

Anne-Charlotte Legrand – Académie de Versailles (Travail inspiré par celui des membres du groupe Facebook – prof d’anglais spécialité LLCE Lycée notamment de EG, SN, MR et LLM -pour la TF- que je remercie)

### The art of debating and the issue of Death penalty

*art and power*: traditionally, people have called argument any attempt that uses logic to incite a person to take action or to change an opinion or belief. Persuasion is considered to be the same call to action or to change an opinion or belief, but based on appealing to emotion and feeling. And sometimes it can have dramatic issues on people's life.

“Criminals do not die by the hands of the law. They die by the hands of other men.”

— George Bernard Shaw, *Man and Superman*

“The death penalty is not about whether people deserve to die for the crimes they commit.

The real question of capital punishment in this country is, Do we deserve to kill?” — Bryan Stevenson, *Just Mercy: A Story of Justice and Redemption*

	To what extent is persuasion an art?
At the end of the Unit, I will	- know more about the legal system in the USA - learn about the many greats lawful victories
What vocabulary will I need ?	- court - protest - opinion
What grammatical structure will I need ?	- expressing opposition - subjunctive
What documents will be used ?	<p><b>1- A Legal world</b>            1a- Blind Justice : knowing more about Lady Justice            1b- Making Big Money, <i>The True Stella Awards</i>, Randy Cassingham, 2006            1c- The Story behind the True Stella Award, <i>stellaawards.com</i>, Randy Cassingham, 2020</p> <p><b>2- the Art of Debating</b>            2a- Courtroom orators, <i>Where the Crawdads Sing</i>, Delia Owens, 2018            2b- 8 ways to win an argument, Professor Chris Reed <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>            2c- How to win an argument, <i>britishcouncil.com</i>, Hitham Elhimmali 02 March 2017</p> <p><b>3- Memorable fights</b>            3a- Emmeline Pankhurst's Freedom or death speech, Connecticut, 1913            3b- Sit-ins, <i>cuttting edge in a war on bias</i>, Greensboro, N.C, 1960            3c- Brown v. Board of Education, 1954</p> <p><b>4- How does the U.S. Court system work?</b>            4a- Supreme court explained:            Video 1: The United States Supreme Court Explained In 2 Minutes</p>

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	<p>Video 2: How Does The US Court System Work?            4b- jury’s role            video 1 : Knowledge Seminar - Jury Service Overview            video 2: The jury’s role in a court trial - The Law in Your Life (by Éducaloi)            4c- Racial issues:            Video 1- Race and the Jury            Video 2 Ohio Innocence Project Founder Mark Godsey Caste Baby, 1999</p> <p><b>5- 12 angry men</b>, Sidney Lumet, 1957            5a- movie posters            5b- Juror ID            5c- Working sheet</p>
What will I learn about ?	<p>- the legal system in the US            - how to try to seduce and persuade someone</p>
Final Task	<p>You and your colleague will need to choose the best jury to defend your case and explain why you choose this jury</p>

**Instructions for your Final Task :**

- 1- You will be given your role (prosecutor or lawyer) randomly
- 2- You will be given a partner randomly
- 3- Your case and jury members will be given randomly
- 4- You will have 30 minutes to choose and select the order of your jury and explain your reasons
- 5- You will have 20 minutes at most to reach an agreement with the defendant / prosecutor team.
- 6- The four of you will need to introduce us to your choice (your teacher being therefore called “Your Honor”) and justify it in front of the public.
- 7- Your teacher will listen to all the groups randomly during the selection of the jury and grade your work during this group session.

**1- A Legal world**

1a- Blind Justice : knowing more about Lady Justice  
 donner le schema, mettre les mots au tableau => recherche des mots puis explication au fur et à mesure, notée en TE

Symbolism of Lady Justice Brent T. Edwards, December 2018 Adapted from : [www.theclassroom.com](http://www.theclassroom.com)

Lady Justice is a common sight on courthouses and legal institutions. There is regional variation on her precise depiction but certain fundamentals are constant to the statues and other images: She carries a sword, scales for weighing, and usually (though not always) wears a blindfold. She is garbed in a Greco-Roman toga or tunica. Images of her can be found across the world.

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**History of Lady Justice** The concept of a goddess of justice is old indeed, dating to ancient Egyptian and Greek times. The Egyptians had Ma'at, who carried both a sword and the Feather of Truth. The Greeks had the goddess Themis, who stood for law, order and justice.

The Roman goddess of justice, Justitia, is the most direct inspiration, since she carried the sword, scales and blindfold we are familiar with today, and could often be found depicted outside legal institutions.

**The Scales of Justice** The scales of justice date back to Egyptian times, where the god Anubis used a set of scales to weigh a deceased person's soul against the Feather of Truth. The modern interpretation filters through the Enlightenment's focus on reason, as Lady Justice weighs the factors of a case to render a verdict. The scales imply a mechanistic, rational process; too much weight (evidence) on one side will cause the scales to tilt in favor of innocence or guilt.

**Lady Justice's Sword** Lady Justice often carries a sword in one hand. The sword is a historical symbol of authority, wielded by kings, emperors and generals. It is therefore one of the earliest symbols for justice, as the power of a monarch could be delivered with a stroke of the sword. Lady Justice's sword advances the concept that justice can be swift and final.

**Concept of Blind Justice** The blindfold she wears symbolizes the philosophy that justice should be rendered "without passion or prejudice." Considering only the facts on her scale, Lady Justice does not let emotional impressions of the accused enter into the implicit equation. All are fair before the facts of the case and the judgment of Justice. Not all depictions of Lady Justice feature the blindfold, however.

**Other Noteworthy Features** Lady Justice wears the garments of classic Greece and Rome. This owes to her origins as an interpretation of Justitia. Such garments also represent civilization and philosophy. Lady Justice Today Though the exact details of her appearance may vary, Lady Justice is still a popular and wellunderstood cultural figure.

In addition to the statues and images that display her in front of civil institutions, Lady Justice is commonly depicted in art – particularly art with political messages, such as political cartoons or modern protest art.

1b- Making Big Money, *The True Stella Awards*, Randy Cassingham, 2006: texte + image : qu'est-ce qu'on comprend du texte, pourquoi les True stella Awards?

- a. Read the text and explain in your own words the purpose of the True Stella Awards.
- b. Which problem do these awards point to?
- c. What vision of lawyers is presented here?
- d. **ROLEPLAY:** You want to start handing out True Stella Awards again. Explain your motivation.

Did you know?

The **True Stella Awards** rewarded frivolous cases from 2002 to 2007. The whole purpose was to be entertaining, but beyond that, it meant to question the judicial system itself: are the people who file these suits using the court looking for justice or extortion?

Imaginer quel pourrait être la pire affaire demandé aux USA  
Puis

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1c- The Story behind the True Stella Award, *stellaawards.com*, Randy Cassingham : ½ classe a le texte décrivant l'affaire du 1er point de vue, 2nde ½ à l'autre côté de l'affaire appropriation puis discussion => justifié ou pas? Listez en groupe work les + et les -

reprendre les affaires proposées pour le document 1c et faire faire the story behind

## 2- the Art of Debating

2a- Courtroom orators, *Where the Crawdads Sing*, Delia Owens, 2018

travail sur le texte: repérage en individuel des différents personnages et point de vue débattu sous forme de mind map

recap en commun, explication

2b- 8 ways to win an argument, Professor Chris Reed [www.bbc.co.uk](http://www.bbc.co.uk)

2c- How to win an argument, *britishcouncil.com*, Hitham Elhimmali 02 March 2017

prendre les documents 2b et 2c en temps limité : appropriation puis mise en commun oral: what have you learned?

Écriture d'un guide personnel sur les meilleurs conseils donnés. En trouvez 10 min à appliquer lors de la TF.

## 3- Memorable fights

3a- Emmeline Pankhurst's Freedom or death speech, Connecticut, 1913 : travail sur le discours: découpage en partie + proposition de titre

confrontation dans le groupe => on garde les meilleurs titres.

Pour chaque sous partie, proposer une question (à laquelle on pourra répondre), échange des feuilles en classe: chacun répond à une question d'un autre autant de question que de sous- partie.

Lecture en classe en exagérant la tonalité:

dramatic – hopeful – mocking – estatic – sad

3b- Sit-ins, *cutting edge in a war on bias*, Greensboro, N.C, 1960:

travail sur l'article de journal => lecture en temps limité puis summary dans son cahier.

Trouver les arguments pour et les arguments contre.

Conclusion sur l'article: neutre? En faveur / contre?

Réécriture de l'article à partir d'une photo avec obligation de défendre une opinion imposée (1 = in favor; 2 = against the white students attitude)

mise en lecture au tableau, vote et classement du plus percutant au moins convainquant

3c- Brown v. Board of Education, 1954

½ Classe a la partie expliquant l'avant procès, ½ classe a la partie expliquant le résultat.

Prise en de connaissance des faits, courts résumé dans son cahier.

Trouver une série de 5 questions sur son texte, échange entre ½ groupe pour s'assurer de la compréhension des éléments puis confrontation à 2 pour avoir la totalité des doc mise en commun par la suite et rédaction de la lettre écrite au directeur après la 1ère

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journée de Ruby Brown, à partir de la photo de la petite fille.  
=> quelles demandes et comment va-t-il les formuler?

#### 4- How does the U.S. Court system work?

**Donner une video par groupe à regarder avec le titre puis partage entre groupe => les 6 vidéos doivent être expliqués à l’ensemble des élèves. Recap ensemble**

-Supreme court explained:

1- [The United States Supreme Court Explained In 2 Minutes - YouTube](#)

2- <https://www.youtube.com/watch?v=E9ylFthKSkY>

- jury’s role

3- [Knowledge Seminar - Jury Service Overview - YouTube](#)

4- [The jury’s role in a court trial - The Law in Your Life \(by Éducaloi\) - YouTube](#)

- racial issues

5- [Race and the Jury - YouTube](#) (limite du process : pb jury)

6- [Ohio Innocence Project Founder Mark Godsey - YouTube](#)

possibilité CO commune à faire après avoir fait l’étude du doc: [Thanks to the Ohio Innocence Project, a convicted rapist cleared by DNA evidence gets a new trial - YouTube](#)

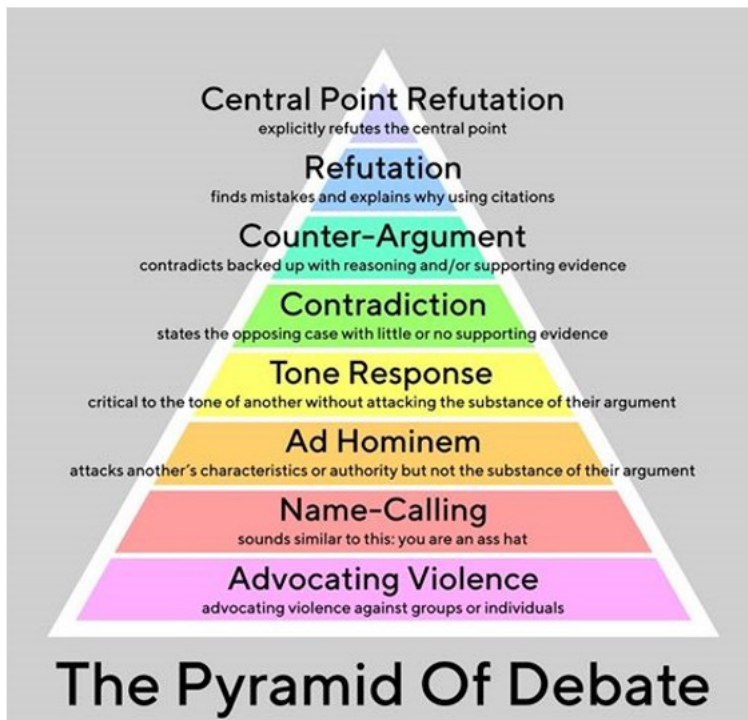
#### 5- 12 angry men, Sidney Lumet, 1957

5a- movie posters

5b- Juror ID

5c- Working sheet

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A) Look at this pyramid of debate. Select 2 or 3 points, illustrate them with examples (scenes) from the movie and analyze the effectiveness of the arguments.

B) Choose a quote that you found meaningful in the movie and comment on it. (≈ 100 words)

*Here are some examples (but you can choose any quote from the movie!):*

*"It's not easy for me to ... send a boy off to die without talking about it first." — Juror 8*

*"Children from slum backgrounds are potential menaces to society." — Juror 4*

*"I have always thought ... in this country a man was entitled to have unpopular opinions." — Juror 11*

*"I'm sick and tired of facts. You can twist 'em any way you like." — Juror 10*

*"To say ... a man is capable of murder does not mean ... he has committed murder." — Juror 11*

C) What symbols and motives stand out in this film? Find at least 1 and explain its meaning.

Symbols:

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- **The knife:** The knife used in the murder represents many things. On its own, a knife is both a weapon and a tool—everything depends on how it is used. In the play, the knife is used by the prosecution and by the jurors in different ways. First of all, it is a switchblade knife. In the 1950s, switchblades were viewed as the weapons of juvenile delinquents and "bad" kids from street gangs. This is the exact image the prosecution paints of the defendant, and some of the jurors are ready to believe it.  
Second, the knife represents the way evidence can be interpreted in different ways. According to the prosecution, it is strong proof of the defendant's involvement, because the murder weapon is identical to a knife he had purchased. Yet Juror 8 buys the same type of knife easily in a pawnshop in the defendant's neighborhood. Juror 8's knife is so similar to the murder weapon that jurors actually mix the two up. Third, the knife represents why it matters to have a jury of one's peers. Many of the jurors are middle-class or upper-class white men who have no experience of life in a rough neighborhood. They do not question the prosecution's explanation of how the knife was used in the crime. Juror 5, who has lived in a "slum," as he calls it, finds fault with the prosecution's explanation. Juror 5's demonstration of how a switchblade would most likely be used helps to convince other jurors to vote not guilty.  
Finally, the knife seems to represent Juror 8's determination to look closely at the evidence. Juror 8 is well-intentioned but may be a little too involved in the case. Jurors are not supposed to be reenacting elements of the crime in the jury room, much less going to the neighborhood where the murder took place and committing their own minor crimes (buying a switchblade was illegal). At the end of the play, Juror 8 looks back at the knife in the table and leaves it there. He only bought it to prove a point during the deliberations. Its purpose has been served. The image remains with the audience, however, a powerful reminder of the importance of questioning "evidence" and doing one's duty.
- **The weather:** Although the entire play takes place indoors, the weather symbolizes the tension between the characters. In the first act, the weather is hot and the jurors cannot figure out how to work the fan. This situation emphasizes their discomfort and frustration with the entire jury experience. In Act 2, a storm is building outside and inside. Juror 3 has tried to attack Juror 8 only a few moments before, and the jury is deadlocked. It is unclear how they will resolve the situation. The storm begins, which releases some tension, but there is still the rain and wind outside. The tension inside the jury room likewise continues until the very end of the play, when all the jurors agree to vote not guilty. The last line of the script says, "The rain has stopped." With the tension resolved in the jury room, the weather outside also calms down.

Motives:

- **The human body** (*réponse tirée du guide de Collège au Cinéma en français*): Réduire le film de Sidney Lumet – et le texte de Reginald Rose – à un brillant exercice rhétorique serait pourtant très restrictif. Les jurés convoqués se retrouvent

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vite contrariés par la tournure que prend la délibération, qui semblait pourtant écrite d'avance. Comme la séquence inaugurale du film le laissait entendre [cf. Séquence, p. 12], les corps vont rapidement faire irruption et prendre la parole. parole, fût-elle celle qui fait loi, est d'abord ici celle qui surgit lorsqu'on laisse le corps s'affirmer et s'exprimer. Et sa langue est rageuse, violente, pulsionnelle avec, pour parangon de cette expression, le juré n° 3 interprété par Lee J. Cobb. Ce dernier, qui restera campé sur ses positions jusqu'à l'ultime instant, est un homme qui laisse entendre, à travers l'exemple de son fils, que l'individu ne s'affirme qu'au travers de la domination physique. C'est d'ailleurs autour de cette question, ainsi qu'il l'expose à la dérobee, qu'il en est venu à perdre de vue son fils, laissant visiblement à cet endroit une blessure à vif. Alors qu'il affirme n'être intéressé que par les faits, on perçoit rapidement qu'il en mû par une autre force qui transpire à coups de cris et de coups. Incapable de tenir en place et agissant parfois à la limite de l'irréparable, il est impuissant à rester sur le terrain du débat d'idées. C'est ce comportement pulsionnel, où le corps est aux commandes, qui lui fera préférer mot pour mot, et ce bien malgré lui, les paroles qui constituaient selon lui la preuve faisant de l'accusé un assassin.

Il n'est évidemment pas insignifiant que sa rage ne soit presque exclusivement dirigée que contre le juré n° 8. Contrairement à lui, le personnage interprété par Henry Fonda semble en effet totalement étranger dans cette affaire à toute forme de projection et d'implication intime, bien qu'il prête son corps aux reconstitutions, l'expose aux coups de poings et de couteau. Impassible, il semble se muer en écran de projection notamment pour un père qui, face et à travers lui, cherche à régler ses comptes avec l'adolescent qui lui a jadis tenu tête (et qui, pour compléter ce jeu de miroir, s'est aussi incarné dans la figure du jeune accusé).

Au regard de ces considérations, le cas du juré n° 4, interprété par E.G. Marshall, est intéressant à détailler. Courtier en bourse, il est froid, droit, sûr de lui et incisif dans ses prises de position. Imperturbable, il laisse à penser que le monde extérieur n'a aucune prise sur lui. Ainsi, alors que l'ensemble des jurés a fait tomber la veste pour tenter de se soustraire à la chaleur étouffante, il garde son costume impeccablement mis d'un bout à l'autre du film et répond par la négative lorsqu'on lui demande s'il lui arrive jamais de transpirer. En serré dans ce complet-veston faisant office d'armure, il semble presque ne pas avoir de corps et en cela, peut être considéré comme l'exact reflet du personnage d'Henry Fonda. Restant stoïquement imperméable aux diverses démonstrations mettant en doute les témoignages portés contre l'accusé, il demeure presque impavide, même lorsque c'est sa propre mémoire qui est prise à défaut. Mais l'armure est fissurée, une goutte de sueur perle à présent sur son front. Et c'est suite à un nouvel assaut qu'il se laissera finalement gagner par le doute : en retirant un instant ses lunettes pour reposer ses yeux fatigués, le juré n° 4 s'expose. Il laisse paraître les marques que le port des lunettes imprime sur son nez et donne ainsi, à la dérobee, une des dernières clés du drame. Privé un instant des verres qui lui faisaient jusqu'ici croire à l'acuité de son regard, ramené soudainement à l'imperfection de son propre corps, l'homme voit ses certitudes vaciller.

Dans *Douze hommes en colère*, si Lumet filme des corps, il filme aussi et surtout

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des visages. Ces derniers, démultipliés par le nombre de personnages en jeu, peuplent le film jusqu'à saturation. Souvent saisis en gros plan, ils y jouent un rôle spécifique. Au cinéma, le gros plan du visage renvoie à l'expérience du miroir. Voir un personnage en gros plan à l'écran, c'est s'y contempler soi-même. Dans cette mesure, le gros plan est la porte d'entrée qui nous permet de pénétrer dans la fiction. Grâce à lui, nous nous identifions aux personnages et nous partageons ses actions et ses émotions. Le gros plan au cinéma, c'est la possibilité de l'empathie. Détailler le visage des jurés en gros plan, c'est donner, à travers la mise à nu qu'il manifeste – exposition, fragilité du visage –, la possibilité au spectateur de saisir l'humanité de chacun d'entre eux, par-delà les opinions exprimées et les émotions qui les marquent parfois jusqu'à la défiguration. S'en approcher, comme c'est le cas lors des tours de vote notamment, c'est rendre visible le mouvement de la pensée qui saisit soudain le « *supposez que ce soit vous l'accusé* » que le juré n° 8 lance au juré n° 6 lors de leur aparté aux toilettes. Le gros plan qui clôt la séquence d'ouverture est à ce titre d'une importance capitale : adressé aussi bien aux jurés qu'aux spectateurs, il met la personne humaine au centre du débat, en tant que corps et non en tant qu'abstraction ou entité juridique, comme ce sera le cas dans la suite du film.

Le parcours du juré n° 4 est emblématique en cela du cinéma de Sidney Lumet. Chez lui, la justice et la loi n'existent pas abstraitement, elles ne sont pas de simples idées. Elles s'appliquent aux hommes et sont exécutées par les hommes. Et si Lumet a été un extraordinaire directeur d'acteur – *Douze hommes en colère* en est un exemple éclatant –, c'est aussi de par cette vision de l'homme et de sa place. Dans son cinéma, les grands principes n'existent qu'incarnés, au risque de ne reposer souvent que sur une humanité pulsionnelle et vacillante, prêtant le flanc aux préjugés et aux préconçus. La justice n'a la perfection des idées que comme simple horizon, celui-là même qui, à chaque pas en sa direction, s'éloigne d'autant. Toujours insatisfaisante, elle doit accepter chemin faisant l'embarrassant compagnonnage du doute et de l'imperfection.

## **retour sur le fil 12 angry man : travail en groupe de 12, groupes formé au hasard des jurés**

travail autour des thèmes : knife - weather - body - Justice - Doubt - One against many - Social Class ( Juror 4#5#7)- Father/son relationships - Anonymity - prejudice  
recap par les spokespeople

sous division en 1/2 groupes:

débat autour des quotes: which were your favorite? why?

Favorite character?

favorite moment of the film

sous division en pair work:

which 3 elements discussed are the most relevant?

bilan: discussion à 12 vs à 6 vs à 2?

retour sur la notion de leader, de convaincre => feelings?

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puis recap écrit en pairwork de son choix: préparation de la rédaction de demain (brouillon / note)

What highlights does 12 angry man bring to the Death Penalty? Conclude with your own opinion about the subject.

Utilisation du film: 1 pt

cohérente 2 pt

maitrisée: 2 pt

justification développée: 1 pt

illustrée par des éléments concrets 3 pt

qualité argumentative: 3 pt

conclusion claire: 3

anglais : richesse lexicale 10 pt

richesse grammaticale 10 pt

*Pistes de correction tirées du guide Course Hero à propos du livre de Reginald Rose.*

### **Reasonable Doubt**

The idea of reasonable doubt is central to the American jury system, and Reginald Rose makes it the primary theme of the play. In a trial, if a juror has a reasonable doubt of the defendant's guilt, the juror should vote not guilty. All of Juror 8's actions throughout the play are based on the premise of reasonable doubt. He is not sure that the defendant is innocent—he freely admits it multiple times. But he has doubts about the defendant's guilt and therefore he refuses to vote for a guilty verdict. As the play goes on, other jurors also begin to have doubts.

Rose presents certainty as a problem. Not one juror ever claims to be certain the defendant is innocent, though some of the jurors insist that they are certain he is guilty. In fact, the jurors can never know for sure. Some of them may doubt they did the right thing by voting not guilty. Rose accepts this doubt. To him, the doubt is a good thing, a crucial element of a functioning judiciary—a system that accepts a certain amount of not knowing and gives the benefit of the doubt to avoid executing an innocent man, which is what Juror 8 fears most of all. As Juror 8 says, "We may be wrong ... But we have a reasonable doubt, and this is a safeguard that has enormous value in our system."

Early in the play, the jurors voting guilty appear to have the majority of the evidence on their side. However, much of that evidence is a matter of interpretation. The question of accuracy comes up repeatedly. Did the old man say he got to the door in 15 seconds or 20 seconds? Some jurors insist it does not matter. Others say that it does, if it could mean the defendant is executed. Every piece of evidence is examined and reinterpreted in the jury room. It is disturbing to think the defense lawyer could miss so many of these errors or to think that the prosecution would not verify the accuracy of its witnesses. Rose also raises the question of how truthful eyewitnesses are. Both eyewitnesses make statements that might charitably be described as "inaccurate." The jurors never accuse the eyewitnesses of lying, though that seems like a possible interpretation.

### **Responsibility in a Democracy**

In a democracy, everyone has certain responsibilities to fulfill. The first moments of the play involve the Judge and the Guard speaking to the jurors about their responsibility. This

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is an important theme in Rose's mind. Rose was inspired to write *Twelve Angry Men* after serving on a jury himself. He wanted to write about the immense responsibility jury members share.

Juror 8 is the first to speak up on this, but Juror 11 also brings it up repeatedly. As an immigrant, Juror 11 has a different perspective than the other jurors. He appreciates the values of the American judicial system, and he knows that such a system depends upon the jurors fulfilling their responsibility. Juror 8 asks for more time so that he can feel confident they are in fact doing so and are carefully considering the evidence. Rose does not suggest that all the other jurors are dismissing their responsibility, but a few of the jurors are clearly just passing the time until they can get back to their regular lives, and the dismantling of the prosecution's case highlights the importance of taking the time to thoroughly examine the evidence they were presented. Rose wants the audience to appreciate that a democracy depends on everyone doing their part, just as Juror 8 and Juror 11 do.

### **Us versus Them**

The "us versus them" theme is prominent throughout the play. This shows up in multiple ways. It is most obvious in the shifting dynamics of the jurors as their votes shift—from 11–1, 10–2, 9–3 (nine guilty, three not guilty), then 6–6, then 9–3 the other way (nine not guilty, three guilty), and finally with only one remaining guilty vote. The jurors have private conversations and offer support to each other based on which side they are on at a given point in time.

"Us versus them" is also present in Juror 10's racism, targeted as it is at "them" and "those people." In fact, it does not matter which ethnic group the defendant belongs to; what matters is that it is a group of people who feel threatening to Juror 10 because they are "different."

Rose also pits the "working men" against the corporate/professionals and the less educated against the educated, reminding the audience that even within a group of 12 people of the same gender and race, there can be vast differences. In the play, the corporate/professional types, who are largely also the ones who would have attended college, are generally easier to talk to, more rational, and more judicious jury members than the less educated, "working man" types. Rose does not suggest that financial success makes a difference: Juror 3 and Juror 10, two of his most distinct "working man" types, both own their own businesses. However, the businesses (a messenger service and a chain of garages) do not require college or professional training, so Jurors 3 and 10 still classify themselves as "working men." Interestingly, this difference is not brought up often by the more educated jurors, but is repeatedly cited by the less educated, in the "I'm just a working man" sense.

### **Anger**

Anger is a primary theme of the play. The title emphasizes that all 12 jurors are angry, although some of them demonstrate their anger differently than others. Juror 3 and Juror 10 are the angriest and most threatening characters. Juror 10 is arguably the most despicable, driven solely by his racism. Juror 3's anger is personal, aimed at his son, but it spills over into his arguments about the trial. Other jurors also get angry when their personal lives are involved, as Juror 5 does when other jurors criticize those from "slum" neighborhoods like his. Juror 3 comes closest to physical violence during the play, but other jurors also express a desire to fight at various times. The defendant's anger is also

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important. He allegedly shouts at his father in anger, and the prosecution argued that anger was his primary motive for killing his father. Juror 8 suggests that the defendant has reason to be angry, considering the difficult life he has lead in his first 16 years. Juror 3, however, views the defendant's anger as unjustified and problematic.

Activité orales au choix après avoir visionner le film :

**Travail de redaction écrite en DST**

**1- Put yourself in the young man's shoes and tell the story from his point of view as he walks out of the courthouse, free.**

**2. Be the young man's defence attorney and be a good one. Defend his case as if your own life was at stake.**

**3- imagine the interview of Sidney Lumet after the 3 Nominations for the Oscar**

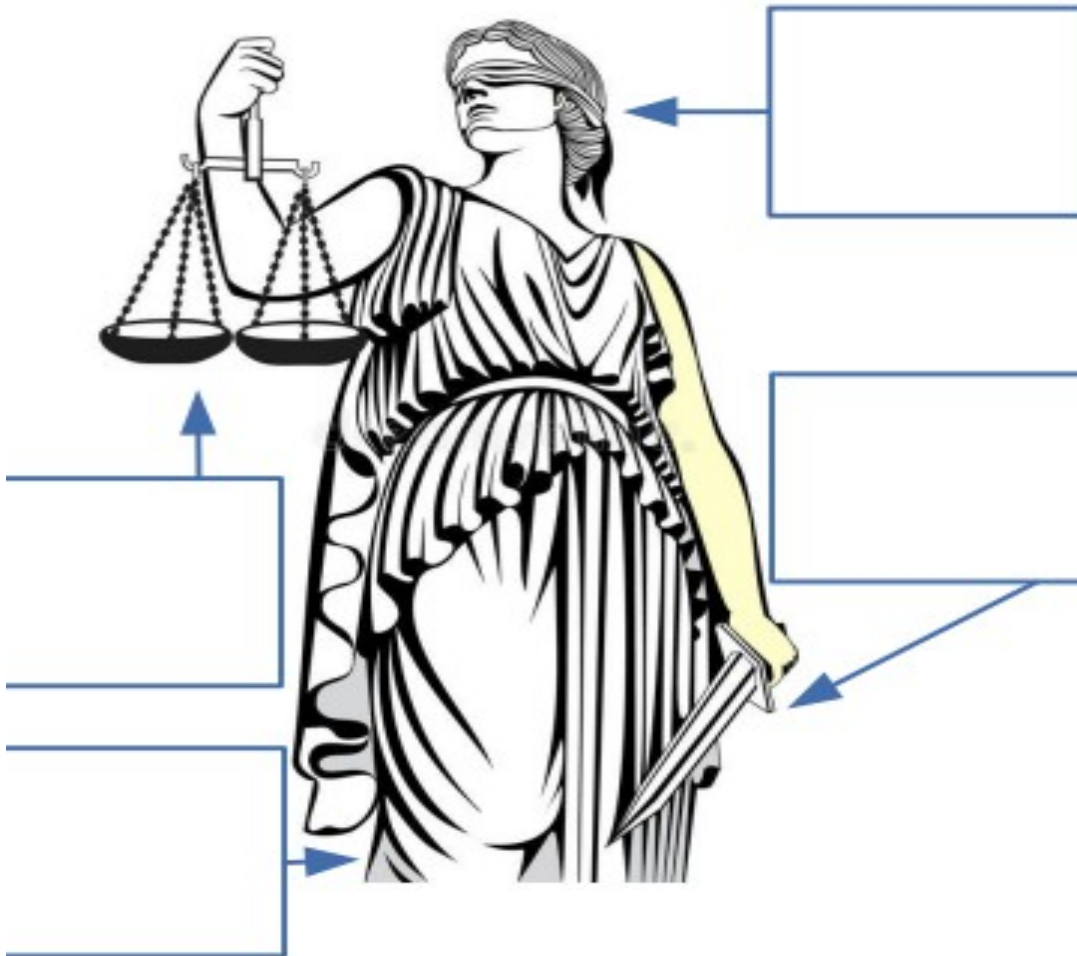
1a- Lady Justice

Anne-Charlotte Legrand – Académie de Versailles (Travail inspiré par celui des membres du groupe Facebook – prof d’anglais spécialité LLCE Lycée notamment de EG, SN, MR et LLM -pour la TF- que je remercie)

**Symbolism of Lady Justice.**

Read the text and then label the picture with the names of the accessories and what they represent. Use the following words or expressions :

*scales / impartiality and neutrality / sword / rationality and facts / toga / power and authority / knowledge and democracy / blindfold*



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=> quelles demandes et comment va-t-il les formuler?

1b- Making Big Money, *The True Stella Awards*, Randy Cassingham, 2006

### Making big money!

The True Stella Awards recognize the most frivolous civil lawsuits from the United States, such as a diabetic obese man with high blood pressure and heart disease who sued the fast-food industry for not telling him that it just might not be healthy for him to eat at Mac Donald’s everyday as if having two heart attacks weren’t enough to convince him.

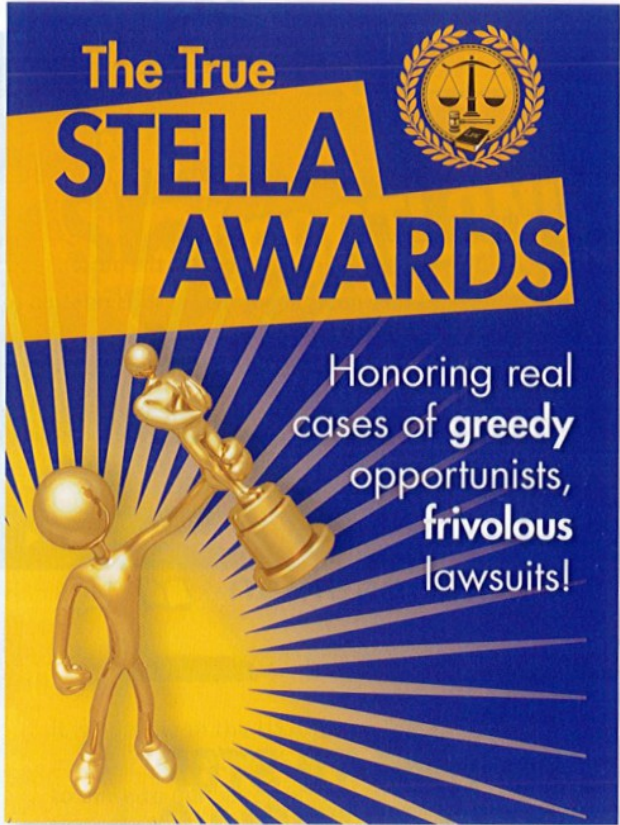
And yes, this is real! Most people simply blame lawyers for that, which only recognizes part of the problem. Yet, most people hate lawyers even then. Is that fair? You bet.

Lawsuits can accurately be called an industry in the United States. The lawsuit industry is estimated to bring in more than \$50 billion per year in legal fees to lawyers out of over \$250 billion in total cost to the litigants<sup>1</sup>. That’s a huge drain<sup>2</sup> on the country’s economy: it represents well over 2% of the US Gross Domestic Product<sup>3</sup>.

By comparison, the United Kingdom “lawsuit load” is less than 1% of its GDP. And it’s a growing and accelerating industry.

Randy CASSINGHAM, *The True Stella Awards*, 2006

1. the person who files a lawsuit 2. it affects the economy 3. PIB



1c- The Story behind the True Stella Award, *stellaawards.com*, Randy Cassingham, 2020

### The Story behind the Real Stella Award

In 1992, Stella, then 79, spilled a cup of McDonald’s coffee onto her own lap, burning herself. A New Mexico jury awarded her \$2.9 million in damages, but that’s [not the whole story](#). Ever since, the name “Stella Award” has been applied to any wild, outrageous, or ridiculous lawsuits — including some infamous [bogus cases](#)! Much of the coverage about Stella Liebeck has been grossly unfair. Her lawsuit was filed after the incident.

### The Usual Facts Recited

- Stella was not driving when she pulled the lid off her scalding McDonald’s coffee. Her grandson was driving the car, and he had pulled over to stop so she could add cream and sugar to the cup.
- Stella was burned badly (some sources say six percent of her skin was burned, other sources say 16 percent was). She needed two years of treatment and rehabilitation,

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including skin grafts. McDonald’s refused an offer to settle with her for \$20,000 in medical costs.

- McDonald’s quality control managers specified that its coffee should be served at 180–190 degrees Fahrenheit. Liquids at that temperature can cause third-degree burns in 2-7 seconds. Such burns require skin grafting, debridement and whirlpool treatments to heal, and the resulting scarring is typically permanent.

- From 1982 to 1992, McDonald’s coffee burned more than 700 people, usually slightly but sometimes seriously, resulting in some number of other claims and lawsuits.

- Witnesses for McDonald’s admitted in court that consumers are unaware of the extent of the risk of serious burns from spilled coffee served at McDonald’s required temperature, admitted that it did not warn customers of this risk, could offer no explanation as to why it did not, and testified that it did not intend to turn down the heat even though it admitted that its coffee is “not fit for consumption” when sold because it is too hot.

### **But that’s just the plaintiff’s side : The Neglected Facts**

- While Stella was awarded \$200,000 in compensatory damages, this amount was reduced by 20 percent (to \$160,000) because the jury found her 20 percent at fault. She was awarded \$2.7 million in punitive damages — but the judge later reduced that amount to \$480,000. And Liebeck and McDonald’s entered into secret settlement negotiations rather than go to appeal. The amount of the settlement is not known — it’s *secret!*

- The plaintiffs were apparently able to document 700 cases of burns from McDonald’s coffee over 10 years, or 70 burns per year. But that doesn’t take into account how many cups are sold *without* incident. In court, a McDonald’s consultant pointed out the 700 cases in 10 years represents just 1 injury per *24 million* cups sold! For every injury, no matter how severe, 23,999,999 people managed to drink their coffee without any injury whatever. Isn’t that proof that the coffee is not “unreasonably dangerous”? Travail de vocabulaire autour de la justice (texte + image blind justice) -cf pdf

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### **The Jury Has Decided**

The Court of Public Opinion has issued its verdict: Stella has become an American icon. Rightly or wrongly, she is a symbol of the American Tort system gone wrong, and most have heard of her case — and have an opinion on it.

For more than 20 years, the term “Stella Award” has been used to refer to any lawsuit that sounds outrageous. Stella died on August 5, 2004, at 91 years old.

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2a-

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"And now that you've seen Miss Clark, do you believe it's possible that the skinny man on the bus was Miss Clark in disguise? Could her long hair have been hidden in that bulky<sup>2</sup> cap?"

"Yeah, I do."

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"You can sit back down, Miss Clark," Eric said, and then to the witness, "Would you say that the young man on the bus was the same height and stature as Miss Clark?"

"I'd say 'bout exactly the same," Mr. Price said.

"So all things considered, would you say that it's likely that the skinny man on the 11:50 P.M. bus traveling from Greenville to Barkley Cove on the night of October 29 of last year was in fact the defendant Miss Clark?"

"Yeah, I'd say that's very possible."

"Thank you, Mr Price. No further questions. Your witness."

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"Well, I see what you're getting at. And, when the sheriff was jogging my memory, it seemed like that man was on that bus, but now, I reckon I can't be one hundred percent sure."

"Also, Mr. Price, wasn't the bus very late that night? In fact, it was twenty-five minutes late and didn't arrive in Barkley Cove until 1:40 in the morning. Is that correct?"

"Yeah." Mr. Price looked at Eric. "I'm just trying to help out here, do the right thing."

Tom reassured him. "You've been a great help, Mr. Price. Thank you very much. No further questions."

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 trial  
 bar  
 barrister  
 caveat: warning

**Adjectives**  
 law-abiding  
 null and void: cancelled  
 persuasive  
 assertive

**Verbs**  
 acquit  
 release on bail  
 testify  
 assemble a case  
 sue

**Expressions**  
 innocent until proven  
 guilty  
 take/swear an oath: make a promise  
 a breach of promise  
 bona fide: in good faith  
 contempt of court:  
 disruption of court

2c- 8 ways to win an argument, Professor Chris Reed [www.bbc.co.uk](http://www.bbc.co.uk)

**2b- What are the keys to winning an arguments?**

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2c- How to win an argument, *britishcouncil.com*, Hitham Elhimmali 02 March 2017

# How to win an argument

By Hitham Elhimmali

02 March 2017

## Make a logical case

Winning an argument depends on three things: logic, charisma, and team work (in a debate, when you're part of a team).

Logic is one of the fundamental pillars of constructing an argument. If your argument is not logical, you won't convince your audience. What's more, your opponent may spot your flawed logic and target it as a weakness.

## Be aware of your body language

It also helps to be charming. Charismatic speakers tend to catch and hold people's attention. If you can get people to listen to you, you have already done almost half the job of winning them over to your side.

You can appear to be more confident by practising your body language and gestures.

Some people are blessed to be born with natural confidence, but that doesn't mean that you can't learn to be more charismatic.

Keep your emotions in check and stay calm. Fidgeting or responding in an agitated way to an opponent's claims may be interpreted as weakness. Worse, you might come across as disrespectful.

## Never make it personal

Don't attack the person you're debating with. Focus on their argument or the case they have presented. Your attitude defines who you are: never call your opponent names, or say he or she is a liar, even if they did lie.

**Prepare before you speak:** For a public debate, where the topic is announced in advance, you need at least two days to prepare. That's the minimum amount of time you need to hunt for detailed information about the subject and check all the facts. You have to put in this effort if you want to build a solid case, reinforced by evidence-based arguments. If you're in a team, hold a brainstorming session in which you discuss the logic, structure and evidence for your argument, consider counter-arguments that your opponents might make, and think about your individual role in the debate.

## Study your opponent

Examine the opposing view of your case, analyse your opponent's tactics

## Try to put yourself in your opponent's shoes

Put yourself in the other person's perspective and study their point of view. This helps you spot and understand any weaknesses in your own argument.

You might even agree with a fundamental idea underlying your opponent's argument, but disagree with your opponent's strategy to make their case.

## Not all arguments are productive

Sometimes, having an intellectual argument can be fruitful and stimulating: it helps you

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understand both sides of a situation.

But arguing with people who have an extreme or narrow-minded point of view can be dangerous, especially where I live in Libya. So, depending on the person and their ability to listen to and respect another person’s point of view, I make a decision: either we have a healthy discussion, or I withdraw from an argument that would be a waste of time and might create more harm than benefit.

### **Set ground rules with your opponent**

both parties will listen to each other, respect one another, will have a similar amount of time to present their case, and will have the right to respond to each other’s argument.

Hitham is the founder and president of the Libyan Organisation of Debates.

3a- Emmeline Pankhurst’s Freedom or death speech, Connecticut, 1913

### **Emmeline Pankhurst’s Freedom or death speech, delivered in Hartford, Connecticut on November 13 1913**



I do not come here as an advocate, because whatever position the suffrage movement may occupy in the United States of America, in England it has passed beyond the realm of advocacy and it has entered into the sphere of practical politics. It has become the subject of revolution and civil war, and so tonight I am not here to advocate woman suffrage. American suffragists can do that very well for themselves.

I am here as a soldier who has temporarily left the field of battle in order to explain - I am here as a person who, according to the law courts of my country, it has been decided, is of no value to the community at all; and I am adjudged because of my life to be a dangerous person, under sentence of penal servitude in a convict prison.

Since I am a woman it is necessary to explain why women have adopted revolutionary methods in order to win the rights of citizenship. We women, in trying to make our case clear, always have to make as part of our argument, and urge upon men in our audience the fact - a very simple fact - that women are human beings. (...)

It is about eight years since the word militant was first used to describe what we were doing. (...) We were called militant, and we were quite willing to accept the name. We

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were determined to press this question of the enfranchisement of women to the point where we were no longer to be ignored by the politicians. (...)Well, they little know what women are. Women are very slow to rouse, but once they are aroused, once they are determined, nothing on earth and nothing in heaven will make women give way; it is impossible. And so this "Cat and Mouse Act" which is being used against women today has failed. There are women lying at death's door, recovering enough strength to undergo operations who have not given in and won't give in, and who will be prepared, as soon as they get up from their sick beds, to go on as before. There are women who are being carried from their sick beds on stretchers into meetings. They are too weak to speak, but they go amongst their fellow workers just to show that their spirits are unquenched, and that their spirit is alive, and they mean to go on as long as life lasts.

Now, I want to say to you who think women cannot succeed, we have brought the government of England to this position, that it has to face this alternative: either women are to be killed or women are to have the vote. I ask American men in this meeting, what would you say if in your state you were faced with that alternative, that you must either kill them or give them their citizenship? Well, there is only one answer to that alternative, there is only one way out - you must give those women the vote.

(...) I come in the intervals of prison appearance. I come after having been four times imprisoned under the "Cat and Mouse Act", probably going back to be rearrested as soon as I set my foot on British soil. I come to ask you to help to win this fight. If we win it, this hardest of all fights, then, to be sure, in the future it is going to be made easier for women all over the world to win their fight when their time comes.

c- Brown v. Board of Education, 1954

## **Brown v. Board of Education**

Brown v. Board of Education of Topeka was a landmark 1954 Supreme Court case in which the justices ruled unanimously that racial segregation of children in public schools was unconstitutional. Brown v. Board of Education was one of the cornerstones of the civil rights movement, and helped establish the precedent that “separate-but-equal” education and other services were not, in fact, equal at all.

Separate But Equal Doctrine

By the early 1950s, the National Association for the Advancement of Colored People (NAACP) was working hard to challenge segregation laws in public schools, and had filed lawsuits on behalf of plaintiffs in states such as South Carolina, Virginia and Delaware.

In the case that would become most famous, a plaintiff named Oliver Brown filed a class-action suit against the Board of Education of Topeka, Kansas, in 1951, after his daughter, Linda Brown, was denied entrance to Topeka’s all-white elementary schools.

In his lawsuit, Brown claimed that schools for Black children were not equal to the white schools, and that segregation violated the so-called “equal protection clause” of the 14th Amendment, which holds that no state can “deny to any person within its jurisdiction the equal protection of the laws.”

The case went before the U.S. District Court in Kansas, which agreed that public school segregation had a “detrimental effect upon the colored children” and contributed to “a sense of inferiority,” but still upheld the “separate but equal” doctrine.

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### **Brown v. Board of Education Verdict**

When Brown’s case and four other cases related to school segregation first came before the Supreme Court in 1952, the Court combined them into a single case under the name *Brown v. Board of Education of Topeka*.

Thurgood Marshall, the head of the NAACP Legal Defense and Educational Fund, served as chief attorney for the plaintiffs. (Thirteen years later, President Lyndon B. Johnson would appoint Marshall as the first Black Supreme Court justice.)

At first, the justices were divided on how to rule on school segregation, with Chief Justice Fred M. Vinson holding the opinion that the *Plessy* verdict should stand. But in September 1953, before *Brown v. Board of Education* was to be heard, Vinson died, and President Dwight D. Eisenhower replaced him with Earl Warren, then governor of California.

Displaying considerable political skill and determination, the new chief justice succeeded in engineering a unanimous verdict against school segregation the following year.

In the decision, issued on May 17, 1954, Warren wrote that “in the field of public education the doctrine of ‘separate but equal’ has no place,” as segregated schools are “inherently unequal.” As a result, the Court ruled that the plaintiffs were being “deprived of the equal protection of the laws guaranteed by the 14th Amendment.”



Alger Hiss, accused of Communist espionage, before the House Committee on Un-American Activities, Washington DC, August 1948.

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 trial  
 bar  
 barrister  
 caveat: warning

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 law-abiding  
 null and void: cancelled  
 persuasive  
 assertive

**Verbs**  
 acquit  
 release on bail  
 testify  
 assemble a case  
 sue

**Expressions**  
 innocent until proven  
 guilty  
 take/swear an oath: make a promise  
 a breach of promise  
 bona fide: in good faith  
 contempt of court:  
 disruption of court

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Most of us like to share our opinions, but too often we talk only to others who agree with us. Because our friends on social media share our point of view, it's too easy to assume it's obviously correct. You've got to break out of that bubble and force yourself to understand why your opponent thinks differently. A good way to do this is to practice arguing for the opposite of what you believe.

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**12 angry men and the death penalty issue**

**Sujet :** You and your colleague will need to choose the best jury to defend your case.

	<b>Qualité du contenu</b>	<b>Pt score</b>	<b>interaction orale</b>	<b>Pt score</b>	<b>Correction de la langue orale</b>	<b>Pt score</b>	<b>Richesse de la langue</b>	<b>Pt score</b>
C1	Nous avons produit un oral fluide, convainquant, étayés par des éléments (inter)culturels pertinents. Nous avons su justifié nos choix de façon pertinente, notre présentation était fluide, convaincante et unanime, nous donnons l'impression d'être en accord et combatif	30	J'interagis avec aisance, je contribue habilement à la construction de l'échange, y compris en exploitant des références (inter-)culturelles je donne mon point de vue, j'argumente	30	J'ai une langue correcte grammaticalement, y compris lorsque je mobilise des structures complexes, mon accent est authentique ou presque	30	J'utilise de manière pertinente un vaste répertoire lexical incluant des expressions idiomatiques, des nuances de formulation et des structures variées.	30
	B2 +	25	B2 +	25	B2 +	25	B2 +	25
B2	Nous avons présenté nos arguments de façon fluide et coordonnées, nos justifications étaient claires, nous avons donné les éléments de notre cheminement. Nous avons parlé de façon équilibré et claire	20	J'argumente, je cherche à convaincre, je réagis avec pertinence, je relance la conversation, je développe mon sujet, j'ai la maîtrise sur le contenu que je ponctue d'éléments pris dans les listes de jurés donnés	20	J'ai une bonne maîtrise des structures simples et courantes. Les erreurs sur les structures complexes ne donnent pas lieu à des malentendus, j'ai une très bonne intonation,	20	Je produis un énoncé dont l'étendue du lexique et des structures sont suffisantes pour permettre des précisions et une variété des formulations.	20
	B1 +	15	B1 +	15	B1 +	15	B1 +	15
	Nous avons	10	J'engage, je	10	Je maîtrise des	10	Je peux	10

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B1	présenté notre jury en lisant nos notes / une ou deux personnes ont parlé et pas l'ensemble / notre temps de parole était très déséquilibré		soutiens et je clos des discussion sur des sujets simples, qui me sont familiers. J'ai essayé de développer mes connaissances sur le sujet donné.		structures simples et courantes. Les erreurs sur les structures simples ne gênent pas la compréhension , j'ai un bon accent / je fais des efforts pour mon accent.		produire un énoncé mais je n'ai pas suffisamment de vocabulaire: je dois utiliser des périphrases et de répétitions	
	B1-	7	B1-	7	B1-	7	B1-	7
A2	J'ai tenté de développer mon sujet mais je n'ai pas cherché à me détacher de mes notes, je n'ai pas assez regardé mon public, je n'ai pas parlé suffisamment longtemps	5	Je peux répondre et réagir de manière simple.	5	Je produis un énoncé oral immédiatement compréhensible malgré des erreurs fréquentes, mon accent est trop français	5	Je peux produire un énoncé dont les mots sont adaptés à l'intention de communication, mais mon répertoire lexical est limité	5
	A2 -	4	A2 -	4	A2 -	4	A2 -	4
A1	Le sujet a été abordé, légèrement / l'oral était beaucoup trop court / les notes lues sans aucun efforts	3	Je peux intervenir simplement mais la communication est basée sur la répétition et la reformulation	3	Je produis un énoncé oral globalement compréhensible mais il n'est pas facile de me comprendre	3	Je peux produire un énoncé intelligible malgré un lexique pauvre.	3
Pr é-A1	Le sujet est identifiable	1	Je réponds à tes questions très simples et ritualisée	1	Je produis un énoncé oral mais il est peu intelligible.	1	Je peux produire quelques éléments stéréotypés.	1

Total point obtenus	0	1-4			5- 12			13-18			19-22			23-31			32-39			40+			B1
	0	1-12			13-20			21-29			30-39			40-59			60-79			80+			B2
NOTE s/ 20	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

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### Summary :

In the overheated jury room of the [New York County Courthouse](#), a jury prepares to deliberate the case of an 18-year-old impoverished youth accused of stabbing his abusive father to death. The judge instructs them that if there is any [reasonable doubt](#), the jurors are to return a verdict of not guilty; if found guilty, the defendant will receive a mandatory death sentence via the [electric chair](#). The verdict must be unanimous.

At first, the case seems clear. A neighbor testified to witnessing the defendant stab his father from her window, through the windows of a passing [elevated train](#). Another neighbor testified that he heard the defendant threaten to kill his father, and the father's body hitting the ground; then, as he ran to his door, saw the defendant running down the stairs. The boy has a violent past; he had recently purchased a [switchblade](#) of the same type that was found, wiped of fingerprints, at the murder scene, but claimed he lost it.

In a preliminary vote, all jurors vote "guilty" except Juror 8, who believes that there should be some discussion before the verdict is made. He says he cannot vote "guilty" because reasonable doubt exists. With his arguments seemingly failing to convince any of the other jurors, Juror 8 suggests a secret ballot, from which he will abstain; if all the other jurors still vote guilty, he will acquiesce. The ballot reveals one "not guilty" vote. Juror 9 reveals that he changed his vote; he respects Juror 8's motives, and agrees that there should be more discussion.

Juror 8 argues that the noise of the passing train would have obscured everything the second witness claimed to have overheard. Juror 5 changes his vote, as does Juror 11.

Jurors 5, 6, and 8 further question the second witness's story. After looking at a diagram of the witness's apartment and conducting an experiment, the jurors determine that it is impossible the disabled witness could have made it to the door in time. Juror 3, infuriated, argues with and tries to attack Juror 8. Jurors 2 and 6 change their votes; the jury is now evenly split.

Juror 4 doubts the defendant's alibi based on the boy's inability to recall specific details. Juror 8 tests Juror 4's own memory to make a point. Jurors 2 and 5 point out the unlikelihood the boy made a stab wound angled downwards, as he was shorter than his father.

Juror 7 changes his vote out of impatience rather than conviction, angering Juror 11. After another vote, Jurors 12 and 1 also change sides, leaving only three "guilty" votes.

Juror 10 goes on a bigoted rant, causing Juror 4 to forbid him to speak for the remainder of the deliberation. When Juror 4 is pressed as to why he still maintains a guilty vote, he declares that the woman who saw the killing from across the street stands as solid evidence. Juror 12 reverts to a guilty vote.

After watching Juror 4 remove his glasses and rub the impressions they made on his nose, Juror 9 realizes that the first witness was constantly rubbing similar impressions on her own nose, indicating that she also was a habitual glasses wearer. He observes she also always dressed up in clothes befitting a younger woman, hence not wearing the glasses in court. Juror 8 remarks that the witness, who was trying to sleep when she saw the killing, would not have had glasses on or the time to put them on, making her story questionable. Jurors 12, 10 and 4 all change their vote, leaving Juror 3 as the sole dissenter.

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Juror 3 vehemently and desperately tries to convince the others, until he finally reveals it's his strained relationship with his own son that makes him wish the defendant guilty. He breaks down in tears and changes his vote to "not guilty". As the others leave, Juror 8 graciously helps Juror 3 with his coat. The defendant is acquitted off-screen, and the jurors leave the courthouse. Jurors 8 and 9 stop to learn each other's real names (Davis and McCardle), before parting.




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	<p>Juror # <u>   11   </u> name: _____</p> <p>personal information/ Important facts: _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Opinion + reasons for it:</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Best quotes:</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Best acting / staging:</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>


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	Juror # <u>  12  </u> name: _____ personal information/ Important facts: _____ _____ _____ _____ _____ _____
Opinion + reasons for it:	_____ _____ _____ _____ _____ _____ _____
Best quotes:	_____ _____ _____ _____ _____ _____
Best acting / staging:	_____ _____

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	<p>Juror # <u>  10  </u> name: _____</p> <p>personal information/ Important facts: _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>Opinion + reasons for it:</p>
<p>Best quotes:</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>




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	Juror # <u>  8  </u> name: _____ personal information/ Important facts: _____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Opinion + reasons for it:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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	Juror # <u>  7  </u> name: _____ personal information/ Important facts: _____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	Opinion + reasons for it: <hr/> <hr/> <hr/>

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	<p>Juror # <u>  6  </u> name: _____</p> <p>personal information/ Important facts: _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Opinion + reasons for it:</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Best quotes:</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Best acting / staging:</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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	Juror # <u>  5  </u> name: _____ personal information/ Important facts: _____ _____ _____ _____ _____ _____
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Opinion + reasons for it:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Best quotes:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Best acting / staging:

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Juror #   4   name: \_\_\_\_\_

personal information/ Important facts: \_\_\_\_\_

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Opinion + reasons for it:

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Best quotes:

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	personal information/ Important facts: _____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Opinion + reasons for it:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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	Juror # <u>  2  </u> name: _____ personal information/ Important facts: _____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Opinion + reasons for it:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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	Juror # <u>  1  </u> name: _____ personal information/ Important facts: _____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	Opinion + reasons for it: <hr/> <hr/> <hr/> <hr/>

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The Symbols and their meanings	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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**JUDGING PANEL 1**

	<b>Age</b>	<b>Gender</b>	<b>Origin</b>	<b>Professional occupation</b>	<b>Social background</b>	<b>Additional information</b>
<b>Jury #1</b>	45	W	Caucasian	Housewife	Wealthy	3 children (two boys, one girl)
<b>Jury #2</b>	27	M	Hispanic	Policeman	Poor	was born in the Bronx
<b>Jury #3</b>	34	M	Caucasian	Priest	Middle class	participates in Black Lives Matters protests
<b>Jury #4</b>	18	M	Black	College Law student	Wealthy	has a strained relationship with his father
<b>Jury #5</b>	92	W	Caucasian	Retired	Middle class	used to be in the army
<b>Jury #6</b>	60	W	Caucasian	Social worker	Middle class	Is a Democratic activist
<b>Jury #7</b>	47	W	Caucasian	Children court’s judge	Wealthy	is a Republican activist
<b>Jury #8</b>	32	W	Caucasian	Teacher	Middle class	Gives free maths lessons to underprivileged children on Sundays
<b>Jury #9</b>	44	M	Black	College professor	Wealthy	supports the NRA (National Rifle Association)
<b>Jury #10</b>	26	M	Hispanic	Hospital nurse	Poor	Does voluntary work in nursing homes on Sundays
<b>Jury #11</b>	54	W	Asian	President of New York’s Board of Tourism	Wealthy	has an 18-year old daughter
<b>Jury #12</b>	22	M	Asian	Jeweller	Poor	grew up in foster care

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<b>Jury #13</b>	51	M	Hispanic	Business men	Wealthy	5 children from 2 relationship, 3 step-children
<b>Jury #14</b>	63	M	Caucasian	Radiologist	Wealthy	2 children, 5 grand-children supports the Brady Campaign (United Against Gun Violence organization)
<b>Jury #15</b>	19	M	Black	Cab driver	Middle class	Used to be in his school basketball team
<b>Jury #16</b>	88	W	Caucasian	Retired	Middle Class	Great baseball fan
<b>Jury #17</b>	31	W	Black	Waiter	Poor	Works 2 jobs at the timee
<b>Jury #18</b>	46	W	Caucasian	Hair dresser	Middle class	Is an anti-death penalty activist

**JUDGING PANEL 2**

	<b>Age</b>	<b>Gender</b>	<b>Origin</b>	<b>Professional occupation</b>	<b>Social background</b>	<b>Additional information</b>
<b>Jury #1</b>	33	W	Caucasian	Housewife	Middle class	2 toddlers, 1 teenager
<b>Jury #2</b>	47	M	Hispanic	Janitor	Poor	2 <sup>nd</sup> generation of immigrant
<b>Jury #3</b>	55	M	Caucasian	Farmer	Middle class	Grew up in Texas
<b>Jury #4</b>	18	M	Black	College Biologist student	Wealthy	has a strained relationship with his mother
<b>Jury #5</b>	42	W	Caucasian	Self defense teacher	Middle class	used to be in the army
<b>Jury #6</b>	60	W	Caucasian	Dog trainer	Middle class	Is an animal defense activist
<b>Jury #7</b>	47	W	Caucasian	Social worker	Wealthy	is a Republican activist
<b>Jury #8</b>	32	W	Hispanic	Teacher	Middle Class	Is a great American Football fan
<b>Jury #9</b>	44	M	Caucasian	College Law professor	Middle class	supports the NRA (National Rifle Association)

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<b>Jury #10</b>	26	M	Black	Illustrator	Wealthy	Does voluntary work in nursing homes on Sundays
<b>Jury #11</b>	54	W	Caucasian	Zoo keeper	Middle class	has an 19-year old son in Harvard
<b>Jury #12</b>	22	M	Caucasian	Dentist	Middle class	grew up in foster care
<b>Jury #13</b>	51	M	Caucasian	Banker	Wealthy	Just separated from his 20-years-long wife
<b>Jury #14</b>	63	M	Black	Taxi Driver	Poor	Has 4 children from 1 to 13
<b>Jury #15</b>	19	M	Hispanic	Cab driver	Middle class	Used to be in his school basketball team
<b>Jury #16</b>	88	W	Asian	Retired	Middle Class	Gives free lessons to underprivileged children on Sundays
<b>Jury #17</b>	31	W	Asian	Educator	Poor	Comes from LA
<b>Jury #18</b>	46	W	Hispanic	Therapist	Middle class	Is a NRA activist

**JUDGING PANEL 5**

	<b>Gender</b>	<b>Age</b>	<b>Origin</b>	<b>Professional occupation</b>	<b>Social background</b>	<b>Additional information</b>
<b>Jury #1</b>	M	47	Caucasian	Dentist	Wealthy	3 children (two boys, one girl)
<b>Jury #2</b>	F	35	Hispanic	Doctor	Middle class	was born in the Bronx
<b>Jury #3</b>	M	58	Caucasian	Doorman	Middle class	participates in Black Lives Matters protests
<b>Jury #4</b>	F	28	Black	Caterer	Wealthy	has a strained relationship with his father
<b>Jury #5</b>	F	29	Caucasian	Secretary	Middle class	Is getting married in a few weeks
<b>Jury #6</b>	M	47	Caucasian	Sport teacher	Middle class	Is a Republican activist
<b>Jury #7</b>	M	62	Caucasian	Security Guard	Poor	Recently became a grand father

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<b>Jury #8</b>	M	56	Caucasian	Plumber	Middle class	Religious man, very involve in the local church
<b>Jury #9</b>	M	34	Black	banker	Wealthy	Is a Republican Activist
<b>Jury #10</b>	F	44	Hispanic	Psychologist	Middle class	Does voluntary work in nursing homes on Sundays
<b>Jury #11</b>	M	57	Asian	Priest	Poor	Grew up in foster care
<b>Jury #12</b>	F	19	caucasian	Dog sitter	Poor	Has a strained relationship with both her parents and step-parents
<b>Jury #13</b>	M	61	Hispanic	Butcher	Wealthy	Has a very successful shop
<b>Jury #14</b>	M	52	Caucasian	Cook	Wealthy	Owens 3 restaurants downtown Manhattan
<b>Jury #15</b>	W	25	Black	model	Middle class	Has always been a popular cheer leader
<b>Jury #16</b>	M	48	Caucasian	Photographer	Middle Class	Travels around the world
<b>Jury #17</b>	W	23	Black	Pharmacist	Poor	BLM activist
<b>Jury #18</b>	W	37	Caucasian	House wife	Middle class	Is an anti-death penalty activist

#### JUDGING PANEL 4

	<b>Age</b>	<b>Gender</b>	<b>Origin</b>	<b>Professional occupation</b>	<b>Social background</b>	<b>Additional information</b>
<b>Jury #1</b>	52	M	Caucasian	Cook	Wealthy	Owens 3 restaurants downtown Manhattan
<b>Jury #2</b>	25	F	Black	model	Middle class	Has always been a popular cheer leader
<b>Jury #3</b>	48	F	Caucasian	Photographer	Middle Class	Travels around the world
<b>Jury #4</b>	23	F	Black	Pharmacist	Poor	BLM activist

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<b>Jury #5</b>	37	M	Caucasian	House wife	Middle class	Is an anti-death penalty activist
<b>Jury #6</b>	60	M	Caucasian	Social worker	Middle class	Is a Democratic activist
<b>Jury #7</b>	47	W	Caucasian	Children court’s judge	Wealthy	is a Republican activist
<b>Jury #8</b>	32	W	Caucasian	Teacher	Middle class	Gives free maths lessons to underprivileged children on Sundays
<b>Jury #9</b>	44	M	Black	College professor	Wealthy	supports the NRA (National Rifle Association)
<b>Jury #10</b>	26	M	Hispanic	Hospital nurse	Poor	Does voluntary work in nursing homes on Sundays
<b>Jury #11</b>	54	W	Asian	President of New York’s Board of Tourism	Wealthy	has an 18-year old daughter
<b>Jury #12</b>	32	W	Hispanic	Teacher	Middle Class	Is a great American Football fan
<b>Jury #13</b>	44	M	Caucasian	College Law professor	Middle class	supports the NRA (National Rifle Association)
<b>Jury #14</b>	26	M	Black	Illustrator	Wealthy	Likes to teach children and to visit prisoners
<b>Jury #15</b>	54	W	Caucasian	Zoo keeper	Middle class	has an 19-year old son in Harvard
<b>Jury #16</b>	22	M	Caucasian	Dentist	Middle class	grew up in foster care
<b>Jury #17</b>	31	W	Black	Waiter	Poor	Works 2 jobs at the timee
<b>Jury #18</b>	46	W	Caucasian	Hair dresser	Middle class	Is an anti-death penalty activist

### JUDGING PANEL 3

	<b>Age</b>	<b>Gender</b>	<b>Origin</b>	<b>Professional occupation</b>	<b>Social background</b>	<b>Additional information</b>
<b>Jury #1</b>	31	W	Caucasian	Zoo keeper	Middle class	has an 19-year old son in Harvard

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<b>Jury #2</b>	32	M	Caucasian	Dentist	Middle class	grew up in foster care
<b>Jury #3</b>	44	F	Black	Waiter	Poor	Works 2 jobs at the timee
<b>Jury #4</b>	52	W	Caucasian	Hair dresser	Middle class	Is an anti-death penalty activist
<b>Jury #5</b>	51	M	Caucasian	House wife	Middle class	Is an anti-death penalty activist
<b>Jury #6</b>	47	M	Caucasian	Social worker	Middle class	Is a Democratic activist
<b>Jury #7</b>	19	W	Caucasian	Dog trainer	Middle class	Is an animal defense activist
<b>Jury #8</b>	47	W	Caucasian	Social worker	Wealthy	is a Republican activist
<b>Jury #9</b>	32	M	Hispanic	Teacher	Middle Class	Has taught 5 <sup>th</sup> grade for 10 years and 12 <sup>th</sup> grade for the past 3 years
<b>Jury #10</b>	44	F	Caucasian	College Law professor	Middle class	supports the NRA (National Rifle Association)
<b>Jury #11</b>	26	M	Black	Illustrator	Wealthy	Does voluntary work in nursing homes on Sundays
<b>Jury #12</b>	32	M	Hispanic	Teacher	Middle Class	Is a great American Football fan
<b>Jury #13</b>	54	M	Black	banker	Wealthy	Has 3 children in university
<b>Jury #14</b>	63	M	Black	Taxi Driver	Poor	Has 4 children from 13 to 19
<b>Jury #15</b>	19	M	Hispanic	Cab driver	Middle class	Used to be in his school basketball team
<b>Jury #16</b>	88	W	Asian	Retired	Middle Class	Gives free lessons to underprivileged children on Sundays
<b>Jury #17</b>	31	W	Asian	Educator	Poor	Comes from Michigan
<b>Jury #18</b>	46	W	Caucasian	Hair dresser	Middle class	Is an anti-death penalty activist

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	<b>Advantages</b>	<b>Downsides</b>	<b>Final decision (keep or strike)</b>
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<b>Jury #1</b>			
<b>Jury #2</b>			
<b>Jury #3</b>			
<b>Jury #4</b>			
<b>Jury #5</b>			
<b>Jury #6</b>			
<b>Jury #7</b>			
<b>Jury #8</b>			
<b>Jury #9</b>			

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<b>Jury #10</b>			
<b>Jury #11</b>			
<b>Jury #12</b>			
<b>Jury #13</b>			
<b>Jury #14</b>			
<b>Jury #15</b>			
<b>Jury #16</b>			
<b>Jury #17</b>			
<b>Jury #18</b>			

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<p>FACTS 1</p>	<p>An 18-year old boy Alberto Rodriguez (from Puerto Rican origins) is tried for the murder of his violent and controlling step-father, who abused the boy since he was a child. He faces twenty years in jail. This boy has a lengthy criminal record ; among other petty crimes like stealing money from church baskets during mass, he has also been arrested for mugging old people near a nursing home, and he committed a series of burglaries in small jewellery stores and tourist shops.</p> <p>You are the <b>prosecutor</b> and have been assigned a panel of 12 prospective jurors to serve as jury for the trial.</p>
<p>FACTS 1</p>	<p>An 18-year old boy Alberto Rodriguez (from Puerto Rican origins) is tried for the murder of his violent and controlling step-father, who abused the boy since he was a child. He faces twenty years in jail. This boy has a lengthy criminal record ; among other petty crimes like stealing money from church baskets during mass, he has also been arrested for mugging old people near a nursing home, and he committed a series of burglaries in small jewellery stores and tourist shops.</p> <p>You are the <b>prosecutor</b> and have been assigned a panel of 12 prospective jurors to serve as jury for the trial.</p>
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FACTS 2	<p>A 17-year old boy Loyd Bridgerman (from African American origins) is tried for the murder of Harold Franks who owned a pawn shop on Clevelannd East Side. He faces thirty years in jail. This boy has a a small criminal record : drug selling,burglaries in small jewellery stores and tourist shops. He has grown in a foster family after his mother was sentenced to prison for thief. The main witness is Ronnie Bridgeman, a 13-year-old boy, who said he saw Bridgeman and another young male violently attack the salesman on a city street corner.</p> <p>You are the <b>prosecutor</b> and have been assigned a panel of 12 prospective jurors to serve as jury for the trial.</p>
FACTS 2	<p>A 17-year old boy Loyd Bridgerman (from African American origins) is tried for the murder of Harold Franks who owned a pawn shop on Clevelannd East Side. He faces thirty years in jail. This boy has a a small criminal record : drug selling,burglaries in small jewellery stores and tourist shops. He has grown in a foster family after his mother was sentenced to prison for thief. The main witness is Ronnie</p>

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	<p>Bridgeman, a 13-year-old boy, who said he saw Bridgeman and another young male violently attack the salesman on a city street corner.</p> <p>You are the <b>prosecutor</b> and have been assigned a panel of 12 prospective jurors to serve as jury for the trial.</p>
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FACTS 3	<p>An 23-year old boy John Reed (from Caucasian origins) is tried for the accidental murder of Emma Wyatt, an 91-years-old lady, during the buglary of her house. This boy has a lengthy criminal record ; among other petty crimes like stealing money from his neighbours and classmate, he has also been arrested for drug use and drug selling in his university. He has been kicked out of the American Football team for that reason and hasn't spoken to his father nor seen his family since 3 years.</p>
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<p>FACTS 4</p>	<p>A 32-year old women Jane Austen (from African American origins) is tried for the murder of Jason Smith who owned a food store. She faces thirty years in jail. She has been arrested for drug use and prostitution. She has been victim of domestic violence and her only child has been put in foster care. She says she is clean but that her companion who left her in the shop when the police arrested her was the one consuming the drug the policeman found in her pocket. She is a member of the NRA for self defense reason. You are the <b>prosecutor</b> and have been assigned a panel of 12 prospective jurors to serve as jury for the trial.</p>
<p>FACTS 4</p>	<p>A 32-year old woman Jane Austen (from African American origins) is tried for the murder of Jason Smith who owned a food store. She faces thirty years in jail. She has been arrested for drug use and prostitution. She has been victim of domestic violence and her only child has been put in foster care. She says she is clean but that her companion who left her in the shop when the police arrested her was the one consuming the drug the policeman found in her pocket. She is a member of the NRA for self defense reason. You are the <b>prosecutor</b> and have been assigned a panel of 12 prospective jurors to serve as jury for the trial.</p>
<p>FACTS 4</p>	<p>A 32-year old woman Jane Austen (from African American origins) is tried for the murder of Jason Smith who owned a food store. She faces thirty years in jail. She has been arrested for drug use and prostitution. She has been victim of domestic violence and her only child has been put in foster care. She says she is clean but that her companion who left her in the shop when the police arrested her was the one consuming the drug the policeman found in her pocket. She is a member of the NRA for self defense reason. You are the <b>defendant</b> and have been assigned a panel of 12 prospective jurors to serve as jury for the trial.</p>
<p>FACTS 4</p>	<p>A 32-year old woman Jane Austen (from African American origins) is tried for the murder of Jason Smith who owned a food store. She faces thirty years in jail. She has been arrested for drug use and prostitution. She has been victim of domestic violence and her only child has been put in foster care. She says she is clean but that her companion who left her in the shop when the police arrested her was the one consuming the drug the policeman found in her pocket. She is a member of the NRA for self defense reason.</p>

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	<p>You are the <b>defendant</b> and have been assigned a panel of 12 prospective jurors to serve as jury for the trial.</p>
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<p>FACTS 5</p>	<p>A 43-year old woman Lee Jackson (from Asian American origins) is tried for the murder of Jude Law, a 17-years old boy who tried to commit buglary in her shop. It turned out the weapon Jude Law was using was a fake one and that he was known for dealing drugs. She faces 15 years in jail. She is known to be abusive with her custommers, husband and children but has never faced any plaintiff, though her husband left with their 3 children the year before. She is an active member of the NRA.</p> <p>You are the <b>prosecutor</b> and have been assigned a panel of 12 prospective jurors to serve as jury for the trial.</p>
<p>FACTS 5</p>	<p>A 43-year old woman Lee Jackson (from Asian American origins) is tried for the murder of Jude Law, a 17-years old boy who tried to commit buglary in her shop. It turned out the weapon Jude Law was using was a fake one and that he was known for dealing drugs. She faces 15 years in jail. She is known to be abusive with her custommers, husband and children but has never faced any plaintiff, though her husband left with their 3 children the year before. She is an active member of the NRA. .</p> <p>You are the <b>prosecutor</b> and have been assigned a panel of 12 prospective jurors to serve as jury for the trial.</p>
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