

12th Grade World Literature
Introduction to Postmodernism Through Japanese Film

PLANNING FOR THE LESSON – 3 days

Key Content Standard(s): List the complete text of only the relevant parts of each standard. TPE 1

R.I. By the end of grade 12, read and comprehend literary nonfiction at the high end of the CCR text complexity band independently and proficiently.

Determine two or more central ideas of a text...provide an objective summary of the text.

R.L. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.

Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

S.L. Integrate multiple sources of information presented in diverse formats and media.

Lesson Objective: What do you want students to know and be able to do? TPE 1

Students will be able to recognize major concepts of the postmodern era.

Students will be able to see how these concepts are demonstrated through diverse media including film and literature.

Assessment: Formal and Informal Assessment. TPE 2

- **What evidence will the students produce to show they have met the learning objective?**

Formal Assessments (Identify Receptive or Productive?):

Literary device graphic organizer
 ACE Short Constructed Responses
 Discussion Post

Informal Assessments (Identify Receptive or Productive?):

Clarifying questions
 Whole class and individual oral checks for understanding

- **What modifications of the above assessments will you use for language learners and/or special needs?**

Using a Japanese film to demonstrate complex concepts simplifies the idea and provides a visual aid to support understanding outside of language.

Providing the literary terms in a powerpoint with visuals helps EL learners and students with special needs because they can see the terms written out with a visual depiction and then copy the term.

Supporting students one-on-one during independent work.

Prerequisite skills and knowledge and experiential backgrounds. TPE 8

- **Skills/knowledge/experiential backgrounds**

The concepts in this unit build off and add to the Modernist concepts the students have just learned in the previous unit (i.e. fragmentation, disillusionment)

- **Pre-assessment strategy** How will you access and activate students’ prior knowledge?

Using a film with a plot line that relates to high school students.

Reviewing previous terms on literary device organizer.

- **Academic Language**

Vocabulary:

intertextuality	existentialism
metafiction	absurdism

pastiche	fragmentation
irony	disillusionment
decentralization	linear/ non-linear

Other Text Structures, organizational, stylistic, or grammatical features that will be explicitly taught:
 ○ ACE writing structure (continued)

Equity TPEs 6,7,8

- **How will ALL learners engage? (varying academic and cultural backgrounds , language levels, academic language)**

The literary device graphic organizer supports all students in organizing new information in a way that makes it accessible.

All students learned a few of the terms in the Modernist period, which will be reviewed while shifting into Postmodernism.

Using a film engages all students because it simplifies concepts and provides a visual aid.

Discussion thread gives students the opportunity to learn and borrow ideas from one another.

Instructional Learning Strategies to Support Student Learning. TPEs1,4,5,6,9,10

List what the teacher will be doing and what the students will be doing.

DAY 1-

Time 50 min	Teacher	Students	Lesson Resources/ Materials TPE4
5	INTRODUCTION Introduce postmodernist unit and connection to contemporary Japanese culture. Essential Question: In what ways does Japanese popular culture reflect postmodern ideas and philosophies?		
15	READING ARTICLE Have students set up ACE and assign question prior to reading- How does Lee A. Makela define and explain postmodernism in the article? Make sure to answer, cite, and expand. Read article “Teaching the Postmodern Using Examples from Japanese Film and Popular Culture” aloud as a class	Set up ACE response Read article Highlight textual evidence that will help answer ACE question	http://asiannetwork.org/ane-archived-issues/2003-spring/anex2003-spring-makela.pdf
15	ACE WRITING ACTIVITY Assign partners (Kagan pairings) Circulate during ACE short constructed response writing	Work in assigned partners to complete ACE Turn in when completed	ACE poster
15	WEB SEARCH ACTIVITY Have students independently go to the website link on schoology (contemporary Japanese	Students go to website link on schoology	https://japaneselitet.net/about/

	<p>literature) and find 1 article/ short text/ video game/ blog/ anime/ piece of art/ etc. that they believe depicts postmodernism as they understand it thus far after reading the Lee article</p> <p>HOMEWORK DISCUSSION THREAD Prompt: Post the example you chose and explain why you believe it represents postmodernism based on your understanding of postmodernism so far.</p> <p>Respond to 1 other post (ask a question/ agree/ politely disagree/ clarify/ expand)</p>	<p>Students post on discussion board for homework</p>	<p>schoology</p>
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DAY 2-

Time 35 min	Teacher	Students	Lesson Resources/ Materials TPE4
15	<p>Have 3 students share out ACE responses from previous day and then have 3 students share out examples posted on discussion thread: Based on these examples, help the class define postmodernism together.</p> <p>Have students review concepts from modernism to shift into postmodernism using powerpoint with visuals</p>	<p>Share out ACE</p> <p>Share out postmodern examples</p> <p>Write class definition of postmodernism</p> <p>Review concepts whole class using literary device organizer as reference (google docs)</p>	<p>Schoology discussion thread projected</p>
20	<p>Go over new concepts for Postmodern era using powerpoint with visuals (i.e. metafiction, intertextuality, pastiche, lack of central focus, irony, playfulness, existentialism, absurdism)</p> <p>Have students copy down terms in graphic organizer</p>	<p>Copy down terms in literary device organizer on google docs/ ask questions to clarify meaning</p>	<p>Ppt Google doc (lit device terms)</p>

DAY 3-

Time 80 min	Teacher	Students	Lesson Resources/ Materials TPE4
5	<p>Hand back ACE responses/ Have students set up new ACE on back</p> <p>Introduce the basic plot of the film Shunji Iwai's <i>All About Lily Chou Chou</i> and assign new ACE question</p>	<p>Write ACE question</p>	

	How does Shunji Iwai's film <i>All About Lily Chou Chou</i> depict postmodernism? Choose 1-2 scenes to analyze in close detail using ACE format. Make sure to answer, cite, and expand.		
70 min	Show clips that depict postmodern concepts from beginning, middle, and end of film. Fill in missing pieces of plot.	Take notes on what is postmodern about the film (top half of the ACE paper)	Film clips
5 min	Give students time to finish gathering notes (ask peers and teacher questions to clarify thoughts)	Finish gathering notes. Choose 1-2 short scenes to focus on. Begin constructing ACE response.	Film notes and ACE