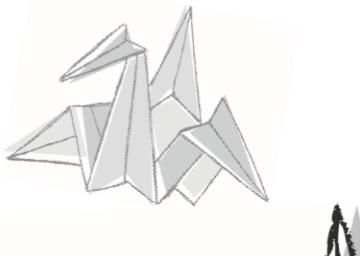


ENRICHMENT THROUGH THE ARTS
STUDY GUIDE



A THOUSAND CRANES



A THOUSAND CRANES is based on the true story of Sadako Sasaki, a young girl born in Hiroshima during World War II. Ten years after the atomic bomb fell on Hiroshima the people of Japan were still feeling the effects of the bomb, and Sadako was diagnosed with leukemia, referred to as atombomb sickness. In her struggle against this illness, she began folding paper cranes, relying on the ancient tale that states if a sick person folds one thousand paper cranes, the gods will grant her wish and make her healthy again. Although Sadako's life was taken before she was able to finish folding the thousand cranes, her friend and classmates finished this task for her, to help make Sadako's wish come true—for Sadako to live and for there never to be another atomic bomb. Her friends helped build a monument to Sadako and all the children who were killed in the bomb, which now stands in the Hiroshima Peace Park. A THOUSAND CRANES is a moving story of one girl's courage and triumph.

Enclosed in this enrichment guide is a range of materials and activities intended to help you discover connections within the play through the curricula. It is our hope that you will use the experience of seeing A THOUSAND CRANES with your students as a teaching tool. As educators and parents, you know best the needs and abilities of your students. Use this guide to best serve your children—pick and choose, or adapt, any of these suggestions for discussions or activities. We encourage you to take advantage of the enclosed student worksheets—please feel free to photocopy the sheets for your students, or the entire guide for the benefit of other teachers

Sadako was born in Japan, in the city of Hiroshima, in 1943. Sadako was two years old when the atomic bomb struck

Hiroshima—the effects of this nuclear bomb were felt for decades afterwards.

Sadako and her best friend, Kenji, were practicing for the city-wide races to be held in the coming month. Sadako is a highly skilled runner, but her best friend motivates Sadako to keep challenging herself and moving forward. Kenji believes Sadako can win the city-wide girls' race. Sadako returns home, bursting with this exciting news, yet her mother believes her enthusiasm displays a lack of respect for her elders.

At dinner that evening, Sadako's mother and father begin lighting candles, in preparation for Oban, the day of the spirits. It is tradition in Japan to light a candle for each ancestor who has died. In doing so, the spirits are asked to return to their living families and join in their celebration of life. Sadako's mother lights the last candle for Oba chan, Sadako's grandmother who died in the bombing of Hiroshima. Sadako speaks to her grandmother's spirit when she is alone; Sadako thinks of her often.

The next day, as Sadako and Kenji practice for the races, Sadako sees an image of her grandmother in front of her, and in the next moment, Sadako trips and falls hard to the ground. Sadako gets up immediately to continue her practicing, but she is extremely dizzy and can barely stand.

No one seems to know what is wrong with Sadako—why she had that dizzy spell and why she fell. Sadako is taken to the hospital. Her chest is x-rayed, blood is drawn, and still more tests are needed. Sadako doesn't want to be in the hospital, she wants to continue her preparations for the big race. Finally, the doctors discover what is making Sadako ill—she has leukemia, referred to in Japan as the atom-bomb sickness. Although the bomb didn't even scratch Sadako, she was susceptible to radiation from the bomb, which doesn't always show up right away.

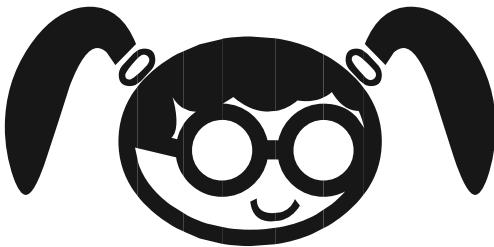
Sadako is sent to the hospital for a few weeks. While there, Kenji visits her with a cure to get Sadako well again. Kenji folds a paper crane for Sadako. He tells Sadako of the old story about the crane: the crane is supposed to live for a thousand years. If a sick person folds one thousand paper cranes, the gods will grant her wish and make her healthy again. Kenji hands Sadako a

pile of papers and tells her she must now fold the rest of the cranes. Sadako has missed running in the city-wide races, but she now has a new project to focus on, and she gets started folding the cranes immediately.

In Sadako's dreams, she sees her grandmother again. Oba chan tells Sadako that she has returned to help her. Oba chan shows Sadako all of her ancestors who have gone before her. They watch the spirits visiting their loved ones on All Soul's Day—the day of the spirits. Oba chan brings Sadako to a mountain where she meets other spirits who died in the bombing of Hiroshima. Oba chan tells Sadako that the bomb has brought all these spirits, including herself, to this place, and soon it will bring Sadako here, as well. Sadako can't believe this to be true—she has been folding her cranes as fast as she can, but she hasn't folded a thousand yet. Oba chan tells Sadako that she will have a thousand cranes, but that it's better to leave them for others to finish. Sadako wished for the cranes to make her live, to make her better, and to make sure there will never ever be an atomic bomb again.

Sadako died on October 25, 1955. She still had three hundred and fifty-six cranes to fold. Her friends and classmates finished folding these cranes for Sadako, to make a thousand. Her friends worked to build a monument to Sadako and all the children who were killed by the atom bomb. In 1958, the statue was unveiled in the Hiroshima Peace Park. Now, every year, children from all over Japan visit her memorial, and bring with them thousands of paper cranes. Engraved on the base of the statue is written: "This is our cry, this is our prayer, peace in the World."

suggested reading



Sadako and the Thousand Paper Cranes by Eleanor Coerr
One Thousand Paper Cranes: The Story of Sadako and the Children's Peace Statue by Takayuki Ishii
Children of the Paper Crane: The Story of Sadako Sasaki and Her Struggle With the A-Bomb Disease by Masamoto Nasu
Hiroshima: The Story of the First Atom Bomb by Clive Lawton
Fold Me a Poem by Kristine O'Connell George
Yoko's Paper Cranes by Rosemary Wells
Thousand Cranes Origami Kit by House of Rice
Why, Charlie Brown, Why?: A Story About What Happens When a Friend Is Very Ill by Charles M. Schulz
Kira Kira by Cynthia Kadohata
Celebrate! Connections Among Cultures by Jan Reynolds

1. Sadako is an excellent runner, and she loves competing in races whenever she has the chance. What is something you are really good at and love doing in your free time?
2. Sadako's family performs a variety of rituals: taking off shoes before entering the house, preparing sushi, and the celebration of Oban. What rituals does your family perform? What are some rituals that are carried out in your classroom?
3. Kenji believes that Sadako can win the big race. Sadako believes that folding 1,000 cranes will make her healthy. Have you ever achieved something because you believed in it? How can you show others you believe in them?

WWII AND Atomic Bomb

World War II began in 1931, though the United States did not

enter the war until Japan attacked Pearl Harbor on December 7, 1941. The war was fought on two main fronts: Europe and the Pacific. While the war in Europe ended in the spring of 1945 with Germany and Italy surrendering, the war in the Pacific continued into the fall of 1945.

The Potsdam Declaration, or the Proclamation Defining Terms for Japanese Surrender, was a statement issued on July 26, 1945 for the Surrender of Japan. The Potsdam Declaration, issued by the United States, United Kingdom, and the Republic of China, outlined the terms of surrender for the Empire of Japan. This ultimatum stated that if Japan did not surrender, it would face "prompt and utter destruction." When Japan rejected the declaration, President Harry S. Truman made the decision to drop the first atomic bomb.

On August 6, 1945 at approximately 8:15 in the morning, the United States dropped the nuclear weapon "Little Boy" from the aircraft "Enola Gay" on Hiroshima in the Empire of Japan. In an instant, 66,000 people died. From where the bomb was dropped, everything within a three-mile radius was completely burned. It is said that as many as 130,000 perished as the result of injuries from the bomb dropping or from radiation related illnesses afterwards. When Japan still refused to surrender, on August 9, three days after the first bombing, another atomic bomb, "Fat Man," was dropped on Nagasaki causing roughly 40,000 casualties and 25,000 injuries. With destruction as severe as the first, Japan offered to surrender the next day.

The actual explosions from the atomic bombs were catastrophic but the after effects were equally devastating. The rain that follows an atomic detonation is trapped with radioactive particles, and many survivors of the Hiroshima and Nagasaki blasts suffered radiation poisoning. The atomic bomb also affected the future generations. Leukemia was among the harmful afflictions passed on to survivors and the offspring of survivors.



The Sasaki's of the Sasaki Barbershop have a baby.

- Barely into the new year of 1943, the Sasaki's of the Sasaki Barbershop had a baby girl in the middle of the night on January 7.
- One of the Sasaki Barbershop's customers was an expert on telling fortunes based on names. Wanting their little girl to grow up healthy and strong, the Sasaki's asked the naming expert to pick a name for their child. He picked "Sadako."

The war changes everyone's lives.

- The lives of the people became tougher as the war dragged on. The year Sadako was born, her father was drafted into the military. He was assigned to be a medic who nursed sick or injured soldiers at the Army Hospital in Hiroshima.
- While he was gone, Sadako's mother got relatives to help her keep the barbershop running.

August 6, 1945: The world's first atomic bomb detonated in the sky over Hiroshima.

- Sadako's family also experienced the bombing.
- Around 1945, American planes were flying over Japan dropping bombs on cities. These were air raids. American planes sometimes flew over Hiroshima, setting off sirens and sending people fleeing to air-raid shelters.
- On the morning of August 6, air-raid sirens sounded just after 7:00 a.m. After a while, the all-clear sounded, and people began to move about their daily lives again. Sadako, her grandmother, her mother, and brother Masahiro were eating breakfast together.
- A blinding flash, then a thunderous blast attacked the family.

Black Rain

- The walls of the house toppled, and Sadako and the others were thrown. Masahiro and grandmother were injured but, miraculously, Sadako and her mother were unharmed. Somehow, all escaped from the collapsed house and fled toward the river. Along the way, Sadako's grandmother turned back to get something from the house. She was never seen again.
- Fires were igniting here and there. Someone helped the family into a small, decrepit boat to save them from the fires. Though only four at the time, Masahiro remembers desperately bailing water.
- While the family was on the boat, rain began to fall. The rain left black splotches on Sadako's clothes.

Sadako's grandmother dies.

- For the past month, the Army Hospital patients and staff, including Father Shigeo, had been evacuated to Miyoshi City in north Hiroshima Prefecture. After the bombing, Shigeo returned to Hiroshima as a rescue squad member, erecting tents and helping the injured. On the 9th, Shigeo finally had the chance to return to his burned home, where he learned that his mother was dead.



1949-1954: Though an atomic bombing survivor, Sadako was a healthy, energetic child who never missed a day of elementary school due to illness. She was a gentle caretaker of her younger sister and brother. She loved singing and sport—in fact, Sadako could outrun anyone in her class.

- The war ended. Gradually, buildings were erected and people returned to the city where the rumor had spread that “nothing will grow for 75 years.” The Sasaki family reopened their barbershop in the heart of Hiroshima.
- Soon, her younger sister Mitsue was born. The year after Sadako started in Nobori-cho Elementary School, her younger brother Eiji was born. The Sasaki family now had six members. With the parents busy running the barbershop, keeping the house clean and taking care of the little ones fell to Sadako and Masahiro. It was common for children to help with housework in those days. Everyone in the family pitched in to do what needed to be done.

Working together, Sadako's class wins the relay!

- Sadako was an exceptional athlete in her class.
- During the class relay on the spring Field Day, because Sadako's Bamboo class fumbled the baton pass, the Bamboos came in last place for the entire sixth grade. The Bamboos decided to practice relay racing every day after school. The fleet-footed Sadako shone at these practices. Even the fastest boys could not keep up with her.
- Thanks to those practices, when the fall Field Day came, the Bamboos easily outran every other class and claimed the victory.

1955: Ten years after the atomic bombing, life returned to normal for Hiroshima City and its people. However, something was wrong with Sadako's body.

- Soon after winning the relay on Field Day, there were signs that something was wrong with Sadako. She caught a cold and felt a stiffness in her neck. When the cold went away, the stiffness stayed. By early 1955, Sadako's face looked swollen.
- After undergoing various tests, the doctor told Shigeo in February, “Sadako has leukemia. She has a year to live, at the most.” Sadako was admitted to the Hiroshima Red Cross Hospital.
- Hearing the news, Sadako's friends in the Bamboo class discussed what they could do to help Sadako. They decided to take turns visiting her in the hospital.

Entrusting her Hopes to Paper Cranes

- Around five months after Sadako was hospitalized, a five-year-old girl in her hospital died from leukemia. “I wonder if I'm going to die like that,” she said simply. Sadako evidently knew that she had leukemia and what a frightening disease it was. At age 12, Sadako battled the terror of death.
- In August, 1,000 paper cranes folded by high school students in Nagoya were delivered to the patients in the hospital. Sadako's room, too, was brightened by cellophane cranes folded in many colors.
- Receiving those cranes and hearing the legend, “Fold 1,000 paper cranes and your wish will come true,” Sadako began to fold paper cranes herself. She threw herself into the task, folding into each crane the desire: “Let me get well.”

The candle of Sadako's life is blown out.

- Sadako never talked about her pain or suffering. She simply folded her prayers into the paper cranes. Despite her efforts, the disease progressed. She began to get fevers, and some days her pounding head kept her from sleeping. Even then, she folded cranes fervently.
- In the morning of October 25, Sadako's life finally ended. She was 12 years old. It was exactly a year since the Bamboo class had won the relay on Field Day.

the true story oF sadako (coN.)



History Classroom Information

1956: Sadako's death came as a tremendous shock to the members of the Bamboo class. Many of them, like Sadako, had experienced the atomic bombing. They were filled with fear, regret, and a sense of helplessness.

- After Sadako died, her Bamboo classmates said to each other, "Let's do something for Sadako." That they, her friends, were able to do nothing for her left a painful feeling in their hearts.
- Someone said, "Can we erect a gravestone for her? If it is nearby, we can visit it every day."

Sadako's classmates take action.

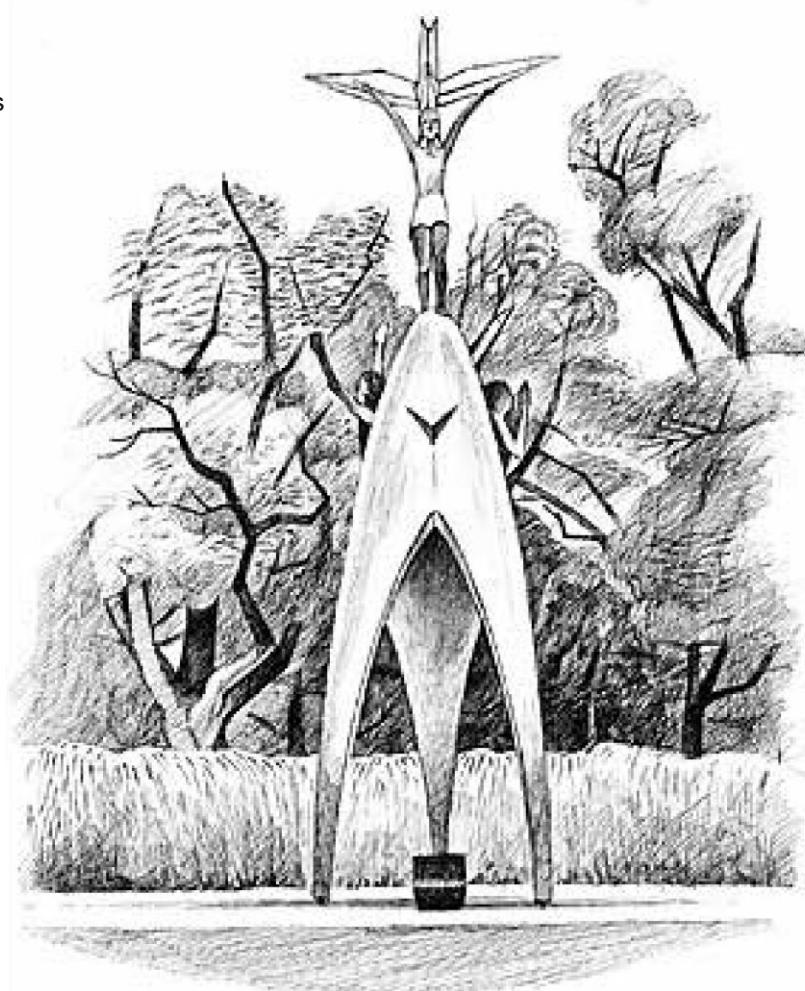
- "What if we make a monument in Peace Memorial Park? Not just for Sadako, but for all the children who died from the atomic bomb."
- "Do we have what it takes to do something like that?" The students were worried.
"But I really want to do something for Sadako."
"I want to get rid of atomic bombs." These were the emotions that moved the group to action.

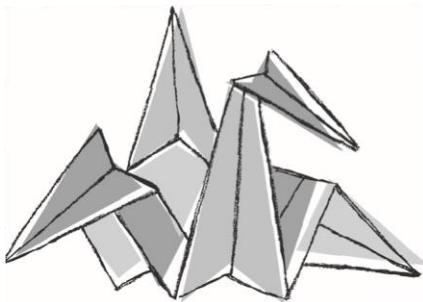
Children around Japan cooperate with the movement.

- Sadako's former Bamboo classmates began a movement to raise funds for a monument. Their call elicited a huge response that they had not anticipated. More than 3,000 schools around Japan sent money and letters saying, "Please use this to help build the monument." In January 1957, it was officially decided to build the Children's Peace

- The statue was completed on Children's Day (May 5) in 1958, two years after Sadako Sasaki's death.
- Though Sadako and the other children who had passed away would not return, the inscription carved into the stone in front of the monument at least carried the hope, "Let no more children fall victim to an atomic bombing."

This is our cry.
This is our prayer.
For building peace
in the world.



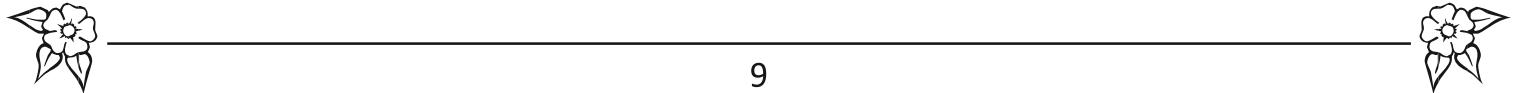
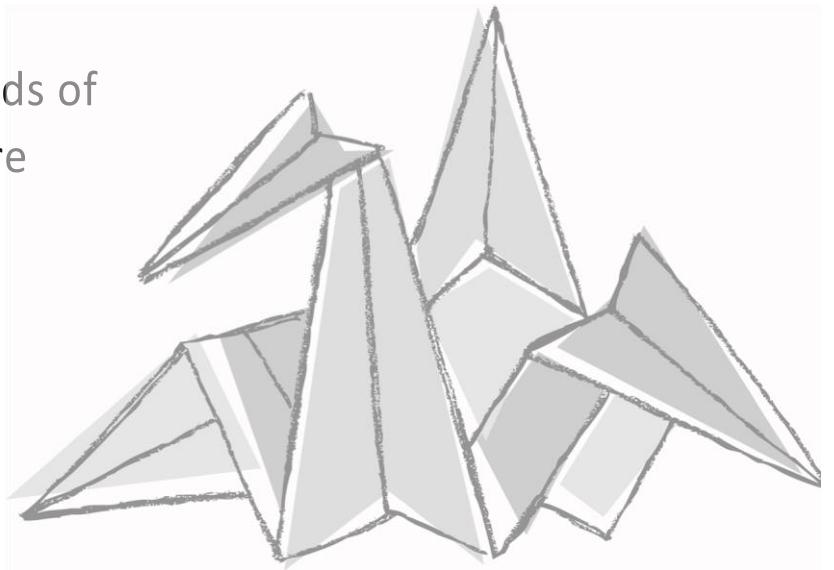


According to a Japanese legend, the crane lives for a thousand years, and a sick person who folds 1,000 origami cranes will become well again.

A young girl, Sadako Sasaki from Hiroshima, set out to do just that when she developed leukemia as a result of her exposure to the atomic bomb dropped on her city. She died at age 12, before her project was completed, but her classmates folded the remaining cranes for her after her death and placed them at the foot of a monument constructed in Sadako's memory in Hiroshima's National Peace Park. The statue depicts Sadako holding a golden crane in her arms. At the base of the statue a plaque reads, "This is our cry, this is our prayer, peace in the world."

Each year, on August 6, thousands of cranes from all over the world are placed beneath Sadako's statue.

What wish can you think of that could help someone else? Along with your classmates, use the directions on the following page to fold as many paper cranes as you can.



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.

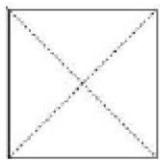


Unfold the paper. (important!)

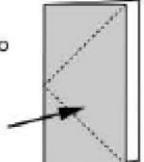
2 Now fold the paper diagonally in the opposite direction, forming a new triangle.



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.

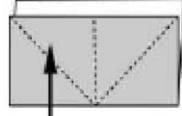


3 Fold the paper in half to the "east" to form a rectangle.

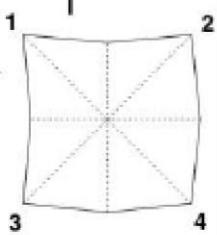


Unfold the paper.

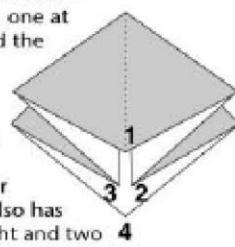
4 Fold the paper in half to the "north" to form a new rectangle.



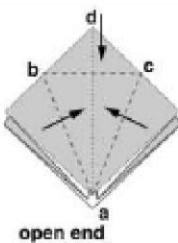
Unfold the rectangle, but don't flatten it out. Your paper will have the creases shown by the dotted lines in the figure on the right.



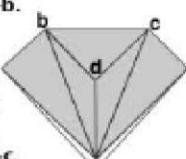
5 Bring all four corners of the paper together, one at a time. This will fold the paper into the flat square shown on the right. This square has an open end where all four corners of the paper come together. It also has two flaps on the right and two flaps on the left.



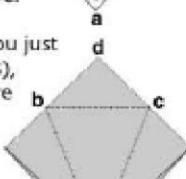
6 Lift the upper right flap, and fold in the direction of the arrow. Crease along line a-c.



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

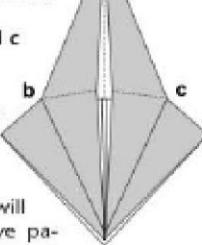


8 Lift the paper at point d (in the upper right diagram) and fold down the triangle bdc. Crease along the line b-c.



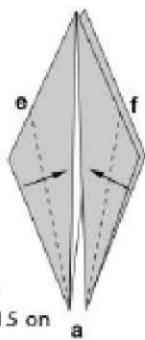
Undo the three folds you just made (steps 6, 7, and 8), and your paper will have the crease lines shown on the right.

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.

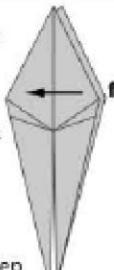
10 to 13 Turn the paper over. Repeat Steps 6 to 9 on this side. When you have finished, your paper will look like the diamond below with two "legs" at the bottom.



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.

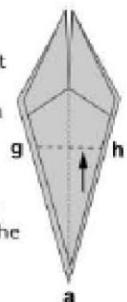
16 & 17 Flip the paper over. Repeat steps 14 and 15 on this side to complete the tapering of the two legs.

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.

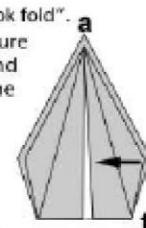
19 Repeat this "book fold" (step 18) on this side. Be sure to fold over only the top "page".



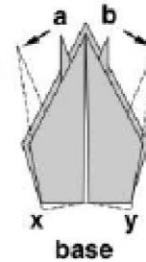
20 The figure on the right looks like a fox with two pointy ears at the top and a pointy nose at the bottom. Open the upper layer of the fox's mouth at point a, and crease it along line g-h so that fox's nose touches the top of the fox's ears.

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

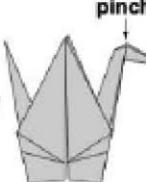
22 Now for another "book fold". Lift the top layer of the figure on the right (at point f), and fold it in the direction of the arrow.



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

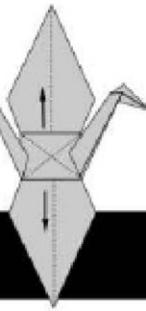


24 & 25 There are two points, a and b, below the upper flap. Pull out each one, in the direction of the arrows, as far as the dotted lines. Press down along the base (at points x and y) to make them stay in place.



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

Children's Peace Declaration

Hiroshima Peace Memorial Ceremony: August 6, 2008

8:15 a.m., August 6, 1945.

Countless precious lives were lost in a sudden, intense flash and blast. Sixty-three years have passed, but the children who were out demolishing buildings and working in factories that day still have not returned. Just like us, they left the house every day with "See you later!" and came back with "I'm home!" But in an instant, even this ordinary, daily routine was snatched away by the atomic bombing.

The atomic bombing also torments people who managed to survive it.

People suddenly fall ill due to the effects of radiation.

People shut their hearts, unwilling to remember that day.

People who lost their beloved family and friends are tortured by the question, "Why did I survive?"

But our generation lives because these people survived. We live because of the peaceful city they built us.

Now, we want to say "thank you" to these survivors, from the bottom of our hearts.

We think that year by year, vital memories of the atomic bombing and anger toward nuclear weapons are fading from people's hearts. However, war and violence that still lives are not concepts from a distant past. At this very moment, infants and adults and children our age alike are losing their lives to territorial struggles and religious differences.

Considering the magnitude of the lives lost, we cannot speak of peace without knowing the facts.

If nobody knows the facts, the same mistakes will be made again and again, and those who were wounded and died in war will have their wish for peace snuffed out. So, we will start by knowing, thinking about and learning from the reality of what happened in Hiroshima, and conveying this reality to many people, in order to create a peaceful world by the time we are grown up.

We want great numbers of people from around the world to come to Hiroshima, site of the Peace Memorial Ceremony and place of profound prayer. We want people to understand the message of Hiroshima and the nature of war, and experience the preciousness of peace for themselves.

Now, we want people to listen to the voice of the children who wish for peace.

Keep watching, everyone.

We will learn from the reality of atomic bombing and war.

We will transmit the spirit of Hiroshima to the next generation.

And we pledge to convey a message of peace to people throughout the world.

the Peace sign

History/Social Studies Classroom Information



Taken directly from: Childsplay's Guide http://childplayaz.org/guides/2007-2008/thousand-cranes_pg.pdf

The peace symbol made its debut on Easter weekend, 1958, in the UK. One of the most widely known symbols in the world, in Britain it is recognized as standing for nuclear disarmament – and in particular as the logo of the Campaign for Nuclear Disarmament (CND). In the United States and much of the rest of the world it is known more broadly as the peace symbol. It was designed in 1958 by Gerald Holtom, a professional designer and artist. The symbol itself is built on the semaphore code letters “N” and “D”, which stands for nuclear disarmament. The circle represents the whole world, and as a whole the symbol means global nuclear disarmament. Since its creation in 1958, it has been adopted by people around the world who fight for peace and justice, and remains a powerful symbol to this day.



world Peace

Social Studies/Humanities Classroom Information

Activity:

1. Discuss with students what rights should be “universal” and apply to people in all nations?
 - a. Begin by asking students about the basic rights of children. “Kids everywhere deserve...” might be a good way to start.
 - b. To prompt discussion, you may want to visit the online bulletin board at the PBS “Not For Ourselves Alone” Web site, where children submitted ideas for a Kid’s Bill of Rights. How important are these ideas? Do they apply to kids everywhere? http://pbskids.org/stantonanthony/bill_of_rights.html
2. See what international organizations like the United Nations and UNICEF have to say about this subject. (You may want to provide a brief introduction to the two organizations to help students contextualize this information.)
 - a. Visit the UN’s Human Rights in Action interactive exhibit. There, students may access a multimedia display built around the UN’s Declaration of Human Rights. (Note: in addition to “plain language” versions of each article in the Declaration, this exhibit offers activity ideas built around each article, so this may be expanded into a longer curricular unit if you wish.) <http://www0.un.org/cyberschoolbus/humanrights/index.asp>
 - b. UNICEF’s Convention on the Rights of the Child site offers useful information that you may paraphrase for younger children. <http://www.unicef.org/crc/>
3. Call to the class’s attention those statements related to safety, security, and world peace.
 - a. How important do these ideas seem in the UN and UNICEF declarations? How often were they mentioned in class discussion?
 - b. What do students think--is life in a peaceful neighborhood a “right” that we should try to ensure for every person?
4. Ask students to imagine what a world at peace might be like. To help them imagine this, have them visit the United Nations “Pictures of Peace” exhibit. There, students will see drawings by other kids from around the world and a collaborative poem created by children from 38 countries in 1997.
<http://www.un.org/cyberschoolbus/gallery/peace/index.asp>
5. Use online photography galleries (or have students create their own artwork) as part of an original multimedia composition about world peace.
 - a. Each student (or groups of students) should write a poem or short essay about the world at peace and choose art work that complements their writings.

b. An online photography gallery you might visit is the United Nations cyberschoolbus/gallery/staffphoto/thumbs.asp

Staff Photography Gallery



6. Finally, discuss why people commit acts of violence. What might make individuals, groups, or nations commit such ~~violents~~? To have a World At Peace, how can we prevent conflict—at home, at school, in our communities, and around the world? Brainstorm ideas to share with families and local officials.
7. As an extension, you may want to explore the United Nations “Preventing Conflict” curriculum, which includes international progress reports, case studies, activities, and recommended resources. <http://www.un.org/cyberschoolbus/briefing/conflicts/index.htm>



Obon Festival

Obon is one of the most important traditions for Japanese people. It is a Buddhist event and is the period of praying for

the repose of the souls of one's ancestors. People believe that their ancestors' spirits come back to their homes to be reunited with their family during obon. Obon is an important family gathering time and many people return to their hometowns.

Obon was originally celebrated around the 15th day of the seventh month of the lunar calendar. Obon periods are nowadays different in various regions of Japan. In most regions, obon is celebrated around August 15th on the solar calendar. It starts from August 13th and ends on 16th. In some areas in Tokyo, obon is celebrated around July 15th on the solar calendar, and it is still celebrated on the 15th day of the seventh month of the lunar calendar in many areas in Okinawa.

People clean their houses and offer a variety of food such as vegetables and fruits to the spirits of ancestors in front of butsudan (Buddhist families altar). Butsudan is decorated with flower and chouchin (paper lanterns). On the 13th, chouchin are lit inside houses, and people go to their family's graves to call their ancestors' spirits back home. It's called mukaebon. In some regions, fires called mukaebi are lit at the entrances to homes to guide the ancestor's spirits. On the 16th, people bring the ancestor's spirits back to graves, hanging chouchin painted with the family crest to guide the ancestors' spirits. It's called okuribon. In some regions, fires called okuribi are lit at entrances of homes to send the ancestors' spirits. During obon, the air in houses and cemeteries in Japan are filled with the smell of incense called senko.

Toro Nagashi (floating paper lanterns) is a custom often held during obon. On the evening of the 15th, people send off ancestor's spirits with a paper lantern, lit by a candle inside and floated down a river to the ocean.



Bon odori (folk dance) is the most common custom in obon. The kind of dance varies from area to area. People wearing yukata (summer kimono) go to the neighborhood bon odori and dance around a yagura stage. Anyone can participate in bon odori, join the circle and imitate what others are doing. Usually, taiko drums keep the rhythms in bon odori.

Obon is not a Japanese national holiday, but many people take vacations during obon so that they can visit their hometowns. Especially, around August 13th to 16th is during the school summer holidays and is the peak travel season like Golden Week in Japan. Although it is crowded everywhere, many people take trips during obon. The beginning and end of obon are marked with terrible traffic jams. Airports, train stations, and highways are jammed with travelers.



toro Nagashi: Paper lanterns

Social Studies/Art Classroom Information

Obon is a Japanese Buddhist custom in which people honor the spirits of their deceased ancestors. It has evolved over the last 500 years in Japan, and is also known as the Feast of Lanterns, or **Toro Nagashi**. Based on the

solar calendar, mid August is the most commonly celebrated time of year in which different regions of Japan pay homage to this custom. During this festival, one might hear the taiko drums and rhythmic instrumentation next to traditional dance routines. According to Buddhist tradition and Japanese folk belief, the souls of the dead may interact with the living.

At the time of Obon, ancestral spirits are said to revisit their families for three days. Families pay their respects by offering food and drink on a tray before the altar. Finally, at the close of the ceremonies, those involved inscribe names, messages, and drawings on paper lanterns, set a candle inside, and set it afloat in a body of water. In comparison to Western art, traditional Japanese art is very much apart of the everyday way of life. Lanterns are adorned by the beauty found in simple, humble things.

Materials:

White copy paper

Pencils

9 x 12 vellum paper

Watercolor paints

Paintbrushes

Water containers

Glue

Paper clips

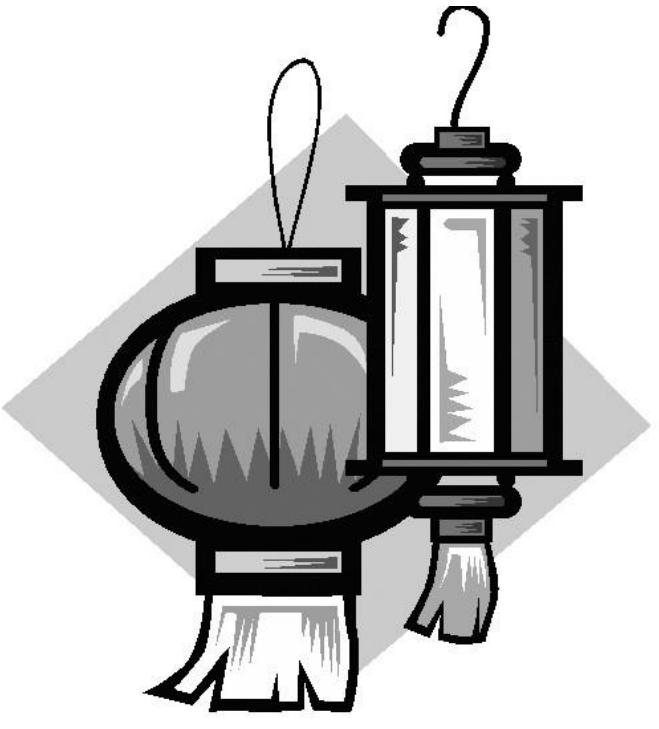
Pictures of Floating Japanese Lanterns

Activity:

1. Before beginning the construction of the paper lanterns, share information regarding Obon and Toro Nagashi with students.
 - a. You may choose to share some examples of lanterns made by participants of the festival via “you-tube” and the internet.
2. Have students brainstorm images on plain copy paper, before transferring them to their final lantern draft.



3. Once students have completed their lantern designs on the copy paper, it is time to transfer their drawing onto vellum paper, the final lantern paper.
 - a. Because the transparency of the vellum paper, students may place the vellum paper on top of their drawing, and trace their design onto the vellum paper.
 - b. Allow 1/2" on the edge of the design for gluing.
4. Students may then decorate their design with watercolor paints.
 - a. Because of the smooth surface of the vellum paper, the watercolor paints won't absorb the same way as they do on traditional paper. Dry time may be slightly increased. b. Artwork must dry on a flat surface.
5. Fold or roll the lantern and place a small amount of glue on one edge of the paper to join.
 - a. Paper clips are helpful in securing the seam while it is drying. Avoid using excessive glue and keep it away from the painting, especially if using water-based media.
6. Once the lanterns are assembled, add a handle to the lantern by punching a hole on either side and twisting a 12" piece of wire through the holes.
7. If you choose to illuminate these lanterns, the safest way to illuminate the lantern indoors is to use a battery-operated candle with a low-wattage bulb. Votive candles may be used with caution. Place votive in a glass holder at least 2" high and position the candle so that the lantern are not touching.



heroes are made of this: studying the characters of heroes

Activity

1. Divide the class into small groups, and ask them to list as many heroic and un-heroic traits as they can.
2. After allowing students ample time to brainstorm in their groups, ask each group to share their ideas.
 - a. As students list their traits, write them on the board, chart paper, or an overhead transparency so that you have a class list of traits. Ask students to copy the traits down for later use.
 - b. Ask the class to infer any heroic traits based upon un-heroic traits or vice versa.
3. Next, ask the class to discuss why these various traits listed are classified as heroic or un-heroic.
 - a. Make a point of identifying which traits the class agrees on and which there is some question about. It is fine if there is disagreement. The point with this exercise is not to create consensus but to explore the idea of heroism, which is a culturally constructed concept.
4. Ask students to name heroes—historical, contemporary, or fictional. List the names students share on the board, an overhead, or chart paper.
5. Ask students to name some villains—historical, contemporary, or fictional. Again, list the names students share on the board, an overhead, or chart paper.
6. Once you have a good list, ask the class to discuss the individuals on the board, using the following questions to guide the conversation:
 - a. Do we agree on who is or isn't a hero?

- b. When we disagree about whether someone is a hero, what are we considering? Why do we disagree? c. What makes the heroes, heroes?
 - 7. After the discussion, make any adjustments or revisions to the class list of heroic and un-heroic traits.
 - 8. Ask students to return to their small groups and arrange the heroes whose names they gathered at the beginning of the session into categories other than historical, contemporary, and fictional.
 - 9. Come back together as a class, and ask each group to explain what categories they created and who they listed in each.
 - a. Ideally, as this discussion progresses, students may begin to speculate that heroes and heroism are not fixed terms.
10. After reading the story of Sadako, or seeing the production of *A THOUSAND CRANES*, have students discuss how Sadako can be viewed as a hero.
- a. What heroic traits that were listed previously does Sadako possess?
 - b. Who are other heroes mentioned earlier that share similar traits and qualities with Sadako?

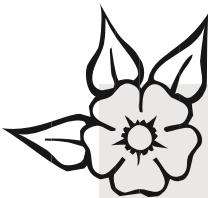
haiku

Language Arts Student Worksheet

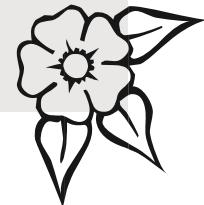
Japan: haiku

Haiku is a type of Japanese poetry. Haiku are short poems that have a total of 17 syllables and usually have three lines; the first line has five syllables, the second line has seven syllables, and the third line has five syllables. The first two lines describe the subject; the third line conveys the heart of the matter.

Haiku usually describes nature and a fleeting moment in time; it often contains a reference to a season of the year. Haiku was developed in Japan over 400 years ago. It was popularized by the poet



*Haiku, a poem,
Five, seven, five syllables.
Life frozen in words.*



Write your own Haiku below:

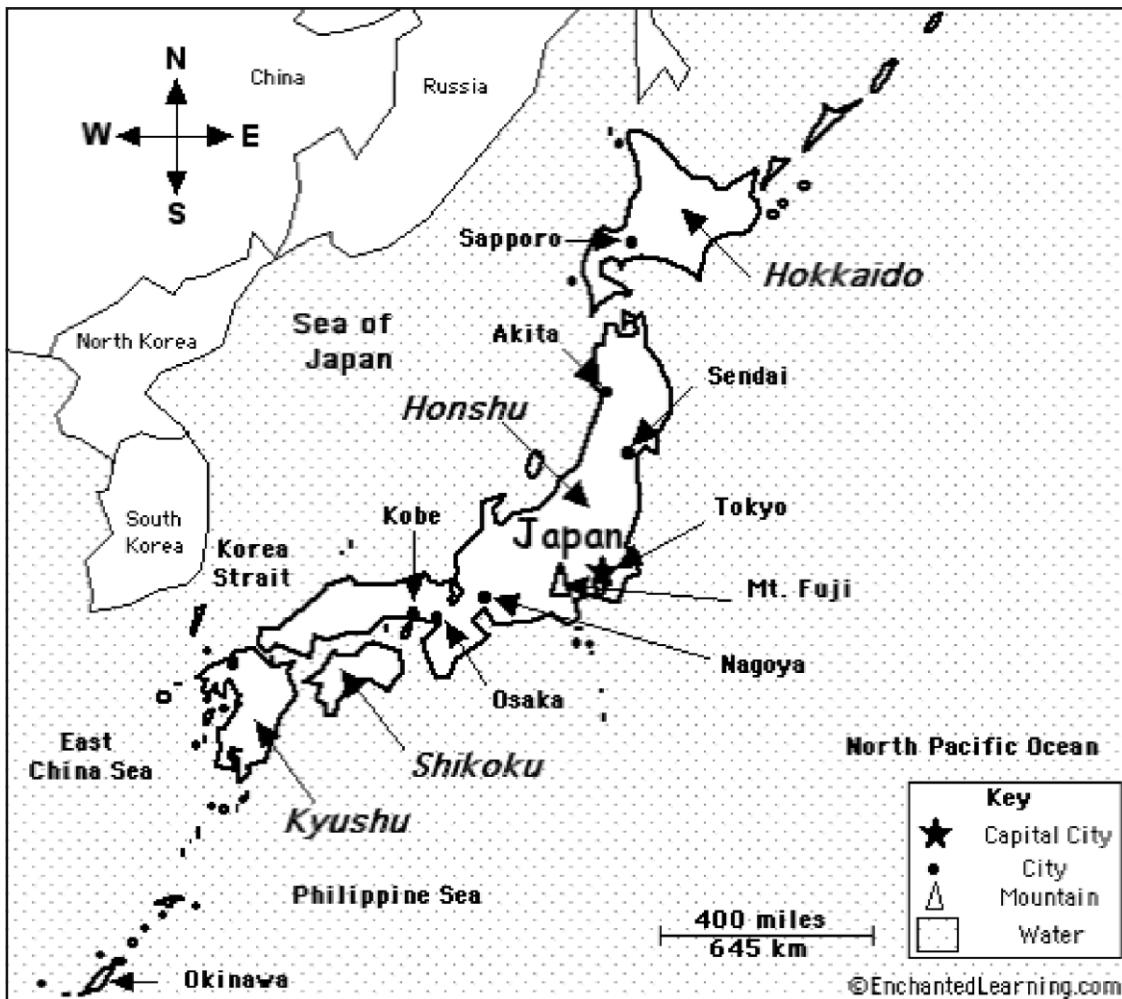
Matsuo Basho in the 1600s.



the country of Japan

Geography Student Worksheet

map of Japan



Japan consists of four large islands and over 3,000 smaller ones. The Sea of Japan separates Japan from mainland Asia. Japan's biggest island is Honshu. Tokyo, Japan's capital and largest city, is on Honshu.

What is the capital of Japan? _____

What is the name of the biggest island of Japan? _____

What body of water separates Japan from mainland Asia? _____

measuring distances

Measuring distances is done by measuring length. You may use a different system to measure length differently than other places in the world. This is because there is more than one system you can use.

The United States uses something called the English system, and we often measure distances in inches, feet or miles. Other countries use something called the Metric system instead,

measured by centimeters, meters and kilometers. Sometimes the U.S. uses the Metric system.

Track and field races are also usually measured in metric units. Sadako and her best friend, Kenji, are very excited to run the Hiroshima city-wide races.

The English System

You should already recognize units in the English system. If you have ever measured anything with a ruler or traveled in a car then you have used the English system.

1 foot = 12 inches
1 yard = 36 inches; 3 feet;
1 mile = 63,360 inches; 5,280 feet; 1,760 yards;

The Metric System

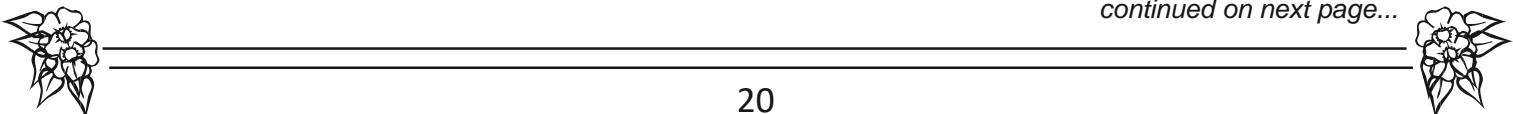
The Metric system is usually viewed as easier than the English system. In countries like Japan, the Metric system is the standard system of measurement.

The standard measurement is a meter. To determine what is being measured the suffix is placed in front of the word meter.

Here is a box listing Metric values that are the most commonly used.

Metric Value	Numerical Value
Kilo-meter (kilometer) km1000
Hecto-meter (hectometer) hm100
Deca-meter(decameter) dam10
Meter m1
Deci-meter (decimeter) dm01
Centi-meter (centimeter) cm.....	.001
Milli-meter (millimeter) mm0001

continued on next page...



measuring distances (con.)

Math Student Worksheet

The way to convert values is easier using the Metric system.

$$3,000 \text{ Kilometers} = x \text{ meters}$$

To figure this out we move a decimal place to the right if we are going from the top of the Metric scale to the bottom (i.e. kilometers to a lesser value such as meters or centimeters).

Since meters are three levels below kilometers in our chart, we move the decimal point over 3 spaces to the right.

One space to the right is 30,000.

Two places to the right is 300,000.

Three spaces to the right is 3,000,000.

3,000 kilometers is equal to 3,000,000 meters.



What if you want to convert a lesser distance into a larger distance?

$$2 \text{ centimeters} = x \text{ hectometers}$$

To figure this out we move a decimal place to the left if we are going from the bottom of the Metric scale to the top (i.e. centimeters to a larger value such as decameters or kilometers).

Since hectometers are four levels above centimeters in our chart, we move the decimal point over 4 spaces to the left.

One space to the left is 0.2

Two places to the left is 0.02

Three spaces to the left is 0.002

Four spaces to the left is 0.0002

2 centimeters is equal to 0.0002 hectometers.

Try doing the following problems on your own and see if you can get the right answers.

1. $1000 \text{ millimeters} = x \text{ kilometers}$

2. $500 \text{ decameters} = x \text{ decimeters}$



3. 10 hectometers = x millimeters

4. 27,019 centimeters = x decameter

5. 12.217 kilometers = x meters

about cancer

Science Classroom Information

Cancer is the abnormal growth of cells that causes illness in the body. Cells are the tiny units that make up all living things. Humans are made of over 10 trillion of them! You can't see cells with your eyes alone, but you can under a high-powered microscope.

Cancer happens when cells start growing abnormally and dividing out of control. A group or mass of growing cells is called a tumor. A tumor in any part of the body is called benign (say: bih-nine) if it's not cancer, or malignant (say: meh-lig-nent) if it is cancer.

Kids don't get cancer very often. And many of those who do get it can be treated and cured. Common cancer treatments include chemotherapy, which means getting anti-cancer drugs through an IV, and radiation, which means powerful energy waves (like X-rays) are used to kill cancer cells. Surgery also might be done to remove tumors. And in some cases, such as leukemia, a bone marrow or stem cell transplant might be done to help a kid be healthy again.

Here are a few types of cancer that kids can get:

Leukemia

Leukemia (say: loo-kee-mee-uh) is the most common type of cancer kids get, but it is still very rare. Leukemia involves the blood and blood-forming organs, such as the bone marrow. Bone marrow is the innermost part of some bones where blood cells are first made. A kid with leukemia produces lots of abnormal white blood cells in the bone marrow.

Usually, white blood cells fight infection, but the white blood cells in a person with leukemia don't work the way they're supposed to. Instead of protecting the person, these abnormal white blood cells multiply out of control. They fill up the bone marrow and make it hard for enough normal, infection-fighting white blood cells to form.

Other blood cells — such as red blood cells (which carry oxygen in the blood to the body's tissues) and platelets (which allow blood to clot) — also get crowded out by the white blood cells of leukemia. These cancer cells may move to other parts of the body, including

the bloodstream, liver, spleen, and lymph nodes. In those areas, cancer cells can continue to multiply and build up.

Brain Cancer

A brain tumor is a group or clump of abnormally growing cells that can be found in or on the brain. They're rare in kids. Of the more than 73 million kids and teens in the United States, about 3,100 are diagnosed with brain tumors every year.

Brain tumors can either start in the brain or spread there from another part of the body — some cancers that start in other parts of the body may have cells that travel to the brain and start growing there.

Lymphoma

Lymphoma (say: lim-foe-mah) is a general term for a group of cancers that start in the body's lymphatic (say: lim-fah-tik) system. The lymphatic system is made of hundreds of bean-size lymph nodes — also sometimes called glands — that work to fight off germs or other foreign invaders in the body. Lymph nodes are found throughout the body.

When we get colds or the flu, we can sometimes feel our lymph nodes along the front of the neck or under the jaw. That's because when the body is fighting off these germs, the lymph nodes grow larger. The spleen, an organ in your stomach that filters blood, and the thymus (say: thigh-mes), a gland in the upper chest, also are parts of the lymphatic system.

Lymphoma happens when a lymphocyte (say: lim-foe-site), a type of white blood cell, begins to multiply and crowd out healthy cells. The cancerous lymphocytes create tumors (masses or lumps of cancer cells) that enlarge the lymph nodes.

Getting Better

As doctors and researchers learn more about cancer, they're discovering better medicines and more successful ways of fighting it. The goal of cancer treatment is to kill or remove all the cancerous cells so healthy cells can take over again. When this happens, kids



start feeling better and the people who care about them are relieved and happy.

Doctors do not know what causes cancer. Cancer is NOT caused by getting hurt and having the cold. Cancer is NOT contagious, you can not get cancer from touching a person who has cancer. There are different types of childhood cancer. Leukemia is a type of cancer which hurts the body by making too many white blood cells (defend the body from germs and too little of the red blood cells (help maintain a healthy body).

When someone has cancer, it affects the entire family, particularly children. Cancer is a complicated disease to understand, even for adults. There are many types of cancers and no easy way to describe them in simple terms. But if you, your child, or someone in your family has cancer, discussing it with your children may be the most important thing you can do.

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In addition to the website references listed below, you can also refer to "Resources for Cancer & Parenthood" for additional resources that may be helpful. You can obtain a copy through the

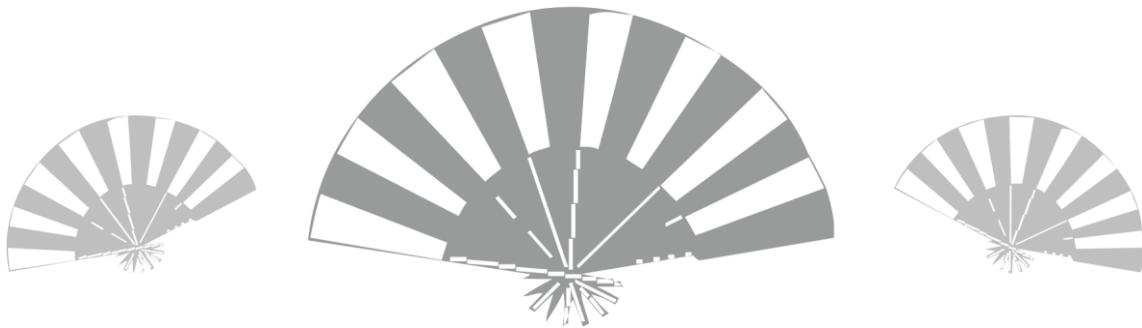
Cancer Resource Center at (415) 885-3693. • Children's Cancer Association:

<http://www.childrenscancerassociation.org/>

- Cancer Kids (org): <http://www.cancerkids.org/>
- Cancer Kids (com): <http://www.cancerkids.com/>
- American Cancer Society: http://www.cancer.org/docroot/CRI/content/CRI_2_6X_Dealing_With_Diagnosis.asp
- Friends of Kids with Cancer: <http://www.friendsofkids.com/>
- St. Jude Children's Research Hospital: <http://www.stjude.org/stjude/v/index.jsp?vgnextoid=f2bfab46cb118010VgnVCM1000000e2015acRCRD>
- UCSF Medical Center:
http://cancer.ucsf.edu/crc/helping_children.pdf

WHO SAID IT?

1. Because you're a turtle that's why. A great big lumbering turtle.
2. Sadako, show your respect to our beloved ancestors.
3. Kenji says I'm fast enough to win the race next month! Isn't that wonderful? He thinks I can win!
4. But it can't be true, Mother, can it? I don't have any scars from the bomb. It didn't touch me. It can't be true, can it, Mother?
5. If a sick person folds one thousand paper cranes, the gods will grant her wish and make her healthy again.
6. You're more like that crane there. You run very fast, Sadako, like a bird. Like the wind.
7. I will take you to the mountains and rivers of our ancestors.
8. The spirits have visited their loved ones tonight, just as I have visited you. The candles in the river are "farewell fires." Soon the spirits will join us.
9. But my cranes! I've been folding my cranes as fast as I can!
10. Their wish is engraved on the base of the statue: "This is our cry, This is our prayer, Peace in the World."



Post-show Questions

1. Sadako remains hopeful throughout the play, even towards the end of her life. What does it mean to be hopeful? When have you demonstrated hopefulness, even in the midst of a discouraging, or even hopeless situation?
2. Sadako inspired people across the world to strive for peace. At the base of the statue of Sadako reads, "This is our cry. This is our prayer. Peace in the world." How are some ways you can help to bring peace to our world through your daily actions?
3. Many people were affected by the bombing of Hiroshima. Grandmother shows Sadako other spirits who tell about their experiences and how they were affected. What other events in history caused by humans, have affected numerous lives? Why did these events happen? How have you been affected by any such event?



22

measuring distances (answers)

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0.001 km

2. 500 decameters = x decimeters

50,000 dm

3. 10 hectometers = x millimeters

1,000,000 mm

4. 27,019 centimeters = x decameter

27.019 dam

5. 12.217 kilometers = x meters

217,000 m

1. Because you're a turtle that's why. A great big lumbering turtle. **Kenji**
2. Sadako, show your respect to our beloved ancestors. **Mother**

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