









Manga: Japan's Comic Style

Lesson Overview:

 Content Areas	Literature, social studies
 Grade Levels	4-8
 Approx. Time	1.0 -1.5 hours
 Materials	Suggested Presentation (Canva) Worksheet (PDF)

 Learner Outcomes	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Define manga, culture, and cognates • Demonstrate an understanding of how to read manga • Compare American and Japanese cultures • Create a story using the manga format
 Key Words /Vocabulary	<p>Manga: a style of Japanese comic/graphic novel Culture: the beliefs and behaviors of a group of people Cognates: a word that is shared between two languages</p>
 Standards	<p>CCSS.ELA-LITERACY.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Other standards, particularly state standards, likely apply to this lesson; this is one example of a Common Core standard.</p>
 Captivate	<p>Intro Activity/Background (45 minutes)</p> <p><i>Slide 1</i> Prepare students as needed for the presentation and subsequent activity.</p> <p><i>Slide 2</i> Warm up the class by having a class wide conversation. Does anyone know what manga is? Has anybody ever read manga or other graphic stories? Is everyone familiar with Pokémon?</p>

Slide 3

Introduce the unique connections your community has with Japan. For example, Montana has a sister state relationship with Kumamoto and provides much of the wheat required to manufacture ramen noodles.

Slide 4

Provide a brief overview to the history of manga. Rough details are on the slides; for more, check out [this article](#) or other sources.

Slide 5

Provide a few examples of manga that students may be familiar with; these are some of the most popular manga in America, though students may be more familiar with them through their anime (TV cartoon) adaptations.

Slide 6

Allow students a few minutes to try to read this page of manga; students who are familiar with manga will likely get it quickly, but anyone who isn't might struggle to understand it – that is perfectly normal.

Slide 7

Explain to students that manga is read from right to left (in terms of panels, speech bubbles, and pages). Do not begin to discuss why; this will be explored in the next few slides.

Slide 8

Give the students a few minutes to look at this page of manga that has the words removed. After they have had a chance to think about what it might be saying, invite them to share their thoughts with the class.

Slide 9

Finally, let the students look at the page in Japanese for a few moments. Using the numbering from slide 8, this is what the speech bubbles say:

1. See?
2. It stinks!
3. Go ahead! Give it a smell.
4. It smells okay to me.
5. Are you serious?! Is your nose okay?!
6. Well then you wear it, stinky!
7. Unbelievable, this kid.
8. Haha, thanks
9. *Blushing*

Slide 10

What do they notice about how Japanese is written? Where does punctuation lie? Is there anything about this that might be a clue as to why manga is read in the order it is? Because Japanese is written up and down starting on the right and moving left, that is also the order it is read in (similarly, English is written left to right moving from the top down, and so that is the order we read in).

Slide 11

Introduce the concept of culture; depending on the age of your class, this conversation might be easier or harder. Consider discussing different sizes of cultures (as small as a family or classroom, as large as a state or country) and different cultures represented within the classroom.

Slide 12




Ask your class to brainstorm differences in Japanese and American culture. What differences are there between the art styles of manga and comic? Between the languages? Do students think there are any differences? (It's okay if they say no)

Slide 13

Introduce the concept of cognates ("language friends") to your students. Use the examples on the slide or come up with your own that might be relevant to your students; consider inviting them to come up with any if they can.

Slide 14

Invite students to share any culture they see shared between the US and Japan. Some examples might be food (Americans love ramen; many Japanese folks eat KFC for Christmas), technology (ask if any students play video games – Japan, particularly the company Nintendo, was a huge influence on the development of video game technology), and so on.

 <p>Explore</p>	<p>Activity (15-30 minutes) <i>Slide 15</i> Pass out the manga panel worksheet. Explain to students that they are going to create their own page of manga; they can consider adapting a story they know well into manga (a book they're reading, a familiar fairytale, etc.) or create their own.</p>
 <p>Reflect</p>	<p>Follow-Up Activity (15 minutes) Have students share their creations. For smaller classes, they might share one at a time; for larger classes, consider creating a 'gallery' with the art, so that students can walk around and see their classmates' creations. Do whatever works best for your class.</p>
 <p>Synthesize</p>	<p>Consider encouraging your students to try reading some manga – if possible, make some available in the classroom or point students to where they might find some. Does your class or school library have any manga? What about the public library?</p>