



Title: *Godzilla vs. Power Rangers: The Development of Tokusatsu (Japanese Live Action Effects Cinema)*
(Grade 8)

Introduction/Summary: Students will trace modern stories back to traditional influences. The example to be discussed in class will be the children's television series, Power Rangers and how Power Rangers traces its origin back to Godzilla. Students will then be asked to trace a similar trajectory with another work of fiction (tokusatsu, anime, manga, American television, film, or comics). Students will identify characters, plot devices, or thematic elements that authors use and explain how the material is rendered new. They will present their ideas in the form of a visual display (poster or PowerPoint).

Duration of Lessons: Eight periods

Connection to standards/common core:

English and Language Arts, Grade Eight (Ohio)

CCSS.ELA – Literature, **Integration of Knowledge and Ideas** - RL.8.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.

CCSS.ELA – Literature, **Craft and Structure** - RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CCSS.ELA – Writing, **Production and Distribution of Writing** - W.8.6: Use Technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Visual Arts, Grade Eight (Ohio)

Perceiving/Knowing - 4PE: Understand how social, cultural and political factors affect what contemporary artists and designers create.

Responding/Reflecting - 3RE: Identify examples of visual culture and discuss how visual art is used to shape individual and social behavior.

Learning Objectives: Students will be able to analyze a modern story and identify elements that are borrowed from previous, traditional stories.

Materials:

- a) Power Rangers Visual Aid (attached)
- b) Power Rangers (DVD or Netflix Account)
- c) Gojira or Godzilla (DVD) (optional)

Lesson Activity Day 1

Discuss how modern stories are influenced by older stories and traditional stories. Ask students if they can think of any examples of modern stories (movie or television stories or books) that have been

influenced by older, more traditional stories. If students struggle with this discussion, suggest a connection between traditional fairytales and Disney movies. Record student generated example on a digital file or poster note sheet. This information will be used later for the final project ideas.

Lesson Activity Day 2

Watch an episode of Power Rangers in class. Any episode will do, practically; they are very formulaic. Discuss with class the elements of the story, the characters, the conflict, the climax, and theme.

Lesson Activity Day 3

Introduce Tokusatsu to students. Using a visual aid, illustrate how story elements have been used from older, more traditional stories. Students should also identify how this material is rendered new or made different. See visual aid attached to this document for an example.

Lesson Activity Day 4

Ask students to begin generating their own ideas for their final project: showing how a modern story of their choosing traces its origin or inspiration to an older, more traditional story. Students may be more comfortable generating ideas in self-selected small groups. As students settle on a topic with a clear modern story (specific title) and influences, a student may "claim" that topic with a teacher. Teachers should be careful to avoid duplicate topics or topics that are too close in nature.

Lesson Activity Day 5

Students will work individually to develop final projects. At this point, they should identify the language that will be used in the presentation. Specifically, the students should have a thesis or general statement that connects the modern story to the traditional story. Furthermore, students should identify the elements that the two stories share such as characters (antagonists and protagonist, conflicts (external and internal), climax, and resolution, etc. Students should also specify how the modern story makes new use of these comparative elements.

Lesson Activity Day 6

Students should have access to computers or poster making materials. Using the visual aid from Day 3 as a model, students will create or assemble their presentations. Students should print drafts for a peer review next period.

Lesson Activity Day 7

Students will share drafts of their projects in small groups for informal feedback. Teachers should also give students informal feedback and generally preview images and wordings. An additional day for student revision may be added at this point in the lesson.

Lesson Activity Day 8

Ask the students what social behaviors their chosen stories might promote in their audience. Give the example of Godzilla: the creators wanted the audience to be wary of atomic weapons. For the Power Rangers, the creators want to promote ideas about teamwork and achieving goals. In small groups, ask students to discuss the social behaviors of their stories. Have the small groups report to the class.

**Lesson Activity Day 9**

Students will present final projects. PowerPoint presentations may not need a student to actually present it; a teacher may just scroll through the slides. The teacher may want put all of these files in one folder ahead of time for easy sharing. If students are presenting posters, students may just walk around the room viewing the posters. To reinforce the goals of the lesson, a teacher may want have an audience requirement, such as a graphic organizer to record information about a selection of final projects including lessons about social behavior.

Lesson plan written by: Chevy Sidel, National Board Certified Teacher, Bexley Middle School, Columbus Ohio

Comparing Modern and Traditional Stories
Notes Sheet

Name _____
Date _____

Connecting Modern Stories to Traditional Stories

Can you think of modern stories (books, movies, television shows) that borrow ideas and elements from older stories or traditional stories (fables, myths, or fairytales)?
Brainstorm some ideas in the space below.

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Reviewing Elements of Fiction

Write down a definition for each term listed below.

<i>protagonist</i>
<i>antagonist</i>
<i>stock character</i>
<i>external conflict</i>
<i>internal conflict</i>
<i>exposition</i>
<i>climax</i>
<i>resolution</i>
<i>mood</i>
<i>theme</i>

Introducing Tokusatsu

What is Tokusatsu? Write down a definition below.

| Tokusatsu

Analyzing Tokusatsu

As you watch the film, take notes on story elements you recognize from other stories.

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Comparing Modern and Traditional Stories
Assessment Proposal

Name _____
Date _____

Traditional Story Final Project Proposal

First, select a project. Then, identify the one or two texts you will be analyzing. Finally, circle a key concept that will apply to your story.

<i>Modern Story</i>	<i>Traditional Story</i>

Traditional Story Final Project Proposal

Identify three story elements (characters, conflict, and plot) that these stories share.

1.
2.
3.

Final Project Graphic Organizer

Write down the information that will be presented in your visual aid final project.

What stories will you compare?

<i>Modern Story</i>		<i>Traditional Story</i>	
<i>Title</i>		<i>Title</i>	
<i>Author/Director</i>		<i>Author/Director</i>	
<i>Publication Date</i>		<i>Publication Date</i>	

<i>What is your thesis?</i>	
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<i>How does this modern author make the traditional elements new?</i>	
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