

Curriculum Companion Book Series

LESSON PLAN: SADAKO AND THE THOUSAND PAPER CRANES

Grade Levels: 3, 4, & 5

Content Area: Language Arts, Visual Arts, Physical Education & Social Studies

Timeline/Length: 2 Weeks

GDOE Content Standards & CCSS Literacy Standards

3rd Grade Guam Department of Education Content Standards Fine Arts: Visual Arts: 3.2.2; 3.2.3; 3.2.4; 3.3.1; 3.3.3; 3.3.4

3rd Grade Guam Department of Education Content Standards Physical Education: 2.1.1; 23.1.3; 3.5.1; 3.5.2; 3.6.2

3rd Grade Guam Department of Education Content Standards Social Studies: 3.1.2; 3.1.3; 3.2.2

3rd Grade Common Core Standards

CCSS.ELA-LITERACY.RL.3.1; CCSS.ELA-LITERACY.RL.3.2; CCSS.ELA-LITERACY.RL.3.3; CCSS.ELA-LITERACY.SL.3.1; CCSS.ELA-LITERACY.SL.3.1.B

Essential Questions

1. How did World War II affect people in Hiroshima, Japan?
2. Is Sadako's story important in understanding the need for world peace?

Vocabulary Words

Hiroshima
Atom bomb
World War II
Radiation
Heroine
Memorial
Ancestors

Leukemia
Radiation
Pride
Relay race
Kimono
Symbol

Disease
Crane
Origami
Parasols
Kokeshi doll
Blood transfusion

Lesson Objectives

1. Students will read and recount a story and determine its central message, lesson, or moral.
2. Students will describe how characters in a story respond to major events and challenges.
3. Students will demonstrate understanding of Japanese culture, through completion of activities focusing on making paper lanterns, *Kokeshi* dolls, and paper cranes.
4. Students will work cooperatively with others to obtain common goals in a game situation (i.e. relay race).

Lesson Overview

This educational resource is brought to you by **Pacific Historic Parks**. Pacific Historic Parks is the leading organization supporting significant historical sites in the Pacific for future generations. Through education, interpretive programs, research, preservation, and restoration, Pacific Historic Parks perpetuates the memory of events and honor the people involved in Pacific historic locations.

This lesson plan accompanies the book, "Sadako and the Thousand Paper Cranes," by Eleanor Coerr.

Two-year-old Sadako Sasaki was living in Hiroshima when the atom bomb was dropped. Ten years later, she is diagnosed with leukemia, also known as "atom bomb disease." Her friend tells her about a Japanese legend that says if a sick person folds 1,000 paper cranes, the gods will make her well again. Sadako spends long hours in bed folding paper cranes, never giving up hope she will get better. After Sadako folds six hundred and forty-four cranes, her classmates fold the rest. This novel is based on a true story. Today there is a memorial in Hiroshima Peace Park, Japan dedicated to Sadako. Children visit and leave the paper cranes they make in her honor.

In this lesson plan, students will engage in learning activities related to the book, such as learning about Japanese culture, folding paper cranes, making *kokeshi* dolls, and running relay races. Afterwards, students will reflect on ways they can promote a more peaceful world.

Assessment / Evaluation

1. Key Vocabulary Terms Graphic Organizer
2. Reading Comprehension Responses
3. Make a Japanese lantern
4. Participation in a relay race
5. Make a *kokeshi* doll
6. Fold origami into a paper crane
7. Promoting Peace worksheet

Instructional Strategies & Activities

Introduction to “Sadako and the Thousand Paper Cranes” By Eleanor Coerr

1. Ask students: “What is hope? Why do people hope?”
2. After students have given their oral responses, announce that we will be reading a novel about a young girl living in Japan who also has many hopes and dreams. She was just a baby during World War II when an atom bomb is dropped on her home city of Hiroshima. When things became hard for her, she and her friends do their best to keep hope alive. Their story is an inspiration to many around the world.
3. Students will create a graphic organizer that will allow them to record this lesson’s Key Vocabulary terms, definitions, and illustrations/examples for each term. Can be completed individually or with a partner so long as the teacher is checking student work in progress and each student has their own work to keep in folder/binder for reference.

Part 1: Paper Lanterns

4. Students will read Prologue and Chapters 1 & 2: Good Luck Signs and Peace Day
5. Ask the following Reading Comprehension questions:
 - Where did Sadako and Chizuko go in Chapter 2? (Peace Day Memorial)
 - What is Peace Day? (Mrs. Sasaki, in Chapter 1 said, “Every year on August sixth we remember those who died when the atom bomb was dropped on our city. It is a memorial day.”)
 - What kinds of activities do Sadako, Chizuko, and their families participate in during Peace Day? (Looked at photographs of the dead and dying, reminisced about the day of the bombing, listened to speeches, released doves, ate cotton candy, visited stalls selling food and other items, saw survivors of the bombing, watched fireworks, and released floating lanterns in the river with names of the deceased on them.)
 - Why do you think they wrote the names of people who died on the floating lanterns? (To remember/ honor/ pray for/ or show respect to loved ones they lost in the bombing)
 - “What name did Sadako write on her lantern?” (Oba chan, her grandmother)
6. Students will create a Japanese lantern. Refer to Appendix A.

Part 2: Relay Race

7. Students will read Chapters 3 & 4: Sadako’s Secret and A Secret No Longer
8. Ask the following Reading Comprehension questions:
 - What was the wonderful thing that happened to Sadako at the beginning of this chapter 3? (Sadako was chosen to represent her class on the relay team for Field Day)
 - What did Sadako want more than anything else in the world? (She would get on the team in junior high school next year)
 - How did Sadako prepare for the big race? (She practiced every day at school, often ran all the way home, had her brother, Masahiro, time her with her father’s watch)
 - When Field Day arrives, how did Sadako feel before the race? (So nervous, afraid her legs wouldn’t work at all, the other team seemed taller and stronger than hers, loved by her parents – which calmed her down a bit)
 - How did Sadako feel after running the race? (strange and dizzy – the first time it happened)
 - What did Sadako do to deal with this strange new feeling? (shook her head a few times and dizziness went away)

- How did Sadako spend the rest of the winter? (She tried to improve her running speed and practiced everyday)
 - Did the dizziness go away? (no, it got worse)
 - How did Sadako deal with this? (She ignored it, she didn't tell her parents or best friend, Chizuko, she kept it a secret, she tried to wish the dizziness away on New Year's Eve)
 - What does Sadako's mom say a girl her age should have? (A kimono)
 - Sadako didn't care about a kimono – what did she care about? (racing with the team in junior high)
9. Students will learn about Sadako's favorite sport and participate in their own relay races. Refer to Appendix B.

Part 3: Paper Cranes

10. Students will read Chapter 5: The Golden Crane
11. Students fold cranes out of origami paper. Refer to Appendix C.
12. Hang the paper cranes in the classroom.

Part 4: Kokeshi Dolls

13. Students will read Chapters 6 & 7: Kenji and Hundreds of Wishes
14. Ask the following Reading Comprehension questions:
 - Sadako received a present from her Bamboo Class classmates." What was the present? (a kokeshi doll)
 - What did Sadako do with her gift? (She put it on her bedside table next to the golden crane from Chizuko)
 - What did Sadako like about her new doll? (her wistful smile and the red roses painted on its kimono)
 - "Does anyone know what wistful means?" (answers vary; Definition: having or showing a feeling of vague or regretful longing.) It is kind of like remembering or thinking about or wishing for something.
 - What was Sadako's wish?" (answers vary; to live, to get better, to go home, to go back to school, to run)
15. Students will learn a little of the history of Kokeshi Dolls and make their own, inspired by Sadako's. Refer to Appendix D.

Part 5: Wrap Up

16. Students will read Chapters 8, 9, and Epilogue: Last Days and Racing with the Wind.
17. Have a class discussion reflecting on what happened to Sadako. Some guiding questions:
 - What does Sadako's story tell us about the effects of war and the need to work for peaceful solutions to problems?
 - Why is Sadako now a worldwide symbol of peace?
 - Why is Sadako's story important for the world to know?
18. Students will reflect on what Sadako's story and complete the Promoting Peace worksheet. Refer to Appendix E.

Recommended Historic Site Visits on Guam

The South Pacific Memorial Park is in the village of Yigo and serves as a solemn reminder of World War II, which took the lives of over half a million Japanese, Americans, and Pacific Islanders. The memorial's centerpiece is a 50-foot tall monument that abstractly depicts hands clasped in prayer.

Additional Resources & Links to Technology

Cunningham, Lawrence J., and Janice J. Beaty. *A History of Guam*. Bess Press, 2001.

Japanese Floating Lanterns Lesson Plan. Dick Blick Art Materials, 2007, <https://www.dickblick.com/lesson-plans/Japanese-Floating-Lanterns/>

Kids Web Japan. Japanese Ministry of Foreign Affairs (MOFA), 2020, <https://web-japan.org/kidsweb/explore/>

Kokeshi Dolls Lesson Plan. Dick Blick Art Materials, 2016, <https://www.dickblick.com/lesson-plans/Kokeshi-Dolls/>

Pacific Historic Parks. *War in the Pacific National Historical Park: Guide to the Historic Treasures of Guam*. Hong Kong: Pacific Historic Parks, 2012.

Pacific Historic Parks. War in the Pacific National Historical Park Education Curriculum. *Pacific Historic Parks*, 2020, <https://www.pacifichistoricparks.org/war-in-the-pacific-national-histori-1>

Appendix A

“Sadako and the Thousand Paper Cranes” by Eleanor Coerr Japanese Lanterns

I. **Purpose**

Every August 6, the city of Hiroshima holds the Peace Memorial Ceremony to remember the victims of the atomic bombs and to pray for the realization of lasting world peace. Attendees include the families of the deceased and people from all over the world. This traditional ceremony has been going on since 1947. At night, peace day attendees carry floating paper lanterns to light with candles and launch in the Ohta River. The lanterns are decorated with the names of relatives who had died as a result of the atomic bomb. Students will make their own Japanese floating lanterns with decorations inspired by the book illustrations, the story, other Japanese art/designs, or their own deceased friends and family. Students can make their own lanterns, either to float or to serve as beautiful interior pieces. Lanterns can be as simple as a rolled cylinder or intricately designed. Students will choose patterns, design elements and subject matter that relate to this historic culture for their own artworks. Students will create a free-standing, 3-dimensional, functional piece from a flat painting.

I. **Time Allotted**

- 30 minutes - to paint/decorate their lanterns
- 2 hours – drying time
- 15 – 20 minutes – to finish lanterns (i.e. fold and tape lanterns, construct bases, distribute candles)

II. **Materials**

- Watercolor Paints (one set per participant)
- Watercolor Paintbrushes (one per participant)
- YUPO Translucent Watercolor Paper, one 9"x 12" sheet per lantern
- White Cardstock, one 4.25" x 5.5" sheet per lantern
- Flameless LED Tealights, preferably the flickering kind, one per lantern
- Safety Scissors, one per participant
- Popsicle sticks for folding, one per participant
- Sharpies
- Double-sided Tape
- Scotch Tape
- Vinyl Table Covers
- Sadako, picture book version
- Water Cups
- Paper towels
- Rulers
- Hair Dryer(s) and extension cords

III. **Preparation**

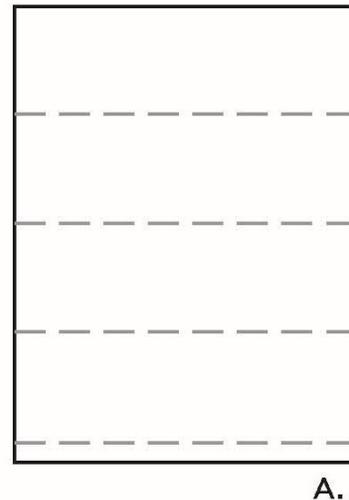
- Create examples of lanterns and designs the participants might create.
- Cut 8.5" x 11" pieces of white card stock into 4.25" x 5.5" squares (four per sheet)
- Cover tables with Vinyl table covers

IV. **Procedures**

1. Complete reading up to Chapter 2, "Peace Day", of *Sadako and the Thousand Paper Cranes* by Eleanor Coerr.
2. Inform students that on a summer evening in Japan, many cities hold particularly beautiful event called Tōrō nagashi, a Japanese ceremony in which participants float paper lanterns down a river. Tōrō is a word for "lantern," while nagashi means "cruise" or "flow" — the festival of Floating Lanterns. This activity is traditionally performed on the final evening of the Obon Festival, a 3-day period to honor the departed, much in the way we celebrate Memorial Day, in the belief that it will help to guide the souls of the departed to the spirit world. Participants inscribe names, messages and drawings on paper lanterns attached to a wood or bamboo base, place a candle inside, and set it afloat in a lake or river. Hundreds of glowing, reflecting lights drift alongside boaters, often accompanied by music and fireworks. Today, we are going to make our own floating lanterns just like Sadako and the people at Hiroshima's Peace Day.
3. Teacher provides examples of Japanese lanterns. Inform students they can paint a beautiful design in watercolor based on the designs in the Sadako book, paint a scene from the story or inspired by other Japanese designs they've seen. They are to be inspired to create a lantern in honor of someone they love that has passed away.
4. Teacher passes out materials (watercolor sets, watercolor brushes, Yupo paper, popsicle sticks, water cups, paper towel, and rulers)

V. **Activity**

1. Plan the finished shape of the lantern according to the age group you are working with. Cylinders are easiest for elementary students to form. If folding the lantern, do so before painting it. To create a square lantern, make a 1/2" crease on the short side of the YUPO paper. With crease made, fold sheet in half, then fold both ends in to the center crease (see illus. A) NOTE: to create a hard crease in YUPO paper, use a popsicle stick to aid in creasing the paper.
2. Decorate the lantern with paintings or patterns using the watercolors and/or sharpies. YUPO paper has a smooth, polypropylene surface that won't absorb watercolor in the same way as traditional paper. Fluid applications of color will move and flow freely. NOTE: fingerprints on the YUPO surface may leave oils that interrupt watercolor or ink coverage. Use clean, dry hands and avoid touching the surface as much as possible.
3. Students can be encouraged to write the name of a lost loved one on their lantern.
4. Once students have finished their designs, allow the paintings to dry. Due to the nature of the paper, dry time will be slightly increased. Artwork must be dried flat. Utilize hair dryer(s) to quicken dry time, if necessary.
5. Once completely dry, fold or roll the lantern and place a couple pieces of double-sided tape along one edge of the paper to join.
6. To make a float base for the lantern, take the 4.25" x 5.5" sheet of White Cardstock and make a 1/4" crease on all 4 sides. Snip corners diagonally with scissors. Secure lantern to the base with transparent tape.



7. Pass out one LED tealight to each participant. Have them illuminate their lanterns and you can turn off the lights to see them glow.

Appendix B**“Sadako and the Thousand Paper Cranes” by Eleanor Coerr
Relay Race****I. Purpose**

In Chapter 3 Sadako is chosen to represent her class on a relay team during the big race on Field Day. Sadako loved to run and wanted more than anything to be on the team the following year in junior high, which would be a sure thing if her team won during field day. Students will learn about Sadako’s favorite sport and participate in their own relay races.

I. Time Allotted

- 35 minutes

II. Materials

- 6 Plastic Relay Batons
- 4 Plastic Cones (2 to mark the starting line and 2 to mark the turning point)
- Plastic Award Medals (1st, 2nd, & 3rd Place)
- Whistle(s)
- 6 Stop-watches
- White board or notebook to record team times

III. Preparation

- Find a good location to run the relay races.
- Mark out the starting line and turning point with the cones.
- Print and laminate visual aids

IV. Activity

1. Sadako loved to run and she wanted this more than anything else in the world. Ask, “What is something you want?” “What is a dream you have?” “A goal you wish to achieve?”
2. Ask, “Does anyone else here like to run?” “Have you ever run a race?” “Have you ever participated in a relay race?” “What is a relay race?” Today we are going to break up into teams and have a Field Day relay race just like Sadako’s Bamboo class.
3. Move students to the area where you will be running the relay races. Have students stand up for shoe check. Only students wearing closed-toed shoes will be allowed to participate.
4. Relay teams will be assigned by having the students number off by sixes. (6 relay teams of 4 students). Tell students where they are to assemble, and which groups are to line up at which spots.
5. Ensure that there are four students per group before the relay begins (unless there happens to be an absence, in which case a group will have three relay members and teams will need to designate someone to run twice).
6. If there is enough space, all six teams will run at the same time. If not, use the stop watches to time teams.
7. Each team will line up at the starting line in the order they will run the race.
8. Encourage non-runners to practice good sportsmanship and cheer on their teams and classmates.
9. The whistle will blow to signify the start of the race.

10. Each runner on each team will run down to the cones and back. They will pass the baton to the next runner on their team. Runners must have their team's baton while running.
11. Runners cannot cross the start line until they have received the baton from their teammate.
12. The first three teams to have their final runner cross the finish line (or the teams with the three fastest times) will be awarded medals.

Appendix C**“Sadako and the Thousand Paper Cranes” by Eleanor Coerr**
Paper Crane Folding**I. Purpose**

Students will learn how to fold cranes out of *origami* paper.

II. Time Allotted

40 minutes

III. Materials

- Origami paper
- Pencils

IV. Preparation

- Prepare poster with instructions by folding paper (3-D examples) for each step
- Laminate crane folding instructions (one per group)
- Laminate visuals
- Fold a few examples
- Make copies of take-home handout (one per participant)

V. Procedures & Activity

1. Read Chapter 5 of *Sadako and the Thousand Paper Cranes* by Eleanor Coerr.
2. Teacher reminds students about the Japanese belief that cranes are said to live 1000 years and are a sign of good luck. Cranes can be found in paintings, fabric prints, even money. Share examples of cranes in Japanese artwork.
3. Inform students about *origami*, the Japanese art of paper folding. Square pieces of colored paper are folded in simple or complex ways to create a 3D object. The use of cuts or glue is discouraged for an object to be considered *origami*. Using visuals, show students examples of things that can be folded out of paper.
4. Ask students to retell what Sadako's friend Chizuko brings Sadako in the hospital. (A paper crane)
5. Ask students how Sadako's goal was 1000 paper cranes. Does anyone remember why this was her goal?
6. Teach students that the word for 1000 cranes is *Senbazuru*. Students will get to learn how to fold a crane and get started on their own *Senbazuru*.
7. Pass out laminated instructions and paper.
8. Have students write a wish they have on the white side of the paper.
9. Follow instructions on how to fold an *origami* crane found on pages 66-79.

Appendix D

“Sadako and the Thousand Paper Cranes” by Eleanor Coerr Kokeshi Dolls

I. Purpose

In Chapter 7, Sadako is gifted with a Kokeshi Doll by her classmates in the Bamboo Class. She loved the doll and always had it on her bedside table next to the golden crane gifted to her by Chizuko. After Sadako died in 1955, her classmates compiled a collection of essays and letters in memory of Sadako. They published it in July 1956 and titled it, *Kokeshi*.

Kokeshi dolls are a traditional Japanese folk art that originated in the rural northeastern regions of Japan approximately 200 years ago. Woodworking artists used hand-turned lathes and scrap pieces of wood left over from making furniture and household utensils to create inexpensive toys. Kokeshi Dolls have no arms or legs. There are many different styles, but all are simple in their design with a head and a body—a sphere and a cylinder or another sphere. They are usually very small, just a few inches tall, but may be larger. The original dolls were always female. (Modern kokeshi dolls can be male) In the Tokugawa era kokeshi dolls were used as souvenirs given to the tourists of hot spring resorts in the Tohoku region.

Students will learn a little of the history of Kokeshi Dolls and make their own, inspired by Sadako's.

II. Time Allotted

- 35 Minutes

III. Materials

- Kokeshi Doll Visual Aids – Pictures and 3D Examples
- Jumbo Wooden Peg Dolls – 3.5" Male and Female Shapes (one per person)
- Pencils
- Acrylic Paint – a variety of primary and secondary colors
- Acrylic Paint Brushes
- Small (6") Paper Plates to use as paint palettes
- Water Cups
- Paper towels
- Sharpies – Various Colors
- Vinyl Table Covers
- Clorox Wipes
- Matte Finish Spray
- Hair Dryers
- Extension Cords
- Origami paper (Optional) for fan or belt accessories
- Elmer's glue

IV. Preparation

- Create examples of the craft. If possible, bring actual Kokeshi doll examples to show students.
- Test out acrylic paints to make sure they are still good.
- Cut and fold origami paper into fan or belt accessories for the dolls, if desired.

V. Procedures

1. Read Chapter 7, “Hundreds of Wishes” of *Sadako and the Thousand Paper Cranes* by Eleanor Coerr.
2. Inform students that today we are going to be making our own *kokeshi* dolls, inspired by Sadako. There are two types of *Kokeshi*:
 - a. **Traditional** dolls have been made in the same style for generations, with round heads and cylindrical bodies that lack arms or legs. Each region in which *Kokeshi* are created maintains a particular style, using designs and colors unique to their production. Each doll is hand-painted, so no two are exactly alike.
 - b. **Creative** *Kokeshi* are relatively modern, developing in popularity after World War II. They are the expression of the individual artist who creates them, and the shapes, designs, and techniques used to create them vary widely. Still, most creative *Kokeshi* are made from turned wood and retain the limbless qualities of the traditional *Kokeshi*.
3. Show 3D and picture examples of *kokeshi* dolls. Have kids point out which they think are traditional and which are creative style dolls. Have participants list similarities and differences between *kokeshi* dolls and their dolls at home. (i.e. made of wood v.s. plastic, no arms or legs, etc). Record responses on a table on chart paper or the dry erase board. Remind them that these beautiful dolls are not supposed to look like dolls from America or any other part of the world. Their distinctive large heads and simple bodies—completely absent of arms or legs—are what sets them apart. These dolls are so special there is even an entire museum in Japan (Nihon Kokeshi-kan or the Japan Kokeshi Center Museum) dedicated to them.

VI. Activity

1. Have participants choose which shaped doll they would like.
2. Have participants write their name on the bottom of the dolls with a sharpie.
3. Distribute painting supplies (pencils, paint brushes, paper plate palettes, paper towels, water cups) to participants.
4. Have participants choose what colors they would like for their base colors (hair, face, clothes)
5. Have participants share a palette with a partner. Give them small dabs of the base colors.
6. Instruct participants to cover dolls with thin layers of paint and rinse and dry the paint brushes completely when they change colors
8. Allow dolls to dry. Utilize hair dryers to speed up dry times.
9. Once the dolls’ base coat is dry, allow participants to add details (faces, clothing decorations, etc) with various sharpie colors.
10. Have participants glue on pre-prepped origami paper accessories (fans and belts), if wanted.
11. Spray with a thin layer of matte finish spray to protect the doll, especially if it will be handled often.
12. Allow to dry and send home with students.

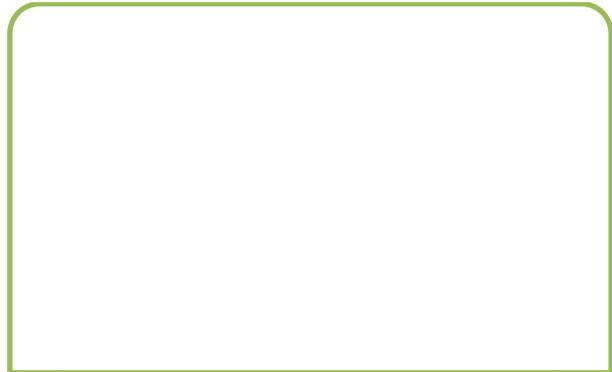
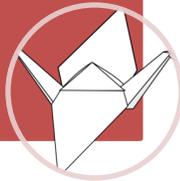
Appendix E

“Sadako and the Thousand Paper Cranes” by Eleanor Coerr Promoting Peace

Directions: Think of things you can do to help promote peace.



How can you live more peacefully at home?



How can you live more peacefully in your neighborhood?



How can you live more peacefully at school?



Is there anything you can do to help promote world peace?

