SADAKO’S PAPER CRANES AND LESSONS OF PEACE: A TEACHER’S GUIDE

DEVELOPED BY
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**Teacher’s Guide Introduction**

**SADAKO’S PAPER CRANES AND LESSONS OF PEACE: A TEACHER’S GUIDE**

**Rationale and Introduction**

In 2007, a Japanese man by the name of Masahiro Sasaki presented a gift of an origami paper crane to the Tribute WTC Visitor Center in New York City. This teacher’s guide explores the significance of this gesture through a series of activities based on an original kamishibai story entitled *Sadako’s Paper Cranes and Lessons of Peace*.

Kamishibai (usually translated as “paper show,” “paper drama,” or “paper theater”) is a traditional Japanese storytelling format in which a storyteller uses images to tell a story. Historians have traced kamishibai back to the 12th century. It had a strong revival from the 1920s through World War II (late 1930s through 1945) and during the postwar period (1950s), when much of Japan had been destroyed and the kamishibai method of storytelling served as entertainment for many. In fact, many Japanese regard kamishibai as an important precursor to manga and anime.

The activities accompanying the kamishibai *Sadako’s Paper Cranes and Lessons of Peace* accommodate a wide spectrum of grade levels and include individual, small-group, and class projects.

In the upper elementary school activities, students explore the concept of empathy as well as the notion of peace, how it is symbolized, and the different ways it can be expressed. Activities include writing haiku and song lyrics, creating an origami crane mobile, performing skits, designing flags, creating brochures and posters, and a number of other options.

In the middle school activities, students are introduced to the concept of memorials through Sadako’s story. Students discuss why people create memorials and help one another identify symbols associated with emotions, values, and ideas common to memorials. Students then choose an event or an individual of personal significance they would like to honor and use their knowledge of symbols to create an appropriate and meaningful memorial.

In the high school activities, students examine Masahiro’s rationale for donating Sadako’s crane to the Tribute WTC Visitor Center and discuss the potential connection (and controversy) between the atomic bombings and the September 11th attacks. Students discuss and define the similarities and differences between acts of war and acts of terror, and view online video interviews of individuals who were personally affected by the events of September 11. Students then engage in an activity to reflect upon the interviewees’ stories and how they took action to move on from tragedy.

In addition, this guide includes a series of activities for upper-level Japanese-language classes. In these activities, students (as a class) listen to
the story, Sadako’s Paper Cranes and Lessons of Peace; learn new vocabulary terms associated with World War II, 9/11, and peace; and engage in various activities designed to challenge their listening comprehension, speaking, and (for advanced students) writing skills.

Goals

The activities in this teacher’s guide have specific learning objectives listed. The following are larger goals for the unit as a whole.

Students will

• explore the concepts of peace and empathy;
• discuss the significance of symbols;
• learn about memorials and their significance;
• articulate their opinions through writing, speaking, creating art, and performing; and
• learn about historical events and how they are connected.

Connections to Curriculum Standards

This teacher’s guide has been designed to meet certain national history, social studies, and foreign-language standards as defined by the National Center for History in the Schools, the National Council for the Social Studies, and the American Council on the Teaching of Foreign Languages. The standards for this curriculum are listed below.

National History Standards (from the National Center for History in the Schools)

Era 8, Standard 4B: The student understands the global scope, outcome, and human costs of the war.

• Grades 9–12: Compare World Wars I and II in terms of the impact of industrial production, political goals, national mobilization, technological innovations, and scientific research on strategies, tactics, and levels of destruction. [Marshal evidence of antecedent circumstances]
• Grades 9–12: Assess the consequences of World War II as a total war. [Formulate historical questions]

Era 9, Standard 2D: The student understands major sources of tension and conflict in the contemporary world and efforts that have been made to address them.

• Grades 9–12: Analyze why terrorist movements have proliferated and the extent of their impact on politics and society in various countries. [Evaluate the implementation of a decision]

Era 9, Standard 3A: The student understands major global trends since World War II.

• Grades 5–12: Assess the degree to which both human rights and democratic ideals and practices have been advanced in the world during the 20th century. [Formulate historical questions]
• Grades 9–12: Analyze connections between globalizing trends in economy, technology, and culture in the late 20th century and dynamic assertions of traditional cultural identity and distinctiveness. [Analyze cause-and-effect relationships]

National Social Studies Standards (from the National Council for the Social Studies)

Culture; Thematic Strand I: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Time, Continuity, and Change; Thematic Strand II: Social studies programs should include experiences that provide for the study of the past and its legacy.

People, Places, and Environments; Thematic Strand III: Social studies programs should include experiences that provide for the study of people, places, and environments.

Individual Development and Identity; Thematic Strand IV: Social studies programs should include experiences that provide for the study of individual development and identity.

Individuals, Groups, and Institutions; Thematic Strand V: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Power, Authority, and Governance; Thematic Strand VI: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Global Connections; Thematic Strand IX: Social studies programs should include experiences that provide for the study of global connections and interdependence.

Civic Ideals and Practices; Thematic Strand X: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Standards for Foreign Language Learning (from the American Council on the Teaching of Foreign Languages)

Communication:

• Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
• Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
• Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
introduction

Cultures:
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections:
- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Materials Each lesson provides a list of materials for the lesson. Permission is given to reproduce lesson materials for classroom use only.

Story Cards The activities in this teacher’s guide were developed to accompany the kamishibai story cards, *Sadako’s Paper Cranes and Lessons of Peace*. A PDF of the kamishibai story cards (8.5” x 11” format) is available to download for free from the SPICE website <http://spice.stanford.edu/catalog/kamishibai_project/>. Sets of large format (11” x 17”), sturdy cards for classroom use are also available from SPICE.

Equipment Computer with projector
Computers with Internet access
Audio system (computer speakers)

Time, Suggested Sequence of Activities
*Sadako’s Paper Cranes and Lessons of Peace: A Teacher’s Guide* is divided into four sets of activities. Each upper elementary school activity requires one to two 50-minute class periods. The middle school activities require at least two 50-minute class periods. The high school activities require at least two 50-minute class periods. The Japanese-language activities require at least two 50-minute class periods. Activities for each level should be taught in succession in order for students to gain the maximum benefit.

Subjects, Suggested Grade Levels
This curriculum is recommended for the following upper elementary, middle school, and high school classes:

- Language Arts
- Reading
- Art
- Social Studies
- World History
- World Studies

- Global/International Studies
- Contemporary Issues
- Political Science
- Japanese Language
Introduction

In 2007, a Japanese man by the name of Masahiro Sasaki presented a gift of an origami paper crane to the Tribute WTC Visitor Center in New York City. The significance of this gesture cannot be fully understood without first exploring the history leading up to the event.

Background: History of the Atomic Bomb

In 1941, during World War II, American and émigré scientists urged President Franklin Delano Roosevelt to initiate the Manhattan Project. The Manhattan Project, which cost nearly $2 billion, began as a race with Nazi Germany to create the first atomic bomb. President Roosevelt and his top advisors kept the project secret from most cabinet members and nearly all of Congress.

Although the initial intended target of the atomic bomb was Germany, by mid-1944 President Roosevelt and his advisors shifted the target to Japan. After all, the war with Germany was expected to end well before the bomb would be ready. There was an assumption that the atomic bomb would be used. If it were not, the Manhattan Project could have been deemed a huge waste of money, time, and scarce materials.

President Roosevelt and his advisors hoped that the death and destruction brought about by the bomb would lead to Japan’s surrender. As a bonus, they hoped the bomb would intimidate other nations (in particular the Soviet Union) and, in doing so, help shape the postwar world. Before the bombs were actually dropped, moral issues were not a significant factor in America’s decision to use the bombs.

On August 6, 1945, the United States military dropped an atomic bomb on the city of Hiroshima, Japan. The bomb was uranium-based and, through a chain reaction of nuclear fissions, exploded with a force equal to 13,000 tons of TNT. Three days later, on August 9, the military dropped a second atomic bomb, this time on Nagasaki, Japan. This bomb (fueled by plutonium) exploded with a force equal to 20,000 tons of TNT. The explosions of each of these bombs resulted in a combination of intense heat, shock wave, blast wind, and deadly radiation. Approximately 140,000 people in Hiroshima died as a result of the bombing. Although the force of the Nagasaki bomb was greater than that of the one that was dropped on Hiroshima, the bomb was dropped off-target, resulting in 70,000 deaths, roughly half that of Hiroshima. Approximately 80 percent of the deaths in these bombings were the result of burns or other injuries caused by the blasts.

When President Harry S. Truman realized the magnitude of the bombs’ destruction and the Japanese offered a conditional surrender requiring the continuation of the emperor, the president told his cabinet that he did not want to kill any more women and children. Although there were demands to drop more atomic bombs on Japan, he did not wish to use them again.

Radiation Effects

While the majority of deaths took place between the time of the bombings and the end of 1945, bomb survivors have continued to die from bomb-related injuries or illnesses for decades afterward.
At the time the bombs were dropped, very little was known about radiation and its effects on humans. In fact, scientists of the Manhattan Project had assumed that anyone close enough to receive large doses of radiation would not survive the blast or the intense heat generated by the bombs. Although the bombs killed approximately 35 percent of the inhabitants in Hiroshima and 25 percent of the inhabitants in Nagasaki, there were close to 370,000 survivors. These survivors, especially those who were within two kilometers of the center of the explosion, represented a population without parallel in human history, a population that had been exposed to significant amounts of intense radiation and had survived. A number of organizations conducted research that explored the link between intense exposure to radiation and increased rates of cancer, as well as the effects of radiation on children and the genetic legacy of survivors. Whether an atomic bomb survivor would develop cancer would not be known for years, sometimes decades, after the bombings.\(^a\)

Years of war and strife followed by the horrific carnage of the atomic bombings gave birth to a steadily growing peace movement in Japan. Media coverage spread awareness of the damage done in Hiroshima and Nagasaki and the chilling aftereffects of radiation. An ominous jump in the incidence of juvenile leukemia in both Hiroshima and Nagasaki shocked and saddened the nation.\(^b\)

Reports of leukemia peaked at four to five years after the bombs for children who were under 15 years of age at the time of the bombings. For children under 10 years of age who had been within 1,650 yards of the hypocenter, leukemia rates were 18 times higher than they were for the rest of the population.\(^c\) Sadako Sasaki was one of the children who fell ill with leukemia.

Sadako’s Story

Sadako Sasaki was two years old at the time the atomic bomb was dropped on Hiroshima. Fortunately, her family survived. Sadako, by all accounts, was healthy and happy; she loved both her studies and sports in school. When she was 12, however, Sadako developed leukemia as a result of her exposure to the radiation from the bomb. During her hospital stay, Sadako’s father told her about a legend that stated her wish for health could come true if she could fold one thousand paper cranes. She began the process of folding the paper cranes, using whatever paper was available. For instance, she used wrapping paper from get-well gifts, as well as medicine-bottle wrappers. Although Sadako folded more than a thousand origami cranes, she succumbed to her illness on October 25, 1955. Sadako’s classmates then helped raise funds to create a memorial to her and to all the other children who died as a result of the bombing.\(^d\)

Attacks on the World Trade Center

On the morning of September 11, 2001, Al Qaeda terrorists hijacked American Airlines Flight 11 and deliberately flew it into the North Tower of the World Trade Center in New York City. Minutes later, terrorists flew hijacked United Airlines Flight 175 into the South Tower. The 110 stories of the South Tower were the first to collapse on top of each other. About half an hour later, the 110 stories of the North Tower also collapsed. As a result of the attacks, 2,973 people, including 343 FDNY firefighters, 23 NYPD police officers, and 37 Port Authority police, died at the WTC. Burning debris covered the 16-acre site, with some areas burning for almost six months. Volunteers, money, and supplies from across the nation and the world assisted in the recovery.\(^e\)
Tribute WTC Visitor Center Purpose and Mission

After the tragedy of the attacks, the nonprofit corporation of the September 11th Families’ Association worked to create the Tribute WTC Visitor Center. Located in the former Liberty Deli, directly across from Ground Zero, the center serves as a central place where visitors can learn about the people killed in the attacks, the rescue and recovery operations, and the support and generosity that arose after the attacks. Over 300,000 people per year have visited the Tribute WTC Visitor Center since it opened on September 6, 2006.

Japan’s Link to the World Trade Center

Twenty-six Japanese citizens, many of whom worked for Fuji Bank (now Mizuho Bank), died in the September 11th terrorist attacks on the World Trade Center.

Families and friends of the Fuji Bank employees folded 10,000 paper cranes and sent them to the Tribute WTC Visitor Center. Meriam Lobel, the person in charge of the center’s exhibitions and programs, stated, “I think the display of cranes shows the international impact of 9/11.” Lobel added that it was the first time that an overseas group had contributed items to the center. The cranes, serving as symbols of peace, are displayed at the Tribute WTC Visitor Center.

How Sadako’s Crane Came to the Tribute WTC Visitor Center

In addition to the chains of 10,000 origami cranes, the Tribute WTC Visitor Center also displays one very small, red paper crane—one folded by Sadako Sasaki. In 2007, Sadako’s older brother, Masahiro Sasaki, gave five of Sadako’s paper cranes to places around the world. One of the places he chose was the Tribute WTC Visitor Center.

Potential for Controversy

Some people feared that the housing of Sadako’s paper crane at the Tribute WTC Visitor Center would ignite controversy. They believed that doing so could be construed as equating the terrorist attacks with the bombing of Hiroshima. However, this has proved not to be the case.

There is no doubt that the subject of Hiroshima is a sensitive one for many Americans. While the decision to bomb Hiroshima and Nagasaki did not raise profound moral issues for American policymakers before their use, for more than half a century afterward, the subject of Hiroshima and Nagasaki has continued to be charged with emotion, pride, pain, and confusion. These competing feelings manifested themselves when the Smithsonian National Air and Space Museum in Washington, D.C., decided to display the Enola Gay (the plane that dropped the A-bomb on Hiroshima) to mark the 50th anniversary of the atomic bombings.

Curators initially designed an exhibit that presented both the justifications for and doubts about the atomic attack. They planned to show the effects of the bomb at the impact site, as well. Veterans’ groups complained that the planned exhibit was pro-Japanese and dishonored U.S. service members. In fact, both houses of Congress passed resolutions condemning the exhibit. Yielding to pressure, the museum made massive revisions to the script for the show, resulting in an exhibit that presented and endorsed only the official version of Hiroshima that has endured since 1945—that the atomic bombings prevented an invasion of Japan and saved up to a million American lives. The revisions, in turn, angered many historians and disarmament activists.
Objecting to the censorship, a delegation of scholars met with the museum director. Peace activists scheduled protests to coincide with the opening of the exhibit. Finally, on January 30, 1995, the Smithsonian announced that it would display only the plane, a plaque, and a tape of the flight crew recounting the mission, excluding Hiroshima altogether.16

**Reasons Behind the Lack of Controversy**

Why has the crane that links a victim of the Hiroshima bombing and the World Trade Center terrorist attacks steered clear of any significant controversy?

First, when Masahiro Sasaki gave the crane to the Tribute WTC Visitor Center, he stated that its purpose was to foster peace rather than to look at the past:

> “I thought if Sadako’s crane is placed at Ground Zero, it will be very meaningful... Commonly, in Japan, the crane is regarded as a symbol of peace. But for us, in the Sasaki family, it is the embodiment of Sadako’s life, and it is filled with her wish and hope... I hope by talking about that small wish for peace, the small ripple will become bigger and bigger.”17

Second, the location of Sadako’s crane in the Tribute WTC Visitor Center also portrays its intent for peace and healing. The center contains five permanent exhibitions: *World Trade Center: Community Remembered; Passage Through Time: September 11th; Aftermath: Rescue and Recovery; Tribute; and Voices of Promise*. Visitors can view Sadako’s crane before entering Gallery 5, which is focused on the future. The crane is installed in a glass case that allows visitors to observe it closely. One of the items hanging above the case as of 2009 is the following quotation from Sadako:

> “Please treasure the life that is given to you. Please experience all the things I could not experience in my life. I entrust a small heart of compassion... to all of you. It is my belief that my small paper crane will enable you to understand other people’s feelings as if they are your own.”18

Unlike the Smithsonian’s *Enola Gay* exhibit, which focused on past motives and consequences of the bombing, Sadako’s crane was given in the spirit of healing and a future-oriented hope for peace. Therefore, when incorporating activities pertaining to the crane into your curriculum, it is important to emphasize to your students the intent and spirit behind the gift of Sadako’s paper crane to the Tribute WTC Visitor Center.
Sadako’s Paper Cranes and Lessons of Peace:
Upper Elementary Activities

INTRODUCTORY ACTIVITIES

Essential/Organizing Questions
- What is peace?
- What are some symbols of peace?
- How are tragic events remembered?

Introduction
In this lesson, students (as a class) listen to the story Sadako’s Paper Cranes and Lessons of Peace; engage in a whole-class discussion about the story; and work on various small-group activities. Several optional activities are provided as well.

Objectives
In this lesson, students will
- consider the meaning of peace;
- discuss symbols of peace;
- consider ways that tragic events are remembered;
- analyze the various scenes of Sadako’s Paper Cranes and Lessons of Peace;
- consider the possible significance of some of the messages in the story in their lives; and
- engage in small-group activities.

Materials
Sadako’s Paper Cranes and Lessons of Peace story cards
Small-Group Activities Sheet, pp. 12–15, one copy
Activity Sheet, Peace Sign, p. 16, one copy per student (optional)
Teacher Information, Background and Context for Sadako’s Paper Cranes and Lessons of Peace, pp. 5–8
Poster or butcher paper
11” x 17” sheets of white construction paper
Color pencils / crayons / markers
Glue
Scissors

Teacher Preparation
1. Review Teacher Information, Background and Context for Sadako’s Paper Cranes and Lessons of Peace.
2. Review the story Sadako’s Paper Cranes and Lessons of Peace.
3. Make a copy of the Small-Group Activities Sheet and cut it into 13 strips. Prepare poster or butcher paper and 11” x 17” sheets of white construction paper as needed for some of the activities.
upper elementary: introductory activities

Time

Two 50-minute class periods

Procedures

1. Mention to the class that they will be listening to a story called Sadako’s Paper Cranes and Lessons of Peace. Inform the class that the story is presented in a traditional Japanese storytelling format, kamishibai (usually translated as “paper show,” “paper drama,” or “paper theater”), during which a storyteller uses images to tell a story.

2. Ask students if they have heard of the story Sadako and the Thousand Paper Cranes by Eleanor Coerr. Coerr’s story is based on the true story of a girl, Sadako Sasaki, who lived in Hiroshima at the time of the atomic bombing (August 6, 1945) during World War II. Hiroshima is one of two Japanese cities (the other, Nagasaki, August 9, 1945) that were targets of atomic bombs during World War II. Sadako Sasaki is also the focus of the kamishibai, Sadako’s Paper Cranes and Lessons of Peace.

3. Before reading Sadako’s Paper Cranes and Lessons of Peace, have students discuss the following questions. Ask them to keep these questions in mind as you read the story.
   - What is peace?
     While discussing this question, you may want to consider some of these definitions from Merriam-Webster.com:
     - A state of tranquility or quiet, such as feeling safe in a community that has laws and regulations.
     - Freedom from disturbing or oppressive thoughts or emotions.
     - Having harmony in personal relationships.
     - A state of mutual friendship between countries, or an agreement between warring countries to stop fighting.
   - What are some symbols of peace? Some examples might include paper cranes, peace symbol, raised index and middle fingers (or the “V” sign), olive branch, doves.
   - How are tragic events remembered? Some examples might include memorial services, museum displays, and the development of a monument.

4. Read the story. After reading the story, ask some of the following questions:
   - What are some symbols of peace that are depicted in this story?
   - What do you think of Masahiro Sasaki’s gesture of sending one of Sadako’s paper cranes to the Tribute WTC Visitor Center in New York City?
   - What are some ways that you, your family, school, or community remember tragic events?

5. After reading the story, divide the class into 13 groups and distribute one of the kamishibai cards (Introductory Card, Cards 1–12) to each group. Also, give the appropriate activity strip to each group. Inform the students that each strip has one to three questions as well as an activity. Please note that there are varying degrees of difficulty with
the activities. Also, the activities engage students in various ways and some activities will take longer than others to complete. Please review the activities before assigning them to the small groups of students. [Note: the activity for Card 11 is probably the most difficult.]

6. Ask students to discuss the question(s) on their activity strips and spend the rest of the class period on the activities.

7. In a following class period, allow students to give short 3- to 5-minute presentations on their activities.

8. Debrief the lesson by returning to the questions posed at the beginning of the activity:
   • What is peace?
   • What are some symbols of peace?
   • How are tragic events remembered?

Optional Activities

1. Have students visit the Tribute WTC Visitor Center website <http://www.tributewtc.org/index.php>. An interview with Sadako Sasaki’s brother is available on the site, as are many other interviews <http://www.tributewtc.org/programs/toolkit.html>. Have students listen to one or more of the interviews and write letters to the interviewees. Send the letters to the Tribute WTC Visitor Center.

2. Have each student develop a future scene (on an 11” x 17” piece of white construction paper) for Sadako’s Paper Cranes and Lessons of Peace.

3. Have students (as a class) develop their own kamishibai based on one of the themes of peace and/or empathy. After a story has been developed, have students decide which scenes to depict on the kamishibai. Each small group can be assigned to develop one kamishibai card, using 11” x 17” construction paper.

4. Have students develop children’s books based on the theme of peace and/or empathy.

5. Make copies of Activity Sheet, Peace Sign. Have students use the image to capture (in writing and through images) personal stories about peace in their or their families’ lives.

6. Have students design peace-related images on 11” x 11” square pieces of paper. Tape these together to form peace quilts.

Assessment

The following activities may be used to assess students’ work in this lesson:

1. Class discussions evaluating students’ ability to
   • clearly state their opinions, questions, and answers;
   • exhibit sensitivity toward different ideas, and respect and acknowledge other students’ comments.

2. Students’ small-group projects for creativity, thoroughness, and neatness.

3. Students’ small-group presentations for clarity, time management, and the engagement of each student in the small group.

SADAKO’S PAPER CRANES
Instructions to teachers: Cut this sheet into 13 strips. Each strip corresponds with one of the 13 kamishibai cards. Distribute one kamishibai card and its corresponding strip to each small group of students. Please note that the activity for Card 11 may be the most challenging.

Introductory Card (Cover: Sadako’s Paper Cranes and Lessons of Peace)

- What is peace?
- What are some symbols of peace?
- How are tragic events remembered?

Activity: After discussing the questions above, work in your group to develop two to three poems about peace. Make sure that you incorporate something from the story Sadako’s Paper Cranes and Lessons of Peace. Each poem should be five to seven lines in length. Prepare to present your poems to the class. They do not need to be memorized, but should be well-rehearsed. Make sure to divide your group’s speaking duties equally among your group members.

Card 1 (Atomic Bomb Dome)

This is an image of the Hiroshima Prefectural Commercial Exhibition building before and after the atomic bombing of Hiroshima. The building is now commonly called the Atomic Bomb Dome, or A-Bomb Dome, and serves as a memorial to the people who were killed in the atomic bombing of Hiroshima on August 6, 1945.

- Why are memorials built?
- What memorials do you know about?
- Which memorials have you visited?

Activity: After discussing the questions above, design (on a sheet of paper) a memorial for some important event or person. The event or person should have a connection to peace in some way. Consider where you would build the memorial and what would go into its design. Prepare to present your memorial to the class. Make sure you address all the questions posed above and to divide speaking duties equally among your group members.

Card 2 (Playground)

- What important historical events are remembered at your school?
- What important people in history are remembered at your school?

Activity: After discussing the questions above, choose one other event and one other person you feel should be remembered by your school. Develop a poster for each that highlights your reasons for choosing them. Prepare to present your posters to the class. Make sure to divide speaking duties equally among your group members.
Card 3 (Hiroshima Red Cross Hospital)

The Hiroshima Red Cross Hospital helped care for survivors of the atomic bombing of Hiroshima. Many survivors of the atomic bombing developed leukemia.

- Have you ever cared for someone who was ill or hospitalized?
- What are some ways to help people who are ill or hospitalized?

Activity: After discussing the questions above, design several greeting cards that include images and a three- to five-line poem in each developed by your small group. Prepare to present your greeting cards to the class. Make sure to divide speaking duties equally among your group members.

Card 4 (Sadako with her father)

- What have you done to help someone who is ill or not feeling well?

Activity: After discussing the question above, create a short, three-minute conversation between Sadako and her father. Prepare to present your conversation to the class. It does not need to be memorized, but it should be well-rehearsed. Make sure to divide speaking duties equally among your group members.

Card 5 (Sadako folding paper cranes)

- Do certain numbers or colors have symbolic or important meanings to you?

Activity: After discussing the question above, develop a poster that shows some of these symbolic meanings. You may want to access the Internet for information about the symbolic meaning of numbers or colors in other countries or cultures. Prepare to present your poster to the class. Make sure to divide speaking duties equally among your group members.

Card 6 (Sadako’s funeral)

- Have you ever attended a funeral?
- Have you ever watched a funeral broadcast on television?

Activity: After discussing the questions above, write (individually) a short eulogy (a formal speech praising a person who has recently passed away) for someone whom you admired. Prepare to present the eulogy to the class. Make sure to divide speaking duties equally among your group members. Alternatively, design a monument (on an 11” x 17” piece of construction paper) for a historical figure you admire. Prepare to present the monument to the class. Make sure to divide speaking duties equally among your group members.
Card 7 (Conference on National Junior High Schools Principals’ Association)

• Have you ever helped raise money for something?

Activity: After discussing the question above, think about something you would like to see added to your school. This can be an object (for example, a new computer) or an event (for example, a field trip). Discuss ways that students might be able to help raise funding for this. Once you have decided on what you would like to see added to your school and how you could raise funds, talk with your school principal about your ideas. Then, prepare to present your thoughts and findings back to your class. Make sure to divide speaking duties equally among your group members.

Card 8 (Memorial)

• What are some traditions that your family practices during memorials or commemorations?

Activity: After discussing the question above, design a poster that illustrates these various family practices. Talk to others in your classroom, as well, and incorporate some of their practices into the poster. Prepare to present your poster to the class. Make sure to divide speaking duties equally among your group members.

Card 9 (Doves)

• Have you, your classmates, or your family done something as a gesture for world peace? If so, what did you do? If not, what could you do?

Activity: After discussing the questions above, develop lyrics for a song about world peace. The song lyrics should be 15–20 lines long. You can also prepare a melody to accompany the lyrics (optional). Prepare to present your lyrics to your class. Make sure to divide speaking duties equally among your group members.
Card 10 (New York City skyline)

- What do you know about New York City?
- Have you ever visited New York City?
- What do you know about 9/11?
- What were you doing when you heard about 9/11?

Activity: After discussing the questions above, visit the Tribute WTC Visitor Center website to learn more about the events of 9/11. Design a trifold promotional brochure for the center. Think of five important facts or necessary pieces of information the brochure should include. Prepare to present the brochure to the class. Make sure to divide speaking duties equally among your group members.

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Card 11 (Ripples)

A ripple is a small wave, wavelike motion, or sound (like that made by rippling water). A ripple can also symbolize something that causes changes in small steps. Sometimes this is referred to as a ripple effect. For example, a class may start a fund-raiser for an important activity or cause. Upon observing the fund-raiser, another class or additional classes may be inspired to contribute to the fund-raiser. Soon, other schools may begin fund-raising efforts as well. Thus, what began as a relatively small, class-focused effort rippled to other classrooms and schools.

- What are some other examples of something that caused a ripple effect?

Activity: After discussing the question above, symbolically illustrate one of the examples you discussed. Prepare to present your poster to the class. Make sure to divide speaking duties equally among your group members.

---------------------------------------------------------------------------------------------------------------------

Card 12 (Folding a paper crane)

- Have you ever heard of the Japanese art of origami, or paper folding?
- What is the history of origami? You may want to access the Internet for information.

Activity: After discussing the questions above, fold several paper cranes and write messages of peace on them. Design other personal symbols of peace using folding paper (no glue). Write messages of peace on them as well. Post the paper cranes and your other symbols of peace in your classroom. Prepare to present your messages of peace and folded personal symbols of peace to the class. Make sure to divide speaking duties equally among your group members.
PEACE SIGN

Using this image of a peace sign, capture (in writing and through images) a personal peace-related story in your or your family’s life.
Sadako’s Paper Cranes and Lessons of Peace: Upper Elementary Activities

Activity One: Understanding Symbols

Essential/Organizing Questions
- What is a symbol?
- Why are symbols important?
- What do Sadako’s paper cranes symbolize?
- How can peace be symbolized?

Introduction
This activity fosters a deeper understanding of symbols and their role in society. Specifically, students gain an appreciation for the significance of Sadako’s paper cranes by examining personally meaningful objects in their own lives. They also consider other important symbols. Finally, students create their own symbol of peace by designing unique flags.

Objectives
In this lesson, students will
- learn what a symbol is;
- contemplate the significance of personal symbolic objects;
- consider the meaning and importance of Sadako’s paper cranes; and
- create their own symbols.

Materials
Sadako’s Paper Cranes and Lessons of Peace, Introductory Card
Blank paper
Color pencils/crayons/markers
Construction paper
Scissors
Glue

Time
One 50-minute class period

Procedures
Before Class
Ask students to bring an object (or a picture of an object) to class that is symbolically very meaningful or important to them.

During Class
1. Tell students that they will be sharing information about their personally meaningful or important objects with classmates. Students should be respectful of each other and their personal belongings. Ask students to answer the following questions about their objects on a sheet of blank paper.
   - What is it?
   - Where did you get it?
• How does it make you feel?
• What does the object remind you of?
• Why is it important to you?

2. Display Introductory Card, *Sadako’s Paper Cranes and Lessons of Peace*, and ask the following questions:
• What is it?
• Where does it come from?
• How do you think it made Sadako feel?
• What does it remind you of?
• Why was it important to Sadako?
• Why is it important now?

3. Explain that the students’ objects and Sadako’s cranes are all examples of symbols. A symbol can be a person, place, action, word, or thing that (by association, resemblance, or convention) represents or stands for something other than itself. For example, a teddy bear can represent a parent’s love, a rosary can represent a person’s faith, etc. Symbols give us a way to turn something that is abstract or invisible into something concrete. They are often used to communicate feelings, thoughts, or information. Note that many objects can symbolize the same thing, and that the same symbol can represent different objects or ideas. For example, red roses, hearts, and two birds can all represent love. The color red, however, can symbolize love, fire, or danger.

4. Ask students to think about what their objects symbolize, and to share this information with the class.

5. Ask students if they can identify other symbols and their meanings. Common examples include colors, animals, traffic signs, and computer icons.

6. Instruct students to create a flag that represents peace, using colors and shapes that reflect their idea of peace. Distribute colored pencils/crayons/markers, construction paper, scissors, and glue.

**Assessment**

The following activities may be used to assess students’ work in this lesson:

1. Class discussions evaluating students’ ability to
   • clearly state their opinions, questions, and answers;
   • exhibit sensitivity toward different ideas; and
   • respect and acknowledge other students’ comments.

2. Students’ flags based on creativity, thoroughness, and neatness.
Sadako’s Paper Cranes and Lessons of Peace:
Upper Elementary Activities

ACTIVITY TWO: PRACTICING EMPATHY

Essential/ Organizing Questions
• What is empathy?
• How can we demonstrate empathy?
• What can Sadako’s classmates teach us about empathy?
• Why is it important to show empathy toward others?

Introduction
In this activity, students will perform an exercise in compassion and empathy, relating personal experiences with Sadako’s story. By writing and performing skits, students will contemplate how we can help each other during difficult times and practice various ways to show empathy.

Objectives
In this lesson, students will
• learn the definition of empathy;
• appreciate the importance of empathy;
• distinguish between empathetic and nonempathetic responses to everyday situations; and
• work in small groups.

Materials
Handout 1, Small-Group Discussion Questions, p. 22, 10 copies
Handout 2, Create a Skit, p. 23, 30 copies
Teacher Information, Sample Answers to Discussion Questions, p. 24
Blank paper (optional)
Color pencils/crayons/markers (optional)

Teacher Preparation
Instructions and materials are based on a class size of 30 students. Adjust accordingly for different class sizes.

1. Make 10 copies of Handout 1, Small-Group Discussion Questions, and cut into strips.
2. Make 30 copies of Handout 2, Create a Skit.

Note
Students should be familiar with the kamishibai, Sadako’s Paper Crane and Lessons of Peace, in order to fully participate in this activity.

Time
Two 50-minute class periods
Procedures

1. Divide the class into at least three groups and distribute Handout 1, *Small-Group Discussion Questions*, so that each group receives a different version (A, B, or C).

2. Instruct students to discuss the handout questions in their small groups. Be aware that some students may be uncomfortable sharing potentially painful events and emotions.

3. Bring the groups together and ask students from each group to share their responses. Write these responses on the board in a grid format, using Teacher Information, *Sample Answers to Discussion Questions*, as a guide.

4. Lead a class discussion using the following questions:
   - Can you think of similarities between you, the people you know, and Sadako in these unfortunate situations?
   - Did you have similar experiences?
   - Did you share the same feelings?
   - Did the same things make you feel better?
   - Why or why not?

5. Explain to students that when they consider the feelings of others (e.g., when they imagine how Sadako felt) they are practicing empathy—the ability to understand and share the feelings of another. A different way of saying this is the ability to “put yourself in someone else’s shoes.” Imagining someone else’s pain and wanting to do something to help the person feel better is a sign of compassion—concern for the sufferings or misfortunes of others and the wish to relieve the suffering.

6. Divide the class into groups of three to four students each and distribute Handout 2, *Create a Skit*. Allow students time to work on their skits in class. This may also be assigned as homework.

7. Facilitate the presentations of skits. After each skit, ask the class which of the three alternative scenes best exemplified empathy.

8. Debrief the lesson with the following questions:
   - What can Sadako’s classmates teach us about empathy?
   - Why is it important to show empathy toward others?

Assessment

The following activities may be used to assess students’ work in this lesson:

1. Class discussions evaluating students’ ability to
   - clearly state their opinions, questions, and answers;
   - exhibit sensitivity toward different ideas; and
   - respect and acknowledge other students’ comments.

2. Group skits based on the following criteria:
   - The skit is well-rehearsed.
   - The skit contains three alternative scenes.
• There is equal participation among group members.
• The skit is three to five minutes long.
SMALL-GROUP DISCUSSION QUESTIONS

Instructions to teachers: Cut this sheet into three strips.

Group A
Think about a time when you felt bad.
  • What was the cause?
  • How did you feel?
  • When you were feeling bad, what made you feel better?
  • Why do you think it made you feel better?

Group B
Think about a time when someone you know felt bad.
  • What was the cause?
  • How do you think they felt?
  • What did you do (or could you do) to help them feel better?
  • Why did you think it would help them feel better?

Group C
Think about Sadako’s time in the hospital.
  • Why was she there?
  • How do you think Sadako felt when she was there?
  • How do you think her family and friends felt?
  • What would you have done to help Sadako feel better?
  • Why do you think it would have helped her feel better?
CREATE A SKIT

1. Select one of the following situations:
   • Pat’s friend Susie has a bad case of tonsillitis.
   • Pat’s brother Jim got in a skateboarding accident.
   • Pat’s pet dog passed away.
   • Pat’s classmate Tom is constantly teased for being the shortest in class.

2. Write a three- to five-minute long skit exploring how the people involved may feel and act. Is there anything Pat can do to help make the situation better or worse? You must create three alternative scenes in which Pat reacts to the situation in empathetic or nonempathetic ways. The skit does not need to be memorized, but should be well-rehearsed. Make sure speaking parts are divided equally among group members.
### Sample Answers to Discussion Questions

<table>
<thead>
<tr>
<th></th>
<th>YOU Think about a time when you felt bad.</th>
<th>SOMEONE YOU KNOW Think about a time when someone you know felt bad.</th>
<th>SADAKO Think about Sadako’s time in the hospital.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause</strong></td>
<td>What was the cause?</td>
<td>What was the cause?</td>
<td>Why was she there?</td>
</tr>
<tr>
<td></td>
<td>• Illness</td>
<td>• Illness</td>
<td>• Illness</td>
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<tr>
<td></td>
<td>• Injury</td>
<td>• Injury</td>
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<td></td>
<td>• Loss of pet</td>
<td>• Loss of pet</td>
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<td></td>
<td>• Loss of family member</td>
<td>• Loss of family member</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Being teased, bullied, scolded, punished</td>
<td>• Being teased, bullied, scolded, punished</td>
<td></td>
</tr>
<tr>
<td><strong>Feelings</strong></td>
<td>How did you feel?</td>
<td>How do you think they felt?</td>
<td>How do you think Sadako felt? How do you think her family and friends felt?</td>
</tr>
<tr>
<td></td>
<td>• Hurt</td>
<td>• Hurt</td>
<td>• Hurt</td>
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<td></td>
<td>• Angry</td>
<td>• Angry</td>
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<td></td>
<td>• Sad</td>
<td>• Sad</td>
<td>• Sad</td>
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<td></td>
<td>• Alone</td>
<td>• Alone</td>
<td>• Alone</td>
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<tr>
<td><strong>What would help?</strong></td>
<td>When you were feeling bad, what made you feel better?</td>
<td>What did you do (or could you do) to help them feel better?</td>
<td>What would you have done to help Sadako feel better?</td>
</tr>
<tr>
<td></td>
<td>• Hug</td>
<td>• Hug</td>
<td>• Hug</td>
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<tr>
<td></td>
<td>• Smile</td>
<td>• Smile</td>
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<td></td>
<td>• Card</td>
<td>• Card</td>
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<tr>
<td></td>
<td>• Food, soup</td>
<td>• Food, soup</td>
<td>• Food, soup</td>
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<tr>
<td></td>
<td>• Talking to a friend</td>
<td>• Talking to a friend</td>
<td>• Talking to them</td>
</tr>
<tr>
<td></td>
<td>• Talking to a parent or teacher</td>
<td>• Talking to a parent or teacher</td>
<td>• Acknowledge their feelings</td>
</tr>
<tr>
<td></td>
<td>• Writing in a journal</td>
<td>• Writing in a journal</td>
<td>• Give them space</td>
</tr>
<tr>
<td><strong>Why would it help?</strong></td>
<td>Why do you think it made you feel better?</td>
<td>Why did you think it would help them feel better?</td>
<td>Why do you think it would have helped her feel better?</td>
</tr>
<tr>
<td></td>
<td>• Felt like someone cared</td>
<td>• Show that you care</td>
<td>• Show that you care</td>
</tr>
<tr>
<td></td>
<td>• Felt like someone understood me</td>
<td>• Show that you understand</td>
<td>• Show that you understand</td>
</tr>
<tr>
<td></td>
<td>• Didn’t feel so alone</td>
<td>• Show that they are not alone</td>
<td>• Show that she is not alone</td>
</tr>
</tbody>
</table>
Sadako's Paper Cranes and Lessons of Peace:
Upper Elementary Activities

Activity Three: Haiku for Peace

Essential/Organizing Questions
• What is a haiku?
• What are different ways that people see, smell, or hear peace?

Introduction
In this activity, students learn to express peace through various sensory details as a class, and work individually on writing haiku about the various ways that peace is perceived.

Objectives
In this lesson, students will
• practice writing haiku;
• learn to express the idea of peace through haiku;
• think creatively about how to relate the concept of peace through various senses;
• examine how different people view or feel about peace; and
• learn about how people interpret ideas such as peace.

Materials
Handout, Writing a Haiku About Peace, pp. 27–28, 30 copies
Paper for students to write haiku
Pens and crayons for students to draw pictures that accompany their haiku
Whiteboard/chalkboard

Teacher Preparation
Instructions and materials are based on a class size of 30 students. Adjust accordingly for different class sizes.
1. Make 30 copies of Handout, Writing a Haiku About Peace.

Time
One 50-minute class period

Procedures
1. Mention to the students that Sadako’s cranes have become synonymous with peace.
2. Ask students what they think peace might look like, and write their answers on the board. With each answer, ask the students why they would think of that particular image as being related to peace. Some possible images: doves, rainbows, olive branches, hearts, or smiling faces.
3. Ask students what peace might smell like, and write their answers on the board. Again, ask students why they would think of that particular smell as being related to peace. Some possible smells: forest or trees, cake being baked, fruit, or flowers.

4. Finally, ask students what peace might sound like, and write their answers on the board. Again, ask students why they would think of that particular sound as being related to peace. Some possible sounds could be: laughter, music, singing, birds chirping, or silence.

5. Distribute Handout, *Writing a Haiku About Peace*, to the students and inform them that they will be writing a haiku, a specific type of poetry, to express their ideas about peace.

6. Review the instructions on Handout, *Writing a Haiku About Peace*, on how to write a haiku as a class. Remind students that they can use ideas that they have brainstormed together or think of other ideas on their own.

7. After students have finished writing their haiku and illustrating them, ask some students to share their haiku. After each student presents, ask him/her to share why he/she chose certain imagery or sensory detail to express peace.

8. Conclude the activity with the observation that while the term *peace* may have only one definition in the dictionary, it can mean and look like very different things for different people, and that these differences are because people interpret the word in different ways.
WRITING A HAiku ABOUT PEACE

Haiku is a traditional Japanese poetic form that is short and fun to write! A haiku must follow strict rules:

1) It has three lines.
2) The first and the third lines have five syllables.
3) The middle line has seven syllables.

In haiku, the lines do not have to rhyme, although you can make them rhyme if you like. Because haiku are very short poems, they are usually about one idea. Here’s an example of a haiku:

Big, wide, floppy ears
Reaches far with its long nose
Enormous and gray

Can you find the correct number of syllables in each line of the haiku? What do you think the haiku is about?

Write a haiku of your own: The haiku you will write today will be about the idea of peace. Remember to follow the rules when writing your haiku.

____________________________________

____________________________________

____________________________________

Draw a picture to match your haiku on the back of this handout.
Sadako’s Paper Cranes and Lessons of Peace:
Upper Elementary Activities

Activity Four: Quotes of Peace

Essential/Organizing Questions
- What does peace mean?
- What have others said about peace?
- What does peace mean to you?

Introduction
In this activity, students will compare and contrast the dictionary definition of the word peace and what people have said about peace in the past, and examine how differently people can perceive or understand peace. Students will also have an opportunity to write their own quotes about peace and create an origami mobile as a class.

Objectives
In this lesson, students will
- learn what other people in history have said about peace;
- examine what peace means to different people; and
- discuss how they feel about peace.

Materials
Sadako’s Paper Cranes and Lessons of Peace, Card 12
Handout 1, Quotes of Peace by Famous People in History, pp. 32–33, 30 copies
Handout 2, Examples of Origami Crane Mobiles, p. 34, three copies
Paper (to fold origami cranes)
Small slips of paper (8.5” x 11” sheet of paper cut into 20 strips)
Markers or colored pens
Materials to construct the frame of a mobile (for example, wire, string, tape—enough for two to three mobiles)

Teacher Preparation
Instructions and materials are based on a class size of 30 students. Adjust accordingly for different class sizes.
1. Make appropriate number of copies of the handouts.
2. Practice folding an origami paper crane.
3. Prepare materials for creating a paper crane mobile.

Time
One 50-minute class period
Procedures

1. Ask students how they would define the term *peace*. After a few students have volunteered their responses, present the class with one of the following definitions of *peace*, adapted from Merriam-Webster.com:
   - A state of tranquility or quiet, such as feeling safe in a community that has laws and regulations.
   - Freedom from disturbing or oppressive thoughts or emotions.
   - Having harmony in personal relationships.
   - A state of mutual friendship between countries, or an agreement between warring countries to stop fighting.

2. Mention that Sadako’s cranes have become known as a symbol of peace throughout the world. However, the crane is only one of many ways in which people have symbolized peace.

3. Distribute one copy of Handout 1, *Quotes of Peace by Famous People in History*, to each student. Ask for volunteers to read the quotes. Direct students to compare what people have said about peace:
   - How are the quotes similar?
   - How are the quotes different?
   - What kinds of people (for example, writer, president, musician, scientist) made these quotes?
   - Which quotes do you agree with? Which quotes do you disagree with? Why?

4. Inform students that they will have an opportunity to develop their own definitions of the term *peace*. Distribute one small slip of paper to each student. Instruct students to think about the quotes on the handout and to write their own thoughts about peace. After students have finished writing, ask several students to share their quotes with the class.

5. Explain to students that they will attach their quotes to an origami crane, which is a widely recognized symbol of peace. Distribute origami paper to the students, and review the directions on how to fold a paper crane (on Card 12).

6. Divide the class into three groups of ten students each.

7. Distribute one copy of Handout 2, *Examples of Origami Crane Mobiles*, to each group and inform them that they will be creating crane mobiles similar to the ones pictured on the handout. Instruct students to attach their quotes to the bottom of their cranes and to string the cranes together to create two to three mobiles as a class.

8. The mobiles can be displayed in the classroom or sent to the Tribute WTC Visitor Center as a gift.
Optional Activity

Ask students to write their quotes on slips of paper without writing their names. Collect the quotes and place them in a container or large envelope. Have students take turns drawing a quote from the container or envelope. (Students should pick a different quote if they draw their own.) After everyone has a quote, have students create a story based on the quote they received. This story can be presented to the class orally or submitted to the teacher as a written assignment.

Assessment

The following activities may be used to assess students’ work in this lesson:

1. Class discussions evaluating students’ ability to
   • clearly state their opinions, questions, and answers;
   • exhibit sensitivity toward different ideas; and
   • respect and acknowledge other students’ comments.

2. Group mobiles based on the following criteria:
   • Each student in the group has folded a paper crane.
   • Each student has written a quote about peace and attached it to his/her crane.
   • Each group has created a mobile out of each of their cranes and quotes.
QUOTES OF PEACE BY FAMOUS PEOPLE IN HISTORY

“There is no duty more important than ensuring...[that the lives of children] are free from fear and want and that they grow up in peace.”

Kofi Annan, the Seventh Secretary General of the United Nations

“We must pursue peaceful ends through peaceful means.”

Martin Luther King, Jr., Civil Rights Activist

“Human beings...have the right to pursue happiness and live in peace and freedom.”

The 14th Dalai Lama, Religious Leader

“Peace cannot be kept by force. It can only be achieved by understanding.”

Albert Einstein, Scientist

“If everyone demanded peace instead of another television set, then there’d be peace.”

John Lennon, Musician

“To reach peace, teach peace.”

Pope John Paul II, Religious Leader

“It isn’t enough to talk about peace. One must believe in it. And it isn’t enough to believe in it. One must work at it.”

Eleanor Roosevelt, 34th First Lady of the United States
“All works of love are works of peace.” “Peace begins with a smile.”

Mother Teresa, Religious Leader

“Peace is always beautiful.”

Walt Whitman, Writer, in Leaves of Grass

“There was never a good war, or a bad peace.”

Benjamin Franklin, one of the Founding Fathers of the United States

“Observe good faith and justice toward all nations. Cultivate peace and harmony with all.”

George Washington, First President of the United States
Example of Origami Crane Mobiles
Sadako’s Paper Cranes and Lessons of Peace:
Middle School Activities

Essential/Organizing Questions
• What is a memorial?
• What is a symbol? How are symbols used?
• Why do people create memorials?

Introduction
Memorials are objects that commemorate or honor the memory of a person or event. Although the people and events that memorials depict are often culturally specific, the values, emotions, and ideas they represent are universal. Memorials are a unique aspect of human culture that can help students discover experiences, needs, and aspirations shared by people and cultures from around the world.

In this lesson, students are introduced to the concept of memorials through the story of Sadako. Students discuss why people create memorials and help each other identify symbols associated with emotions, values, and ideas common to memorials. Students then choose an event or an individual of personal significance they would like to honor and use their knowledge of symbols to create an appropriate and meaningful memorial.

Objectives
In this lesson, students will
• list several examples of memorials;
• identify symbols used to express emotions, character traits, and ideas;
• identify emotions associated with memorials; and
• create a memorial of personal significance.

Materials
Sadako’s Paper Cranes and Lessons of Peace story cards
Handout, Remembering, pp. 39–40, 30 copies
Art supplies: clay, industrial-strength foil, markers, construction paper, scissors, glue, tape, etc.

Equipment
Computer projector (optional)

Teacher Preparation
Instructions and materials are based on a class size of 30 students. Adjust accordingly for different class sizes.
1. Familiarize yourself with the Sadako’s Paper Cranes and Lessons of Peace story cards.
2. Prepare images of several memorials to display to students.
3. Make 30 copies of the handout.
4. Gather appropriate art supplies and materials for creating memorials.
Two 50-minute class periods

Procedures

Day One

1. Mention to the class that they will be listening to a story called *Sadako's Paper Cranes and Lessons of Peace*. Inform the class that the story is presented in a traditional Japanese storytelling format, *kamishibai* (usually translated as "paper show," "paper drama," or "paper theater"), during which a storyteller uses images to tell a story. Historians have traced kamishibai back to the 12th century. Kamishibai had a strong revival from the 1920s through World War II (late 1930s through 1945) and during the postwar period (1950s), when much of Japan had been destroyed and kamishibai served as entertainment for many.

2. Ask students if they have heard of the story *Sadako and the Thousand Paper Cranes*, by Eleanor Coerr. Coerr’s story is based on the true story of a girl, Sadako Sasaki, who lived in Hiroshima at the time of the atomic bombing (August 6, 1945) during World War II. Hiroshima is one of two Japanese cities (the other, Nagasaki, August 9, 1945) that were targets of atomic bombs during World War II. Sadako Sasaki is also the focus of the kamishibai, *Sadako's Paper Cranes and Lessons of Peace*.

3. Read the story. After reading the story, show students Card 8 and ask them what they see. You can direct students’ attention to different aspects of the image. Point out the following items:
   - The bombed-out building
   - The crane on top of the monument
   - The large group of people
   - The students holding the wreath

4. Ask students how they would feel if they were Sadako’s classmates. If students have a difficult time responding, suggest sentiments like sadness, helplessness, anger, regret, or hopelessness.

5. As a group, discuss how Sadako’s classmates decided to honor her memory. Make sure that students understand that her classmates raised money to build a memorial in honor of Sadako and all of the children who died from the atomic bombings.

6. Explain that a memorial is an object created in memory of a person or event. Point out that common forms of memorials include sculptures, fountains, statues, and even entire parks. Inform students that over time, Sadako’s memorial and the crane specifically have become symbols of peace.

7. Ask students to think of other symbols of peace. Some examples include: dove, V sign, white poppy, white flag, broken rifle/gun, and peace sign. Inform students that symbols are used to represent emotions, character traits, and ideas, and are often included in memorials.

8. Explain to students that memorials are also created for other purposes besides peace. Display sample images of other memorials. Facilitate
middle school activities

a discussion of each memorial and point out any symbols or feelings associated with the memorial. Some examples of symbols include:

**Love:** Heart, rose, cupid, and Celtic love knot

**Strength:** Lion, eagle, ox and dove, bear, wolf, and elephant

**Joy:** Dragonfly, yellow rose, white crane (marital bliss, good fortune, happiness), blue bird (cheerfulness, health, prosperity), dolphin, butterfly, and elephant

**Wisdom:** Elephant, Buddha eyes, tree of life, owl, snake, and book

**Bravery:** Purple Heart, lion, eagle, and koi fish

**Friendship:** Handshake, yellow rose, friendship bracelet, and arrows of friendship

9. Ask students to think of a person or event that is meaningful or significant to them. Distribute one copy of Handout, *Remembering*, to each student. Read the prompts on Part One with the class and explain that each student will create a memorial during the next class period. Be sure to mention the types of materials that will be provided, and suggest that students bring in additional materials or objects from home to include in their memorials (e.g., photos, keepsakes, etc.).

10. If time allows, instruct students to begin working on Part One of the handout.

11. For homework, students need to complete Part One of the handout and gather any materials from home that they would like to use to create their memorial. Students should bring the handout and materials to the next class period.

**Day Two**

1. Ask students to take out their homework, and ask for volunteers to read their responses to Part One. Ask students to provide positive and constructive feedback for each other.

2. Allow approximately 20 minutes for students to work on their memorials.

3. Reassemble the class and point out the different types of memorials their classmates have created. Ask students to volunteer examples of symbols they used and ask why they chose those symbols. Ask students how they felt while creating their memorials. Discuss with the class why people feel the need to create memorials.

4. If students did not complete their memorial in class, they may finish it as homework. Also as homework, each student must complete Part Two of the handout and turn it in at the next class period. Be sure to collect students’ handouts and memorials during the next class period for assessment.

**Assessment**

The following may be used to assess student work in this lesson.

2. Student memorial based on the following criteria:
   • Demonstrates the use of creativity and thought to honor the memory of someone or something important to the student.
   • Uses at least one symbol.
   • Is appropriate and meaningful.

3. Class discussions evaluating students’ ability to
   • clearly state their opinions, questions, and answers;
   • exhibit sensitivity toward different cultures and ideas;
   • respect and acknowledge other students’ comments; and
   • ask relevant and insightful questions.
REMEMBERING

Part One
1. Describe a special person or event in your life.

2. What was special or significant about this person or event?

3. How did this person or event make you feel?

4. During class, you will create a memorial in honor of the person or event described above. Describe how you will create it.
Part Two
Write a paragraph explaining the memorial that you created. You may use the space below to organize your thoughts. You must answer all three questions in your paragraph:

<table>
<thead>
<tr>
<th>Who or what is the memorial for?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why did you choose this person or event?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What symbols did you use, and why did you choose them?</th>
</tr>
</thead>
</table>
Sadako’s Paper Cranes and Lessons of Peace: High School Activities

Essential/Organizing Questions

- What is an act of terrorism? What is an act of war? How are they similar or different?
- How do societies remember important historical events?
- How do people and societies cope with tragedy?

Introduction

In 2007, a Japanese man by the name of Masahiro Sasaki presented a gift of an origami paper crane to the Tribute WTC Visitor Center in New York City. This paper crane, which had been folded by Masahiro’s sister, Sadako—a young girl who died from leukemia resulting from radiation exposure in the atomic bombing of Hiroshima—was given to the Tribute WTC Visitor Center to spread the message of peace. In this lesson, students examine Masahiro’s rationale for donating Sadako’s crane to the center and discuss the potential link (and controversy) between the atomic bombings and the September 11th attacks. Students will discuss and define the similarities and differences between acts of war and acts of terror, and view online video interviews of individuals who were personally affected by the events of September 11. Students will then engage in an activity to reflect upon the stories of these individuals and how they took action to move on from tragedy.

Objectives

In this lesson, students will
- define and differentiate acts of war and acts of terror;
- examine Masahiro Sasaki’s rationale for donating Sadako’s crane to the Tribute WTC Visitor Center;
- discuss the potential link (and controversy) between the atomic bombings and September 11 created by placing the crane at the Tribute WTC Visitor Center;
- consider different ways that important historical events are memorialized and remembered as a society; and
- hear stories of people personally affected by the events of September 11 and how they moved on from tragedy.

Materials

Sadako’s Paper Cranes and Lessons of Peace story cards
Handout 1, Viewing Guide: Masahiro Sasaki, p. 46, 30 copies
Handout 2, The Cranes at Ground Zero, pp. 47–49, 30 copies
Handout 3A, Defining Acts of War, p. 50, five copies
Handout 3B, Defining Acts of Terrorism, p. 51, five copies
Handout 4, Venn Diagram, p. 52, five copies
Handout 5, Viewing Guide: Personal Stories of Transformation, p. 53, 30 copies
# high school activities

Projection, *War and Terrorism*, p. 54  
Teacher Information, *Background and Context for Sadako’s Paper Cranes and Lessons of Peace*, pp. 5–8  
Teacher Information 1, *Using the KWL Method*, p. 55  
Answer Key 1, *Viewing Guide: Masahiro Sasaki*, p. 56  
Dry erase marker / chalk

## Equipment

- Whiteboard / chalkboard  
- Computer with Internet access  
- Digital projector  
- Audio system (computer speakers)

## Teacher Preparation

Instructions and materials are based on a class size of 30 students. Adjust accordingly for different class sizes.  
1. Make the appropriate number of copies of handouts.  
3. Set up and test the computer, Internet connection, projector, and speakers. View the video interviews in advance to ensure that all technology works properly.  
4. Prepare Masahiro Sasaki’s video interview before class. Go to the Personal Stories of Transformation online curriculum toolkit on the Tribute WTC Visitor Center website (http://www.tributewtc.org/programs/toolkit.html). Go to Story Selection, select “Unit 7: Tsugio Ito & Masahiro Sasaki, Globalizing Peace,” and click on the Watch the Video icon. You will need to play the interview with Tsugio Ito before you can access the interview with Masahiro Sasaki.

## Time

Two 50-minute class periods

## Procedures

### Day One

**Cranes and Connections**

1. Read the kamishibai story *Sadako’s Paper Cranes and Lessons of Peace* to the class.  
2. Optional: If your students have not previously studied about the atomic bombings of Hiroshima and Nagasaki, it may help to provide them with a brief lecture on the bombings and the context surrounding the bombings. This background knowledge will be useful for students to have in later activities. Refer to Teacher Information, *Background and Context for Sadako’s Paper Cranes and Lessons of Peace*, for background information on the atomic bombings.  
3. Draw a KWL chart on the classroom whiteboard, and lead students through an introductory KWL activity on the events of September
11, completing the “K” and “W” columns of the chart together as a class. Refer to Teacher Information 1, Using the KWL Method, for more information on running a KWL activity.

4. Using a computer and projector, display the interactive 9/11 timeline at http://www.tributewtc.org/programs/timeline.html and lead students through the events of September 11. Students should gain a basic understanding of the chronology of events from this exercise.

5. Explain to students that the events of September 11 not only affected the United States but also sent ripples throughout the world. The events of 9/11 changed air travel around the globe, influenced the domestic and foreign policies of many countries, and drew the United States and its allies into a new war in Afghanistan and broader campaign against terrorism. However, ripples were also felt on a more personal level, affecting the individual lives of victims, victims’ families and friends, witnesses, and countless others. Many people—whether or not their own lives were directly affected by what happened that day—were inspired to take positive action in response to the tragedy. Masahiro Sasaki was one of these people.

6. Distribute one copy of Handout 1, Viewing Guide: Masahiro Sasaki, to each student and instruct students to read the questions. Remind them that Masahiro is Sadako’s brother who donated Sadako’s paper crane to the Tribute WTC Visitor Center as a symbol of peace. Tell students that they will now watch a video interview with Masahiro and take notes on Handout 1. In the video, Masahiro explains why he chose to place one of Sadako’s paper cranes at Ground Zero.

7. Using a computer and projector, play Masahiro’s video interview, which can be found online at http://www.tributewtc.org/programs/toolkit.html. After screening the video clip, allow students time to complete Handout 1.

8. Using Handout 1 as a guide, lead the students in a class discussion about Masahiro Sasaki’s decision to place Sadako’s paper crane at Ground Zero.

9. Inform students that Masahiro Sasaki’s decision to place Sadako’s paper crane at Ground Zero was perceived by some as having potential to cause controversy. Distribute one copy of Handout 2, The Cranes at Ground Zero, to each student and allow students time to read it.

10. Tell students that although Sadako’s crane has not caused controversy at Ground Zero, it is useful to examine why it could have. Some were concerned that placing Sadako’s crane at Ground Zero “could be construed as equating the terrorist attacks with the bombing of Hiroshima,” or in other words, equating an act of terrorism with an act of war. In light of this concern, it is valuable to be able to differentiate between the two concepts. How are war and terrorism different?

11. Divide the class into small groups of about three students each. Make sure there is an even number of groups, as each small group will pair
with another later in the activity. Distribute one copy of Handout 3A, *Defining Acts of War*, to half of the groups and one copy of Handout 3B, *Defining Acts of Terrorism*, to the other half. Instruct groups to discuss and define their assigned key concept, and to complete their assigned handout.

12. Pair each group that received Handout 3A with one that received Handout 3B. Distribute one copy of Handout 4, *Venn Diagram*, to each pair of groups and ask the groups to work together to complete it.

13. Display Projection, *War and Terrorism*, and tell students to follow the directions. Once teams have finished discussing the differences between acts of war and acts of terrorism, reconvene as a class and call on teams to share their definitions with the class.

14. At the end of the activity, ask teams if their charts for “acts of war” and “acts of terrorism” overlapped at all. Did teams have to readjust their definitions? If so, how?

15. To end the class period, return to the KWL chart on the whiteboard. Complete the “L” column of the chart together as a class.

16. Distribute one copy of Handout 5, *Viewing Guide: Personal Stories of Transformation*, to each student. Assign one of the following video interviews to each student:

- Ada Dolch
- Mary Lee Hannell
- Lee Ielpi
- Norma Hardy
- Susan Retik
- Mohammad Razvi
- Jim Laychak and Gordon Felt

17. For homework, instruct students to watch their assigned video interview online and complete Handout 5. Collect students’ written responses at the beginning of next class period.

**Day Two**  
**Remembrance / Moving on from Tragedy**

The following activities ask students to take their new understanding of memory and tragedy to make a contribution to society. Engage your classroom in one of these activity options, or have each student select an activity from the following activity options as an individual assignment.

**Activity options:**
- Refer to a section of your history or social studies textbook that focuses on 9/11, or another tragic event. Using what you’ve learned so far, write one or two textbook pages to expand upon this section, or replace it. Select images, key quotes, sidebar stories and case studies to illustrate the text, and create heading and subheading titles. Go to the Tribute WTC Visitor Center website at www.tributewtc.org for resources and information on 9/11.
- Design a museum exhibit that would feature Sadako’s crane. Write an exhibit caption explaining the significance of Sadako’s crane as a symbol of peace. Select two to three other objects for the exhibit and write captions for those as well.
high school activities

- Create an oral history project. Think of someone who has experienced a tragedy, small or large. Make an audio or video recording of a 15-minute oral history interview with this person. Key questions to ask: What was the difficulty that you faced? How did you overcome it?

- Brainstorm a list of tragedies, small or large, recent or old, in your school, community, or city that you would like to commemorate publicly. Using text and images, write a one- to two-page proposal for a memorial that you would create for one of these events. Make sure your proposal answers the following questions:
  o Where will the memorial be located?
  o How will the memorial be constructed? What raw materials will be used in its construction?
  o What is the purpose of the memorial? What will be memorialized?
  o What are some of the social forces that led to the tragedy?
  o What controversies might arise due to the establishment of the memorial?

As an example of a memorial, consider the following article on ghost bikes (old bicycles painted white and placed where bicyclists have died) in New York City: http://www.nytimes.com/2006/11/26/nyregion/thecity/26bike.html.

- Using 10–12 sheets of cardstock, create a kamishibai that depicts the story of one of the people on the Tribute WTC Visitor Center’s website. In your story, include an account of the person’s experience with the tragedy, and an action that they took afterward in the wake of the tragedy.

- Write an account of a person’s experience with 9/11 in the style of a newspaper article.

- Write a poem or song lyrics to commemorate 9/11.

Assessment

The following activities may be used to assess students’ work in this lesson:

1. Class discussions and participation in KWL and defining war and terrorism small group activities evaluating students’ ability to
   • clearly state their opinions, questions, and answers;
   • exhibit sensitivity toward different ideas; and
   • respect and acknowledge other students’ comments.


Masahiro Sasaki, Sadako Sasaki’s brother, donated Sadako’s paper crane to the Tribute WTC Visitor Center as a symbol of peace. Take notes on this handout while watching the video interview of Masahiro Sasaki.

1. Who was Sadako Sasaki?

2. Why did Sadako fold paper cranes?

3. What connection did Masahiro Sasaki feel with the families of 9/11 victims?

4. What did Masahiro Sasaki hope to accomplish by donating Sadako’s paper crane to the Tribute WTC Visitor Center?
THE CRANES AT GROUND ZERO

In 2007, a Japanese man by the name of Masahiro Sasaki presented a gift of an origami paper crane to the Tribute WTC Visitor Center in New York City. The significance of this gesture cannot be fully understood without first exploring the history leading up to the event.

Atomic Bombings on Hiroshima and Nagasaki

On August 6, 1945, the United States military dropped an atomic bomb on the city of Hiroshima, Japan. Three days later, on August 9, the military dropped a second atomic bomb, this time on Nagasaki, Japan. The explosions of these bombs resulted in a combination of intense heat, shock wave, blast wind, and deadly radiation. Approximately 140,000 people in Hiroshima died as a result of the bombing. Approximately 80 percent of the deaths in these bombings were the result of burns or other injuries caused by the blasts. While the majority of deaths took place between the time of the bombings and the end of 1945, bomb survivors have continued to die from bomb-related injuries or illnesses for decades afterward.

At the time the bombs were dropped, very little was known about radiation and its effects on humans. Although the bombs killed approximately 35 percent of the inhabitants in Hiroshima and 25 percent of the inhabitants in Nagasaki, there were close to 370,000 survivors. These survivors, especially those who were within two kilometers of the center of the explosion, represented a population without parallel in human history, a population that had been exposed to significant amounts of intense radiation and had survived. A number of organizations conducted research that explored the link between intense exposure to radiation and increased rates of cancer, as well as the effects of radiation on children and the genetic legacy of survivors. Whether an atomic-bomb survivor would develop cancer would not be known for years, sometimes decades, after the bombings. Sadako Sasaki was one of the children who fell ill with leukemia.

Sadako’s Story

Sadako Sasaki was two years old at the time the atomic bomb was dropped on Hiroshima. Fortunately, her family survived. Sadako, by all accounts, was healthy and happy; she loved both her studies and sports in school. When she was 12, however, Sadako developed leukemia as a result of her exposure to the radiation from the bomb. During her hospital stay, Sadako’s father told her about a legend that stated her wish for recovery and good health could come true if she could fold one thousand paper cranes. She began the process of folding the paper cranes, using whatever paper was available. For instance, she used wrapping paper from get-well gifts as well as medicine-bottle wrappers. Although Sadako folded more than a thousand origami cranes, she succumbed to her illness on October 25, 1955. Sadako’s classmates then helped raise funds to create a memorial to her and to all of the other children who died as a result of the bombing.
Attacks on the World Trade Center

On the morning of September 11, 2001, Al Qaeda terrorists hijacked two commercial airplanes and deliberately flew them into the North and South towers of the World Trade Center in New York City. Both towers collapsed. As a result of the attacks, 2,973 people died at the WTC, including 343 FDNY firefighters, 23 NYPD police officers, and 37 Port Authority police officers. Volunteers, money, and supplies from across the nation and the world assisted in the recovery.

After the tragedy of the attacks, the nonprofit corporation of the September 11th Families’ Association worked to create the Tribute WTC Visitor Center. Located directly across the street from Ground Zero, the center serves as a central place where visitors can learn about the people killed in the attacks, the rescue and recovery operations, and the support and generosity that arose after the attacks. Over 300,000 people per year have visited the Tribute WTC Visitor Center since it opened on September 6, 2006.

Twenty-six Japanese citizens, many of whom worked for Fuji Bank (now Mizuho Bank), died in the September 11th terrorist attacks on the World Trade Center. Families and friends of the Fuji Bank employees folded 10,000 paper cranes and sent them to the Tribute Center. Meriam Lobel, the person in charge of the Tribute WTC Visitor Center’s exhibitions and programs, stated, “I think the display of cranes shows the international impact of 9/11.” Lobel added that it was the first time that an overseas group had contributed items to the center. The cranes, serving as symbols of peace, are displayed at the Tribute WTC Visitor Center.

Sadako’s Crane and the Tribute WTC Visitor Center

In addition to chains of 10,000 origami cranes, the Tribute WTC Visitor Center also displays one very small, red paper crane—one folded by Sadako Sasaki. In 2007, Sadako’s older brother, Masahiro Sasaki, gave five of Sadako’s paper cranes to places around the world. One of the places he chose was the Tribute WTC Visitor Center.

Potential for Controversy

Some people feared that displaying Sadako’s paper crane at the Tribute WTC Visitor Center would ignite controversy. They believed that displaying the crane could be perceived as equating the terrorist attacks with the bombing of Hiroshima. It is important to recognize and understand the differences between an act of terror and an act of war. The center recognized this potential for controversy, and has explained its rationale behind the decision to display Sadako’s crane, which was given in the spirit of healing and a future-oriented hope for peace.

First, when Masahiro Sasaki gave the crane to the Tribute WTC Visitor Center, he stated that its purpose was to foster peace rather than to look at the past:
“I thought if Sadako’s crane is placed at Ground Zero, it will be very meaningful… Commonly, in Japan, the crane is regarded as a symbol of peace. But for us, in the Sasaki family, it is the embodiment of Sadako’s life, and it is filled with her wish and hope… I hope by talking about that small wish for peace, the small ripple will become bigger and bigger.”

Second, the location of Sadako’s crane in the Tribute WTC Visitor Center also portrays its intent for peace and healing. The center contains five permanent exhibitions: World Trade Center: Community Remembered; Passage Through Time: September 11th; Aftermath: Rescue and Recovery; Tribute; and Voices of Promise. Visitors can view Sadako’s crane before entering Gallery 5, which is focused on the future. The crane is installed in a glass case that allows visitors to observe it closely. One of the items hanging above the case as of 2009 is the following quotation from Sadako:

“Please treasure the life that is given to you. Please experience all the things I could not experience in my life. I entrust a small heart of compassion… to all of you. It is my belief that my small paper crane will enable you to understand other people’s feelings as if they are your own.”
**Defining Acts of War**

**Instructions:**
Use this chart to summarize the definition and key characteristics of *war*.

<table>
<thead>
<tr>
<th>Definition: a state of open and declared armed hostile conflict between states or nations</th>
<th>Characteristics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition (in your own words):</td>
<td></td>
</tr>
<tr>
<td>Examples:</td>
<td>Nonexamples:</td>
</tr>
</tbody>
</table>

# Defining Acts of Terrorism

**Instructions:**

Use this chart to summarize the definition and key characteristics of terrorism.

<table>
<thead>
<tr>
<th>Definition: the systematic use of terror, especially as means of coercion, often carried out by individuals or non-state groups</th>
<th>Characteristics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition (in your own words):</td>
<td></td>
</tr>
<tr>
<td>Examples:</td>
<td>Nonexamples:</td>
</tr>
<tr>
<td>terrorism</td>
<td></td>
</tr>
</tbody>
</table>

VENN DIAGRAM

Complete the following Venn diagram using information from Handouts 3A–B.
VIEWING GUIDE: PERSONAL STORIES OF TRANSFORMATION

Name of Interviewee: ________________________________

To access your assigned interview, go to the Personal Stories of Transformation online curriculum toolkit on the Tribute WTC Visitor Center website (http://www.tributewtc.org/programs/toolkit.html). Go to Story Selection, select your assigned interview, and click on the Watch the Video icon. Make sure to watch both Parts 1 and 2 of your interview.

1. Where was this person when the September 11th attacks took place?

2. How was this person affected by the events of September 11?

3. What did this person do to cope and/or help others cope with the events of September 11?

4. How did this person move forward and/or help others move forward after the events of September 11?

5. (Alternate Question for Story #8, Building National Memorials)
   What type of memorial did each of these individuals want to create?
War and Terrorism

Compare your charts describing *acts of war* and *acts of terrorism*, then discuss the following questions with your team members.

- Do your definitions of *acts of war* and *acts of terrorism* overlap, or are they mutually exclusive?

- Do your examples and nonexamples agree or conflict with each other?

- How much do your characteristics for *acts of war* overlap with those for *acts of terrorism*, if at all?
## Using the KWL Method

The KWL strategy helps students to assess what they already know about a topic, what they want to learn, and what they have learned. Complete the first two columns at the beginning of the lesson, and complete the final column at the end as a debriefing and review activity.

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Learn</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do your students already know about the events of September 11?</td>
<td>What do your students want to learn about September 11 and the atomic bombings?</td>
<td>Ask your students what they learned from this lesson.</td>
</tr>
</tbody>
</table>

What do your students already know about the atomic bombings of Hiroshima and Nagasaki?
VIEWING GUIDE: MASAHIRO SASAKI

1. Who was Sadako Sasaki?
Sadako Sasaki was a Japanese girl who died at the age of 12 due to radiation exposure in the atomic bombing of Hiroshima.

2. Why did Sadako fold paper cranes?
Her father told her that if she folded one thousand of them, her wish to get well would come true.

3. What connection did Masahiro Sasaki feel with the families of 9/11 victims?
Like the families of the 9/11 victims, he felt that they shared the same sense of grief and sense of duty to tell their stories to their children and to their children’s children.

4. What did Masahiro Sasaki hope to accomplish by donating Sadako’s paper crane to the Tribute WTC Visitor Center?
He felt that New York City was a world center, and that, like Hiroshima, an unthinkable disaster had occurred there. He thought that it would be very meaningful if Sadako’s crane were placed at Ground Zero. To Masahiro, the crane embodies her life and is filled with her hopes and wishes. He hopes to work together with the victims’ families and promote world peace.
VIEWING GUIDE: PERSONAL STORIES OF TRANSFORMATION

Use the following answer key to assess students’ answers to Handout 5, Viewing Guide: Personal Stories of Transformation.

Ada Dolch
1. Where was this person when the September 11th attacks took place?
   At her school, where she was the principal
2. How was this person affected by the events of September 11?
   Her sister died in the Towers.
3. What did this person do to cope and/or help others cope with the events of September 11?
   When the attack first happened, she prayed for God to look after her sister because she needed to focus on her students at her school. Afterward, she helped her students recover by having them work with counselors and return in small groups to their building in preparation for returning to school.
4. How did this person move forward and/or help others move forward after the events of September 11?
   She and her students returned to school, she encouraged public service (e.g., the knitting club), and helped build a school in Afghanistan.

Mary Lee Hannell
1. Where was this person when the September 11th attacks took place?
   In her office in the World Trade Center
2. How was this person affected by the events of September 11?
   Eighty-four of her coworkers died. In addition, her children were affected emotionally.
3. What did this person do to cope and/or help others cope with the events of September 11?
   She found a counselor for her son; she answered her daughter’s questions for two and a half hours.
4. How did this person move forward and/or help others move forward after the events of September 11?
   She has shared her experiences as a volunteer guide at the Tribute WTC Visitor Center.

Lee Ielpi
1. Where was this person when the September 11th attacks took place?
   In his kitchen
2. How was this person affected by the events of September 11?
   One of his sons (a firefighter) died.
3. What did this person do to cope and/or help others cope with the events of September 11?
   Initially, he and a group of fathers (Band of Dads) searched every day for bodies in the wreckage.
4. How did this person move forward and/or help others move forward after the events of September 11?
   Created a learning center, became president of the September 11th Families’ Association, led tours of the site, guided walks
Norma Hardy
1. Where was this person when the September 11th attacks took place?
   In her apartment in Brooklyn
2. How was this person affected by the events of September 11?
   Thirty-seven Port Authority police officers died, and she had worked with 35 of the 37 officers at different points in her career.
3. What did this person do to cope and/or help others cope with the events of September 11?
   She went back to work at the WTC to help with the rebuilding process. One of her objectives was to build morale without letting go of the memories.
4. How did this person move forward and/or help others move forward after the events of September 11?
   She mentors new officers, as well as women in law enforcement.

Susan Retik
1. Where was this person when the September 11th attacks took place?
   Driving to the grocery store
2. How was this person affected by the events of September 11?
   Her husband died on American Airlines Flight 11, which was flown into the North Tower of the World Trade Center.
3. What did this person do to cope and/or help others cope with the events of September 11?
   Her community was very helpful, and she had time to grieve. Her children did not have to switch schools. One day, she watched a TV show about women in Afghanistan and wondered how she could make a difference in the lives of widows in Afghanistan. She made a conscious decision that she did not want to be part of the message of hate that she believed the terrorists wanted to spread.
4. How did this person move forward and/or help others move forward after the events of September 11?
   She formed an organization called Beyond the 11th, the mission of which is to help widows affected by war and terrorism in Afghanistan.

Mohammad Razvi
1. Where was this person when the September 11th attacks took place?
   N/A
2. How was this person affected by the events of September 11?
   About 500 people in the community in which Mohammad Razvi lived were “picked up” or arrested. He had to call himself “Moe” instead of “Mohammad” to get help and services for community members.
3. What did this person do to cope and/or help others cope with the events of September 11?
   He organized the services of lawyers and worked with the FBI to locate missing community members. The Council of Peoples Organization also helps people cope with hate crimes and bullying.
4. How did this person move forward and/or help others move forward after the events of September 11?
   Worked with mayor’s office and NYC Commission on Human Rights to come up with a discrimination survey, which revealed that more than 80 percent of people did not seek help; hired people from different religious backgrounds and ethnicities; formed youth groups and programs to get community members involved, such as Muslim-Jewish basketball
Jim Laychak and Gordon Felt

1. Where was this person when the September 11th attacks took place?
   
   Jim Laychak: N/A
   Gordon Felt: N/A

2. How was this person affected by the events of September 11?
   
   Jim Laychak: His brother was killed in the attack on the Pentagon.
   Gordon Felt: His brother was killed on Flight 93.

3. What did this person do to cope and/or help others cope with the events of September 11?
   
   Jim Laychak: He became involved in the Pentagon Memorial Fund, and began fund-raising in 2004.
   Gordon Felt: He knew that some sort of memorial needed to be created, as many people came to visit the field in which the plane crashed. He fund-raised and helped in the development of the memorial.

4. How did this person move forward and/or help others move forward after the events of September 11?
   
   Jim Laychak: Developed ideas for programs at the Pentagon Memorial
   Gordon Felt: Became president of Families of Flight 93; is working with the Flight 93 National Memorial Partnership to complete all phases of the memorial near Shanksville

5. What type of memorial did each of these individuals want to create?
   
   Jim Laychak: A memorial to remember the individuals who died at the Pentagon on September 11, 2001
   Gordon Felt: A memorial near Shanksville that is inspired by the surrounding landscape and that helps visitors remember the individuals who were passengers on Flight 93
Sadako’s Paper Cranes and Lessons of Peace:
Japanese-Language Activities

Essential/Organizing Questions

• What is a kamishibai?
• Who was Sadako Sasaki?
• What are some important terms associated with World War II, 9/11, and peace?

Introduction

In this lesson, students (as a class) listen to the story Sadako’s Paper Cranes and Lessons of Peace; learn new vocabulary terms associated with World War II, 9/11, and peace; and engage in various activities designed to challenge students’ listening comprehension, speaking, and (for advanced students) writing skills.

Objectives

In this lesson, students will
• learn about kamishibai;
• learn about Sadako Sasaki and her legacy;
• practice their Japanese listening comprehension skills;
• practice their note-taking skills;
• learn new Japanese vocabulary pertaining to World War II, 9/11, and peace; and
• practice their Japanese speaking skills through performing skits they have created.

Materials

Sadako’s Paper Cranes and Lessons of Peace story cards
Handout 1, Note-Taking Charts, pp. 64–71, 30 copies
Handout 2, Vocabulary (Groups 1–10), pp. 72–81, one copy, divided into 10
Handout 3, Kamishibai Text (Groups 1–10), pp. 82–91, one copy, divided into 10
Handout 4, Skit Directions, pp. 92–93, 10 copies
Handout 5A, Comprehension Check (English), pp. 94–95, 10 copies
Handout 5B, ピンテスト, pp. 96–97, 10 copies
Answer Key 1A, Comprehension Check (English), pp. 98–99
Answer Key 1B, ピンテスト, pp. 100–101
Instructions and materials are based on a class size of 30 students. Adjust accordingly for different class sizes.

1. Familiarize yourself with the *Sadako’s Paper Cranes and Lessons of Peace* story cards.
2. Make the appropriate number of copies of the handouts.

**Time**

Two 50-minute class periods

**Level**

Appropriate for intermediate to advanced high school or college Japanese-language classes (Japanese 3rd–4th years)

**Procedures**

1. Mention to the class that they will be listening to a story called *Sadako’s Paper Cranes and Lessons of Peace*. Inform the class that the story is presented in a traditional Japanese storytelling format, kamishibai (usually translated as “paper show,” “paper drama,” or “paper theater”), during which a storyteller uses images to tell a story. Historians have traced kamishibai back to the 12th century. Kamishibai had a strong revival from the 1920s through World War II (late 1930s through 1945) and during the post-war period (1950s), when much of Japan had been destroyed and kamishibai served as entertainment for many. Students may also be interested to know that many Japanese regard kamishibai as an important precursor to manga and anime. Tell students they will hear the story a number of times, so not to worry if they do not understand the story at first.

2. Before reading the kamishibai the first time, tell students to take notes on the story on Handout 1, *Note-Taking Charts*. Clarify that the notes should correspond to the kamishibai card numbers. Inform students that for this first reading, they should pay attention to the pictures that correspond to the story, and if they hear words that they recognize, to record them on the handout.

3. Read the kamishibai to the class. At several points during the reading, stop and check with the class to make sure they are taking notes on the same card you are reading.

4. After the first reading, ask students to volunteer what they think the story is about. Also ask students to volunteer words that they heard and recognized. Instruct students to record any additional words their classmates have recognized on their charts.

5. Divide the class into 10 groups. Distribute one copy of Handout 2, *Vocabulary (Groups 1–10)*, to the appropriate groups.

6. Direct groups to learn as much of the vocabulary as possible. Inform them that they should first read the list together as a group and then choose one individual to quiz the other members of the group on the vocabulary. Group members should take turns quizzesing each other on the vocabulary until every group member has had a chance to do so.
7. Inform students that you will read the kamishibai cards to them a second time. Instruct students to take notes on the appropriate section of Handout 1, *Note-Taking Charts*.

8. Read the kamishibai to the class.

9. Next, distribute one copy of Handout 3, *Kamishibai Text (Groups 1–10)*, to the appropriate groups.

10. Inform students that they will now prepare a short skit to present to the class based on the text on their handouts. Distribute one copy of Handout 4, *Skit Directions*, to each group. Review the directions with the class.

11. Allow students time to prepare their skits. Skit preparation can also be assigned as homework.

**Day Two**

1. Allow students time to finalize and rehearse their skits one last time.

2. Facilitate presentation of the skits. The skits should be performed in order, Groups 1–10. Assess groups based on the criteria outlined on Handout 4. Instruct students to take notes on their classmates’ presentations on the appropriate section of Handout 1, *Note-Taking Charts*.

3. After each group has presented their skit, distribute one copy of Handout 5A, *Comprehension Check (English)*, to each group. Instruct students to work with members of their group to complete this handout. Collect and assess using Answer Key 1A, *Comprehension Check (English)*.

   Note: For more advanced classes, you may wish to distribute Handout 5B, *Comprehension Check (Japanese)*, to each group. Students need to be able to use a Japanese/English dictionary as well as a *kanji* dictionary for this handout.

**Assessment**

The following activities may be used to assess students’ work in this lesson:

1. Class discussions evaluating students’ ability to
   • clearly state their opinions, questions, and answers;
   • exhibit sensitivity toward different ideas; and
   • respect and acknowledge other students’ comments.

2. Handout 1, *Note-Taking Charts*, based on students’ level of attention to the readings, and skits, and the quality of the notes taken.

3. Handout 5A or 5B, *Comprehension Check*, using Answer Key 1A or 1B as a guide.
Take notes in the space provided on the *kamishibai* your teacher reads to you.

**First reading:** Write down words that you recognize for each card.

<table>
<thead>
<tr>
<th>Introductory Card</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Card 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Card 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Card 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Card 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Card 11</td>
</tr>
<tr>
<td>---------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Card 12</th>
</tr>
</thead>
</table>
**Second reading:** Using the pictures on the kamishibai cards and what you remember of the new vocabulary words, write additional notes describing what each card is about.

<table>
<thead>
<tr>
<th>Introductory Card</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Card 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Card 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Card 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Card 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Third reading: Observe your classmates’ skits representing each kamishibai card. Write additional notes describing what each card is about. Note: You may skip the card(s) represented in your group’s skit.

<table>
<thead>
<tr>
<th>Group 1: Introductory Card and Card 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 2: Cards 2 and 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 3: Card 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 4: Card 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 5: Card 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Group 6: Card 7</td>
</tr>
<tr>
<td>Group 7: Card 8</td>
</tr>
<tr>
<td>Group 8: Card 9</td>
</tr>
<tr>
<td>Group 9: Card 10</td>
</tr>
<tr>
<td>Group 10: Cards 11 and 12</td>
</tr>
</tbody>
</table>
VOCABULARY (GROUP 1)

Introductory Card
戦争 (せんそう) : war
激突 (げきとつ) : conflict
広がり (ひろがり) : spread
戦い (たたかい) : challenge
直面 (ちょくめん) : face (v.)
重要 (じゅうよう) : important, essential
質問 (しつもん) : question
投げかけます (なげかけます) : prompts us to consider
平和 (へいわ) : peace
至ることができる (いたることができる) : achieve
同時テロ攻撃 (どうじテロこうげき) : terrorist attacks
佐々木禎子 (ささきさだこ) : Sadako Sasaki (girl’s name)
象徴 (しょうちょう) : symbol
折った (おった) : folded
折り鶴 (おりづる) : origami crane
贈られました (おくられました) : was sent
物語 (ものがたり) : story

Card 1
第二次世界大戦 (だいにじせかいたいせん) : World War II
終わらせる (おわらせる) : bring to an end
原子爆弾 (げんびばくだん) : atomic bomb
# Vocabulary (Group 2)

## Card 2

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>原子爆弾 (げんしばくだん)</td>
<td>atomic bomb</td>
</tr>
<tr>
<td>佐々木禎子 (ささきさだこ)</td>
<td>Sadako Sasaki (girl’s name)</td>
</tr>
<tr>
<td>少女 (しょうじょ)</td>
<td>young girl</td>
</tr>
<tr>
<td>爆心地 (ばくしんち)</td>
<td>hypocenter; ground zero</td>
</tr>
<tr>
<td>近く (ちかく)</td>
<td>close to, near</td>
</tr>
<tr>
<td>彼女 (かのじょ)</td>
<td>she</td>
</tr>
<tr>
<td>生き残りました (いきのこりました)</td>
<td>survived</td>
</tr>
<tr>
<td>走り回る (はしりまわる)</td>
<td>run around</td>
</tr>
</tbody>
</table>

## Card 3

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>禎子 (さだこ)</td>
<td>Sadako (girl’s name)</td>
</tr>
<tr>
<td>だんだん</td>
<td>gradually</td>
</tr>
<tr>
<td>疲れやすくなりました (つかれやすくなりました)</td>
<td>started to feel tired easily</td>
</tr>
<tr>
<td>原爆病院 (げんばくびょういん)</td>
<td>hospital for atomic-bomb survivors</td>
</tr>
<tr>
<td>入院 (にゅういん)</td>
<td>hospitalize</td>
</tr>
<tr>
<td>放射線 (ほうしゃせん)</td>
<td>radiation</td>
</tr>
<tr>
<td>原因 (げんいん)</td>
<td>cause (n.)</td>
</tr>
<tr>
<td>白血病 (はっけつびょう)</td>
<td>leukemia</td>
</tr>
<tr>
<td>発症 (はっしょう)</td>
<td>become ill or sick with</td>
</tr>
</tbody>
</table>
**Vocabulary (Group 3)**

**Card 4**

名古屋（なごや）: Nagoya, place in Japan
女学校（じょがっこう）: girls’ school
生徒達（せいとたち）: students
被爆患者（ひばくかんじゃ）: patients who are sick because of the atomic bombings

なぐさめる: to comfort

千羽づる（せんわづる）: one thousand cranes
折って（おって）: fold (v.)
病院（びょういん）: hospital
送りました（おくりました）: sent

禎子（さだこ）: Sadako (girl’s name)
父（ちち）: father
望みがかなう（のぞみがかなう）: wish will come true
Vocabulary (Group 4)

Card 5

禎子（さだこ） : Sadako (girl’s name)
送られた（おくられた） : received from
贈り物（おくりもの） : gifts
つつみ紙（つつみがみ） : wrapping paper
千羽鶴（せんばづる） : one thousand cranes
しほくちゃの紙（かみ） : wrinkled paper
しほをのぼす : flatten out the wrinkles
葉のほうそう紙（くすりのほうそうし） : wrappers from medicine bottles
赤い（あかい） : red
折り鶴（おりづる） : origami crane
贈られた（おくられた） : donated from
新薬（しんやく） : new medicine
Card 6

禎子 (さだこ) : Sadako (girl’s name)
一千羽以上 (いっせんわいじょう) : more than one thousand
折りました (おりました) : folded
彼女の (かのじょの) : her
病気 (びょうき) : disease
治りません (なおりません) : did not become better
白血病 (はっけつびょう) : leukemia
亡くなりました (なくなりました) : died (of)
数日後 (すうじつご) : few days later
お葬式 (おそうしき) : funeral
家族 (かぞく) : family
まずしい : poor
墓 (はか) : tomb
お金 (おかね) : money
お葬式の後 (おそうしきのあと) : after the funeral
友人達 (ゆうじんたち) : friends
追悼 (ついとう) : memorial
募金 (ぼきん) : money (donations)
集める (あつめる) : gather, raise
VOCABULARY (GROUP 6)

Card 7

数日後（すうじつご） : several days later
禎子（さだこ） : Sadako (girl’s name)
友人達（ゆうじんたち） : friends
全国（ぜんこく） : entire country
校長会（こうちょうかい） : high school principals’ conference
聞きました（ききました） : heard
先生達（せんせいたち） : teachers
追悼（ついとう） : memorial
募金（ぼきん） : money (donations)
協力（きょうりょく） : help, cooperation
願い（ねがい） : hope
ちらし : leaflet
作って（つくって） : make (v.)
会議（かいぎ） : conference
皆（みんな） : everyone
くばりました : distributed
VOCABULARY (GROUP 7)

Card 8

禎子（さだこ）: Sadako (girl’s name)
級友（きゅうゆう）: good friends
2年半（にねんはん）: two and a half years
原子爆弾（げんびょくたん）: atomic bomb
亡くなった（なくなった）: passed away, died
子供達（こどもたち）: children
追悼の碑（ついとうのひ）: memorial
建てる（たてる）: build
募金（ぼきん）: donations
集めました（あつめました）: gathered
原爆の子の像（げんばくのこのぞう）: Children’s Peace Monument
広島平和公園（ひろしまへいわこうえん）: Hiroshima Peace Memorial Park
建てられました（たてられました）: was built
少女（しょうじょ）: young girl
折り鶴（おりづる）: origami crane
天（てん）: heaven
ささげている: holding up
像（ぞう）: statue
世界（せかい）: world
平和（へいわ）: peace
象徴（しょうちょう）: symbol
知らられています（しられています）: is now viewed
VOCABULARY (GROUP 8)

Card 9

数千 (すうせん) : several thousand
学生 (がくせい) : students
含めた (ふくめた) : including
世界中 (せかいじゅう) : around the world
人々 (ひとびと) : people
原爆の子の像 (げんばくのこのぞう) : Children’s Peace Monument
おとづれています : have visited
原爆投下 (げんばくとうか) : atomic bombing
慰霊式 (いれいしき) : commemorative ceremony
鴨 (はと) : pigeon
放される (はなされる) : to be released
参列者 (さんれっしゃ) : attendees
折り鶴 (おりづる) : origami crane
折り (おり) : fold (v.)
平和 (へいわ) : peace
象徴 (しょうちょう) : symbol
贈る (おくる) : send
**Vocabulary (Group 9)**

**Card 10**

佐々木禎子（ささきさだこ）: Sadako Sasaki (girl’s name)
兄（あに）: older brother
まさひろ: Masahiro (name of Sadako’s older brother)
折った (おった): folded
折り鶴（おりづる）: origami crane
五大陸（ごたいりく）: five continents
贈る（おくる）: send
心（こころ）: spirit
他の人々（ほかのひとびと）: other people
分かち合いたかった (わかちあいたかった): wanted to share
悲劇的な (ひげきてきな): devastating
出来事（できごと）: event
後（あと）: after
日本協会（にほんきょうかい）: Japan Society
まねきました: invited
一番大切 (いちばんたいせつ): most precious
大惨事がおこった場所 (だいさんじがおこったばしょ): the place where the devastating event occurred
VOCABULARY (GROUP 10)

Card 11
折り鶴 (おりづる) : origami crane
佐々木家 (ささきけ) : Sasaki family
思いやり (おもいやり) : compassion
平和 (へいわ) : peace
願う (ねがう) : hope
禎子 (さだこ) : Sadako (girl’s name)
命 (いのち) : life
折り続けました (おりつづけました) : continued to fold
さざ波 (さざなみ) : ripple
世界中 (せかいじゅう) : around the world
大きく広げています (おおきくひろげています) : grown and spread widely

Card 12
世界中 (せかいじゅう) : around the world
子供達 (こどもたち) : children
世界平和 (せかいへいわ) : global peace
願って (ねがって) : wish
折り鶴 (おりづる) : origami crane
折ります (おります) : fold (v.)
皆さん (みなさん) : you
折りかた (おりかた) : how to fold
知ってています (しっています) : know
平和 (へいわ) : peace
願い (ねがい) : wish
贈ります (おくります) : send
KAMISHIBAI TEXT (GROUP 1)

Introductory Card

戦争と激突が広がり、私達は大きな戦いに直面しています。トリビュートWTCビジターセンターは私たちに重要な質問を投げかけます。「私たちはどのようにして平和に至ることができるのか。」9月11日の同時テロ攻撃のあと、佐々木禎子が平和の象徴として折った折り鶴がト.リビュートセンターに贈られました。これは禎子の折り鶴の物語です。

Card 1

1945年8月6日、アメリカは第二次世界大戦を速く終わらせるために日本の広島に原子爆弾を落としました。
手紙 3

KAMISHIBAI Text (Group 2)

Card 2
原子爆弾が落とされた時、佐々木禎子は2才の少女でした。爆心地の近くにいましたが、彼女は生き残りました。小学生になった禎子は友達と走り回るのが好きな元気な子供でした。

Card 3
11才になった時、禎子はだんだん元気がなくなり、疲れやすくなりました。1955年2月、禎子は広島にある原爆病院に入院しました。禎子は放射線をあびたのが原因で白血病を発症しました。
名古屋にある女学校の生徒達は、被爆患者をなぐさめるため千羽づるを折って病院に送りました。

禎子の父は病院でその折り鶴をわたし、「禎子、折りづるを千羽折れば禎子の望みがかなうよ」と言いました。
禎子は友達から送られた贈り物のつつみ紙などを使って千羽鶴を折りはじめました。禎子はベッドの下にしわくちゃの紙をしいてしわをのばしたり、薬のほうそう紙などを使ったりしました。赤い折り鶴の中にはアメリカから贈られた新薬のほうそう紙を使ったものもありました。
Card 6

禎子は一千羽以上の鶴を折りましたが、彼女の病気は治りませんでした。そして1955年10月22日に白血病で亡くなりました。数日後お葬儀が行われました。家族はまずしく、墓を建てるお金もありませんでした。お葬儀の後、友人達は禎子の追悼のために募金を集めることにしました。
その数日後、禎子の友人達は全国の高校の校長会が広島であることを聞きました。友人達は先生達が禎子を追悼するための募金に協力してくれることを願いました。そしてちらしを作って、その会議で皆にくばりました。
禎子の級友は2年半かけて禎子と原子爆弾で亡くなった子供達の追悼の碑を建てるために募金を集めました。1958年5月5日原爆の子の像が広島平和公園に建てられました。少女が折り鶴を天にささげている像は世界では平和の象徴として知られています。
1958年から、数千の学生グループを含めて世界中の人々が原爆の子の像をおとずれています。原爆投下の慰霊式に鶴が放されるのを参会者は見てきています。折り鶴を折り、平和の象徴として広島に贈る人もたくさんいます。
2000年のはじめに、佐々木禎子の兄、まさひろは禎子が折った折り鶴を五大陸に贈ることにしました。兄は禎子の「心」を他の人々に分かち合いたかったのです。9月11日の悲劇的な出来事の後、ニューヨークの日本協会が兄のまさひろをニューヨーク市にまねきました。まさひろは禎子の一番大切な折り鶴をトリビュートWTCビジターセンターに贈りました。それは大惨事が起こった場所だったからです。
手摺り（佐々木家の「思いやり」と「平和」を願うシンボルで、禎子の命そのものです。禎子は自分の思いと願いをこめて折り鶴を折り続けました。禎子の折り鶴は平和への願いのさざ波を世界中に大きく広げています。）

世界中の子供達が世界平和を願って折り鶴を折ります。皆さんは折り鶴の折りかたを知ってますか。皆さんは平和の願いをこめた折り鶴をどこに贈りますか。
SKIT DIRECTIONS

1. Read the kamishibai text from Handout 3 for your group’s card(s). Using Handout 2, Vocabulary, translate the text with your group members. Write a three- to five-sentence summary (in English) of what (each of) your card(s) are about.

2. Ask your teacher to verify your summary. ___________________

   (teacher signature)

3. Create a skit based on your cards. Determine who will narrate (read the text on the cards) and who will act. You are not required to create any additional text or lines for this skit, although you are welcome to do so.

   • List of characters and group members who will play each character:

   • Description of how the skit will be performed:

4. Rehearse reading the card and acting out the skit until you are prepared to perform in front of the class.
5. Your group will be assessed on the following criteria:
   • Summary/translation of cards is accurate and approved by the teacher
   • Reading of card and/or lines spoken in skit are smooth and well-rehearsed
   • Skit depicts information on the group’s cards
   • Group members participate equally
COMPREHENSION CHECK (ENGLISH)

Answer the following questions about the material presented in the kamishibai.

1. What was sent to the Tribute WTC Visitor Center after the 9/11 terrorist attacks?

2. When did the United States drop an atomic bomb on Hiroshima, Japan?

3. How old was Sadako Sasaki when the bomb was dropped?

4. When was Sadako hospitalized for leukemia?

5. What did Sadako’s father tell her about the paper cranes?

6. What kind of paper did Sadako use to fold her cranes?

7. When did Sadako die of leukemia?
8. To what group did Sadako’s friends distribute leaflets and ask for help in raising money for a memorial for Sadako?

9. When was the Children’s Peace Monument in the Hiroshima Peace Memorial Park unveiled for the first time?


11. What is done at the Children’s Peace Monument every year to commemorate the anniversary of the atomic bombing?

12. Who is Masahiro Sasaki?

13. Why do children from all around the world fold paper cranes?
聴解能力テスト

かみしばいを見て問いに答えなさい。

1. 9月11日の同時テロ攻撃のあと、なにがトリビュートWTCビジターセンターに贈られましたか。

2. アメリカはいつ広島に原子爆弾を落としましたか。

3. 原子爆弾が落とされた時、佐々木貞子は何才でしたか。

4. 貞子は白血病でいつ入院しましたか。

5. 貞子の父は貞子に折り鶴について何と言いましたか。

6. 貞子は折り鶴を折るためにどんな紙を使いましたか。

7. 貞子は白血病でいつ亡くなりましたか。
8. 貞子の追悼のために貞子の友達はどの団体にちらしをくばりましたか。

9. 広島平和公園の原爆の子の像はいつじょまくされましたか。

10. 原爆の子の像はどんな像ですか。

11. 原爆投下の慰霊式に毎年なにが行われますか。

12. 佐々木まさひろとはだれですか。

13. 世界中の子供達はなぜ折り鶴を折りますか。
COMPREHENSION CHECK (ENGLISH)

1. What was sent to the Tribute WTC Visitor Center after the 9/11 terrorist attacks? (From Group 1)
   *A paper crane folded by Sadako Sasaki*

2. When did the United States drop an atomic bomb on Hiroshima, Japan? (From Group 1)
   *August 6, 1945*

3. How old was Sadako Sasaki when the bomb was dropped? (From Group 2)
   *Two years old*

4. When was Sadako hospitalized for leukemia? (From Group 2)
   *February 1955*

5. What did Sadako’s father tell her about the paper cranes? (From Group 3)
   *That her wish would come true if she folded one thousand paper cranes*

6. What kind of paper did Sadako use to fold her cranes? (From Group 4)
   *Wrapping paper from the gifts she received from friends, wrappers from medicine bottles*

7. When did Sadako die of leukemia? (From Group 5)
   *October 22, 1955*

8. To what group did Sadako’s friends distribute leaflets and ask for help in raising money for a memorial for Sadako? (From Group 6)
   *A group of high school principals at a conference in Hiroshima*

9. When was the Children’s Peace Monument in the Hiroshima Peace Memorial Park unveiled for the first time? (From Group 7)
   *May 5, 1958*

10. Describe what the Children’s Peace Monument looks like. (From Group 7)
    *A statue of a young girl holding up a crane*

11. What is done at the Children’s Peace Monument every year to commemorate the anniversary of the atomic bombing? (From Group 8)
    *Pigeons are released. (If students outside of Group 8 reply “birds” instead of “pigeons,” that answer is also acceptable.)*

12. Who is Masahiro Sasaki? (From Group 9)
    *Sadako’s older brother*
13. Why do children from all around the world fold paper cranes? (From Group 10)
   *As a gesture of world/global peace*
聴解能力テスト

1. 9月11日の同時テロ攻撃のあと、なにがトリビュートWTCビジターセンターに贈られましたか。
   佐々木貞子が折った折り鶴です。

2. アメリカはいつ広島に原爆弾を落としましたか。
   1945年8月6日

3. 原子爆弾が落とされた時、佐々木貞子は何才でしたか。
   2才でした

4. 貞子は白血病でいつ入院しましたか。
   1955年2月

5. 貞子の父は貞子に折り鶴について何と言いましたか。
   「折り鶴を千羽折れば貞子の望みがかなうよ」と言いました。

6. 貞子は折り鶴を折るためにどんな紙を使いましたか。
   友達から贈られた贈り物の包み紙、薬のほうそう紙など

7. 貞子は白血病でいつ亡くなりましたか。
   1955年2月

8. 貞子の追悼のために貞子の友達はどのだんたいにちらしをくばりましたか。
   広島でひらかれた学校長の会議

9. 広島平和公園の原爆の子の像はいつじょまくされましたか。
   1958年5月5日

10. 原爆の子の像はどんな像ですか。
    少女が折り鶴を天にささげている像です
11. 原爆投下の慰霊式に毎年なにが行われますか。
鴿が放されます。

12. 佐々木まさひろとはだれですか。
貞子の兄です。

13. 世界中の子供達はなぜ折り鶴を折りますか。
理由の一つは世界平和を願うために
ENDNOTES


endnotes


BIBLIOGRAPHY


