Freshman English CPA Unit Plan: Reginald Rose’s *12 Angry Men*

**Unit Summary:** Freshman will attain knowledge of the American jury system through pre-reading, during reading, and post reading assignments and activities associated with Reginald Rose’s 12 Angry Men. They will gain invaluable information associated with serving on a jury, they will read the play, and in the end, write their first analytical essay.

**Unit Purpose:** The purpose of this unit is to accrue information in relation to content specific vocabulary, to become familiar with the literary term “allegory,” to understand the weaknesses and strengths of the United States jury system, to learn and implement the MLA format, and to learn how to write a proper analytical essay.

**Essential Questions:**

1. What is the importance of social responsibility and the problems that may result from putting individual needs ahead of obligations to society?
2. What does the role of doubt play in the world of the justice system and our everyday lives?
3. What are the strengths and weaknesses of the American jury system that the play exposes? Do these strengths and weaknesses exist today in the jury system?

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| **Pre-Reading Assignments & Activities** | **Formative & Summative Assessments** |
| *12 Angry Men* Vocabulary Power Point Notes | For a class participation/classwork grade, students will copy the vocabulary and definitions they will be responsible for throughout the unit |
| Jury System Web Inquiry | For a CP/CW grade, students will research the American jury system in the writing lab through a web inquiry assignment complete with search instructions and questions |
| Jury Survey | As a summative assessment, students will ask 25 people whether or not they served on a jury, answer a reflection question in 150-200 words, and create a bar graph |
| Author & Juror Background | For a homework grade, students will actively read author & juror background using the I’s &/or C’s Method |
| Eyewitness Reliability Open Response | As a summative assessment, students will complete an open response (short essay) on juries being warned regarding eyewitness reliability |
| **During Reading Assignments** | **Formative & Summative Assessments** |
| During Reading Questions | Students will receive one homework grade per act for answering during reading questions and providing some quotes of explication for each answer. We will complete all reading of the play in class |
| Content Quizzes | Students will receive a quiz grade for completing 3 end of act quizzes with three parts: multiple choice, short answer, and quote identification |
| Vocabulary Quizzes | Students will take three three-part vocabulary quizzes complete with a matching section, a categories section, and a using words from different angles section |
| Hooking your Reader & Writing a Proper Essay Introduction | For a CP/CW grade, students will work on writing a properly formatted MLA essay introduction |
| The Body of the Essay | For a CP/CW grade, students will work on write properly formatted MLA body paragraphs |
| The Essay Conclusion | For a CP/CW grade, students will work on writing a full MLA formatted essay conclusion and theme statement |
| **Post Reading Assignments** | **Formative & Summative Assessments** |
| *12 Angry Men* Unit Exam | Unit Exam will be graded as a summative assessment and focus on vocabulary, novel content, and novel analysis |
| Analytical Essay | Students will choose from an array of questions and write a 3 page analytical essay using the proper format. The analytical essay will be graded using a rubric that focuses on the assertions they make, the evidence they provide to back up their claims, and the quality of their arguments |
| *12 Angry Men* Core Work Index Card | Students will receive a class participation/classwork grade for completing this review of the novel for unit exam and state exam purposes. |

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| **Opener Samples** | **Closer Samples** |
| * Review act & scene summaries from previous day * Essay Pop Quiz Sample Questions: What is included in a proper MLA heading? What is included in a proper essay introduction? | * Summary of the day’s lesson * Reactions to class material through brief discussions and quick writes * Status Reports * Preview of the next day’s lesson |

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| **BHS Literacy Objectives** |
| **Reading:** For content (both literal and inferential), to apply pre-reading, during reading, and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary, to research a topic, to gather information, to comprehend an argument, to determine the main idea of a passage, to understand a concept and construct meaning, and to expand one’s experience |
| **Writing:** To take notes, to explain one’s thinking, to argue a thesis and support ones thinking, to write an open response, to generate a response to what one has read, viewed, and heard, to convey one’s thinking in complete sentences, and to develop an expository essay with a formal structure |
| **Speaking:** To convey one’s thinking in complete sentences, to interpret a passage orally, to participate in class discussion, to respond to what one has read, and to communicate in a manner that allows one to be both heard and understood |
| **Reasoning:** To identify a pattern, explain a pattern and/or make a prediction based on a pattern, to explain the logic of an argument or solution, and to use analogies and/or evidence to support one’s thinking |

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| **Common Core Standards** | |
| College & Career Readiness Anchor Standards for **Reading** | **Key Ideas & Details:**   1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   **Craft & Structure:**   1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning. 2. Assess how purpose shapes the content and style of a text. 3. Assess how point of view or purpose shapes the content and style of a text.   **Integration of Knowledge & Ideas:**   1. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 2. Analyze the meaning of literary texts by drawing on knowledge of literary concepts & genres. 3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| College & Career Readiness Anchor Standards for **Writing** | **Text Types & Purposes:**   1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.   **Production & Distribution of Writing:**   1. Produce clear and coherent writing in which the development, organization, and style are appropriate for the task, purpose, and audience 2. Develop and strengthen writing as needed by planning. 3. Use technology, including the Internet, to interact and collaborate with others.   **Research to Build and Present Knowledge:**   1. Conduct short research projects based on focused questions, demonstrating understanding of the subject under investigation. 2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 3. Draw evidence from literary and informational texts to support analysis and reflection.   **Range of Writing:**   1. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single siting or a day or two) for a range of tasks, purposes, and audiences. |
| College & Career Readiness Anchor Standards for **Speaking & Listening** | **Comprehension & Collaboration:**   1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally. 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.   **Presentation of Knowledge & Ideas**   1. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 2. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| College & Career Readiness Anchor Standards for **Language** | **Conventions of Standard English:**   1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   **Knowledge of Language:**   1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |