

**Unit Title:**      **The Spirit of Wonder: Japanese Culture as Viewed through the Animé Paradigm**

**Grade:**           **Middle School**

**Duration:**       **14 Weeks**

**Essential Question: Why is it important for us to understand and appreciate Japanese culture - and to realize that we can not truly begin to comprehend Modern Japan without being aware of her history?**

**Unit Rationale:**

As Clark and van Tassel-Baska have noted, gifted students need to have access to special courses in areas of their strength and interest which accelerate the pace and increase the depth of the content as well as giving them (students) greater exposure to new areas of learning within and outside of the school structure. In the affective domain, Barbara Clark also states that gifted students need to be able to explore issues related to the world community; become aware of personal talents contributing to world issues; and foster a commitment to humanity.

We believe that our Center will benefit from this stimulating unit, which will both support and broaden students' understanding of our global village; in particular, Asia, a portion of that village which is sometimes underrepresented in curricula.

Through this unit, students will acquire a better understanding of a region of the world that is very different from ours, but has a great impact on us - and it will help the students recognize and understand that impact, socially, artistically, economically and historically.

**Measurable Learner Objectives:**

By the end of this unit, students will be able to:

- ❖ Begin to develop a clearer understanding of particular Japanese historic time periods and peoples.
- ❖ Recognize, analyze and evaluate some of the impact that Japan's historic arts have on the modern arts of Animé and Manga; as well as perceiving the impact of Japanese history in modern Japanese culture, in general.
- ❖ Analyze, briefly, and explain the impact that Japanese geography has had on her history and culture through the 5 themes of geography
- ❖ Superficially, describe and compare Japan's major historic religions/philosophies and government systems and their impact on Japanese culture
- ❖ Utilize the filmmaking process to design a short animated film.
- ❖ Create a plausible story line and characters rooted in Japanese history and culture, as a part of a team, in order to create a short, animé film.
- ❖ Evaluate one's own and others' products.

W.I.N.G.S. Thinking Skills:

I. To develop Thinking Skills

*The student will develop the skill of:-*

E. making and judging observations.

K. deciding on an action.

L. interacting with others.

II. To develop creative thinking skills

*The student will develop the skill of:*

F. synthesizing

III. To develop analytic skills

*The student will develop the skills of:*

A. recognizing attributes

D. ranking, prioritizing, sequencing

H. analyzing.

J. evaluating.

IV. To develop organizational skills

*The student will develop the skill of:*

F. goal -setting/planning/designing.

**Show-Me Standards:**

**Performance Standards**

**GOAL 1:** Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas. *Students will demonstrate within and integrate across all content areas the ability to*

2. conduct research to answer questions and evaluate information and ideas
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures

**GOAL 2:** Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

*Students will demonstrate within and integrate across all content areas the ability to*

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
7. use technological tools to exchange information and ideas

**GOAL 4:** Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

*Students will demonstrate within and integrate across all content areas the ability to*

5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks

## Knowledge standards

**Communication Arts** *In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in*

4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
6. participating in formal and informal presentations and discussions of issues and ideas

### **Fine Arts**

*In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

### **Social Studies**

*In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

2. continuity and change in the history of Missouri, the United States and **the world**
3. principles and processes of governance systems
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions

**DESE GLEs:**

**World History Grades 9 - 12**

**Knowledge of continuity and change in the history of the world (World History)**

**A.**

**(1) Knowledge of contributions and interactions of major world civilizations**

Describe the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and the Middle East in ancient and medieval times

**2b.**

**Principles and Processes of Governance Systems**

**3. Knowledge of principles and processes of governance systems**

**B.**

**(2) Similarities and differences of governmental systems**

Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic and theocratic, and describe their impact

**4. Knowledge of major elements of geographical study and analysis**

**(such as location, place, movement, regions) and their relationship to changes in society and the environment**

**5. (will touch on all A through H)**

**Relationships of Individual and Groups to Institutions and Traditions**

**6. Knowledge of relationships of the individual and groups to institutions and cultural traditions**

Compare and contrast the major ideas and beliefs of different cultures

Summarize how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects

**Instructional Strategies:** Lecture, independent and group research, hands-on activities, graphic organizers, story-telling, technology, reading for information...

**Assessment(s):** Projects and presentations, teacher check-lists, self and peer evaluation, rubric for final product.

**Resources:** In process.

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society, including causes and effects