

Peace

Purpose:

Students will understand how the Japanese embody the spirit of the term *peace*. Students will relate *peace* to today's global relationships.

Target Grade Level: 9

Essential Questions:

1. What changes in daily living, economy, and politics occurred as a result of the A-bomb?
2. How did the Renunciation of War, Ch.2 Article 9 of the Constitution, change the Japanese military?
3. What can people of all age groups do to model and promote tolerance or peaceful co-existence?
4. What are the three basic tenants of the Constitution of Japan promulgated Nov. 3, 1946?

Rationale:

People share a desire for peaceful co-existence. Learning about the changes in Japan following the A-bomb leads to better conceptualization and practice of the term *peace*.

Materials:

1. Copies of Constitution and Renunciation of the War
2. Copies of Peace Education in Japan
3. Copies of A-Bomb WWW Museum
4. Copies of Peace Activities (Handout A & B)
5. Origami crane directions (<http://www.csi.ad.jp/suzuhari-es/1000cranes/paperc/>)
6. Origami paper or light weight copy paper cut into squares
7. Books: Hiroshima No Pika, Shin's Tricycle, Sadako and the Thousand Cranes (all are available at public libraries and the Institute for Japanese Studies, japan@osu.edu, 614-292-3345)
8. Assessment Test (Handout C)
9. Rubric (Handout D)
10. Optional Materials: Video: Graveyard of the Fireflies, Video of A-bomb survivors' stories (see bibliography for source)

Peace

11. Bibliography

Activities:

Week One

1. Present the students with the following question for discussion: "What changes would you expect to see in Japan as a result of its defeat in World War II?" Keep a record of student responses to compare them with the results of their research.
2. Student investigation: Three to five 45-60 minute periods for investigation (depending on class size). Teacher can ask for pairs or teams of students to:
 - read # 1,2 or 3 listed in materials and prepare a report to be given to the class.
 - read any of the books listed in # 7 listed in materials and prepare a report to be given to the class. View the videos and prepare a report to be given to the class
3. Student reports : Two 45-60 minute periods for report presentations
4. Class discussion & teacher feedback following each report
5. Teacher approval/clarification of conclusions made by students

Week Two

1. Teacher presents: Teacher will give handout of # 4 and 5 listed in materials: peace activities (Handouts A & B) and origami peace crane directions.
2. Student participation : Three or four 45-60 minute periods for individual or group projects. Students will decide whether to do one project as a class or work in teams to do several of the activities shown by the teacher or new ideas the students have .

Peace

Assessment:

While this lesson may be assessed in various ways (including group collaboration, teacher observation, group reports, and group products), an assessment test is provided (Handout C) and a rubric (Handout D) for various forms of assessment.

Grade Adaptation:

Suggestions for lower grade levels: Show the pictures only in Shin's Tricycle and adapt text to maturity of audience. Read Ed Young's, Sadako to and discuss. Peace activities, #4 above, can be adapted for any grade level.

Relationship to Social Studies Standards:

Grade 9, History, Grade-level Indicator 11

Analyze the consequences of World War II.

This lesson was developed by Nancy DgDung, Teacher and Reading Specialist, St. Mary Elementary School, Columbus, Ohio.

Peace

Handout A

PEACE ACTIVITIES

PRODUCTS

1. Write one of the books on the A-bomb (Shin's Tricycle, Sadako and the Thousand Cranes, Hiroshima No Pika) into a skit to perform .
2. Design and make a flag, kite or banner using the dove and other peace symbols. Hang it in your classroom or lobby of your school.
3. Write a "Pledge of Peace" students could say after the Pledge of Allegiance in your classroom daily or over the Public Address system in your school. Ask if you can give a copy to each teacher in the school to use with his/her class.
4. Write a song and create a dance to accompany it that speaks about the power of peace.
5. Make a mural depicting the a-bomb and the major changes that occurred in daily life as a result of the Constitution and Renunciation of War.
6. Look at the Peace Park on the Internet site listed in the Bibliography under Peace Park and A-bomb information. Design and make a model of a Peace Park that could give comfort to survivors of the A-bomb, or Oklahoma and New York City tragedies .
7. Design a bracelet, necklace, pin, belt that has a peace symbol you have created. Try to create your jewelry from Fimo clay or make it on card stock, laminate it and punch a hole to wear it.
8. Design a peace emblem that could be used on t-shirts, hats, scarves, etc. then make it out of paper or use fabric markers on a real t-shirt, hat or scarf.
9. Design a logo that reminds people of peace that could be reproduced and mounted by each classroom door in your school.
10. Share the spirit of peace! Ask a local community leader if you can share any of your projects with the community in the local library, church hall, town hall, or another school.
11. Make Origami Peace Cranes to hang in your classroom or school library.

Peace

Handout B

PEACE ACTIVITIES

ACTIONS

1. Use the two finger "v" for peace sign or smile to greet everyone you meet, especially visitors to your school.
2. Volunteer to help a child who has difficulty in a subject you are good at.
3. Learn more about people of other cultures. Teach one of their traditions to a classmate.
4. Volunteer to help at a soup kitchen or homeless shelter.
5. Have a yard sale, bake sale, etc. to raise money to buy books or videos for your school library that teach about peace and appreciation of other cultures.
6. Organize a drive to collect food, clothing, bedding, etc. for a homeless shelter.
7. Visit a hospital. Give them cards or pictures or perform songs, play instruments or dance for the patients.
8. Try to resolve arguments with words in a calm tone of voice instead of physical aggression.
9. Present a certificate to students you see practicing peaceful behavior and doing nice things for others.
10. Treat others the way you would like them to treat you.

Peace

Handout C

ASSESSMENT

Name _____ Score _____

1. What are the three basic tenants of the Constitution of Japan as written in 1946?

1. _____
2. _____
3. _____

2. How did the Renunciation of War, Ch. 2 Article 9 of the Constitution, change the Japanese military?

3. Name any three activities that people can do to promote peace.

1. _____
2. _____
3. _____

4. Circle true or false for these statements about Peace Education.

- A. Mr. Ishitani thinks a language common to all countries would help countries communicate more effectively.
True False
- B. Peace education should be integrated within all subjects.
True False
- C. Building good moral character should begin at fifth grade.
True False
- D. For children to learn peaceful behavior they need to see daily role models of peaceful interactions.
True False

ANSWERS: (cover when making copies for students)

1. – sovereign power resides with the people, peaceful cooperation with all nations, banishment of tyranny, slavery, oppression and intolerance for all time.
2. – land , sea and air forces as well as other war potential, will never be maintained.
3. – design a flag, write a song or poem, story or play, make a sculpture, use the two finger “V” for peace sign to greet people, show kindness to everyone,
(see handout on Peace Activities for complete list)
4. – true, true, false, true

Peace

Handout D: rubric OF UNIT ASSESSMENT

Name _____

Topic : Peace

Dear Parents,

Your child was assessed on the topic above using the items that are circled. Accompanying this summary is your child's written work on the topic. You may wish to go over the attached work to praise your child for his/her accomplishments and help him correct errors. Thank you.

group collaboration

	3 points	2 points	1 point	0 points
<u>Teacher</u>	<u>S</u> collaborated with group	<u>S</u> collaborated with group	<u>S</u> collaborated with group	<u>S</u> collaborated with group
<u>Observation</u>	all of the time	most of the time	some of the time	none of the time
<u>Group Report</u>	Contained all required elements	Missing 1 Or 2 required elements	Missing 3 Or 4 required elements	Missing more than 4 required elements
<u>Group Product</u>	Contained all required elements	Missing 1 Or 2 required elements	Missing 3 Or 4 required elements	Missing more than 4 required elements

understanding of topic

<u>Oral Report</u>	Contained all required elements	Missing 1 Or 2 required elements	Missing 3 Or 4 required elements	Missing more than 4 required elements
<u>Product</u>	Contained all required elements	Missing 1 Or 2 required elements	Missing 3 Or 4 required elements	Missing more than 4 required elements
<u>Written Report</u>	Contained all required elements	Missing 1 Or 2 required elements	Missing 3 Or 4 required elements	Missing more than 4 required elements
<u>Written Test or Quiz</u>	Answered all items correctly	Answered most items correctly	Answered some items correctly	Answered few items correctly
<u>Oral Test or Quiz</u>	Answered all items correctly	Answered most items correctly	Answered some items correctly	Answered few items correctly

You may keep your child's papers and the top of this summary . Please detach this section and return to school tomorrow so I know you received this information. Thank you.

I have received my child's work and assessment summary.

Parent Signature _____

Child's name _____

Peace

Bibliography

INTERNET WEBSITES RELATED TO PEACE and TOLERANCE

About Sadako Sasaki

<http://www.sadako.org>

United Nations Peacekeeping-Cyber Schoolbus

<http://www.O.un.org/cyberschoolbus/index.html>

Peace Activities

<http://www.wagingpeace.org>

Tolerance Newsletter

<http://www.tolerance.org>

Hiroshima and A-bomb information

<http://www.city.hiroshima.jp/C/menu.html>

Peace Park and A-bomb information

<http://www.csi.ad.jp/ABOMB/index.html>

Books

***Peace - Hiroshima**

Atomic Bomb Photos Testament by photographers who survived the A-bomb

(Association of the Photographers of the A-bomb,1996)

Children of the Atomic Bomb compiled by Dr. Arata Osada (Midwest

Publ.,Int'l.,1982)

Come See Hiroshima by David Swain (Rainbow Series,1988)

Hiroshima - A Tragedy Never to be Repeated by Masamoto Nasu (Fukuinkan

Shoten Publ., 1995)

Hiroshima Calling by Paul Quayle (Orion Press, 1995)

Hiroshima No Pika by Toshi Maruki (Lathrop Lee and Shepard Books, New York ,1980

The Lunch Box by Tatsuharu Kodama & Yasushi Nagasawa (Chart Institute,1995)

Peace Education: A Guide for Parents by Masako Shoji (Hiroshima Peace Culture

Foundation,1991)

Peace Ribbon Hiroshima-Witness of A-bomb Survivors by Miyoko Watanabe

(Peace Ribbon, Hiroshima,1997)

Sadako by Eleanor Coer (Putnam, 1993)

Shin's Tricycle by Tatsuharu Kodama (Walker Publ. Co., 1995)

The Story of Barefoot Gen by Keiji Nakazawa (Sanyusha,1996)

Videos

If you would like to borrow a video of A-Bomb survivors telling their story please contact Nancy NgDung at
aire@softhome.net

Graveyard of the Fireflies is available at some libraries or through Amazon.com.