

**Title:** Tōkaidō: Japan’s National Road (Manga Art)

**Introduction/Summary of lesson:** In this lesson students will learn about the Tōkaidō Trail and Manga Art and it’s evolution throughout history. “**Tōkaidō**, ((Japanese:: “Eastern Sea Road”), ) historic road that connected Ōsaka and Kyōto with Edo (now Tokyo) in Japan. The Tōkaidō was 303 miles (488 km) long and ran mostly along the Pacific (*i.e.*, southern) coast of the island of **Honshu**. From ancient times the road was the chief route from the capital city of Kyōto eastward to central Honshu. The Tōkaidō became even more important during the Tokugawa (Edo) period (1603–1867), since it connected Edo, the capital city of the Tokugawa shogunate, with western Honshu.” (Britannica.com)

“Manga (“mon-gah”) has a long and rich history in Japanese culture. It serves as an important medium for stories. Today hundreds of different manga stories are created each month for readers. Manga has provided the world with some of the most interesting and exciting characters such as Astro Boy, Dragonball Z, and Inu Yasha.

One of the functions of storytelling is to answer questions about these characters and the challenges that they face. Questions such as; Who are they? Where are they from? What challenges are they facing? How do they feel? Why are they doing this? Why do they behave a certain way? What is their motivation? How will they solve this challenge? What will be the effects of solving this problem? Who else might be affected by this challenge?

In manga storytelling, artists have many tools to answer these questions, tools such as; images, panels, gutters, text, balloons, and emanata. The students will use these tools to create their own manga stories.”(sakuraofamerica.com)

**Subject(s)/Grade level(s):** Art 6-7<sup>th</sup> grade

**Duration of lesson:** 7-10 classes (45 minutes long)

**Connection to standards/common core:**

6<sup>th</sup> Grade

- 1PE Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meaning.
- 2PE Discover and articulate how the media forms of the day use art and images to communicate messages and meaning.
- 3PE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.
- 1PR Demonstrate technical skill and craftsmanship in the use of materials, tools and technology to solve an artistic problem.
- 2PR Experiment with a variety of techniques and working methods when creating an original work of art.
- 3PR Generate ideas and engage in thoughtful planning when solving a visual art problem.



- 5PR Engage in visual problems of personal or social relevance showing focus and persistence to complete the task.
- 6PR Integrate elements of art and design to solve interdisciplinary problem.
- 1RE Explain what makes an object a work of art using a range of criteria.
- 2RE Describe content, meaning and design in various works of art using accurate, descriptive language and art-specific vocabulary.
- 3RE Explore and discuss how aspects of culture influence ritual and social artwork.
- 5RE Assess personal progress to improve craftsmanship and refine and complete works of art.

### 7<sup>th</sup> Grade

- 1PE Explore how personal experiences, interest, cultural heritage and gender influence an artist's style and choice of subject matter.
- 6PE Connect various art forms to their social, cultural or political purposes and include regional examples.
- 1PR Improve craftsmanship and refine ideas in response to feedback.
- 2PR Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art.
- 3PR Represent depth and volume in their two-dimensional works of art.
- 6PR Demonstrate understanding of visual literacy, illustration and graphic communication.
- 7RE Assess one's own work and working process and the work of others in relation to criteria and standards.

### Learning Objectives:

Students will examine the Tōkaidō Art (Manga Prints) and learn about the history of the Road. Students will then compare the Manga art and compare it to contemporary Manga. Students will pick out the characteristics of Manga then creating their own Manga comic strip telling a personal narrative.

### Materials needed:

- White paper
- Ruler
- Sharpie
- Pencils & erasers
- Watercolors
- Manga examples (past-Tokaido and present) <http://u.osu.edu/tokaido>
- Paint brushes
- Watercolor

**Pre-Assessment:**

- Verbal assessment: What do you know about Japan or Japanese art? What do you know about Manga art? Have you created Manga art?

**Lesson Activities:**

- Day 1:
  - **Introduction:** Start with pre-assessment questioning that leads into the showing Magna Tōkaidō National Road Prints. Ask the students what they think the artwork is about? Why do they think that? Does it tell a story or do they think it is part of a story. How do illustrations help convey storytelling? Ask the student if they know what kind of art style is it made in? This will lead in to a discussion about Magna art history and evolution. Then compare the artwork to contemporary Magna illustrations.
  - **Project:** Introduce the project; we will be creating a personal narrative in the form of a Magna comic strip (This would be a great integrated lesson with language arts). Have the students work on this as a homework/sketchbook assignment so they are prepared for the next class period.
    - Use graphic organizers to help prepare their narrative
      - <http://www.scholastic.com/teachers/top-teaching/2014/03/graphic-organizers-personal-narratives>
      - <http://www.timeforkids.com/homework-helper/a-plus-papers/personal-narrative>
    - Have them consider these questions before brainstorming: Who are you? Where are you from? What challenges do you face? How do you feel? Why are you doing this? Why do you behave a certain way? What is your motivation? How will you solve this challenge? What will be the effects of solving this problem? Who else might be affected by this challenge?
- Day 2-5:
  - Review Information from the day before.
  - Demo:
    - Start by asking the students about the Manga art style
    - How to create a comic strip layout using a ruler
    - How to illustrate a story using the Manga art style
  - Studio time
- Day 5-9:
  - Review Information from the day before.
  - Demo:
    - How to color using sharpie markers, watercolors, or any material of your choosing.
  - Studio time



- **Day 10:**
  - Share personal narrative with a partner in art class
    - Have each student write pros, cons, and what they hope to see happen if the story were to continue
  - Have each student write a self-reflection on what he or she thought they were successful and what they could improve if they were to create this art piece again.

**Post-Assessment:**

- Rubric
- Art Criticism

**Resources:**

- <http://www.dickblick.com/lesson-plans/manga-and-me/>
- <http://www.howtodrawmanga.com/pages/tutorials>
- <http://www.pinterest.com/khdownie/art-lessons-anime-manga/>
- <http://www.sakuraofamerica.com/Lesson-Plans>
- Comic Strip Templates: <http://donnayoung.org/art/comics.htm>
- <http://www.pbs.org/empires/japan/traveltokaido.html#>

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