

04 Manga & Anime Copied from: The Graphic Novel, Copied on: 11/15/23

Content Area: **ELA**
Course(s):
Time Period: **Semester**
Length: **Two Weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

This course will examine the literary elements that make up a graphic novel, i.e., word choice, illustrations, layout, author's craft and choice. Students will hone in on their reading skills to explore the various meanings of text and enhance their overall literacy skills of multimodal texts. The multidimensional aspects of graphic novels require readers to practice multiple ways of meaning making. Students will analyze what is both directly and indirectly stated or portrayed in the text. The goal will be that students come in contact with various genres of graphic novels, i.e., fiction, non-fiction, remakes, manga and personal narratives and refine their analytical skills.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

As will be the case in Units 2-6 the focus moving forward will be twofold. First, an emphasis will be placed on the unit's topic, genre, messages, themes, and relevance. The second area of emphasis will be on the ways in which the graphic novel medium itself not only supports the thematic value of the unit, but also enhances it thereby rendering it more powerful, meaningful, and relevant to the audience. Specific to this unit, students will delve in to the importance of multiliteracies and the way in which multiple modes of representation in media serve to create new meanings. Students will also explore the close connection between Manga and Anime as well as the way in which each reflects Japanese culture, including themes more commonly found in Eastern storytelling. Students will learn about the variety of sub-genres within Manga and Anime as well as some of the reasons behind their ever growing popularity in the West. In addition, students will gain a better understanding of the differences and similarities between Western and Eastern graphic novels, narratives and meaning making.

CONTENT AREA STANDARDS

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

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LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

CS.9-10.2.4	Collaborating Around Computing
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility

for accomplishing a specified task (e.g., W.11-12.6.).

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand:

- how unique imagery and visual details influence the genre.
- how multiple modes of media and representation create new meaning.
- how to read a Manga style comic both in terms of physical setup and in regards to ideas to look for.
- what makes Manga and Anime recognizable as media form.
- that there is a variety of sub-genres within Manga and Anime.
- the vast majority of Anime were inspired by Manga, often with minimal adaptation.
- the reflective nature of the style and the Japanese culture including unique thematic ideas.
- the similarities and differences between Manga and Anime.
- the similarities and differences between Western and Eastern graphic novels.

Procedural Knowledge

Students will be able to:

- determine the theme or central idea of a text as well as track and analyze how it emerges.
- analyze a particular point of view or cultural experience as it is reflected in this genre's art form.
- analyze the representation of a subject in two different artistic mediums.
- respond thoughtfully to varying perspectives within the classroom offered by both peers and the selections discussed.
- create narratives that emulate the style of the unit.
- analyze the selections for relevance, and meaning.
- interpret the use of symbols, icons, images, and panels.
- analyze the selections for use of graphic novel techniques and devices.
- identify the cultural impact and representation found within the Manga and Anime genres and gain insights about indigenous customs, history, myths, and language.
- read comics written in the Manga style beyond a plot driven focus and with a more sophisticated meaning making lens.
- identify sub-genres within Manga and Anime.
- evaluate, critique, and analyze the different styles of graphic novels found in the East and West.
- assess the quality of narrative adapted from Manga to Anime.
- storyboard comics in a way that appropriately and successfully adapts a story from comic to film and vice versa.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Group Multimedia Project
- Brainstorming with Images
- Character Creations
- Teacher/Student Conferences
- Modified Rubrics

Formative Assessments

Creating Fan-fiction - original stories featuring characters from popular media.

*Film Circles: Allows for students to explore the wide range of genres and topics treated by Anime.

*Whole Group Debriefing of Independent Viewing: Such discussion allows for students to pool their knowledge of Anime, gleaned across multiple texts, while they air and refine their individual perspectives in the lights of others' ideas.

*Mapping Visual Inferences: This helps students decode visual images and sharpen skills such as predicting, questioning, and making inferences. This is most helpful in Manga and Anime as they often require the viewer to make larger inferences and more quickly before shifting panels or scenes.

Film and Graphic Novel Reviews (Individual or Adaptations)

Author Study: Highlighting the work of Hayao Miyazaki and Mining Cultural References

Adapting Manga to Anime Exercise.

Converting Western Style Graphic Novels to Eastern and Vice Versa.

*More details in Teaching Visual Literacy by Frey and Fisher

Summative Assessments

In addition to formal written responses many of the assignments and activities listed in the Formative Assessments section can be used as a Summative Assessment. To do so, provide additional time and scaffolding. The scope and scale of each Formative Assessment can also be adjusted appropriately.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Teaching Visual Literacy by Frey and Fisher

Akira

Cardcaptor Sakura

Castle in the Sky

Cowboy Bebop

Dragon Ball Z

Escaflowne

Ghost in the Shell

Grave of the Fireflies

Kiki's Delivery Service

Metropolis

Millennium Actress

Mobile Suit Gundam Wing

Nausicaa of the Valley of the Wind

Neon Genesis Evangelion

Otaku no Video

Pokemon

Princess Mononoke

Ranma 1/2

Sailor Moon

Spirited Away

Reel Conversations: Reading Films with Young Adults

Great Films and How to Teach Them

List of print and online resources recommended for teachers in Teaching Visual Literacy by Frey and Fisher (Figure 4.3)

Miyazaki Films

VIZ Media Illustrated Print Texts for Spirited Away

INTERDISCIPLINARY CONNECTIONS

Audio/visual media analysis

Google

Educational tech applications

Work productively in teams while using cultural global competence.

Visual Language

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

