

# Writing Narratives through the Lens of Anime and Manga

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## Lesson Plan Background:

- **Demographics**
  - **Title:** Writing Narratives through the Lens of Anime and Manga
  - **Subjects/Grade Level:** English, 9<sup>th</sup>, 10<sup>th</sup> grade
  - **Suggested duration:** 90 minutes
- **Learning Objectives**
  - Students will be able to research aspects of Japanese pop culture and identify at least two different themes or topics that they can utilize in their own writings.
  - Students will be able to create a short narrative utilizing an aspect of Japanese pop culture.
- **Essential Questions**
  - How can we identify elements that are from other cultures and incorporate them into a story while respecting the culture?
  - How can we create a narrative that has a clear beginning, middle, and end?

## Lesson Plan Details:

- **Pre-Assessment of Prior Knowledge**

Students will play a game about Japanese pop culture versus American pop culture that can be found on Blooket.com's website. (If you go to "Discover" and type in Japanese Pop Culture, there are several available and ready for playing.)
- **Teacher-Student Interaction**
  1. Have students work with a partner to research and document at least two different pop culture themes or topics that they can utilize in their own writings. (Students are encouraged to be mindful of the ratings of any anime shows that they are researching. For a teacher, it might be a good idea to either screen some ideas to present to the class or you may want to let the class know which shows would have to be considered "off limits" for their research unless you want to send a waiver for graphic content.)
  2. Students will discuss the elements that they found with another group.
  3. Students will create an outline of a story that they would like to write that shows a beginning, middle and end. It would be helpful to include a plot diagram so that students can mark out their rising and falling action to help them pre-write.
  4. Students will also be encouraged to list their potential characters for their story. Encourage a full backstory for these characters prior to writing.
  5. Students will utilize the rest of the class period to write their stories.
  6. In the next class session, students will create a final draft and will share with their original research partner.

## LESSON PLAN

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- **Closing Activity**

Students will be encouraged to read in small groups.

- **Post-Assessment**

Students will be given a half sheet of paper that asks for peer feedback. Examples of feedback would include the following:

|   |     |    |
|---|-----|----|
| 1. Did the student have a clear beginning, middle and end?  | Yes | No |
| 2. Did the student incorporate aspects of Japanese Pop Culture in their story?  | Yes | No |
| 3. List these aspects:  |     |    |
| 4. Did the student “show” and not “tell” their story?   | Yes | No |
| 5. Did the student create a story that you would like for them to extend? (Would you read more if the student wrote a second chapter, for example?) | Yes | No |

Table 1 Post-Assessment

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This lesson plan is available online for classroom use worldwide and can be accessed at [EASC's Resource page](#).

Source: Tsutsui, William M. (2010). *Japanese Popular Culture and Globalization* (Ser. Key Issues in Asian Studies). Association for Asian Studies.