

**Subject:** English— Drama: Twelve Angry Men

**Title:** *Lesson 2*—Human Nature and Human Societies

**Date:** \_\_\_\_\_

**Grade:** ENG 3C1

**Time Frame:** 75-150 minutes

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**Curricular Expectations:**

Oral Communication:

- Listening to Understand: (1.4) identify the important information and ideas in oral texts, including increasingly complex texts, in a variety of ways; (1.7) analyse oral texts, including increasingly complex texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener’s/viewers response.
- Speaking to Communicate: (2.1) communicate orally for a variety of purposes, using language appropriate for intended audience; (2.2) demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience; (2.4) use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate and engage their intended audience; (2.5) identify a variety of vocal strategies, including tone, pace, and volume, and use them appropriately and with sensitivity to audience needs and cultural differences.

Reading and Literature Studies:

- Reading for Meaning: (1.3) identify the most important ideas and supporting details in texts; (1.6) analyse texts in terms of the information, ideas, issues, and themes they explore, exemplifying how various aspects of the texts contribute to the presentation or development of these elements; (1.7) evaluate the effectiveness of texts, using evidence from the text to support their opinions; (1.8) identify and analyse the perspectives and/or biases evident in texts, and comment on any questions they may raise about beliefs, values, identity, and power.

Writing:

- Developing and Organizing Content: (1.2) generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources; (1.3) locate and select information to appropriately support ideas for writing; (1.4) identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and organizational patterns suited to the content and the purpose of writing;

Media Studies:

- Creating Media Texts: (3.4) produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques.

**Lesson Expectations:**

- Students will analyze dramatic plot structure, determining how character in action and words contribute to climactic outcomes;
- Students will produce blogs and participate in discussion forums, comparing characters in the play to citizens in a democracy;
- Students will compose a profile, examining the words and actions of dramatic characters, inferring patterns of human behaviour, attitudes, and values, and create a tangible representation profile of that character throughout the unit.

**Anticipatory Set:**

(10 minutes)

<b>Hat Trick: Groups Formed and Tasks Explained</b>	-The teacher passes a hat around, containing numbers 1-12, plus additional numbers 3, 7, 8, 9, 10, 11 for larger classes. The number a student draws will correspond to the juror that each will read aloud in role and analyze.
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**Procedure/Instructional Sequence:**

(50 minutes)

<b>Reading Aloud in Role ACT I (p. 5-26)</b>	-The teacher hands out the copies of the text and students read the teleplay aloud in role, guided and informed by the playwright's "Description of Characters"
<b>Making Inferences</b>	- Students are asked to infer the back stories of jurors, including some or all of the following: physical appearance, telling mannerisms, occupations, fears, desires, values, attitudes, and significant experiences and choices
<b>Discussion Forum and Blog Writings</b>	<p>-Students are asked to collaborate with their group members, posting their observations and inferences about their particular juror on a Discussion Forum or blog on the wikispaces class website, or the teacher can create a class Ning site that allows for blogging and social networking.</p> <div style="text-align: center;">  </div> <p><i>During the reading of the play and after viewing the film adaptations, each group (through blogs, discussion forums, in-class discussions) performs these tasks:</i></p> <ol style="list-style-type: none"> <li>1. Compose a profile of their juror, based on their words and actions, that includes some or all of the following: his physical appearance, mannerisms, occupation, fears, desires, values, attitudes, and significant choices;</li> <li>2. Analyse and explain what their juror contributes to the dramatic development of the play's/film's storyline and plot;</li> </ol>

<p><b>OR/</b></p>	<p>3. Analyse and explain what their juror reveals about human nature and behaviour; and</p> <p>4. Apply how their juror contributes to important themes in the play/film, such as the workings and tensions inherent in human society, democracy, and leadership.</p>
<p><b>Create Facebook Page for Juror</b></p>	<ul style="list-style-type: none"> <li>-The teacher hands out the activity <b>“Creating a Facebook Profile for Your Juror”</b> and explains the ongoing activity to the class.</li> <li>-Students will create and produce a tangible Facebook profile throughout the course of the unit.</li> <li>-Students (either independently or in small groups, depending on class size) will keep an ongoing log that explores their juror in-depth as the play progresses, updating status with “guilty” or “not guilty” as the deliberation continues.</li> <li>-At the end of the play students will put together their Facebook profile on Bristol board and submit.</li> <li>-The teacher shows exemplars of different levels, explaining the differences between them in regards to expectations.</li> <li>-The teacher reviews the assessment rubric and entertains any questions.</li> <li>-The teacher reviews the daily reflection log and the class negotiates a due date for the project.</li> </ul> <div data-bbox="555 995 985 1157" style="text-align: center;">  </div>