

Unit Three Final Project:

KWAIDAN PART TWO

怪談続編



ESSENTIAL QUESTIONS

- What makes **Japanese culture** in film, literature, and real life recognizable and distinct? Why are the origins of these artistic expressions important?
- Are **Japanese morals and norms** different (...or even superior?) to those of the West?
- How do the **Japanese forms, styles, and aesthetics** in ghost stories explore **themes** related to honor, family, and hauntings of the past? Which of these forms, styles, and aesthetics are the most effective?

SITUATION 状況

In preparation for the original's 60th anniversary, Studio Grizzbli has introduced their plans to create a sequel to the 1964 surrealist Japanese film *Kwaidan*, entitled... **KWAIDAN PART TWO**! In addition to an anthology-style film paying homage to the form and style of the original film, the studio plans on creating an entire "Kwaidan Universe" by releasing a related manga, trading card game, and theme park. They are building a team of experts on Japanese culture, history, aesthetics, styles, and –of course– ghost stories to help create each component of the planned "Kwaidan Universe."

GOAL ゴール

Your goal is to contribute piece(s) of art, design, writing, or other media that help build the Kwaidan universe. Along with a written, in-person, or recorded justification, your goal is to aesthetically contribute to the project to honor Japanese heritage and aesthetics, and express a universal theme.

AUDIENCE 観客

Studio Grizzbli envisions their *Kwaidan* sequel and universe appealing to a wide, diverse audience. In addition to satisfying the demands of Japanese audiences who are likely familiar with traditional *Kwaidan* stories, the studio seeks to broaden the brand's appeal to Western audiences. Studio Grizzbli intends to not only introduce these new audiences to *Kwaidan* story elements, but also other elements of Japanese heritage and aesthetics that have shaped popular media for decades.

ROLE 役割

As a newly-hired member of the Studio Grizzbli team, you have the power to spearhead one project within the *Kwaidan* Universe. The company contains a number of different departments, listed below. Most will be done individually, but some could or inherently must be done as group work. If you want to work in a group, you must have it approved by your Studio Grizzbli manager (i.e. your teacher!).

LIST OF POSSIBLE PRODUCTS

(Don't like what you see? [Pitch your own idea!](#))

FILM:

- Screenplay ([template](#))
- Character design ([example](#))
- Costume Design ([Basic template](#))
- Prop Design
- Set Design
- Sound Design / Soundtrack
- Storyboard ([template](#))
- Skit Performance (live or recorded)

MARKETING:

- Trailer ([iPhone's iMovie how to](#))
- Film Poster Physical or Digital ([Canva + How to Vid](#))
- Electronic Press Kit ([EPK](#))
- Mascots Design?

PRINT (MANGA & TRADING CARDS):

- Graphic Novel Panels ([template, how to](#))
- Trading Card Game ([template](#))

THEME PARK:

- Skit Performance (live or recorded)
- Roller Coaster / Ride Design
- Theme Park Map ([templates](#))
- Toys and Merchandise Design

VIDEO GAME:

- Story Design / Terror over Time Graph
- Cover ([templates](#))
- Game Play Design / Control layouts ([exemplar](#))

If you want to use AI to create your product, that is fine! Just be transparent about it. Try ChatGPT or [DALI2](#)?

STANDARDS 基準

CCSS.ELA-Literacy.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

[SEE RUBRIC BELOW FOR DETAILS AND ELD STANDARDS](#)

Regardless of which role and product that you decide, your contribution will include a written, in-person, or video recorded justification that demonstrates that your production...

- accurately and objectively summarizes or depicts a [Kwaidan story, traditional Japanese ghost story, or Japanese supernatural creature](#).
- Connects to or develops a theme or universal message about humanity using specific details from stories and historical research from Japanese ghost stories or culture.
- implements, honors, or analyzes Japanese [philosophy, art, aesthetics, culture, or history](#)
- Features purposeful organization, precision, and aesthetics of your product. In other words, make it logical and look good!

[\(SEE LANGUAGE SUPPORTS BELOW\)](#)

Unit Three Final Project: KWADAN PART TWO

Content Studied: Japanese Culture, History, and Aesthetics			
Inspiration (Art Studied)	Stories & Supernatural Creatures	Art /Aesthetics/Culture	History
<p>Spirited Away:</p> <ul style="list-style-type: none"> • Summary • Screenplay <p>Kwaidan Stories:</p> <ul style="list-style-type: none"> • “The Black Hair” • “The Woman of the Snow” • “Hoichi the Earless” • “In a Cup of Tea” <p>Kwaidan Films:</p> <ul style="list-style-type: none"> • “The Black Hair” • “The Woman of the Snow” • “Hoichi the Earless” • “In a Cup of Tea” <p>Ringu Film The Ring Manga The Fall + Review Article Studio Ghibli Documentary</p>	<ul style="list-style-type: none"> • Bakemono e scroll • Japan’s Haunted Houses and “Stigmatised Property” • Yokai.com (really cool resource!) • List of Japanese ghosts • Other Kwaidan Stories 	<ul style="list-style-type: none"> • Haiku + Matsuo Bashō + Video • Wabisabi • Muga • Genki • Ma (negative space) & Video • Hikimayu (Beauty Aesthetic) • Ohaguro + How to Dye your Teeth 🍷 • Why Do Anime Eyes Look Like This? • Butoh Dance Theater + Video • Tōru Takemitsu (music composer of <i>Kwaidan</i>) <p>Noh Theater:</p> <ul style="list-style-type: none"> • Crash Course • Mask Making • Atlantic Article • Noh theater Masks 	<ul style="list-style-type: none"> • Lost Decades (Ushinawareta Jūnen) • Hustle Culture (Karoshi) + Spirited Away and Work • The Battle of Dan-no-ura <p>Tsunami Ghosts:</p> <ul style="list-style-type: none"> • Netflix Episode • Article <p>Feudal Japan:</p> <ul style="list-style-type: none"> • Video • Article
	<p>Philosophy / Religion</p> <ul style="list-style-type: none"> • Ghosts of Japan (Washington Post) • Japanese Spirituality (Newsela) • Zen Buddhism • Feminist Retelling of Japanese Folktales 		

JUSTIFICATION LANGUAGE SUPPORTS		
Summary/Description	Theme Development and Analysis	Cultural, Historical, Aesthetical
<input type="checkbox"/> I based my project upon _____ which is _____. <input type="checkbox"/> The original story was _____. <input type="checkbox"/> At the beginning, _____. <input type="checkbox"/> In the middle, _____. <input type="checkbox"/> At the climax, _____. <input type="checkbox"/> Later in the story, _____. <input type="checkbox"/> Meanwhile, _____. <input type="checkbox"/> In general, _____. <input type="checkbox"/> An important detail of _____ is _____. <input type="checkbox"/> Another important _____ is _____ which is significant because _____. <input type="checkbox"/> _____ are known for _____. <input type="checkbox"/> A distinct feature of _____ includes _____. <input type="checkbox"/> This detail is significant since... <input type="checkbox"/> Your Own!	<input type="checkbox"/> The main theme of this _____ is the message that _____. <input type="checkbox"/> In _____ society, _____ is _____ (morally, spiritually, culturally, etc.) _____ since ... <input type="checkbox"/> An important take-away is _____. <input type="checkbox"/> This story teaches/ These stories teach the important lesson that _____. <input type="checkbox"/> This is a universal theme since _____. <input type="checkbox"/> This theme is (further) developed by _____. <input type="checkbox"/> An important detail that illustrates this theme is _____. <input type="checkbox"/> Another way in which the theme is expressed is _____. <input type="checkbox"/> Your Own!	<input type="checkbox"/> The project _____ (implements, honors, analyzes, etc.) the culture of Japan by _____. <input type="checkbox"/> One important thing to know about Japan is _____. <input type="checkbox"/> According to _____, Japanese _____ (culture, spirituality, aesthetics, history) ... <input type="checkbox"/> One of the most important historical _____ (events, time periods) was _____ since _____. <input type="checkbox"/> An important distinction between _____ and _____ is _____. <input type="checkbox"/> My project uses the Japanese aesthetic known as _____. This aesthetic can be described as _____. / Essential elements of this aesthetic include _____, _____, and _____. <input type="checkbox"/> I am _____ (verb) Japanese _____ (noun) in my project by _____, _____, and _____. <input type="checkbox"/> One important detail in Japanese culture is evident in my project is _____. <input type="checkbox"/> Your Own!

Unit Three Final Project Rubric

	MASTERY	PROFICIENCY	APPROACHING PROFICIENCY	NOT YET / MISSING
Accuracy of Summary, Description, or Depiction CCSS.ELA-Literacy.RL.9-10.2 ELD. 9-10.I.10.Br.b	<p>The project uses plentiful, highly-specific, and precise details from a <i>Kwaidan</i> or other traditional Japanese ghost story or informational text(s) about a supernatural Japanese creature to summarize, describe, or depict them in their project with an remarkably effective balance of accuracy, objectivity, and creative interpretation.</p>	<p>The project uses sufficient, specific details from a <i>Kwaidan</i> or other traditional Japanese ghost story or informational text(s) about a supernatural Japanese creature to accurately summarize, describe, or depict them in their project.</p>	<p>The project uses some details (mainly general and not too specific) from a <i>Kwaidan</i> or other traditional Japanese ghost story or informational text(s) about a supernatural Japanese creature to somewhat summarize, describe, or depict them.</p>	<p>The project does not use details from a <i>Kwaidan</i> or other traditional Japanese ghost story or informational text(s) about a supernatural Japanese creature.</p>
Analysis of Theme CCSS.ELA-Literacy.RL.9-10.2 ELD. 9-10.I.6.Br.a-b	<p>The project effectively identifies, connects or develops one or more themes or universal messages from <i>Kwaidan</i> or other traditional Japanese ghost stories, and it uses plentiful, specific, and precise details with thoughtful and in depth analysis of <i>how</i> those themes are expressed and <i>why</i> they are universal and significant.</p>	<p>The project identifies, connects or develops a theme or universal message from <i>Kwaidan</i> or other traditional Japanese ghost stories, and it uses sufficient, specific precise details with some analysis of <i>how</i> the theme is expressed and <i>why</i> they are universal and significant.</p>	<p>The project attempts to identify, connect or develop a theme or universal message from <i>Kwaidan</i> or other traditional Japanese ghost stories, but it isn't truly a theme or lacks specific evidence from the text(s) so that it's unclear <i>how</i> the theme is expressed and <i>why</i> it is universal and significant.</p>	<p>The project does not identify, connect or develop a theme or universal message from <i>Kwaidan</i> or other traditional Japanese ghost stories. There's no evidence to demonstrate what the theme is, let alone how it is expressed or why it is universal and significant.</p>
Understanding of Japanese Culture, History & Aesthetics CCSS.ELA-Literacy.W.9-10.9 ELD. 9-10.I.12.Br	<p>The project draws plentiful, specific, and precise details from an excellent variety of literary <i>and</i> informational texts to support a thorough and thoughtful analysis, reflection, and synthesis of the importance of Japanese culture, its history, and its artistic aesthetics. It precisely uses and explores vocabulary from Japanese culture with depth of understanding.</p>	<p>The project draws sufficient, specific details from a variety of literary and/or informational texts to support a solid analysis, reflection, or synthesis of the importance of Japanese culture, its history, and its artistic aesthetics. It accurately uses vocabulary from Japanese culture.</p>	<p>The project attempts to draw some details from literary and/or informational texts about Japanese culture, its history, and its artistic aesthetics. The project demonstrates some factual knowledge of these details, but it doesn't demonstrate analysis or synthesis of their importance. There's an occasional attempt to include vocabulary of Japanese culture.</p>	<p>The project does not draw details from literary and/or informational texts about Japanese culture, its history, or its artistic aesthetics. It doesn't analyze, reflect, or synthesize the importance of the culture, history, or aesthetics. No domain- specific vocabulary is present.</p>
Holistic Quality of Product (skill standard depending on product selected by student)	<p>The project is extremely well-organized, any and all textual elements are highly edited for clarity, grammar, and impact, and all aesthetic media are clearly purposeful, functional, and beautiful. Simply put, it's an excellent project.</p>	<p>The project is organized, textual elements are edited for clarity, grammar, and impact, and all aesthetic media are purposeful, functional, and look pretty good. Simply put, it's a good project.</p>	<p>The project is somewhat organized, textual elements are not well-edited for clarity, grammar, and impact, and not all aesthetic media are purposeful and functional. It's an okay project, but it feels a little bit thrown together. Simply put, it's 'mid.'</p>	<p>The project is not organized or well-edited. There's no aesthetic consideration. The project is barely thrown together and has massive absent parts. Simply put, it's bad.</p>

