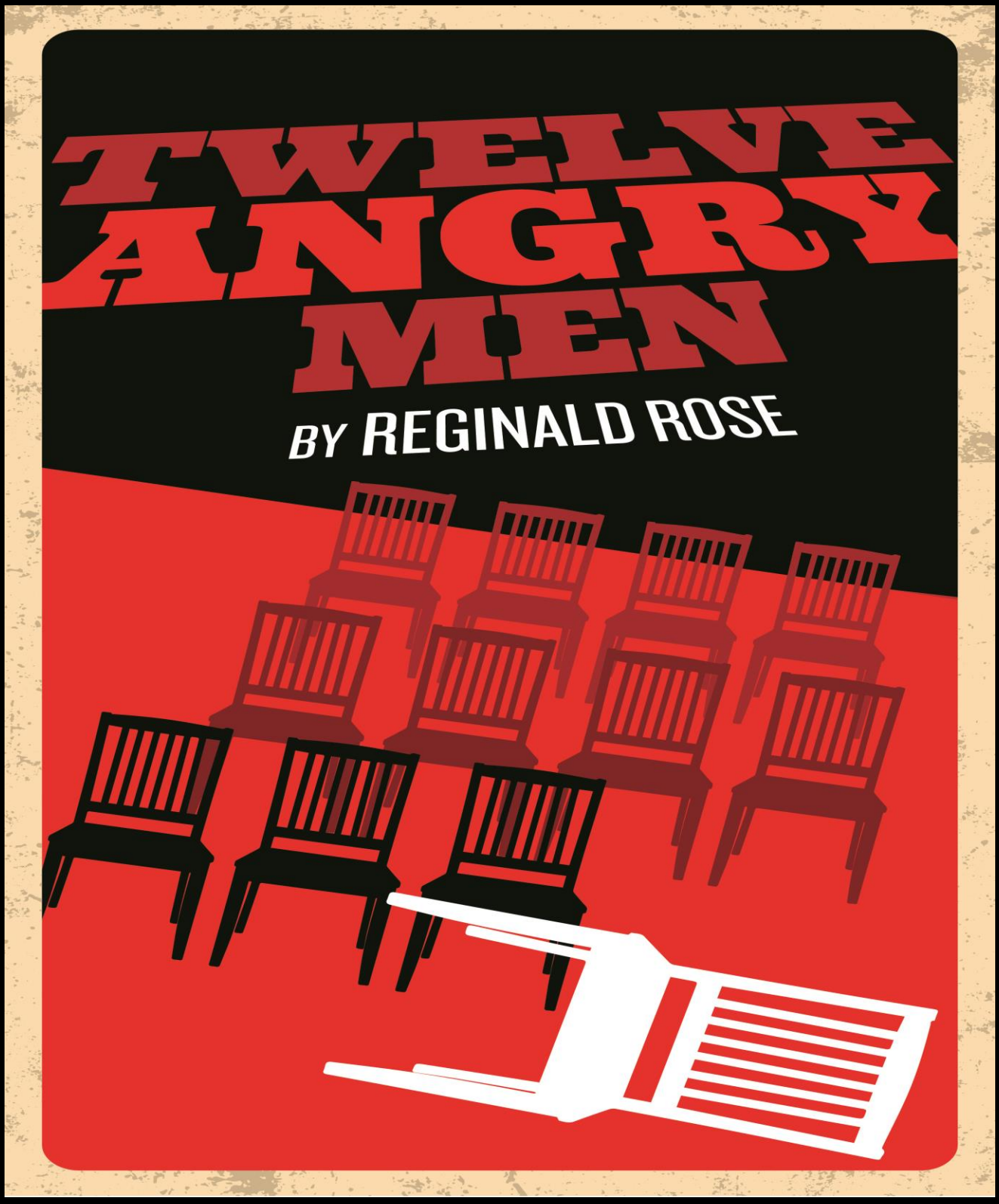


A Guide for Educators

Created by Heather Baynes, Education Associate
to accompany Florida Repertory Theatre's
Production 2016

TWELVE ANGRY MEN

BY REGINALD ROSE



Cast and Crew



1st Juror
Jason Parish



2nd Juror
Stephen Hooper



3rd Juror
Craig Bockhorn



4th Juror
Peter Thomasson



5th Juror
Ryan Gallerani



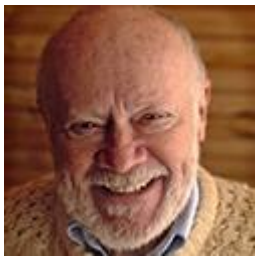
6th Juror
Brian Coughlin



7th Juror
Greg Longenhagen



8th Juror
V Craig Heidenreich



9th Juror
Chet Carlin



10th Juror
William McNulty



11th Juror
Graham Smith



12th Juror
Ryan Didato

Director: Charles Morey
Set Designer: Dennis Maulden
Sound Designer: John Kiselica
Lighting Designer: Julie Duro
Costuming Designer: Stefanie Genda



Guard
Dillion Everett



Reginald Rose

December 10, 1920- April 19, 2002



Reginald 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 during World War II attaining the rank of first lieutenant. Rose was married twice, first to Barbara Langbart in 1943, with whom he had four children, then to Ellen McLaughlin in 1963, with whom he had two children.

Rose started writing CBS in 1951 and eventually worked for all three major networks. He sold his first teleplay, *Bus to Nowhere*, in 1950 to the live CBS dramatic anthology program Studio One, for which he wrote *Twelve Angry Men* four years later. Rose was a screenwriter, beginning with Crime in the Streets (1956), an adaptation of his 1955 teleplay for The Elgin Hour. He made four movies with the British producer Euan Lloyd: *The Wild Geese, The Sea Wolves, Who Dares Wins and Wild Geese II*. He won an Emmy Award in 1954 for best written dramatic material for the original television version of *Twelve Angry Men,* was nominated for an Academy Award in 1957 for the screenplay of the film version, which he produced with Henry Fonda, and won Emmy Awards for *The Defenders.* Reginald died in 2002 in Norwalk, Connecticut due to heart failure. He was 81.

Fun Fact!
The original play used "Twelve" but the movie used the "12."

TWELVE ANGRY MEN

BY REGINALD ROSE



Introduction:

The trial is over and a 19-year-old man's fate is now in the hands of twelve strangers united only by their civic duty. As the door closes on the jury room, the guard mutters "he doesn't stand a chance." It looks like an open-and shut case – until one lone juror opens the others' eyes to facts that are hiding in plain sight and the possibility of innocence. Tempers flare, alliances shift, personal beliefs are challenged, and long-held prejudices bubble to the surface in this modern classic that is not to be missed!

Juror #1:
Non-confrontational, Juror #1 serves as the foreman of the jury. He is serious about his authoritative role, and wants to be as fair as possible.

Juror #2:
He is the most timid of the group. He is easily persuaded by the opinions of others, and cannot explain the roots of his opinions.

Juror #3:
This character is immediately vocal about the supposed simplicity of the case, and the obvious guilt of the defendant.

Juror #4:
A logical, well-spoken stock-broker, Juror #4 urges fellow jurors to avoid emotional arguments and engage in rational discussion.

Juror #5:
This young man is nervous about expressing his opinion, especially in front of the elder members of the group.

Juror #6:
Described as an "honest but dull-witted man," Juror #6 is a house painter by trade. He is slow to see the good in others, and is hesitant to join the opinions of others.

Juror #7:
A slick and sometimes obnoxious salesman, Juror #7 admits during Act One that he would have done anything to miss jury duty. He represents the many real-life individuals who loath the idea of being on a jury.

Juror #8:
He votes "not guilty" during the jury's first vote. Described as thoughtful and gentle, Juror #8 is usually portrayed as the most heroic member of the jury.

Juror #9:
Described in the stage notes as a "mild, gentle old man, defeated by life and waiting to die." Despite this bleak description, he is the first to agree with Juror #8, deciding that there is not enough evidence to sentence the young man to death.

Juror #10:
The most abhorrent member of the group, Juror #10 is openly bitter and prejudice. Most of the jurors, disgusted by #10's racism, turn their backs on him.

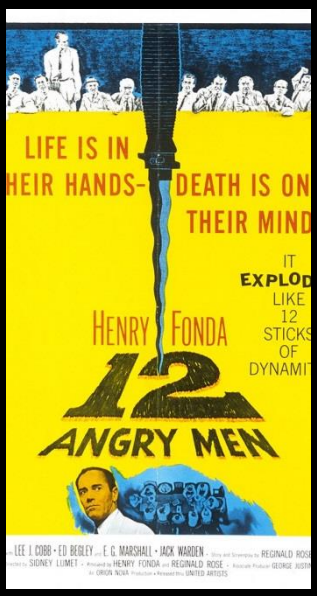
Juror #11:
As a refugee from Europe, Juror #11 has witnessed great injustices. He sometimes feels self-conscious about his foreign accent and conveys a deep appreciation for democracy.

Juror #12:
He is an arrogant and impatient advertising executive. He is anxious for the trail to be over so that he can get back to his career and his social life.

TWELVE ANGRY MEN

BY REGINALD ROSE





From Film to Stage...

Due to the large success of the initial televised production of *Twelve Angry Men*, a film adaptation of the script was put into the works. Directed by Sidney Lumet, the filming was completed after a short and rigorous rehearsal process. In fact, it lasted less than three weeks and had a very tight budget. Throughout the film, you will notice various camera angles and production techniques that show the division between the jurors. One of those being the angle of the camera. As the movie progresses, it moves from a wide frame to a very tight focus, aiding in the building of tension as the jury reaches its decision.

At the time of it's release, the film received critical acclaim for its compelling content, however it was a disappointment at the box office. It wasn't until the movie aired on television that the movie truly took it's footing, but it did receive nominations for Academy Awards including Best Director and Best Picture.

Reginald Rose various stage adaptations and the show underwent quite a few changes in time. Over the years, the play has received several noted revivals including a 2004 Broadway production, starring Boyd Gaines and Philip Bosco, and a 2007 US national tour starring George Wendt and Richard Thomas. The London West End production opened in 2013 and the show continues to be highly sought after by theatres and audiences alike.

***Twelve Angry Men* was originally written for an all male cast, however it has also been presented using women as *Twelve Angry Jurors*. How, if at all, do you think this effects the show for the better or worse? How do you think it would change time period, settings, etc?**

***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 premiers 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* premiers on Broadway. It had a limited run from October, 2004 to April, 2005.

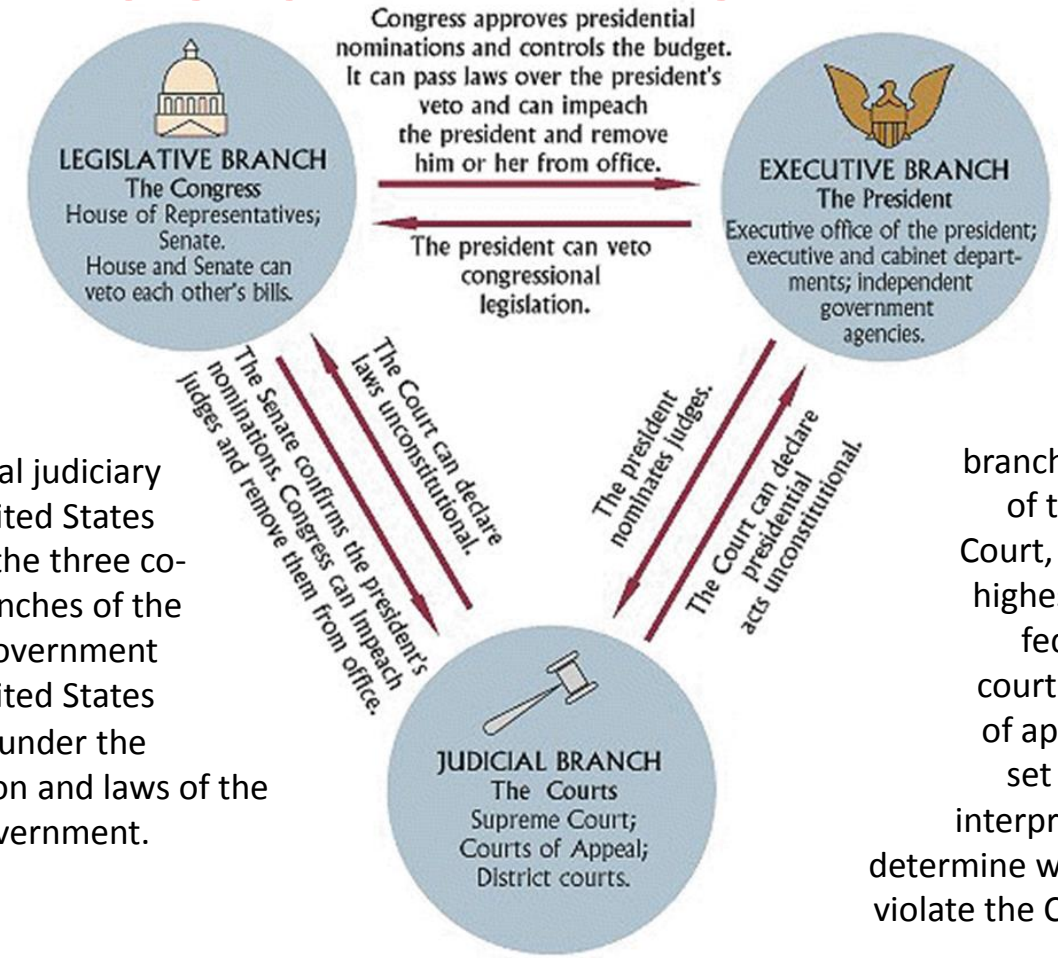


"12 Angry Men" Anticipation Guide

In the space provided, write *Agree* or *Disagree* for each statement based on your own personal beliefs and convictions. Then, in at least one complete statement, explain *why* you believe what you do. You must choose a side.

Statement	Agree or Disagree?	Why did you choose this side?	After seeing the play, did your point of view change at all?
It is easy to hold an opinion that is not the majority.			
If someone is found guilty of a crime by court of law, then that person is guilty of that crime.			
If I found myself in a courtroom, I would want a jury *of my peers* to decide my fate.			
Certain people are more likely to commit a crime than others.			
Everyone is innocent until proven guilty.			
The Judicial System is always fair and impartial.			
A jury should be required to reach a majority vote, NOT a unanimous decision on a defendant's guilt/innocence.			
Everyone has some biases.			
Victims/victims families should have a say in the defendant's punishment.			
The death penalty is the appropriate penalty for certain crimes.			

US Judicial System



The federal judiciary of the United States is one of the three co-equal branches of the Federal government of the United States organized under the Constitution and laws of the federal government.

The Judicial branch is made up of the Supreme Court, the nation's highest court, the federal district courts and courts of appeal. Courts set procedures, interpret laws, and determine whether laws violate the Constitution.

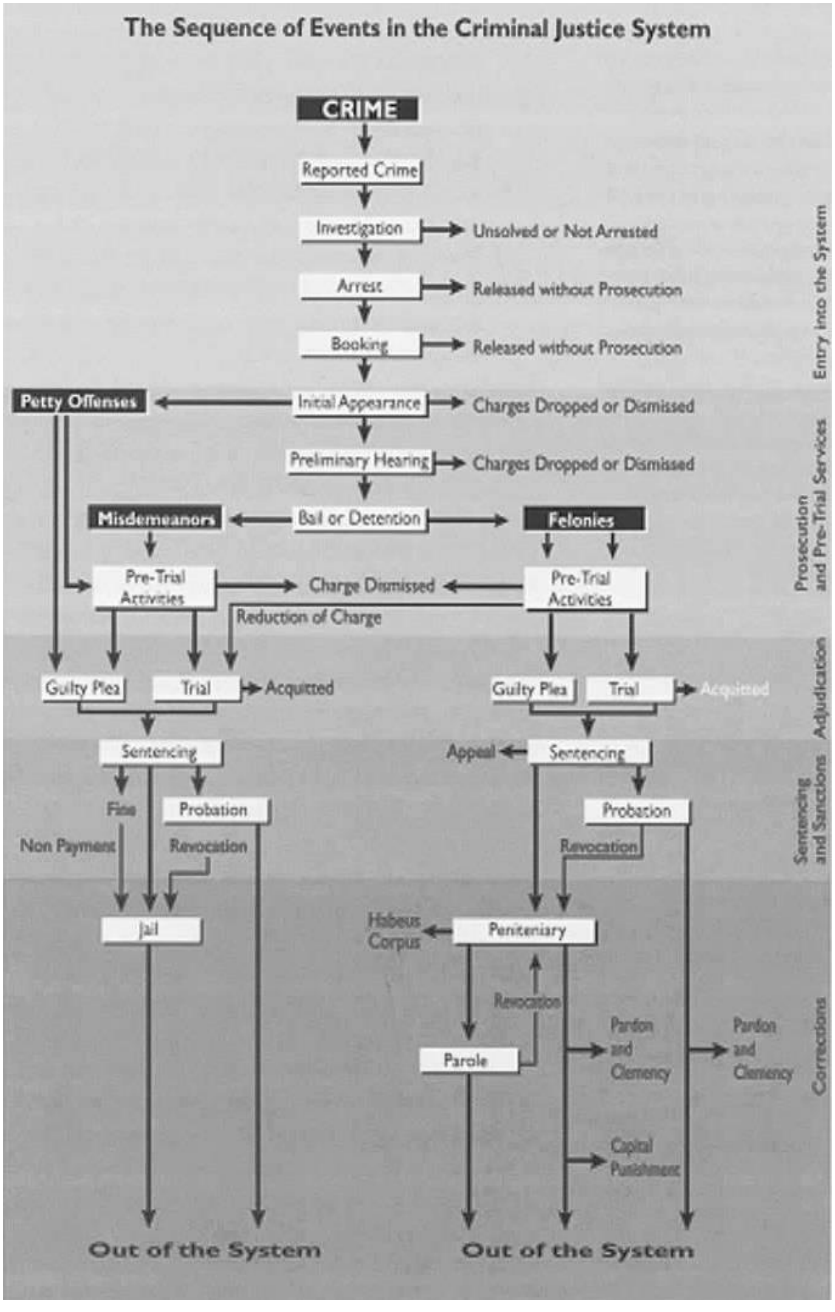
Roles of a Court Hearing:

- Counsel: A name for the lawyer engaged in the trial. Both the plaintiff and the defendant have counsel.
- Court clerk: The person who helps with administrative duties and stores the physical exhibits introduced as evidence at the trial.
- Court reporter: A person who types every word said during the trial. The typewritten document is a permanent record of the trial.
- Defendant: The person who is accused of a crime and is being tried.
- Defense attorney or public defender: The lawyer who defends the accused person. A public defender is appointed if the accused is unable to pay for an attorney.
- Foreperson: The foreperson of the jury speaks for the entire jury.
- Grand Jury: A group of people who decide whether or not there is enough evidence to formally accuse someone of a crime.
- Judge: The legal officer who presides over the courtroom and directs and controls the trial.
- Plaintiff: The person who accuses another and brings the lawsuit to court.
- Prosecutor: A public official who brings the government's case against a person accused of a crime and asks the court to convict that person.
- Trial Jury: Usually made up of six to twelve people, the jury listens to testimony from both the plantiff and defendant's side and decides the verdict of a case.
- Witness: A person who gives the jury information about the case.

The Sequence of Events in the Criminal Justice System

A crime is committed.
A public defender is appointed for the suspect.
A suspect is identified.
Case is taken to trial.
The suspect pleads not guilty.
Sentencing.
A probable cause hearing is held.
The police begin investigations.
The defendant claims violations of the constitution, such as illegal search.
A suspect is arrested.
The county attorney charges the suspect with a crime.
Jury deliberations.
The suspect is questioned by the police.
A court date is set for an initial appearance.

The phrases to the left are the various steps in a court hearing procedure. Cut out the table and cut into strips of paper. With a partner, use the chart below to put the events in the correct order.





LEE COUNTY COURTHOUSE

Celebrating 100 years of service to Lee County.

The classic Lee County Courthouse building in downtown Fort Myers, was created through an unlikely combination of schemes and counter-schemes, political rivalries and competing visions for the future. Its construction involved scheming, mid-night rebellion, and a high-energy political feud.

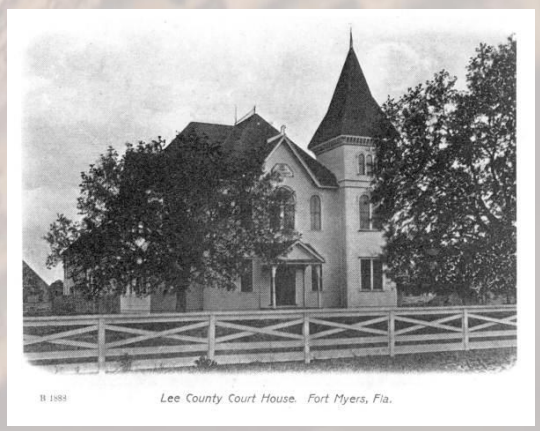
Constructed in 1894, a wood-frame courthouse opened to the public only seven years after Lee Country was established separately from Monroe County. Twenty years later, the county was averaging about 8,000 residents and the commissioners voted a new courthouse should be built. However, this did not come without resistance.

The opponents of the new courthouse boarded a train to seek an injunction from Arcadia judge to halt the new courthouse construction. Harvie Heitman, leader of the anti-courthouse crowd, didn't want tax dollars spent on the project. While Mr. Heitman was away, the promoters of the new courthouse gathered, men, women, and children, and led by Mr. Towles 150 men set up on with one mission; to disassemble the courthouse. They were determined to take down the old building to make way for a new one. They used axes and crowbars and worked throughout the night to bring the courthouse down.

The next morning, Mr. Heitman returned from Arcadia with a court order in hand, however, he was too late. The courthouse he wanted to save no longer existed.

100 years ago these events led to the neo-classic building we now enjoy in downtown Ft. Myers.

In 1915, though, the courthouse was on a dirt road and the city of Cape Coral didn't exist and no highway connected Fort Myers to Tampa and Miami. Built for nearly $100,000, the courthouse now is surrounded by paved road in the heart of a busy metropolitan area with more than 600,000 citizens. 100 years later it is still a marvel for architecture .



A century after opening, the courthouse is still a functional building, one where the Lee County Commission meets and the commissioners have their offices. It is rich in history, with nearly every decision made by the county happened within those walls prior to it's 1980's remodel.

This history though, was in danger from 1984-1988 as the courthouse sat vacant, unused, and was quickly falling into disrepair. With the splendor of it's early days fading away, county commissioners voted in 1987 to begin restoring the historical landmark. In 1989 the newly renovated courthouse was opened and it still serves as a focal point for downtown Ft. Myers.

While the building is still called the "courthouse," it now serves as the headquarters for the Lee County Commission. As county officials prepare to celebrate the 100th anniversary of the April 13, 1915 placing of the cornerstone and the opening of the building in December of that year, it's unlikely many local residents know its creation story.

Write About It:

- What did you know about the Ft. Myers Courthouse previously?
- What did you find interesting about the courthouse's creation?
- Do you agree with how the courthouse came to be?
- Imagine as if you lived 100 years ago. Choose a side either in support of the new courthouse or opposing it. Write a paragraph supporting your side. Create a poster that articulates your side.

Get in on the Vote



Just as the jurors in *Twelve Angry Men* had to have decisive opinions regarding the case, we daily are faced with issues that have the ability to resonate with us. It is the civil responsibility for individuals to be able to develop opinions and be able to justify those stances. Why do you think it is important to be able to make educated decisions and what do you think helps to develop one's opinion? Where in our society do you see the necessity of standing by ones opinions?

"It takes a great deal of courage to stand alone even if you believe in something very strongly."
Reginald Rose, Twelve Angry Men

With a partner think of one statement that you feel deals with an issue prominent in today's society. The statement must strongly represent one side of the argument. As a class, the instructor will read the statements aloud. Students should go to the far right of the classroom if they agree with the statement or to the far left if they disagree. If a student is neutral on an issue, they can linger closer to the middle of the classroom. Each opposing side should develop a short argument for their viewpoint in an attempt to sway those left in the middle to their side.



Curriculum Extension:

Host a classroom debate! Assign students sides in various arguments in which they will be responsible for developing a point of view and argument supporting their view. Conduct an in class debate where students must present their ideas in a formal presentation.

VOCABULARY

LEGAL TERMS

* **acquit** (v.) – declare a person on trial not guilty as a result of a unanimous jury vote

* **alibi** (n.) **–** an excuse, real or fictional, that a person could not have committed a crime

* **alleged** (adj.) – a person maintained by police to have committed a crime, but not yet declared guilty by a jury; alleged criminals are legally innocent until proven guilty

* **convict** (v). – declare a person guilty of a crime as a result of a unanimous jury vote

* **court- appointed attorney** (n.) - 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

* **deliberate** (v.) – to consider carefully by listening to, and arguing with, others' points of view

* **evidence** (n.) – that which helps to prove or disprove a claim

* **homicide** (v.) – murder

* **hung jury** (legal) – if a jury is unable to reach a unanimous verdict, a hung jury is declared, and the jury selection process begins all over again

* **innocent until proven guilty** (legal) **–** all American citizens are innocent until proven guilty; the prosecution (team fighting to convict the plaintiff) bears the "burden of proof" that the defendant is guilty

* **juror** (n.) – one of the twelve members of a jury; peers of the person on trial

* **motive** (n.) – the likely reason a defendant might have committed a crime

* **premeditated** (adj.) – determined or decided in advance

* **reasonable doubt** (legal) – uncertainty as to a criminal defendant's guilt; the level of certainty a juror must have to find a defendant guilty of a crime

* **suspect** (n.) – a person believed likely (by police) to have participated in a crime

* **testimony** (n.) – the evidence a witness provides in court

* **verdict** (n.) – the decision reached by a jury: guilty or not guilty

WORDS FROM/RELATING TO PLAY

* **stereotype** (n.) - an often over-simplified, over-generalized or biased mental picture used to characterize the "typical" member of a group

* **bias** (n.) - prejudice (pre-judgement); a preference or previous belief, especially one that prevents impartial judgment; an unfair act or policy stemming from prejudice

* **petty** (adj.) - marked by narrowness of mind, ideas, or views

* **dogged** (adj.) - stubborn; obstinate

* **meek** (adj.) - easily taken advantage of; submissive; mild-mannered

* **sadism** (n.) - the deriving of pleasure from inflicting cruelty on others

* **intolerant** (adj.) - unwilling to tolerate differences in opinions, practices, or beliefs, especially religious beliefs.

* **appalled** (adj.) - struck by shock, terror, or amazement; aghast

* **naïve** (adj.) - lacking worldly experience or adult understanding; child-like in one's lack of sophistication or critical judgment

* **bigot** (n.) - a prejudiced person who is intolerant of opinions differing from his own

* **refugee** (n.) - one who flees war, political oppression or religious persecution in search of safety (refuge)

* **subservient** (adj.) - showing the obedience of a slavish yes-person; compliant; submissive

* **superficial** (adj.) - trivial; shallow; existing only on the surface and showing no depth

* **belligerent** (adj.) - eager to fight; hostile; aggressive

Select 10 Vocabulary words from above. Imagine that you are a juror in the case represented in the play. Using your 10 Vocabulary words, write a rebuttal for which side you support and why.

_____

_____

_____

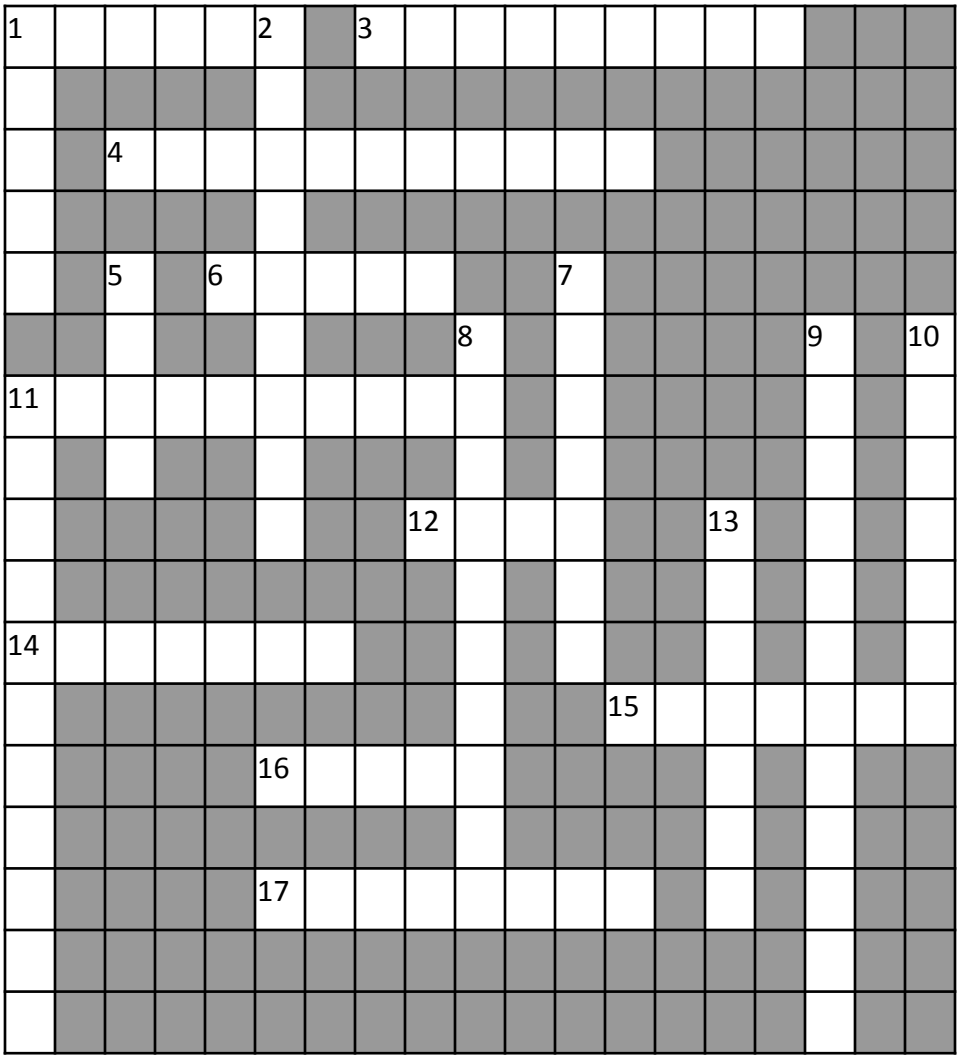
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Use the terminology throughout this study guide to answer the following puzzle.



ACROSS

1. Declare a person on trial not guilty as a result of a unanimous jury vote.
3. the person who is accused of a crime and is being tried
4. showing the obedience of a compliant and submissive person.
6. a prejudiced person who is intolerant of opinions differing from their own
11. an often over-simplified or biased mental picture used to characterize the "typical" member of the group
12. a preference or previous belief, especially one that prevents impartial judgment
14. one who feels war, political oppression or religious persecution in search of safety
15. declare a person guilty of a crime as a result of a unanimous jury vote
16. the legal officer who presides of the courtroom
17. the person who accuses another and brings the lawsuit to court

DOWN

1. an excuse, real or fictional, that a person could not have committed a crime.
2. the evidence a witness provides in court
5. easily taken advantage of; submissive
7. the deriving of pleasure from inflicting cruelty on others
8. eager to fight; hostile
9. determined or decided in advance
10. the decision reached by a jury; guilty or not guilty.
11. trivial; shallow; existing only on the surface
13. a person who gives the jury information about the case

8TH JUROR: I'd like to go over something, if you gentlemen don't mind. An important point for the prosecution was the fact that the boy, after he claimed he was at the movies during the hours the killing took place, couldn't name the pictures he saw or the stars who appeared in them. [*He points to the* 4TH JUROR.] This gentleman has repeated that point in here several times.

4TH JUROR: That's correct. It was the only alibi the boy offered and he himself couldn't back it up with any details at all.

8TH JUROR: Putting yourself in the boy's place, if you can, do you think you'd be able to remember details after an upsetting experience such as being struck in the face by your father?

4TH JUROR: I think so, if there were any special details to remember. He couldn't remember the movies at the theater he named because he wasn't there that night.

8TH JUROR: According to the police testimony in court he was questioned by the police in the kitchen of his apartment while the body of his father was lying on the floor in the bedroom. Do you think you could remember details under such circumstances?

4TH JUROR: I do.

8TH JUROR: Under great emotional stress?

4TH JUROR: Under great emotional stress.

8TH JUROR: He remembered the movies in court. He named them correctly and he named the stars who played in them.

4TH JUROR: Yes, his lawyer took great pains to bring that out. He had three months from the night of the murder to the day of the trial in which to memorize them. I'll take the testimony of the policeman who interrogated him right after the murder, when he couldn't remember a thing about the movies, great emotional stress or not.

Script Analysis:

Use this passage to compete the following activities:

1. Use a highlighter to identify any words you may not be familiar with. Look them up in a dictionary and define.
2. Which juror do you think offers a stronger argument? Why?
3. Act it out! With a partner, act out the scene, reading as each character. Decide your intentions and what you want to achieve as that character.
4. Which side of the argument do you support. Why? Think from the other view. What are the valid points of this point of view?



Question for Thought:
Why do you think "Lady Justice" is blindfolded?

Answer:
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.

Questions for Discussion

- What strengths and weaknesses of the jury system does the play bring to light? What do you think the playwright's opinion about the system is?
- In what way is the play dated? What elements of it are timeless?
- What is the role of racial prejudice in the play? What statement do you think the playwright wanted to make about prejudice in society?
- 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.
    - Though there was diversity of experience and thought, is that sufficient?
    - How did the juror's backgrounds and prejudices influence the decision making process?
- Which jurors are swayed by their emotions? Which are more guided by reason?
- Besides racial prejudice, what other forms of prejudice can you identify in the play? Are the jurors biased against each other? If so, in what way?
- Why did the playwright choose not to give the audience a definitive answer regarding the boy's innocence or guilt? How does the lingering doubt about the truth affect the audience's experience of the play?
- Describe the importance of social responsibility in the context of the play and the problems that result from putting individual needs ahead of obligations to society
- 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.
    - What are the advantages and disadvantage of each of the above forms of decision making?
    - 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.

Critical Review



Using the space below, write your own review of the performance. What did you like? What did you not like? Why? Would you tell your friend to go see it? Try to incorporate the theatre vocabulary into your review.

Theatre Vocabulary

1. **Role-** the character(s) played by an actor.
2. **Props-** items held by actors such as the bag of wind or oars of a boat.
3. **Script-** the written words of a play the actors memorize their lines from.
4. **Climax-** the height and "changing point" of the story.
5. **Blocking-** the physical movement of actors. Where they stand and when they move.
6. **Costumes-** what the actors wear, including accessories such as a crown.
7. **Playwright-** the author of the play.
8. **Improvisation-** acting without scripted lines. Similar to ad-libbing, meaning to make something up on the spot.
9. **Fourth Wall-** the imaginary division between the audience and the actors. When actors speak directly to the audience, it is called "breaking the fourth wall."
10. **Dialogue-** the words spoken between 2 or more characters. A conversation.
11. **Monologue-** a series of lines spoken by one actor only. They may be speaking to another on stage character, or may be alone on stage.

Making Connections

Aligned Standards:

LAFS.7.SL.1.1
1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
2.Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
3.Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
4.Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.910.SL.2.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SS.7.C.1.9
Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

SS.8.C.2.1
Evaluate and compare the essential ideals and principles of American constitutional government expressed.

SS.912.A.5.10
Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities

G.K12.4.1.1a
Problem Investigation - Know: Recognize multiple problems within a complex issue; poses research questions.

Sequence of Events Answer Key:

1. A crime is committed.
2. The police begin investigations.
3. A suspect is identified.
4. The suspect is questioned by the police.
5. A suspect is arrested.
6. A court date is set for an initial appearance.
7. The county attorney charges the suspect with a crime.
8. The suspect pleads not guilt.
9. A public defender is appointed for the suspect.
10. Defendant claims violations of the Constitution, such as illegal search.
11. A probably cause hearing is held.
12. Case is taken to trial.
13. Jury deliberations.
14. Sentencing.

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