



1000 Cranes

A lesson for students ages 8-12, grades 3-5
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I. Theme/Subject:

- Crane biology
- Cranes in Japanese artwork
- 1000 cranes: symbol of peace
- Japanese culture and history: bombing of Hiroshima and the true story of *Sadako*
- Origami (paper folding)



II. Objectives/Concepts:

- Students will improve motor skills through careful folding, a discipline necessary in the practice of origami.
- Students will develop multicultural awareness by exploring Japanese history.
- Students will improve their ability to follow directions through the creation of origami cranes.
- Students will identify a major historical event, the bombing of Hiroshima.



III. Standards:

A. National

1. Visual Arts

- NVA 1.4: Students use art materials and tools in a safe and responsible manner
- NVA 2.3: Students use visual structures and functions of art to communicate ideas
- NVA 3.2: Students select and use subject matter, symbols, and ideas to communicate meaning
- NVA 4.1: Students know that the visual arts have both a history and specific relationships to various cultures
- NVA 4.2: Students identify specific works of art as belonging to particular cultures, times, and places
- NVA 4.3: Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art

B. Ohio State Standards

1. Visual Arts

- 1-B.4.2: Identify art forms, visual ideas and artistic styles and describe how they are influenced by time and culture; Compare and contrast art forms from different cultures and their own cultures.
- 1-C.4.3: Identify and describe the different purposes people have for creating works of art
- 2-B.4.3: Initiate and use strategies to solve visual problems (e.g., construct three dimensional art objects that have structural integrity and a sense of completeness).

2. Science

- LS Benchmark A: Discover that there are living things, non-living things and pretend things, and describe the basic needs of living things (organisms)
- LS Benchmark B: Explain how organisms function and interact with their physical environment.
- LS Benchmark C: Describe similarities and differences that exist among individuals of the same kind of plants and animals.

3. Social Studies

- Identify practices and products of diverse cultures.
- Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world; Identify and use symbols to locate places of significance on maps and globes.
- Social Studies Skills and Methods: Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.



IV. Vocabulary:

- *Origami*: the art or process, originally Japanese, of paper folding
- *Crane*: any large long-necked long-legged wading bird of the family *Gruidae*, inhabiting marshes and plains in most parts of the world except South America, New Zealand, and Indonesia
- *Hiroshima*: a port in SW Japan, on SW Honshu on the delta of the Ota River: largely destroyed on August 6, 1945, by the first atomic bomb to be used in warfare, dropped by the U.S., which killed over 75000 of its inhabitants.
- *Sadako*: protagonist of Sadako by Eleanor Coerr
- *Leukemia*: an acute or chronic disease characterized by the overproduction of leucocytes, which crowd into the bone marrow, spleen, lymph nodes, etc., and suppress the blood-forming apparatus
- *War*: open armed conflict between two or more parties, nations, or states

- *Peace*: a state of harmony between people or groups; freedom from strife; law and order within a state; absence of violence or other disturbance
- *Mushroom cloud*: the large mushroom-shaped cloud of dust, debris, etc. produced by a nuclear explosion
- *Nuclear bomb*: a bomb whose force is due to uncontrolled nuclear fusion or nuclear fission
- *Japan*: an archipelago and empire in E Asia, extending for 3200 km (2000 miles) between the Sea of Japan and the Pacific and consisting of the main islands of Hokkaido, Honshu, Shikoku, and Kyushu and over 3000 smaller islands
- *Echelon*: a V-formation in which cranes fly
- *Migration*: a crane's flight from a colder to a warmer climate
- *Tancho*: red crown



IV. **Materials:**

- *Sadako* (the picture book) by Eleanor Coerr
- At least (1) 9"x 9" square of origami paper per student
- Craft stick for creasing folds
- Origami step by step instructions written on large poster board (alternatively have one sheet of folding instructions per desk or per table).
- Handouts on Crane biology and history: *Studying the Crane*



V. **Strategies and Procedures:**

A. **Engage (motivation):**

Depending upon the grade level, students will either listen along or read copies of the picture book *Sadako* by Eleanor Coerr.

B. **Explore:**

Students will study history of both the crane and the bombing of Hiroshima.

C. **Create:**

Students will follow given instructions and create paper origami cranes from provided 9"x 9" squares. Over the next few weeks classroom will continue to create cranes until 1000 have been made. At this point, class will send 1000 cranes to Hiroshima Memorial Park.



VI. **Assessment:**

Each student will produce AT LEAST one completed origami crane.

*Note: Please see attached Rubric.



VII. Closure:

Have Students create a total of 1000 cranes over the next few weeks to send to the Memorial Park in Japan. Discuss the impact of war including the continuance of its effects over a prolonged period of time. Have students relate the story of Sadako and the bombing of Hiroshima to current events. For advanced students, propose the idea of stereotyping and how it relates to current events today as well as to battles or wars fought prior to Hiroshima. Can students think of similar personal experiences as well? Have they ever been victims of stereotyping, discrimination, or prejudice or have they been the facilitators of such activities?



VIII. Across the Curriculum:

- A. History:** Discuss the events of WWII in further detail. Talk about the condition of Hiroshima before and after the bombing. Research the origin of origami. Where did the tradition arise? How long has it been part of the culture? How did the crane become a symbol of peace?
- B. Science:** Discuss the nature of the crane such as its habitat, its lineage, its eating habits, etc.
- C. Math:** Research the folding process involved in creating a paper crane. What shapes are created if you unfold the crane? Practice creating equal fractions, folding in halves, thirds, etc.
- D. Reading:** Find other literature based on the crane or origami. Following folding directions from other origami animals or shapes. Research Japanese culture.
- E. Writing:** Contact a pen pal from Japan. Write a thank you letter to a veteran or a current soldier. Write a journal entry about Sadako's life experiences. Write a reactionary paper to the story of Sadako. Write a Haiku poem about Japan.



IX. Resources:

A. Books:

1. Coerr, Eleanor. *Sadako*.

B. Websites:

1. <http://www.sadako.org/>
2. <http://www.sadako.org/sadakostory.htm>
3. http://www.education-world.com/a_sites/sites037.shtml
4. <http://www.hi.hkg.ac.jp/peace/eng/peace.html>
5. <http://www.cranesforpeace.org/>
6. <http://rosella.apana.org.au/~mlb/cranes/home.html>