

Name: _____

Due Date: _____

MENU: *Twelve Angry Men Act II*

Directions: While reading Act II of *TAM*, you will **choose which QUESTIONS to respond** to show your knowledge of the play and jury system. All of your work should be attached to this menu with the sections clearly labeled. Your answers must be in **COMPLETE SENTENCES**.

Appetizer of Knowledge & Comprehension - Choose 6 questions/1pt each

Recall/Reproduction: Recall a fact, information, or procedure. Process information on a low level.

Key Verbs: define, describe, explain, give examples, identify, recall, state

1. Juror Eleven makes a suggestion that one of the others does not understand "reasonable doubt." To whom is he directing his remark, and why is the other juror angry?
2. What point does Eight make by questioning Four about what movie he saw?
3. What does Three do to Eight in the beginning of Act III that causes the others to cry, "Look out!"
4. Why is Five convinced that the boy did not stab his father? What makes Five an authority?
5. After Five's comments about the knife, another vote is taken. How does the count stand after this vote?
6. In the scene where Ten starts talking about "those people," why do the other jurors get up from the table?
7. What comments does Juror Eight make that seem to settle the argument about "doubt"?
8. To Four, what is the most convincing evidence that the boy is guilty?
9. What does Nine mention about the woman that forces the jurors to think about the woman and her glasses?
10. What is brought up to refute the woman's claim that she saw the boy kill his father?
11. Why does Four change his vote to not guilty?
12. Did Three finally believe the boy was not guilty, or did he vote just to get it over with? Support your answer.

Dinner of Application & Analysis - Choose 3 questions/3 pts each

Skill/Concept: Use information or conceptual knowledge, two or more steps.

Key Verbs: apply, calculate, categorize, classify, construct, interpret, predict, relate

1. In the opening of Act II, Juror Eleven praises the fact that people can hold unpopular opinions in this country. He continues speaking about democracy. Why does Reginald Rose give him these lines?
2. Who are the protagonist and antagonist of this play? Support your claim with evidence from the text.
3. Why does Juror 9 BEST understand the underlying intentions of the old man downstairs?
4. What is the dramatic climax of this act?
5. Identify a theme displayed in the play. Explain how the message is universal.

Dessert of Synthesis – Choose 2 questions/10 pts each

Strategic Thinking: Requires reasoning, developing a plan or a sequence of steps, some complexity.

Key Verbs: assess, cite evidence, compare, contrast, defend, explain how, justify

1. Compare and contrast the endings of Acts I and II.
2. Over the course of the play, we learn that Juror Ten is a bigot. Explain what that means. Then, find textual evidence to support this characterization of Juror Ten.
3. Identify two-three examples of prejudice/stereotypes found in the second act of the play. What does the prejudice/stereotype reveal about the person himself and/or society at that time?
4. The play shows us a man's world where men do everything and women do little more than serve as witnesses. List two-three instances in the second act play where a woman's perspective may have made a difference and explain why.

Midnight Snack of Evaluation – Choose 1 question/20 pts

Extended Thinking: Requires an investigation, time to think and process multiple conditions of the problem.

Key Verbs: appraise, connect, create, critique, design, judge, prove, report

1. Which Juror are you most like? Explain using two-three pieces of evidence from the text.
2. Which Juror are you least like? Explain using two-three pieces of evidence from the text.
3. If you were one of these jury members, how would you have voted at the end of the play? Would the arguments of Juror Eight have been persuasive enough to make you change your vote to NOT GUILTY? Why or why not?