

Japanese Lesson Plan

Learning Objectives:

- To assist students in learning about placement, social dynamics of other cultures through the discussion/examination of Japanese honorifics.
- To incorporate varying notions of communication/creativity in writing.
- To teach the basics of senryu writing and response.
- To work to establish a foundation for identifying students above and beyond their own notions of self to better their creative writing and assist in the understanding of other literary works.
- To reflect on the notion of satire as a literary element.

CSOs addressed:

- RLA.O.9.1.1 examine the social, historical, cultural and biographical influences on literary and informational texts.
- RLA.O.9.2.7 examine and prioritize different drafting strategies for specific writing tasks to structure a clear, logical progression of ideas in argumentative writing, research writing, literary analysis, and creative and reflective writing.
- RLA.O.9.3.3 perform a variety of roles in various settings:
- critique oral/visual information
 - relate personal experiences
 - collaborate to gain consensus
 - mediate
 - speak extemporaneously
- 21C.O.9-12.2.LS.1 Student engages in a critical thinking process that supports synthesis and conducts evaluation using complex criteria.
- 21C.O.9-12.2.LS.4 Student visualizes the connection between seemingly unrelated ideas and independently produces solutions that are fresh, unique, original and well developed. Student shows capacity for originality, concentration, commitment to completion, and persistence to develop unique and cogent products.

Duration:

Unit should last 9 days in duration.

Day 1 Activities:

Students will have prior knowledge base on pronouns and their use from grammar unit to immediately precede this section. They will then move from pronouns to discuss the notion of honorifics versus pronouns and titles in the English language. Students will be briefed on the definition of honorifics, their cultural implication and use. They will then analyze to understand how honorifics would translate into English by identifying 10 people of varying status (not just friends, etc) and how they would apply honorific titles/pronouns to them.

Day 2 Activities:

Students will analyze their reactions to honorific titles and discuss cultural literacy and how these titles would/wouldn't "translate" into the vernacular of the United States. The class will discuss cultural mores and types of communication (cyclical versus direct) and provide examples that further explain the variants in communication. They will analyze thoughts on communication by writing how cyclical and direct communication could further differ among people of different honorific titles. Students will think/pair/share to develop and examine their ideas.

Day 3 Activities:

Students complete Venn diagrams on these types of communications and divide into groups listing the pros, cons of such communications and their social implications. Teacher led discussions on how these communications impact writing, speaking. Students practice cyclical communication as homework assignment. Class will begin to recognize the importance of word choice and tone in cyclical communication.

Day 4 Activities

Evaluate experiences of cyclical communication and work with students to connect these ideas with the succinctness of the senryu and its difference from the haiku. Review syllables and examples using resources from Matoka Ueda text. Discuss all aspects of senryu (gotcha or cut, definition of satire) and have students practice writing senryu. Examine the contractions between senryu and more westernized poetry. Students will work to answer the question "How does senryu exemplify cyclical communication while using only 17 syllables?"

Day 5 Activities

Since senryu are predominantly about satire, students will examine a teacher provided national news publication to satirize about current events. They may also analyze the illustrated form of the political cartoon to further assist in their understanding of political satire. Students in teacher-chosen groups will attempt writing senryu about current events in school or world news to show the cyclical communications wryness and message.

Day 6 Activities

Discussing of the cyclical communication is reviewed as teacher and students look at the notion of senryu communication. Teacher-chosen groups from the previous day complete their work on senryu by sharing and critiquing the work of other groups. Students then return to groups to analyze the return communication of the senryu with a

following 14 syllable response given by a coordination group. Groups pass around senryu and work on adding and examining each poem for cohesion to rules.

Days 7 and 8 Activities

Students continue to examine appropriate examples of senryu from text while individual students contribute to the class senryu on the presidential election. The teacher will circulate the room giving individual instruction to students on how to continue the class senryu appropriately. Other students will read and write senryu satirizing their most embarrassing moment in high school so far.

Day 9 Activities

Students will proofread the class senryu and work on recopying it onto a larger sheet of paper to be posted in the classroom. Discuss the travels the text has made since the initial teacher written senryu. Follow the transitions of the senryu and examine to ensure all aspects have been adhered to. Each individual class senryu will be posted upon the walls for other classes to view and examine. The students will then use their knowledge of senryu, satire and varying communication styles to move forward with their literature selections.

Materials used or referenced:

Handout on honorific titles and divisions

[Makoto Ueda](#), *Light Verse from the Floating World: An Anthology of Premodern Japanese Senryu*, Columbia University Press, 1999.

Senryu handout

Class notes

World newspapers with political cartoons.

<http://stason.org/TULARC/art/anime-faq/31-Please-Tell-Me-About-Japanese-Honorifics-And-Terms-Of-Add.html>