

**Susan Mendenhall                      Melrose Elementary**  
**Consulting Teacher    Wooster City Schools**  
**Japan TIP**

**Purpose:** To expose children to different cultures and to contrast and compare those cultures to their own. To celebrate differences in culture as well as to better understand the dynamics of the similarities that make us one people. I believe that knowledge is power. Books offer us a way to bridge the gap from ignorance to tolerance and acceptance. I also believe that young children are the most honest and accepting members of our society. They can teach us all so much when it comes to looking beyond and looking within. I really believe that racism and prejudice are learned behaviors. If we begin to teach small children about various cultures and an appreciation of their uniqueness, perhaps we will begin to build a better world. I pledge to apply the ideas and ideals learned from the Asian classes in order to do my part to help build a more tolerant world population, one child at a time.

**Target Group :**

The group that I will be working with is a third grade gifted group. The lessons will be during LA guided reading each day for a period of thirty minutes. I would like to present this unit in late November or early December so that we can use the media to discuss Pearl Harbor, which exemplifies the US involvement in WWII and leads into the premise of this book about the effects of the atomic bomb on a child in Hiroshima during the 1950's. It is a true story woven within a fictional story written for children. The book is entitled, **Sadako and the Thousand Paper Cranes** by Eleanor Coerr.

As a consulting teacher in Wooster City Schools, my job is to create and share units across the district and with my team of CT's. This unit will be offered to 12 third grade teachers and 4 consulting teachers within Wooster City District. A culture fair is held in my building in March each year. I plan to have a display on Japan and Sadako with origami and haikus created by these children.

**Sadako and the Thousand Paper Cranes by Eleanor Coerr**

**Background:**

Sadako is a young Japanese girl who is exposed to the flash of the atomic bomb as a baby in her Grandmother's arms. Her symptoms show up when she is nine and she ignores them out of fear of "radiation sickness". She finally dies at eleven from leukemia. The book emphasizes the love of her fellow school friends and their quest for peace.

**Essential Questions:**

- Where is Japan?
- What ocean is it in?
- What does the flag of Japan look like?
- What is an atomic bomb?
- What is atomic bomb disease?
- How did the Japanese people celebrate Peace day?
- What was the legend of the paper crane?
- How did the Japanese people react to the atomic bombing?
- How did Sadako's classmates commemorate her death?

**Day 1**

Introduce Japan as 4 main islands...Honshu, Hokkaido, Shikoku, and Kyushu. Give children a map for them to label islands. Discuss the location of Japan. Discuss the title The Land of the Rising Sun, which came from the western world. Japan is so far east, we actually fly west to get there. It is a very densely populated land about the size of California and has 127 million people. Show money and newspapers that were given to me by a friend who runs a business in Tokyo. Try to practice writing in Japanese characters. Venn diagram introduced to compare and contrast with our culture.

**Day 2**

Introduce the book, Sadako and the 1000 Paper Cranes. Explain that it is fiction written about a real Japanese girl. Begin with the prologue. Discuss Pearl Harbor, WWII, and the atomic bomb (taking care to remember the age of the children). Read ch 1 tg and fill out any information on the Venn. Give each a question packet and assign questions 1-4 reminding to restate the ? in the answer.

**Day 3**

Discuss questions 1-4 tg.

Using the book, Japan, the People, discuss homes, food, and family traditions of Japan.

Venn additions?

Read ch 2 and discuss

Assign questions 4,5,6,7

#### **Day 4**

Discuss questions 4-7 and do ? 8 tg

Read ch 3 and discuss

Using Japan, the People, read and show recreation activities of Japanese people. Venn additions

Do ? 10 and 11...Think!

#### **Day 5**

Give each a copy of the flag of Japan with commentary

They will read and then color the flag.

Each will write a summary on the back about what they now know about Japan(they may use the Venn)

Additions to Venn

#### **Day 6**

Share paragraphs and collect for a grade.

Read ch 4 Discuss medical practices then and now...

Connect with a time you were in the hospital...feelings

Do questions 12 and 13.

#### **Day 7**

Discuss Questions 12 and 13. Read ch 5 tg.

Do questions 14,15,16 & 17

Do you believe in the wishes?

I will teach them an origami animal...dog,cat,pig...all from the same base. Then I will show how to fold a paper crane to give an appreciation of the time and energy Sadako had to use to make 1000 paper cranes while sick in the hospital.

#### **Day 8**

Let's use today as Pearl Harbor Day. Bring in newspaper articles about PH and discuss remembering to bring into the discussions the Japanese-American interment camps during WWII. Read ch 6

Discuss the death of her friend, Kenji, and "star island" and that she has folded 464 cranes! Do ? 18.

Add to the Venn?

#### **Day 9**

Read ch 7 tg.

Introduce Haiku, a form of Japanese poetry with 5-7-5 syllabication.

When done and edited and rewritten, we will glue onto black construction paper as a "frame" and display outside our classroom.

#### **Day 10**

Share Haikus

Read Ch 8 and discuss as we go...especially O'Bon...use the Japan the People to explain this holiday similar to our Memorial Day. Do questions ? 19,20,21,22

### **Day 11**

Read ch 9 (last chapter) tg and discuss

Do ? 23 and 24 tg

Why would we read such a sad book?

Can we learn anything from this book?

What did the Japanese people/author want us to learn from this book?

### **Day 12**

Read Epilogue

Discuss the way Sadako was commemorated after her death.

Show pictures of the Atomic Dome that was left standing as a reminder to the Japanese people of the horrors of war and of Sadako's monument which was built by the donations of school children all over Japan.

Talk of the rebuilding of Japan into a powerful industrial nation and of the pledge for peace. Japan no longer had an army except for its own defense.

### **Day 13**

Using the Venn diagram and all you know, write a contrast and compare paragraph on the U.S. and Japan. We would begin this tg with a topic sentence for each paragraph and they would fill in what they know.

### **Day 14**

Share our paragraphs. We will share the paragraphs with the whole class and also all will watch the video, Japan Today, which discusses culture, government, arts and love of nature, and emphasizes the high technology state that is Japan today. It also shows how Japanese people are reaching out to other countries with help with environmental issues.

### **Day 15**

Using the computer lab, students may browse the website, Kids Web of Japan, an awesome site that encompasses everything a child may want to know about Japan and its culture.

### **Materials, books, Videos**

- *Sadako and the Thousand Paper Cranes* Eleanor Coerr
- *Japan the People---* Culture series by Crabtree Publishing
- *Japan the Culture*

- Japan the Land
- Japan Today video
- Kids Web Japan
- <http://web-jpn.org/kidsweb/explore/culture/index>
- 5x7 blank index cards (Haiku)
- Black construction paper
- Glue
- White copy paper cut into 8x8 squares (origami)
- Markers
- World map
- Venn diagram
- Outline map of Japan(Enchanted Learning.com)
- Japanese newspapers, coins, etc..
- Japanese flag paper (Enchanted Learning.com)
- Japanese writing paper (Enchanted Learning.com)

### **3rd grade Standards covered in LA/SS**

#### **WR**

- \* applying context clues to new vocabulary

#### **AV**

- \* Japanese vocabulary

#### **RP**

- \* Reading for a purpose
- \* Create and use graphic organizers(Venn)
- \* Summarize text
- \* Using inference
- \* Different levels of questioning for understanding

#### **RA**

- \* Analyze directions for sequencing
- \* Compare and contrast information
- \* Differentiate between poetry, fiction, nonfiction

#### **WP**

- \*Write paragraphs with introduction, supporting details, conclusion

#### **SS People and Society**

- \* Compare cultural practices to other countries of the world