

Name _____ Date _____ Period _____

12 Angry Men Literary Analysis

Directions: Complete tasks as directed. This will help you write 1 strong analysis paragraph about *12 Angry Men*.

12 Angry Men Prompt

Directions: Write the **best essay that you can** using *12 Angry Men* in response to the following prompt. Use pen or pencil. Write on looseleaf. (You are really only writing a paragraph today, but this is what the full prompt would look like!)

AP Prompt (2009): Some novels and plays seem to advocate changes in social or political attitudes or in traditions. Think about the particular attitudes or traditions that Reginald Rose, through *12 Angry Men*, apparently wishes to modify. Then analyze **the techniques** the author uses to influence the reader's or audience's views. Avoid plot summary.

1. Topics: To figure out the theme of a book, start by listing the important topics discussed in the book. For any given book, there will be lots of topics to explore.

Topics

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2. Once you list topics, you then ask yourself “What did I learn about this topic?” Your answer to this question will help you figure out the **theme**, or author’s message.

Theme(s)/Messages (Write down class brainstorm)

Choose 1 theme from the list above that you would like to focus on and write it down here:



Literary Device/Dramatic Technique Analysis

Directions: Choose 1 small passage (8-10 lines) throughout the play that supports your chosen theme. Write the page number and beginning and end of the passage down so that you can find it.

Passage #	Page #	First four words of passage and last four words of passage. Make sure this passage truly connects to your chosen theme.	Literary Device/Technique (1 or 2 max)	What does the literary device highlight/emphasize about the story?
1.				
2.				

Literary Devices

-Dialogue-characters speaking

-Rhetorical question- a question that the speaker does not intend to be answered;-a question that is used for effect and not meant to be answered.

-Word choice (diction)

- Emotionally charged word choice
- Use of pronouns

-Sentence length (short? long?)

- Simple (1 subject/1 verb)
- Compound (2 full sentences connected)
- Complex (1 full sentence; 1 dependent clause)

-Sentence type

- Declarative (statement)
- Exclamatory (ends in exclamation point)
- Interrogative (question)
- Imperative (command)

-Repetition

-Alliteration-repetition of beginning sounds

-Anaphora-repetition of the same word or group of words at the beginning of a sentence

-Verbal irony-sarcasm

-Irony-When you expect one thing, but instead, the opposite happens.

-Anecdote-short/small story that serves as an example

-Logos-use of logic to support an argument

-Pathos-use of emotion to forward an argument.

-Symbolism-when one object/event stands for something bigger than itself (window, knife, glasses, water cooler, bathroom, weather, etc.)

-Allusion-passing reference to books, documents, historical events.

-Cliche- an overused expression

-Stage directions

-Props

-Juxtaposition-when two ideas are next to each other, allowing the reader to make a comparison.

-Foil-a character who is the opposite of another character; intends to highlight the characteristics of each character.

-Imagery

-Metaphor

-Personification

-Hyperbole

Parts of an Analysis Paragraph

- Topic sentence which introduces the **device** (s), **author**, and **theme**.
- A few words that introduce the **context** of your chosen quotation(s)
- Exact text from book (**Quotation** (s))
- Commentary** (your thinking), which explains you **quotations**, where the **literary device** is, and how the **device** helps make the **sentence/passage** support the **theme**.

Your analysis paragraph (or 2 small analysis paragraphs):

Rubric

10	8	7	6 or below.
Clearly stated theme in the assertion. Student demonstrates an understanding of a theme (large, universal message) as opposed to a topic or a summary. All pieces of the paragraph are present: Topic sentence with device, author, theme. Brief quotation context. Evidence Commentary Brief quotation context Evidence Commentary Great attempt at connecting two devices to a theme. Does not have to be accurate or 100% correct to get full credit. Only a few grammatical errors.	Student does not demonstrate an understanding of theme, but instead may list a topic or summarize. May be close to a theme but the words needs to be clarified a bit. May not have attempted an analysis of the devices in the assertion. ie: mentions devices in assertion, but only attempts a brief analysis in the commentary. Fair amount of grammatical errors (at least 1 per sentence)	Student does not demonstrate an understanding of theme, but instead may list a topic or summarize. No theme. May only have 1 piece of evidence instead of 2. Underdeveloped. May not have attempted an analysis of the devices in the assertion. ie: mentions devices in assertion, but only attempts a brief analysis in the commentary. No theme present. More than 1 grammatical error per sentence.	Incomplete. Does not demonstrate a beginning understanding of connecting devices to meaning/theme. Paragraph may just be summary, or students substituted an easier task for the task at hand.