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Lesson Plan on Japan – Anime’ and Manga with an Emphasis on Art and Language Arts

Objective: Students will examine several samples of Japanese Manga and will watch episodes of Anime’ in order to understand its social context and cultural importance. They will attempt to write in the style of Manga and draw Anime’ to discover the controlled aspect of the art form and the use of a different literary style.

This will be a two week long unit for 9th-12th grade students meeting for 45 minutes a daily. It includes a total of ten lessons.

Materials Needed

Copies of different Manga for students to look at as well as a single copy for each student of a Manga to be determined by the teacher

Clips of Anime’ movies and episodes, specifically Ghost Hunt, Kiki’s Delivery Service, and Princess Mononoke

Spirited Away

Standards: Ohio

Fine Arts Standard - Historical, Cultural, and Social Context

Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.

Benchmark A: Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.

Grade Nine

1. Discuss the roles of visual art forms within social contexts.
2. Explain the relationship of a selected work of art to the time period in which it was created.
3. Research and describe the cultural values in various traditions that influence contemporary art media.

Language Arts - Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various

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genres of literature, including fables, folk tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

By the end of the Grades 11-12 program:

A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text.

Writing Process Standard

Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

By the end of the Grades 11–12 program:

F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.

Lesson Plan

Day one will be an introduction to Japanese Manga and Anime'. We will look at the rise and popularity of the genres and examine some of the history as well as the scope of Manga and how it reaches all ages in Japan through a teacher lecture followed by discussion. Definitions of terminology will be given and brief samples will be shown which will include some of the English versions of Japanese Manga available at local bookstores as well as short clips from the internet which will be transferred onto a DVD with anime' scenes in Japanese with English subtitles and some in English.

Day two will be an introduction to Manga. Samples will be shown in the form of different comic books (Manga) in English. Students will have a chance to look at different books and try to figure out how to read them. Students will compare a sample of different Manga to a sample of American comics and be asked to list similarities and differences.

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Day three will provide students an opportunity to read as much of an entire Manga as the students can in 45 minutes. They will have a study guide with questions to answer. The study guide will cover simple comprehension questions of the action, plot, and setting from the story. The study guide will be written to follow the action of each individual Manga used.

On day four, the students will go back through the Manga to begin asking some critical questions about the style of the writing and the themes present. Students will examine the Manga to determine what makes it popular in Japan and around the world.

On day five, students will look at Japanese art to see if they can find where the stylized art of Manga came from. Students will examine block prints as well as textiles and traditional art to find similarities and differences. Students will learn about the art history of Japan from the past two hundred years.

Day six begins the section on Anime'. Students will watch a 23 minute episode of Ghost Hunt. A general discussion will follow on what the story is about, why it is based upon teens and high schools, and why there is a presence of an Australian priest in the storyline. We will examine the basic, plot, setting, and themes. Students will write a brief 1-2 paragraph critique of the video.

On day seven, students will attempt to draw in the Japanese Manga and Anime' style. Students will have Manga available to reference for their drawing and Anime' clips will be running while they draw as well.

Students will attempt to do a story board of a Manga style comic on day eight. They will create an idea for a story and do the thumbnail sketches of the comic. I will provide story board templates for the students. This will allow for differentiation. Four square boards, eight square boards, and varied size boards will be available to the students. The students will also work on trying to write in the Manga style as well using similar sounding words as well as plays on words.

Days nine and ten will be spent watching the Anime' movie Spirited Away. The students will do small group discussions at the end of each day looking at items in the movie that show Japanese culture. Students will also assess why the movie has the plot, setting and themes that it does and how it relates to similar styles in Manga.

Assessment

Informal assessment will take place during the discussions to check for understanding of story elements as well as similarities and differences from Japanese to American comic books and cartoons. Study guides will be turned in and graded. The brief critique of the video will be part of the unit grade as well. The story boards will be graded for originality, completion and style.

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Resources

Ghost Hunt. 2008.

Princess Mononoke. Dir. Hayao Miyazaki. Perf. Yoji Matsuda and Yurika Ishida. 2000.

Spirited Away. Dir. Hayao Miyazaki. Perf. Daveigh Chase and Suzanne Pleshette. 2002.