

Teaching About Peace Through the Cranes of Hiroshima



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Purpose

To share with my seventh and eighth grade Introduction to Foreign Language students some background information about the bombing on Hiroshima followed by the story of Sadako and the Thousand Paper Cranes, by Eleanor Coerr. The students will then be challenged to share this story about the people of Hiroshima, a girl named Sadako, and the folding of cranes for peace along with their ideas on peaceful conflict resolution in their school, their community and the world through an observance of the UN International Day of Peace on September 21.

State of Ohio Foreign Language Content Standards: (7th Grade)

Cultures: Gain knowledge and understanding of other cultures

C. Investigate, discuss and report on products and perspectives of the target culture

03. Identify important symbols associated with the target culture and explain their significance

Connections: Connect with other disciplines and acquire information

A. Investigate and report on concepts from across disciplines

04. Create and present a project about a target culture community that incorporates interdisciplinary content.

Communities: Participate in multilingual communities and cultures at home and around the world

G. Prepare and implement tools to facilitate group projects

12. Work cooperatively to complete tasks on a given theme





Hiroshima Trade Center in 1945 and today.



This building was one of the few that remained partially intact after the bombing. It is part of the Hiroshima Peace Park where it stands as a memorial to the victims and the survivors of the horrors of the bombing of Hiroshima.

Essential Questions

1. What happened in Hiroshima, Japan on August 6, 1945?
2. How long did the effects of the bombing last?
3. What does the story of Sadako teach us about Hiroshima, the effects of war, and the need to work for peaceful solutions to problems?
4. How can individual people make a difference in achieving peace in the world?
5. How can we, in our school, participate in the UN International Day of Peace on September 21?

Rationale

In my middle school foreign language classroom, I am often shocked by the comments my students make regarding people of other cultures. I call it the "my way or the highway" attitude. I've heard students say that everyone should just speak English. It seems as if some students just fear people whom they perceive as different from themselves. So many times while studying foreign languages and cultures with my students, I've said these words to them: "Different isn't bad. It's just different!" I always hope that the "light bulb" all educators dream of turning on will be illuminated in my students by studying other cultures. Part of what I love about teaching foreign languages and sharing other cultures with students is the hope that they will start to see the humanity we all share as people sharing one world. It is my hope that my students, after learning more about the bombing of Hiroshima, Japan and its aftereffects, will be inspired to work towards peace for all people, no matter what language they speak.

Teacher Preparation Before Starting Lessons

- a picture of the Hiroshima mushroom cloud to initiate the discussion of what happened in Hiroshima on August 6, 1945.
- be prepared to discuss the complex reasoning behind the decision to bomb Hiroshima, such as racism toward the Japanese, scientific research on the power of the bomb, and demonstrating this weapon to the Russians. It may also be good to mention that the Japanese offered to surrender in June, as long as their emperor would be safe, but the US would not drop the "unconditional surrender" demand.
- books on Hiroshima (see list of resources)
- a copy of the book Sadako and the Thousand Paper Cranes, by Eleanor Coerr
- instructions for making origami paper cranes
- gather as much origami paper as possible!
- check your local libraries for a copy of Sadako and the Thousand Paper Cranes on DVD! Publisher: Santa Cruz, CA: Informed Democracy, 1990.
- a list of how to say the word "peace" in many languages (see list of resources)
- download the "Peace One Day" six-minute film to show students (see list of resources)
- initiate a plan for celebrating the UN International Day of Peace on September 21 with the administration in your building



Sadako at age 12.



The statue of Sadako in Hiroshima Peace Park.



The cover of one version of the Sadako book.

HOW TO FOLD A PAPER CRANE

Begin with a **square** piece of paper — ideally one side colored and the other plain. Place the colored side face up on the table. In all diagrams, the shaded part represents the colored side.



1 Fold diagonally to form a triangle. Be sure the points line up. Make all creases very sharp. You can even use your thumbnail.



Unfold the paper. (important!)

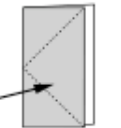
2 Now fold the paper diagonally in the *opposite* direction, forming a new triangle.



Unfold the paper and **turn it over** so the white side is up. The dotted lines in the diagram are creases you have already made.

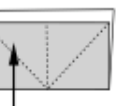


3 Fold the paper in half to the "east" to form a rectangle.

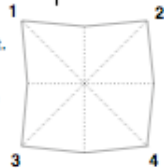


Unfold the paper.

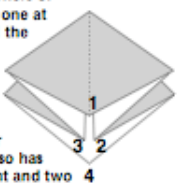
4 Fold the paper in half to the "north" to form a new rectangle.



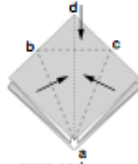
Unfold the rectangle, but don't flatten it out. Your paper will have the creases shown by the dotted lines in the figure on the right.



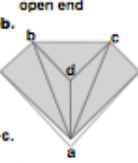
5 Bring all four corners of the paper together, one at a time. This will fold the paper into the flat square shown on the right. This square has an open end where all four corners of the paper come together. It also has two flaps on the right and two flaps on the left.



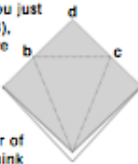
6 Lift the **upper right** flap, and fold in the direction of the arrow. Crease along line a-c.



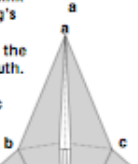
7 Lift the **upper left** flap and fold in the direction of the arrow. Crease along line a-b.



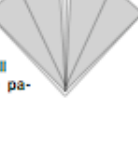
8 Lift the paper at point d (in the upper right diagram) and fold down the triangle b-c. Crease along the line b-c.



Undo the three folds you just made (steps 6, 7, and 8), and your paper will have the crease lines shown on the right.

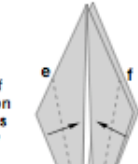


9 Lift just the top layer of the paper at point a. Think of this as opening a frog's mouth. Open it up and back to line b-c. Crease the line b-c *inside* frog's mouth.



Press on points b and c to **reverse** the folds along lines a-b and a-c. The trick is to get the paper to lie flat in the long diamond shape shown on the right. At first it will seem impossible. Have patience.

10 to 13 Turn the paper over. Repeat Steps 6 to 9 on this side. When you have finished, your paper will look like the diamond below with two "legs" at the bottom.



14 & 15 Taper the diamond at its legs by folding the **top** layer of each side in the direction of the arrows along lines a-f and a-e so that they meet at the center line.

16 & 17 Flip the paper over. Repeat steps 14 and 15 on this side to complete the tapering of the two legs.

18 The figure on the right has two skinny legs. Lift the **upper** flap at point f (be sure it's just the upper flap), and fold it over in the direction of the arrow — as if turning the page of a book. This is called a "book fold".



Flip the entire figure over.

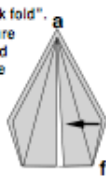
19 Repeat this "book fold" (step 18) on this side. Be sure to fold over only the **top** "page".



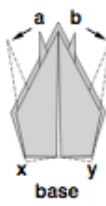
20 The figure on the right looks like a fox with two pointy ears at the top and a pointy nose at the bottom. Open the **upper** layer of the fox's mouth at point a, and crease it along line g-h so that fox's nose touches the top of the fox's ears.

21 Turn the figure over. Repeat step 20 on this side so that all four points touch.

22 Now for another "book fold". Lift the **top** layer of the figure on the right (at point f), and fold it in the direction of the arrow.



23 Flip the entire figure over. Repeat the "book fold" (step 22) on this side.



24 & 25 There are two points, a and b, below the upper flap. Pull out each one, in the direction of the arrows, as far as the dotted lines. Press down along the base (at points x and y) to make them stay in place.

26 Take the end of one of the points, and bend it down to make the head of the crane. Using your thumbnail, **reverse** the crease in the head, and **pinch** it to form the beak. The other point becomes the tail.



Open the body by blowing into the hole underneath the crane, and then gently pulling out the wings. And there it is!



"I will write 'peace' on your wings, and you will fly all over the world."

SADAKO SASAKI



Strings of thousands of origami cranes.



The Children's Peace Monument in Hiroshima, Japan.

Unit Timeframe

This unit is a great way to start off the school year, in order to prepare for the UN International Day of Peace on September 21. It does not need to be a set number of days. Instead, it can be included along with other units, like history or art lessons. In my foreign language class, I will start the year off with some basic Chinese, Korean and Japanese. During this, we will also complete this unit by discussing Hiroshima, reading the book *Sadako and the Thousand Paper Cranes* (or watching the DVD), making 1,000 paper cranes, and planning our UN International Day of Peace celebration. Ideally, this unit could lead to a student peace group that works on various activities throughout the year!

Here's a list of activities . . .

1. Have a discussion about the bombing Hiroshima
2. Read *Sadako and the Thousand Paper Cranes* to the students (or show DVD)
3. Discuss the importance of working for peace as an individual, as a member of a school family, as a community member, and a citizen of the world
4. Share some of the ways to say the word "peace" in multiple languages
5. Find out if anyone in the class already knows how to make origami cranes. If willing, have that student teach the rest of the class how to make the cranes. If not, use the directions included in the back of the *Sadako* book.
6. Explain to the students that they will write the word for "peace" in a foreign language, along with the name of the language and the country where they speak that language somewhere on each crane. This is an important step! It is their written wish for peace to the people of the world who speak that language!
Example: the word for peace in Japanese is "Heiwa." 平和. If possible, they can draw the correct characters for other languages such as Chinese, Japanese and Korean, along with the Romanization of the character.
7. Set goals for the cranes we make. Will we make 1000? How can we spread the word to the rest of our school? Where will we display the cranes? How can we share them with the larger community?
8. Brainstorm ideas on how we can participate in the UN International Day of Peace on September 21. (see resource list, especially "Peace One Day" website)
9. Brainstorm ideas on how we can start a group of concerned students in our school - a "peace" club of some sort.



a beautiful image by Brian Pendergast, on the website www.yogalifestyle.com

List of Resources

Coerr, Eleanor. Sadako and the Thousand Paper Cranes. New York City: Penguin Putnam Books for Young Readers, 1977.

Feinberg, Barbara Silberdick. Hiroshima and Nagasaki. (Cornerstones of Freedom Series.) Chicago: Children's Press, 1995.

Hersey, John. Hiroshima. New York City: Vintage Books USA, 1989.

Lawton, Clive A. Hiroshima The Story of the First Atom Bomb. Cambridge: Candlewick Press. 2004.

Link TV - At this site, search the word "Hiroshima." This website has listings for programming on Hiroshima such as "Hiroshima, Japan", "Legacy of Hiroshima", and "Hiroshima-Nagasaki". These were not currently available when I checked. I was asked to "check back soon." I found that even the explanations of the programs contained interesting information.

<<http://linktv.org>>

Peace One Day: 21 September. This site will help you explain the UN International Day of Peace to your students. You can also download the six-minute film to show students. Once your students decide how they will participate in this day, they can post their activities on this site.

<<http://www.peaceoneday.org/page/home>>

Pyle, Kenneth B. The Making of Modern Japan. Lexington: D.C. Heath and Company, 1996.

Sadako.com. There's a lot of great information at this site! You can find out about the Sadako video, how to fold a paper crane, origami paper, the educational benefits of origami, crane information,

<<http://www.sadako.com/howtofold.html>>

Sadako Story. World Peace Project for Children. There are parts of this website which are no longer which seem out of date. For example, they are no longer collecting paper cranes at this site. I like the site, though, because of the pictures and other information you can gather from it. This link will take you to the Sadako Story with a picture of Sadako at age 12 and the Sadako Statue in Hiroshima.

<<http://www.sadako.org/sadakostory.htm>>

Say Peace in All Languages! I really like how they show the correct script for the languages, along with the word.

<<http://www.columbia.edu/~fdc/pace/>>

Special Exhibition: Sadako and the Thousand Paper Cranes. There are some awesome links here to see more actual pictures of Sadako and read about her life.

<http://www.pcf.city.hiroshima.jp/virtual/VirtualMuseum_e/exhibit_e/exh0107_e/exhi_top_e.html>

