

### Focus Question:

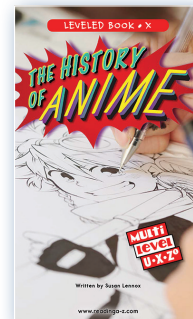
*What is anime, and how has it changed over time?*

### Book Summary

Text Type: Nonfiction/Informational

Anime is a Japanese style of animation that embodies the art of modern storytelling. Rooted in the vast history of various Japanese art forms, anime has become widespread throughout the world. *The History of Anime* details the events and influences that led to the rise of anime in popular culture. The book can also be used to teach students how to effectively sequence events and the proper use of past-tense verbs.

The book and lesson are also available for levels U and Z1.



### Lesson Essentials

#### Instructional Focus

- ☐ Summarize to understand text
- ☐ Determine a sequence of events
- ☐ Describe information provided by captions
- ☐ Recognize and use past-tense verbs
- ☐ Identify and use compound words

#### Materials

- ☐ Book: *The History of Anime* (copy for each student)
- ☐ Sequence events, past-tense verbs, closed compound words worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *animated* (adj.), *anime* (n.), *exaggerated* (adj.), *illustrations* (n.), *manga* (n.), *panels* (n.)

**Enrichment:** *expedition* (n.), *forbidden* (adj.), *isolated* (adj.), *prehistoric* (adj.), *scrolls* (n.), *sequenced* (adj.)

- **Academic vocabulary:** *character* (n.), *continue* (v.), *effect* (n.), *method* (n.), *release* (v.), *theme* (n.)

### Guiding the Reading

#### Before Reading

##### Build Background

Write the word *storytelling* on the board and read it aloud with students. Invite students to discuss in small groups the various forms of storytelling, such as oral stories, books, comic strips, theater, dance, and so on. Have each group share and discuss with students the idea of storytelling as an art form. Point out that different cultures throughout the world share stories in different ways, and cite specific examples. Invite students to think of a personal story they would like to share with the class. Explain that they may express this story in any form they like, such as telling the story to the class, writing it down, creating a comic strip, acting it out with others, and so on. Provide students with the necessary time to prepare their story. Have students share their stories in small groups.

##### Introduce the Book

- Give students their copy of *The History of Anime*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

##### Introduce the Comprehension Skill:

#### Sequence events

- Review with students that events from history are told in order from beginning to end, or in sequence. Explain that describing historical events in sequence is important because it often reveals cause-and-effect relationships. Point out that a timeline is a helpful tool when reading nonfiction

### Guiding the Reading (cont.)

texts about historical events. Explain that a timeline is a visual display of a particular series of events and helps summarize the events that occur over a given period of time. Draw a timeline on the board and ask students to identify features of a timeline, how it is organized, and how to record details on it. Ask students to explain to a partner why events listed on the far left side of the timeline are the oldest events and events on the far right are the most current.

- Have students read the section “The Sorrows and Lessons of War.” Invite students to create a timeline of the events listed in this section. Ask students to compare their timeline to a partner’s. Invite volunteers to fill out the timeline on the board with the information from their own timeline. Review the sequence of events as a class.

### Introduce the Reading Strategy: Summarize

- Remind students that engaged readers summarize as they read. Review with students that a summary of a nonfiction book includes the main idea and the supporting details. Explain that a summary may be created for the entire book or for each section of the book.
- Review the section “The Sorrows and Loss of War” with students. Have students turn to a partner and identify the main idea and supporting details of this section. Remind students to include transition words, such as *first*, *next*, *then*, *after*, *during*, *in*, *finally*, and so on. Have students work with a partner to create a written summary of this section. Invite students to share their summaries with the class. Discuss whether each summary includes the main idea, supporting details, and transition words.

### Vocabulary

Have students turn to the “Words to Know” box on the title page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

### Set the Purpose

- Have students read to find out more about the history of anime. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.

- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What is anime, and where was it developed?* (level 1) page 4
- *How are scrolls and manga similar? How are they different?* (level 2) pages 5 and 6
- *How did Western culture influence early manga?* (level 1) page 7
- *How did motion pictures influence and change manga?* (level 2) pages 8 through 11
- *In what ways did World War II change anime?* (level 2) pages 13 and 14
- *How is anime similar to ancient Japanese art? How is it different?* (level 3) multiple pages
- *In what ways is anime a form of storytelling?* (level 3) multiple pages

#### Text Features: Captions

Explain that captions are the text that accompany photographs and illustrations and help the reader understand them. Have students turn to page 5 and read the caption. Ask students the following questions: *How does this caption help you to understand why scrolls were replaced with manga sketches? How does this caption help the reader appreciate scrolls as an art form?* Invite students to share their responses with the class. Have them work with a partner to create captions for the cover and title page photographs. Invite them to share their captions with the class.

#### Skill Review

- Draw a new timeline on the board. Have students reread the section “Anime Today.” Invite students to discuss with a partner the proper sequence of events. Then have volunteers come to the board and add appropriate details to the timeline.
- Model using a sequence of events to create a summary.  
**Think-aloud:** *Now that I have the events organized on a timeline, I will refer to these events and the main idea of the section to create a summary. A summary might be the following: Modern anime targets specific audiences through storylines and characters. For example, shojo is an example of manga made for girls, and shonen is manga made for boys. In the 1980s and 1990s, Japanese studios began creating full-length anime movies that popularized anime throughout the world. Anime has become an important part of twenty-first century storytelling.*

### Guiding the Reading (cont.)

- Have students reread the section titled “Art for All.” Invite students to create a timeline of events presented in this section. Then have students work with a partner to create a written summary of the section, referring to their timeline as necessary. Invite students to share their summary with the class.
- Model how to complete the [sequence events worksheet](#). Point out to students that they will need to discern only the most important historical facts and dates from the text.

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Skill Review

#### Worksheet: **Sequence events**

Review the sequence events worksheet that students completed. Have students share and discuss their work with a partner and then share details with the rest of the class. Have students create a written summary of the entire book referring to the information on their worksheet.

### Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students’ responses should include the following details: *Anime is a Japanese animation style used in film and television. Anime first took form in drawings and sketches for people to enjoy. The introduction of animation and television led to anime appearing in TV shows, movies, and video games.*)

### Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

## Book Extension Activities

### Build Skills

#### Grammar and Mechanics: **Past-tense verbs**

- Ask students whether this book describes events that occurred in the past, present, or future and how they know. Point out that because the majority of the book addresses historical events, many of the details in the text describe things that happened in the past. Review or explain that a *verb* is an action word. Have students provide examples of verbs. Point out that by adding the suffix *-ed* to a verb, it becomes a past-tense verb, or a word that

describes an action that happened in the past. Have volunteers provide several examples of regular past-tense verbs.

- Point out that past-tense verbs are not always created by adding the suffix *-ed* to a verb. Write the word *catch* on the board. Invite a student to the board to change the word *catch* to its past-tense form (*caught*). Explain that verbs that have a different spelling for their past-tense form are called *irregular past-tense verbs*.
- Have students return to pages 4 and 5. Invite them to work in their small groups to underline the irregular past-tense verbs. Have volunteers share their findings and record the words on the board. Then invite students to identify the present-tense form of each word.
- **Check for understanding:** Have students work with a partner to reread the section “From Curious Sketches to Comics.” Guide them to circle the regular past-tense verbs and underline the irregular past-tense verbs. Discuss these verbs as a class.
- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their answers.

### Word Work: **Compound words**

- Write the word *printmaker* on the board. Ask students which two words were joined together in the word *printmaker*. Ask students to offer a definition of the word on the basis of its components. Explain that this word is called a *closed compound word* and that a compound word contains two words that together create one meaning. Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word.
- Read pages 5 and 6, including the captions, aloud while students follow along. Have them highlight the closed compound words on these pages (*artwork, brushstroke, woodblock, printmaker, everyone, sketchbook*). Write the compound words on the board. Then invite volunteers to identify the two words within each compound word and to provide a definition for the compound word. Invite another volunteer to use the compound word in a sentence.
- **Check for understanding:** Have students work in small groups to locate all of the closed compound words in the section “Cartoons Spring to Life.” Have them list the compound words on a separate piece of paper and identify the two words that make the compound word. Then have them use each compound word in a complete sentence.
- **Independent practice:** Introduce, explain, and have students complete the [closed-compound-words worksheet](#). If time allows, have students share their responses.

### Connections

- See the back of the book for cross-curricular extension ideas.