

Teacher(s) 担当教師	Nobuyuki KOBAYASHI	Subject group and discipline 教科と領域	Language & Literature(Japanese Language)		
Unit title 単元名	Isn't the constitutional country a developed country? - What is public and what is private -	MYP year 学年	MYP4	Unit duration (hrs) 授業時間数	30

探究: 単元の目的を確立する Inquiry: Establishing the purpose of the unit

重要概念 (Key concept)	関連概念 (Related concept(s))	グローバルな文脈 (Global context)
<p>ものの見方 Perspective</p> <p>私達は個人であるとともに国家及び社会の形成者として公の一部でもある。この二つの立場のものの見方は時に一致し、相反する。異なる視点から複眼的に物事を考え、検討することは、複雑な時代に生きる学習者に、より柔軟で妥当な解釈を持つ力を育むことになる。</p> <p>We are both “private persons” and “part of the public as members of nations and societies”. These two perspectives sometimes coincide and sometimes contradict each other. Thinking and examining things from multiple and different perspectives will help learners who are living in complex society to develop the ability to have more flexible and appropriate interpretations.</p>	<p>変化 アイデンティティ</p>	<p>個人的表現と文化的表現 Personal and cultural expression</p> <p>探究例 Exploration: 現実の社会構造 Social constructions of reality</p> <p>文学という虚構の存在意義は、個人的表現である文学作品という虚構の中に、文化的な表徴である現実社会の問題点の提起と「人間とは何か」という普遍的な問いへの応答を描き出すことである。</p> <p>The raison d'être for literature lies as fiction is to raise the issues of the real world which are the cultural symbols of literary works and to respond to the universal question of what it means to be human.</p>
探究テーマ (Statement of inquiry)		
自らのアイデンティティは、現実の社会構造の中で、多様なものの見方に触れることにより、変化する。		
探究の問い (Inquiry questions)		

事実的 (Factual)—アイデンティティはどのような過程を経て形成されるのか。

人間のアイデンティティとものの見方はどのような関係性か。

概念的 (Conceptual)—現実の社会構造を反映した作品は、それを読む人々のものの見方やアイデンティティにどのような影響をもたらすのか。

個人のもの見方は、個人が属する集団のもの見方にどの程度影響を与えられるか。

議論的 (Debatable)—個人のもの見方と、個人が属する集団のもの見方はどの程度一致しているのか。

集団のもの見方を決定するのはリーダーか。

目標 (Objectives)	総括的評価 (Summative assessment)	
<p>Objective A: Analysing</p> <p>i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts</p> <p>ii. analyse the effects of the creator's choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. evaluate similarities and differences by connecting features across and within genres and texts.</p> <p>Objective B: Organizing</p> <p>i. employ organizational structures that serve the context and intention</p>	<p>GOAL(目的・ゴール)</p> <p>文学において表現される「公」と「私」の関係に注目し、それぞれの状況に生きる姿を通して、作者が伝えたいことを読み取り、これからの社会のあり方とそこに生きる公民としてのあり方を模索し、平和的な国家及び社会の形成者および世界市民として、文学を学ぶ意義を学習者が内在化することです。</p> <p>ROLE(自身の役割)</p> <p>あなたは国際連合の国際安全保障理事会の中学生のオブザーバーです。ウクライナ侵攻が終結し、国際連合の権限の拡大が検討され始めました。あなたは、中学生という立場から「公」の持つ性質や抱える課題について、過去の文学作品を引用してスピーチをしたいと考えています。そのために次の2つの課題に取り組みます。</p> <p>1. 作品を比較分析して、批評文を書く。</p> <p>You are the student who wants to compare and analyse the works and write a critique.</p> <p>2. プレゼンテーションをする。</p>	<p>総括的評価課題と探究テーマとの関係:</p> <p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>1. 批評文 Critique</p> <p>学習者は、まず現代文学、日本近代文学、中国文学、漢文学のいずれの領域においても「公」と「私」の関係は1つのテーマとして語られるものであることを知る。そして、今回取り上げる作品において、いずれも「私」が「公」の一部として存在し、「公」は「私」の集団であることにより、集団の利害と個人の利害の不一致から、公の行動原理や規範は必ずしも一貫しないこと、合理的・効率的・公正な判断や選択をするとは限らないこと、を理解する。これにより、文学とは特定の状況に生きる人間を姿を通して、社会的な存在であり、同時に独立した個でもある人間の側面を描き出すという文学の役割と、人類にとって公と私とは普遍的な概念であり、時空間を超えてより良い社会のあり方を希求する思いは共有されるものである、という探究テーマについての見識を深める。</p> <p>The learner first learns that the relationship between "public" and "private" is discussed as a single theme in the fields of contemporary literature, modern Japanese literature, Chinese literature, and Chinese literature. In each of the works I will discuss this time, the "private" exists as a part of the "public," and the "public" is a group of "private". Understand that behavioural principles and norms are not always</p>

<p>ii. organize opinions and ideas in a sustained, coherent and logical manner</p> <p><u>Objective C: Producing text</u></p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas</p> <p><u>Objective D: Using language</u></p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in a register and style that serve the context and intention</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques</p>	<p>AUDIENCE(相手・対象) 国際連合の安全保障理事会に集まった各国の中学生の代表</p> <p>SITUATION(状況設定) 1. 三崎亜紀『私』, 森鷗外『最後の一句』, 魯迅『故郷』, 『論語』, 『韓非子』を読み, 古今, 国内外の時空間を問わず, 「公(行政, お上, 役人)」と「私(わたくし, 個人)」の関係について共通することを見出し, 「公」と「私」を定義した文章を1000字程度で書く。 By reading Aki Misaki's "Watashi", Ogai Mori's "Last Ichiku", Lu Xun's "Hometown", "The Analects", and "Han Fei", regardless of time and space, whether in Japan or abroad) and "I (I, individual)", and write a sentence that defines "public" and "I" in about 1000 characters. 2. 日本の中学生代表として, 安全保障理事会の中学生の部に参加し, 3分間のスピーチをする。</p> <p>PERFORMANCE(完成作品) 1. 批評文 Critique 2. スピーチ Speech</p> <p>STANDARDS(観点・含むべきもの) 1. 基準Ai, Aii, Aiii, Aiv, Bi, Bii, Di, Diii, Div 指定された条件通りに文章を書いている。各文学作品を比較して分析している。 Students write the text according to the designated conditions. Each literary work is compared and analysed. 2. 基準Cii, Ciii, Di, Dii, Div, Dv 指定された条件通りに発表原稿を書き, 効果的な発表方法を工夫し, スピーチを行っている。授業において学んだことと, 自身の体験を関連付けて発表できている。 The text is written according to the specified conditions. Students write about what they learned in class and their own experience.</p>	<p>consistent, and that rational, efficient, and fair judgments and choices are not always made. In this way, the role of literature is to depict, through the appearance of human beings living in specific situations, one aspect of human beings who are social beings and at the same time independent individuals. Deepen your insight into the research theme that it is a concept that transcends space and time and that the desire for a better society is shared.</p> <p>2. 論説文 Editorial</p> <p>学習者は今回の文学作品の多読を通して, 人間にとって公と私のあり方を模索することは普遍的な課題であることを理解する。私とは何かを自問し, 私は公とどのような関係にあるのか, なぜ私の利害と公の利害は一致しないのかなど, よりよい社会を実現するために文学が担える役割について考えることで, 「個人と社会」をテーマとする古今の文学作品が過去の人々による, その時々社会に対する問題提起の手段であることに気付く。そして今度は学習者が表現者として, 論説文という新たな創造的作品を執筆し, 実社会に投げかけていくことで, 文学は(現在という)状況に生きる人間を描くものであることを自ら証明することになり, 探究テーマについての見識を深める。</p> <p>Through extensive reading of this literary work, the learners will understand that it is a universal task for human beings to search for public and private. Ask yourself what I am, what kind of relationship I have with the public, and why my interests do not coincide with those of the public, and think about the role that literature can play in realising a better society. At this point, he realises that literary works from all ages with the theme of "individuals and society" are a means by which people in the past raise questions about the society of the time. In turn, the learner, as an expressionist, writes a new creative work in the form of an editorial and presents it to the real world, thereby proving that literature is a depiction of human beings living in the (current) situation. As a result, students deepen their knowledge of the research theme.</p>
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学習の方法 (**Approaches to learning (ATL)**)

【思考スキル—批判的思考】文学作品において提起されている問題を認識するために注意深い読解を実践する。・議論を形成するために関連する情報を集め、整理する。

・述べられていない思い込みや偏見を認識する

<ATL Category: Thinking, ATL skill cluster: Critical thinking skills>

In order for students to recognize the issues raised in literary works before writing essays, they will need to practise careful reading to comprehend the texts.

In order for the students to analyse literature works before writing essays, they will need to

【思考スキル—創造的思考】論説文の執筆を通して、独自の作品やアイデアを創造する。・独自の作品やアイデアを創造する。既存の作品やアイデアを新しい方法で用いる。

<ATL Category: Thinking, ATL skill cluster: Creative thinking skills>

In order for the students to write editorials, they create their own works and ideas.

【自己管理スキル—管理調整スキル】課題の提出日を把握し、課題への取り組みについて、スケジュールを管理する。教員及び級友からのアドバイスをもとに、自らの学習を調整する。

<ATL Category: Organization, ATL skill cluster: Self-Management skills>

In order for students to comprehend the submission day of the summative task, they will organize their learning based on the teacher's and classmates' advice.

行動: 探究を通じた指導と学習 Action: Teaching and learning through inquiry

内容 (Content)	学習過程 (Learning process)
1. Introduction (1 hour) 2. Read and comprehend literature works and write the first essay (24 hours) <ol style="list-style-type: none"> (1) "I" by Aki Misaki (2) "The Last Word" by Ogai Mori (3) "Hometown" by Lu Xun (4) The Analects of Confucius, and State of Han 	学習経験と指導方策 Learning experiences and teaching strategies 1. Introduction <ol style="list-style-type: none"> (1) The teacher will explain about this unit and assessment's rubric of summative tasks. (2) Students will read "Towards the 21st Century" and think about what kind of society is good instead of a constitutional country. 2. Read and comprehend literature works and write the analytical essay

(5) Compare the situation of children in each literary work.

(6) Write analytical essay

3. Write expository essay (4 hours)

第1次(26時間) First (26 hours)

① 単元全体の確認をする。総括的評価課題の具体例を用いたルーブリックを確認する。松下幸之助「二十一世紀をめざして」を読み、法治国家よりもよりよい社会とはどのような社会なのか考える。

Understand how the entire unit is proceeding and assessment's rubric using a concrete example of the task. Read Konosuke Matsushita's "Towards the 21st Century" and think about what kind of society would be better than a law-abiding state.

② 『私』を読み、内容を理解する。

Read "I" and understand the contents.

⑤ 『最後の一句』を読み、内容を理解する。

Read "The Last Word" and understand the contents.

⑥ 『故郷』を読み、内容を理解する。

Read "Hometown" and understand the contents.

⑦ 『論語』『韓非子』を読み、内容を確認する。

Read "The Analects", "Han FuZi" and understand the contents.

⑧ それぞれの文学作品における、子供のおかれた状況について比較する。

Compare the situation of children in each literary work.

⑨ 批評文を書く。

Inquiry question: How are the characters' point of view described in the theme of human beings in the construction of reality?

- (1) Students will read "I" written by Aki Misaki and understand the contents.
- (2) Students will understand the characteristics of the literature work that is narrated by 1st person. Through this, they will understand how characters are described in this literature work.
- (3) Students will think what "unknowability" is in this story.
- (4) Through this, students will practise careful reading to comprehend the texts. (ATL Category: Thinking, ATL skill cluster: Critical thinking skills)

Inquiry question: What kind of values does the public presence have in the theme of human beings in the

construction of reality?

- (1) Students will read "The Last Word" by Ogai Mori and understand the contents and consider the meaning of characters' words.
- (2) Students will focus on the words that were spoken by "Ichi" who was a character in this story. They will consider whether Ichi's word gave influence on the avoidance of her father's death penalty.
- (3) Students will consider what kind of thoughts the people working inside the government have as a representative of "public" people. They will think about what kind of values the public has in the theme of human beings in the construction of reality.
- (4) Through this, students will practise careful reading to comprehend the texts and gather and organise relevant information to formulate an argument. (ATL Category: Thinking, ATL skill cluster: Critical thinking skills)

Inquiry question: How does the theme of construction of social reality affect the novel?

- (1) Students will read "Hometown" by Lu Xuin and understand the contents.
- (2) Students will evaluate the reason why the main character's attitude and emotion have changed.
- (3) Students will compare two versions of Japanese translated "Hometown" and analyse the difference. They will evaluate how this difference affects the story.
- (4) Students will evaluate the literary value of "Hometown" and consider the positive reasons why it is always used as a textbook material for third-year junior high school students. They will inquire how the theme of construction of social reality affects the novel.

Write a critique.

⑩ 批評文を読み合う。

Read the criticisms.

第2次(4時間)Second(4 hours)

⑪ 公募の条件を読み、投稿するコンクールを選ぶ。論説文を執筆する。

Read the conditions of the open call for participants and select the competition to post. Write an editorial.

⑫ 論説文を読み合う。

Read the editorials.

⑪ 作品の推敲。公募に投稿する。

Revision of the work. Posted in the open call for participants.

(5) Through this, students will practise careful reading to comprehend the texts and recognise unstated assumptions and bias. (ATL Category: Thinking, ALT skill cluster: Critical thinking skills)

Inquiry question: To what extent is literature effective as a means of inheriting memory?

To what extent do public interests and private interests coincide?

- (1) Students will read “ the Analects” of Confucius, and “State of Han” of Han Fei and understand the contents.
- (2) Students will think about the similarity and differences between these two works.
- (3) Through this, students will inquire to what extent public interests and private interests coincide.
- (4) Students will read 5 literary works again and find common things about the relationship between "public (administration, superior, official)" and "I (I, private)" Students will inquire to what extent literature is effective for inheriting memory.
- (5) Through this, students will gather and organise relevant information to formulate an argument. (ATL Category: Thinking, ATL skill cluster: Critical thinking skills)

3. Writing essays

Inquiry question: To what extent do public interests and private interests coincide?

- (1) Based on the analysis of 5 literary works, students will write about a 1000 words analytical essay defining "public" and "private".
- (2) After finishing writing an analytical essay, students will share them in a group, read them, and give feedback.
- (3) Through this, the students will apply existing knowledge to generate new ideas and create their own works and ideas. (ATL Category: Thinking, ATL skill cluster: Creative thinking skills)
- (4) Students will also write an expository essay, share it with group members, and give and receive feedback. Through this, the students rewrite and develop their writing.

<日本語訳>

・【自己管理スキル—管理調整スキル】課題の提出日を把握し、課題への取り組みについて、スケジュールを管理する。教員及び級友からのアドバイスをもとに、自らの学習を調整する。

	<p>・【思考スキル—批判的思考】文学作品において提起されている問題を認識するために注意深い読解を実践する。</p> <p>①—1 総括的評価課題について理解する。Understand the comprehensive evaluation task.</p> <p>探究の問い:登場人物はどのように描かれているか。How are the characters described?</p> <p>②—1～4 『私』を通読し、一人称視点の物語の特徴を捉える。本文の内容を理解する。この物語における「わからなさ」とは何か考える。</p> <p>Read through "I" to grasp the characteristics of the first-person narrative.Understand the contents of the text.. To think about what is "unknowability" in this story.</p> <p>探究の問い:作品の中で公的な存在はどのような価値観を持っているか。</p> <p>What kind of values does the public presence have in the work?</p> <p>③—1～6 『最後の一句』を通読し、「いち」の言葉が父の死刑回避に影響を及ぼしたのか考える。この物語は主人公は誰なのか、行政の内側で働く人間はどのような思考をしているのか読み取る。</p> <p>Read through "The Last Word" and consider how "Ichi's" words influenced his father's avoidance of the death penalty. Who is the protagonist of this story, and what kind of thoughts do the people working inside the government have?</p> <p>探究の問い:社会状況は小説にどう影響をもたらすのか。</p> <p>How does the social situation affect the novel?</p> <p>⑥—1～6 『故郷』を通読し、「私」の変化を読み取る。『故郷』の二つの翻訳を比較し、何が違うのか。その違いは物語に影響を及ぼしているか考える。『故郷』の文学的価値について、中学3年生の教科書教材として必ず採用される積極的な理由を考える。</p> <p>Read through "Hometown" and read the changes in "I". Compare the two translations of "Hometown" and ask what the differences are. What are the differences and how do they affect the story? To think about the literary value of "Hometown" and the positive reasons why it is always used as a textbook material for third-year junior high school students.</p> <p>探究の問い:思想継承の手段として文学は有効か。</p> <p>Is literature effective as a means of inheriting ideology?</p> <p>⑦—1～4 『論語』と『韓非子』を比較し、思想の違いを理解する。</p> <p>Comparing "The Analects" and "Hanfuzi" to understand the differences in thought.</p> <p>探究の問い:公と私の利害は一致するのか。</p> <p>Do public and private interests coincide?</p> <p>・【思考スキル—創造的思考】論説文の執筆を通して、独自の作品やアイデアを創造する。</p> <p>⑧—1～2 5つの文学作品について、「公(行政、お上、役人)」と「私(わたくし、個人)」の関係について共通することを見出し、「公」と「私」を定義した文章を1000字程度で書く。</p>
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	<p>Read about 5 literary works and find common things about the relationship between "public (administration, superior, official)" and "I (I, private)", and write about 1000 characters of sentences defining "public" and "private".</p> <p>⑨—1～2 批評文を書く。</p> <p>Write a critique.</p> <p>⑩ 完成した批評文を小グループで読み合う。</p> <p>Read the completed critiques in small groups.</p> <p>⑪—1～2 総括的評価課題2について、応募要項を読み、条件を理解する。論説文を執筆する。</p> <p>For Summative Evaluation Task 2, select the essay contest the students want to write, read the application guidelines, and understand the conditions. Write an editorial.</p> <p>⑫ 完成したエッセイを小グループで読み合う。</p> <p>Read the completed editorial in small groups.</p> <p>⑬ 交流をもとに推敲をし、改善したものを投稿する。</p> <p>We will refine and post improvements based on the exchanges.</p>
	<p>形成的評価 Formative assessment</p> <p>・ワークシート worksheet</p> <p>ワンページポートフォリオを毎時書かせ(本時で学んだこと,できるようになったこと等),提出させることにより,生徒自身にメタ認知をさせ,また,必要に応じて,その記述内容に対し,軌道修正を促す。</p> <p>By having students write a one-page portfolio every hour (what they learned at this time, what they were able to do, etc.) and submit it, they were made to metacognize themselves, and if necessary, for the content of the description. Encourage orbit correction.</p> <p>・観察 observation</p> <p>班での交流における発言からの理解度や,級友の意見を聞いて自分の考えにつなげようとする取り組み姿勢の評価。Evaluation of the degree of comprehension from remarks in exchanges at the group and evaluation of approach attitudes trying to connect to ideas of classmates by listening to opinions of classmates</p> <p>・生徒同士による相互評価 Peer Assessment</p> <p>お互いの書いた批評文やエッセイを読み合い,よい点と改善点を指摘し合う機会をつくる。</p> <p>Students read the classmates' critiques and essays and give the opinions both good and should improved.</p>

	<p>指導の差異化 Differentiation</p> <p>最近接領域の考え方にに基づき、自分一人では解決できない問題や問いに対し、他者の意見を参考に差せるため、班や全体での交流活動を多く設定する。Based on the concept of the nearest neighbour area, the teacher will set up many exchange activities in groups and whole class members so that the students can refer to the opinions of others for issues and inquires that they cannot solve by themselves.</p> <p>日本語の苦手な生徒へは漢字の読みのサポート資料を与えるなど、個の特性に応じた指導を施す。Students who are not good at Japanese will be given guidance according to their individual characteristics, such as providing support materials for reading Chinese characters.</p> <ul style="list-style-type: none"> ・使用するワークシートや資料はオンライン上に保存し、生徒がいつでもアクセスできるようにする。Teachers give the students opportunities of accessing resources worksheets of the class at any time. ・総括的課題の提出前に、生徒同士で課題を評価しあう機会を作り、生徒が自らの学習を調整できるようにする。Before the submission of the task, the teacher give the students an opportunity for doing peer assessment.
<p>資料Resources</p>	
<ul style="list-style-type: none"> ・Coursebook: Kodama.T(2021)Tsutaeau Kotoba Junior high school Japanese 3, Kyoiku Shuppan. Tokyo ・Misaki. A (2012) I. ・Mori.O (1915) The Last Word. Chuo Koron. Tokyo ・Lu Xuin (1921) Hometown. Koseinen ・The Analects of Confucius(B.C. 500) ・State of Han (B.C. 200) ・Matsushita K (1978) Nijyuu Iseiki Wo Mezashite. “Voice” .1978.7 ・ICT: Google Classroom, LoiLoNote <p>教育出版『伝え合う言葉 中学国語3』(三崎亜紀『私』2012, 森鷗外『最後の一句』中央公論1915年5月, 魯迅『故郷』新青年1921年10月, 『論語』BC500), 『韓非子』BC200, 松下幸之助『二十一世紀をめざして』『Voice』1978年7月号, ICT (Googleclassroom, LoiLoNote, YouTube)</p>	

Textbook materials (Aki Misaki "I", Ogai Mori "The Last Word", Lu Xun "Hometown", "The Analects"), "Han Fuzi", Konosuke Matsushita "Towards the 21st Century", ICT (Google Classroom, LoLoNote, YouTube)

振り返り: 探究の計画と過程, 影響を考察する Reflection: Considering the planning, process and impact of the inquiry

単元の指導前 Prior to teaching the unit	単元の指導中 During teaching	単元の指導後 After teaching the unit
<p>When the students were in the first year, they read “Bench” written by Hans Richter and started to explore the relationship between “public” and “private”. In this literary work, the main character, Friedrich who was a Jewish boy and Helga who was a German girl fell in love but they broke their heart because of the social classification during the war in which Germans persecuted Jewish. Students started to inquire about the relationship between “private” and “public”.</p> <p>In the 2nd year, the students learned about “The Tale of Heike, the end of Atsumori”; an old Japanese literary work. They read the scene that the main character Naozane who had to make a name for himself as a samurai of the Genji clan and the head of the family, met by chance with Atsumori, who gracefully chose death as the leader of the Heike clan. In this literary work, Naozane killed Atsumori because he had the responsibility of his position even though he didn’t want to kill Atsumori.</p> <p>In this unit, the students will read contemporary Japanese, modern Japanese, modern Chinese, and ancient Chinese literary works and compare them to what people value. By extracting the cultural values of each historical context that people who struggle with the situation between private and public have, I hope the students will notice these values still exist in people’s minds and can be a universal value. Through this, I think the students will understand that inquiring</p>	<p>First, the students investigated philosophers’ words related to the question of “What am I?” and “Why do I exist?” and they understood the “What am I” question is a universal inquiry for human beings. After that, the students read “I” written by Aki Misaki and understood the characteristics of “the first person point of view” and analysed what we can understand or not the first person point of view. And they thought whether they could evaluate what we cannot understand from the first person point of view of the story as a lack of storytelling. And the students thought about what the characteristic of “public” is and the teacher asked the students “When the main character retired from the “public” position, how did he see the public?” The students evaluated that the public should judge everything automatically without any private reasons so that they can be fair to every individual and the model of the citizens.</p> <p>After that, the students read “The Last Word” by Ogai Mori. At the situation where Sasa who is the sub character of this story and confronting the main character, Ichi, in this literary work, the students compared the role of “Public” with the first literary work “I” and found that in Edo era, the role of “public” was a little bit different from fairness or models that we usually imagine for public and it received some influence from the private aspects.</p> <p>And then the students read “Hometown” by Lu Xiun as the third literary work. The students thought about what the main character saw in “public” and understood the characteristics of public. Students understood that the</p>	

about identity and finding “what I am” is an eternal human theme.

And I hope the students will be “Thinkers” through evaluating literary works.

類似する主題の文学作品の読書体験について、既習事項を授業者も知っておく必要がある。

1年時ではハンス・ペーター・リヒター『ベンチ』を読み、ユダヤ人であるフリードリヒとドイツ人少女のヘルガの叶わぬ恋から、社会的な分類が、個人の利益や幸福追求よりも優先される戦時下の異常性と、現代においても公の政策が私よりも優先されているという事実から、公と私の関係性について模索を始めた。

2年時では『平家物語 敦盛の最期』において、源氏の武士として、また家長として功を立てねばならない直実と、平氏の棟梁として潔く死を選ぶ敦盛の邂逅の場面を読んだ。わが子ほどの年齢の敦盛を殺したくないという人間らしい感情と立場や役割上、私的な意志とは異なる行動を選択しなければならなかった葛藤を抱える直実の姿を通して、公と私の利害の不一致と、公を優先させることが、拡張された私である家族の利にも繋がるという、他者との関係性や自らの社会的な役割における複雑さ、多面性を理解した。

今回の単元では、現代日本→近代日本→近代中国→古代中国と時空間を超えた文学作品を読み比べる。それぞれの時代における公と私の狭間で葛藤する人間の、その時代ならではの文化的な価値観や、今に通じる普遍的な価値観を抽出することで、学習者は、人間は一個の個体であるとともに、人類という集合体としての社会の形成者でもあるという二つの立場の中で、他の誰でもない「自分とは何か」というアイデンティティを模索することは人間にとって永遠のテーマであることを理解する。

文学作品への挑戦と格闘を通して、「人間とは何か」を探究し続ける人、考え続ける人であることを期待したい。

In the grade 1, they read Hans-Peter Richter's Bench, and from the unfulfilled love between Friedrich, a Jew, and Helga, a German girl, they learned about wartime when social classification takes precedence over personal gain and the pursuit of happiness. They began to explore the relationship between the public and the private due to the abnormalities

public in this literary work is the differences between poor and rich people and the gap between status. They also understood that to innovate “public”, the private aspect of public should notice the same goals and share the problems to tackle.

Finally, the students read the fourth literary work; The Analects of Confucius, and State of Han. The students understood these two literary works have both similar aspects and different aspects. The similar aspect is that both of them became the basis of modern nation and modern society now. Students noticed that these ancient ideas are not outdated relics, but are the principal ideas that shape the complex and VUCA world of today.

The students understood the theme of human beings like “public and private” is to share and expand the perspective from one point of view that is acquired in constructions of reality to universal philosophy.

学習者はまず、「私とは何か、なぜ私は私なのか」という問いに対して、自分以外の他者(古今の哲学者など)の言説を調査し、「私とは何か」という問いが人間にとって普遍的なものであったことを知った。その後、1つ目の教材である『私』において一人称視点の物語の特徴について考え、一人称視点だから分かること、分からないことを整理し、「わからない」ことは物語の欠点たりえるかを考えた。そして、「公」の一部である私の目指すところから、私にとっては「公」とはどのようなもの(性質)であり、物語後半で私は「公」を離れた時、公に対し、どのような見方をしているかを問うた。これに対し、「主人公は公とは全ての個に対し平等であり、機械的にマニュアル的に物事を判断・処理し、その対応としては市民の模範でなければならない」と読み取っていた。

次に森鷗外の『最後の一句』を読んだ。三人称の物語として、主人公と思われる「いち」と対人物である「佐佐」の人物像の読み取りから、「私」の代表的人物である「いち」は江戸時代の「公」である「お上」に対し、どのような見方をしていたのか、そして「お上」の一部である「佐佐」

below and the fact that even in modern times, public policies are prioritized over private ones.

In the grade 2, they read "The Tale of the Heike: The End of Atsumori", where Naozane, who had to make a name for himself as a samurai of the Genji clan and the head of the family, met by chance with Atsumori, who gracefully chose death as the leader of the Heike clan. The conflict between public and private interests is revealed through the human feelings of not wanting to kill Atsumori, who is about the same age as my own child, and Naomi, who had to choose an action that was different from her personal will due to her position and role. I understood the complexity and multifacetedness of my relationships with others and my social role, that prioritizing the public will also benefit my extended family.

In this unit, the students read and compare literary works that transcend time and space: contemporary Japan → modern Japan → modern China → ancient China. By extracting the cultural values that are unique to each era and the universal values that are still relevant today, human beings are not only individual private existence, but also the race of "humankind". In the two positions of being the creators of society as a collective, we understand that searching for an identity that is different from anyone else, "what is oneself" is an eternal theme for humans. I hope that the students will continue to explore and think about what it means to be human through his challenges and struggles with literary works.

は1つ目の教材『私』において提示された「公」の現代的イメージである「平等・模範・マニュアル」という概念とどのような違いが見られるかを考えた。これにより江戸時代の「公」はまだ人、つまり私的人間的思考や人情に大きく影響を受け、本来法に照らせば通らない道理や提案であっても、それを行使する権力者の一存により超法規的な判断が下り得ること。一方で、それを表向きに認めることはなく、都合のいい建前を用意する程度には、その運営が必ずしも正しいとは思っていないことを読み取ることができた。そして、「私」の代表である「いち」も、「お上」に潜む矛盾や、恣意的な判断を見抜き、人情に訴えることで自らの提案を通すということを達成した。このように、同じ日本にあっても、江戸時代と現代において「公」の性質は大きく異なることを学習者は理解した。

3つ目の教材は魯迅の『故郷』である。『故郷』において「公」にあたるものは何か、その「公」に対し、主人公はどのように見ているかを考えさせた。学習者は、『故郷』における「公」とはその時代に存在する体制や身分・貧富の差といった有形無形の格差であり、その「公」を変革するには「公」の一部である「私」が皆同じ問題意識を持ち、合意形成のもとに変革をしようとするにより変わりうる、ということを理解することができた。

4つ目の教材は『論語』と『韓非子』である。『論語』に見られる儒家思想と『韓非子』に見られる法家思想は、一見相反する対立的なものではあるが、両者ともに現代の国家や社会という共同体を支える基盤である。これらの古代思想は時代遅れの遺物ではなく、二千五百年後の複雑な今の世界を形成する原理原則的な思想であり、VUCAの時代を学習者が生きていく上で、その世界を理解するために必要となる視座である。この考え方を有機的に活用し、現代の諸問題を捉えることで、「公」と「私」という問題が国を超えて古代から現在に至るまで、社会のあらゆるところに潜む普遍的な問題であることに気付いた。今回扱う現代の問題は日本の「ヤングケアラー」の問題にした。「こどもの権利＝学」と「家族の責任＝孝」の衝突という性質を持つ、ヤングケアラーの問題について、『論語』と『韓非子』はどのような回答をもたらすのか、それぞれの複数のテキストを引用することで考えさせた。

The learners first investigated the discourse of others (e.g., ancient and modern philosophers) on the question "What am I and why am I me?" and learned that the question "What am I?" was universal to human beings. Then, in the first teaching material, "I," we considered the characteristics of a first-person narrative, sorted out what we could understand and what we could not understand because of the first-person perspective, and considered whether "not understanding" could be a shortcoming

	<p>of the story. Then, from my aim as a part of the "public," I asked what the "public" is to me (its nature) and what my view of the public is when I leave the "public" in the latter half of the story. In response, the protagonist read that the public is equal to all individuals, that it judges and handles things mechanically and manually, and that in response it must be a model for the citizens.</p> <p>Next, he read "The Last Haiku" by Mori Ogai. In this third-person narrative, the students read the images of the main character "Ichi" and his counterpart "Sasa" to find out how "Ichi," a representative of "I", viewed the "Okami," the "public" of the Edo period, and how "Sasa," a part of "Okami," was a contemporary image of "public" presented in the first material, "I." The students also read "Ichi," the main character of the story, as a character of the "public" of the Edo period. What differences can be seen between "sasa," a part of "Okami," and the modern image of "kou" as "equal," "model," and "manual," which was presented in the first teaching material, "I"? This shows that "public" in the Edo period was still greatly influenced by the human thoughts and sentiments of people, in other words, me, and that even if a reason or proposal was originally unacceptable according to the law, it could be judged extrajudicial at the discretion of the person in authority who exercised it. On the other hand, it was possible to read that they do not ostensibly approve of it and do not necessarily believe its operation to be correct to the extent that they prepare a convenient building block. And "Ichi," the representative of "I," also saw through the contradictions and arbitrary judgments lurking in the "Okami," and achieved the passage of his own proposals by appealing to human feelings. Thus, the students understood that the nature of "public" was very different between the Edo period and the present day, even in the same Japan.</p> <p>The third teaching material is Lu Xun's "Hometown. The third teaching material was Lu Xun's "Hometown," in which the students were asked to think about what "public" means in "Hometown" and how the protagonist views this "public. The students were able to understand that the "public" in "Hometown" is the tangible and intangible disparities in the system, status, and the gap between rich and poor that existed at that time, and that the "public" can be changed if all "I" who are part of the "public" have the same awareness of the problem and try to change it</p>	
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	<p>based on consensus building. The fourth teaching material was "Theory of Theory.</p> <p>The fourth teaching material was "The Analects" and "Han Feizi. Confucian thought in the Analects and legal thought in Han He Zi are seemingly contradictory and opposing, but they are both foundational to the modern state and social community. These ancient ideas are not outdated relics, but are the principle ideas that shape the complex world of today, two thousand five hundred years later, and are the perspective that learners will need to understand that world as they live in the age of VUCA. By organically utilizing this concept to understand various contemporary issues, we have realized that the issues of "public" and "private" are universal problems that transcend national boundaries and lurk in every part of society from ancient times to the present. I chose the issue of "young caregivers" in Japan as the contemporary issue to be dealt with this time. By quoting several texts of "The Analects" and "Han Hee Tzu," I asked the students to think about what kind of answers "The Analects" and "Han Hee Tzu" would give to the problem of young carers, which is a conflict between "the rights of children = learning" and "family responsibility = filial piety.</p>	
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