Five College Center for East Asian Studies
National Consortium for Teaching about Asia (NCTA)
2015 Japan Study Tour

Extending the Message of Peace Education
from Japan to the United States

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Extending the Message of Peace Education from Japan to the United States

“I will write peace on your wings and you will fly all over the world.”— Sasaki Sadako

Through the accidents of history, peace education has a long history in Japan. Schools, museums, NGOs, and individuals all contribute to the basic goals of peace education—learning from the past and cultivating mutual understanding between cultures so that citizens will make rational future choices regarding violence and nonviolence. Ten participants were selected for the study tour from the more than 22,000 teachers in the United States who have completed a National Consortium for Teaching about Asia (NCTA) 30-hour seminar on East Asia. From June 26-July 9, the group traveled to Nagasaki, Hiroshima, and Kyoto, Japan, to learn about peace education. On our return to the U.S., the educator participants created curricula for use in their classrooms. These lesson plans are shared here in hopes that the power of these ten may be multiplied many times over.

Our journey began in Nagasaki, where we visited the Nagasaki National Peace Memorial Hall for the Atomic Bomb Victims, the Nagasaki Atomic Bomb Museum, and the Peace Park. We heard Mr. Yamawaki Yoshiro’s personal experience as a middle school student in 1945, met with Archbishop Joseph Mitsuaki Takami to hear about the Catholic Church’s post-war recovery and current peace activities, and learned about the peace education curriculum and extra-curricular activities at Kwassui High School.

In Fukuoka, we had the honor of meeting and hearing from Sasaki Masahiro, the older brother of Sasaki Sadako and the founder of Sadako Legacy (http://www.sadako-jp.com/). His message of omoiyari no kokoro 思いやりの心 and reconciliation touched and inspired us all.

In Hiroshima, each participant was accompanied by four ninth-grade students from Mihara Junior High School attached to Hiroshima University for a day-long exploration of the Hiroshima Peace Memorial Museum and Hiroshima Peace Memorial Park and discussions about peace. These students are involved in the Peace Guide Project, originally funded by the United States-Japan Foundation, in which the students learn to discuss peace issues in English and understand other cultures. Both the teachers and the students came away with messages to take back to their respective classrooms.

In Kyoto our visit to the Kyoto Museum for World Peace at Ritsumeikan University was followed by lectures by two professors, the first on representations of peace in Japanese museums and textbooks, and the second on hibakusha issues today.

With gratitude, we would like to acknowledge the following people who were instrumental in our journey to understanding peace education: Oba Yasushi, Nagasaki National Peace Memorial Hall for the Atomic Bomb Victims; Maekawa Tomoko and Kai Kazumi, our expert guides in Nagasaki; Yamawaki Yoshiro, Nagasaki hibakusha; Yuguchi Takashi, Principal at Kwassui Junior & Senior High School; Kusano Toshiro, Peace Studies teacher at Kwassui High School; Sasaki Masahiro, A-bomb survivor and founder of Sadako Legacy; Matsuo Saori, English teacher and coordinator of the Peace Escort program at Mihara Junior High School attached to Hiroshima University; Professor Julie Higashi, Ritsumeikan University; and Professor Nemoto Masaya, Hitotsubashi University.
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Note: Japanese names throughout this publication are given in the Japanese order of family name followed by the given name (e.g., Yamawaki Yoshiro). Exceptions are for people who are well-known outside of Japan (e.g., Prime Minister Shinzo Abe), or those who prefer to use the English name order in English-language publications. To further clarify, family names are in **bold**.

*Cover photo: Japan Study Tour 2015 members at the Hiroshima Peace Memorial Park, Hiroshima, Japan*
Background: When formulating this lesson plan, I thought of my students and how they are only given the “European” perspective to WWII in World History. When students arrive at the end of WWII in the Pacific with the dropping of both atomic bombs, most students have voiced a resounding “YES!” and an understanding that the bombs were necessary for the war to end. Because of the knowledge gained from my visits to Hiroshima and Nagasaki, I now know that it is imperative for students to look at the end results that the bomb caused. The goal of peace education, I have learned, is to look at situations from all angles, to better understand your “opponents’” position. Hopefully by teaching my students to do that with this lesson, they will bring this skill set to other areas of their lives as well.

I would implement these lessons once the Pacific War was taught and the topic of the atomic bomb was brought up. I believe it is by introducing these lessons at this time, that students will get another perspective as to the effect that the bomb had, and will hopefully change their perspective on the necessity of dropping the bomb to conclude the war.

Length of Lesson: Two 55-minute class periods

Objectives:
1) By the end of this lesson, students will have listened to and responded to multiple perspectives (from peers and primary sources) on the dropping of the atomic bomb.
2) By the end of this lesson, students will have analyzed the effects of dropping the atomic bomb by referencing a firsthand account.
3) By the end of this lesson, students will have developed analytical skills, effective writing and effective speech/communication with others.

Standards (tied to the National Council of Social Studies-NCSS)
- NCSS Theme 6- Power, Authority and Governance
- NCSS Theme 8- Science, Technology and Society
- NCSS Theme 9- Global Connections

Lesson Implementation:
Day One:
1. Students will begin the day by silently reading excerpts from “A-Bomb I experienced” by Matsushima Keijiro (Appendix A)
2. Before students read, instruct them that they are to identify areas in the text that show any positive feelings and areas where there are any negative feelings being displayed by Matsushima Keijiro, either before, during or after the dropping of the bomb.
3. Once students have completed the reading (give around 10 minutes), have students get into groups of four. Explain that a conversation will take place that is student-driven. It is expected that students will carry on a conversation with each other using the prompts/questions that are asked by the teacher. In this conversation, the following rules should be followed:
Day Two:

1. Begin the day by having students pair up with someone that WASN’T in their original group of four. Have them share their reflections with each other and what was discussed in their groups the previous day. Allow 10-15 minutes for this.

2. Once students have discussed what they wrote as a reflection, show the YouTube clip “Hiroshima Bombing a War crime?” (6.45) https://www.youtube.com/watch?v=uLkVj9U1h7U

3. Have students complete the worksheet that follows along with the YouTube clip (Appendix B). Once the clip is done, give students a couple minutes to complete their personal reaction section of the worksheet.

4. After the YouTube clip and discussion, display the picture taken from the Nagasaki Peace Museum showing the location of the Bomb that was dropped in Nagasaki (Appendix C). Explain to students that this was the location of the bomb dropping in Nagasaki three days after Hiroshima. Ask students to study the picture and to make remarks on their worksheet as to where the bomb was dropped (around schools, hospitals, etc.) and why the United States chose to place it there. Have students go back with their partners from the beginning of the hour and discuss with each other what they observed from the photograph.

5. To end the class, have students write a reflective essay to summarize the past two days. Questions to be answered are as follows:

   A. What were your thoughts about the dropping of the atomic bombs coming into our two-day discussion?
   B. Based on your discussions, what new points were raised that you had not thought of before?
   C. After these two days, what is your feeling about the atomic bombs being dropped on Hiroshima and Nagasaki?
   D. We refer to text and knowledge learned in class throughout the unit
   E. We avoid sarcasm or “put downs”
   F. We are courteous and listen to each other
   G. We learn together

   1. In the morning of August 6th, it was such a sunny beautiful weather, which predicted another hot summer day. Even the math lecture, which had usually been a boring class to me, felt fresh that morning and I was studying hard. The class had started at 8:00 sharp. As the teacher was explaining a difficult question on differential and integral calculus, I happened to look out the window, and saw two B-29 bombers flying very high above in the sky. They were shining silver white brightly and were just as beautiful as ice cakes. “What we didn’t hear the air raid alarm? Is it that only two B-29 bombers aren’t a big problem anymore?” I said to myself.

   2. It was at the next moment that an orange red flash jumped into my eyes and a kind of hot searing heat shock wave blew into my face. At the same time, I had jumped under my desk, pressing my ears with both thumbs and my eyes with the other fingers unconsciously because we had been told to do so in the case of bombings these days.

   3. Then I heard the huge noise of the blast. I still have no idea if it was the sound of the bomb explosion or of the collapsing buildings. Perhaps it was both. Real dark, pitch black world! Crawling around the floor in the darkness like a blind, I found of my both hands, head, shirt and trousers all stained with blood. Chanting Buddhist prayers, “Amitabha Buddha”, I thought of death and Mom, and was so frightened.

   4. I was not sure how much time had passed by—or one or two minutes or longer? But gradually dim light came in among the debris. Small cuts on my head and several spots of my body were still bleeding and I noticed that they were all small cuts caused by pieces of the broken windowpanes.

   5. When I left and started to walk out of the school gate slowly, again I was shocked to see all those severely destroyed houses and a great many injured people, mostly burnt people who looked like smoked and broiled pigs. I cannot remember them crying or sobbing. Their faces were all damaged, swollen up or disfigured badly. Without exceptions, they had thrust out their both thumbs and my eyes with the other fingers unconsciously because we had been told to do so in the case of bombings these days.

   6. The Hiroshima Red Cross Hospital, which became well-known as one of the few remaining buildings later, was also in real chaos. Doors and windows had been blown off leaving twisted frames only.

   7. A few doctors and nurses, who had also been injured, were trying to treat hundreds of people coming into the hospital with little medicine.

   8. Crossing the bridge, I gazed at both sides of the river, which were burning fiercely in flames. One regular bomb can never give such a terrible damage. Great fires were flaring up and up! Hiroshima, the whole city was burning fiercely in flames. One regular bomb can never give such a terrible damage.

   9. Then I remembered a piece of simple information about an atomic bomb that I had once read in a magazine. The article had said something like “a small bomb of a match box size could destroy even a mammoth battleship some day in the future, and its material was from atomic energy.” So I understood that the U.S. had succeeded to invent an atomic bomb, and I thought it was very hard for us to win the war. However, even if I had some knowledge then, it did not make any sense.
10. Thinking of this and that, I was looking at the burning city where I was born and brought up, and I murmured, “Hiroshima is dying.” Walking through the Dambara district where my family used to live, I had to see another sad scene. Among the debris, there was a dusty naked body of a baby boy abandoned carelessly beside the street. Even today, I still cannot understand why he had been left there in such a miserable way without being covered even with a blanket. Might the people have been too busy in their own business to pay attention to others? I feel so ashamed of us—including myself—who had lost some human sense of consideration of others.

11. For several days after August 6th, I was sick and feverish in bed. I was bothered by bloody diarrhea, which might have been good for me to let out the radioactive poison. As you realize, I did not see the worst situation in the central areas of the city, because the location of our school was about 2 kilometers from the center, and I was in bed for several days after I left the city. Still I could easily understand what horrible things really happened there, having seen those numerous victims and the heavy damage to Hiroshima.

12. Wounded and burned people died one after another around us after that. People who were seemingly all right after the bombing became ill suddenly and were dead without any reason being known. Some say that approximately 140,000 people were dead from that bombing by the end of the year.

13. A long time has passed since the bombing, and it is very peaceful without a war here in Japan. Being able to live 67 years after that day, what a happy person I am! I often remember those burned young boys and girls and I feel that I still have a lot to do for them. It is my mission to tell more people of the world what those children wanted to say. I talk to more people of the world about the horrible disaster happened here, and to ask them to cooperate to stop another use of the bomb on earth again. Again I say that such an inhuman bomb must never be used on any people in the world.

Source: [http://mrwhitford-us.wikispaces.com/WWII](http://mrwhitford-us.wikispaces.com/WWII), scroll down to The A.doc
Background: This lesson plan is designed to give a human perspective on the atomic bombing of Nagasaki. Typically, the impact of World War II is presented to our students in the form of numbers and graphs. I believe it is necessary to provide students with primary source accounts of survivors, in order to supplement the statistics. When discussing the atomic bomb, it is generally presented as a “necessary evil” which brought an end to the deadliest conflict in human history. After visiting Nagasaki and hearing directly from Yamawaki Yoshiro on the horrors he suffered as a child, surviving the atomic bomb, it is imperative that we provide our students with the human face of the bombing. Rather than viewing the Japanese as our wartime enemy it is vital that our students are able to understand the suffering that was inflicted by both sides in the name of war. This lesson will examine how the dropping of the atomic bomb shaped the identity of survivors as well as the city of Nagasaki itself.

Essential Questions:
1. How did the dropping of the atomic bomb impact individual residents of Nagasaki?
2. How does the city of Nagasaki serve to promote peace through remembrance of the atomic bombing?

Lesson Length: Two 55-minute class periods

Objectives:
1. By the end of this lesson students will read three primary source accounts of the bombing of Nagasaki along with the 2015 Nagasaki Peace Declaration.
2. Students will examine both the immediate and long-term impact the atomic bomb had on the City of Nagasaki and its residents.
3. Students will be able to interpret and discuss multiple viewpoints in a classroom discussion on peace and the use of nuclear weapons.

Standards (tied to the National Council of Social Studies-NCSS)
NCSS Theme 2- Time, Continuity and Change
NCSS Theme 4- Individual Development and Identity
NCSS Theme 6- Power, Authority and Governance
Day One:
1. Each student will be asked to read the testimony of three different hibakusha (Japanese term for atomic bomb survivors): “The Unforgettable Experience of the Atomic Bombing,” by Yamawaki Yoshiro, “Plea of Atomic Bomb Survivor” by Shimohira Sakue, and “A Monument to 11:02 a.m.” by Wada Koichi. Copies of all three accounts can be found on the Nagasaki Peace Museum website at http://nagasakipeace.jp/english/survivors.html.
2. As students read each of the A-bomb survivor testimonials have each of them complete step one of the worksheet (Appendix A). For all three accounts students will be asked to identify information regarding how each individual survived the atomic bombing.
3. After students have completed step one of the worksheet, partner them with the student sitting next to them to discuss and analyze the primary sources using the questions in step two.
4. In the last 10 minutes of class bring the class back together and ask students to share their answers to step two.

Day Two:
1. Begin class by asking students to summarize each of the three testimonies from the day before and ask them the opening question “How has reading hibakusha testimonials changed your understanding of the atomic bomb?”
2. Each student will be given a copy of “Nagasaki Peace Declaration” delivered by the Mayor of Nagasaki Taue Tomihisa on August 9, 2015. A copy of the speech can be located on the Nagasaki Peace Museum website at http://nagasakipeace.jp/english/appeal.html.
3. As a class read the 2015 Nagasaki Peace Declaration aloud together. As you read stop and ask if students need clarification or information regarding any of the historical references the Mayor of Nagasaki makes in his speech.
4. After reading the document students will be placed into small groups to discuss the questions provided on Appendix B.
5. Once students have had enough time to answer the questions provided, call the class back together as a whole for a full class discussion. Read each question aloud and ask for volunteers to share their group’s reactions.
6. To end have students write a reflective essay on the following prompt.
   a. What role do hibakusha play in promoting the idea that nuclear weapons must never be used again? Based on the readings how do hibakusha effectively convey their message of peace? How does Nagasaki use its identity as the last city to suffer an atomic bombing to help ensure that nuclear weapons are not used again?

Appendix A
Narrative of A-Bomb Experiences

Step One: As you read each hibakusha account answer the following questions.
1. How old was Yamawaki Yoshiro at the time of the bombing?
2. How close to the hypocenter was he located?
3. What was he doing at the time the atomic bomb was dropped?
4. What circumstances contributed to his survival?
5. What sights and sounds does he describe experiencing in the City of Nagasaki following the attack?
6. How was his family affected by the bombing?
7. What long term effects if any has Yamawaki Yoshiro experienced as a result of the dropping of the atomic bomb on Nagasaki?
1. How old was Shimohira Sakue at the time of the bombing?
2. How close to the hypocenter was she located?
3. What was she doing at the time the atomic bomb was dropped?
4. What circumstances contributed to her survival?
5. What sights and sounds does she describe experiencing in the City of Nagasaki following the attack?
6. How was her family affected by the bombing?
7. What long term effects if any has Shimohira Sakue experienced as a result of the dropping of the atomic bomb on Nagasaki?
C. “A Monument to 11:02 a.m.” by Wada Koichi (http://nagasakipeace.jp/english/survivors/koichi_wada.html)
1. How old was Wada Koichi at the time of the bombing?
2. How close to the hypocenter was he located?
3. What was he doing at the time the atomic bomb was dropped?
4. What circumstances contributed to his survival?
5. What sights and sounds does he describe experiencing in the City of Nagasaki following the attack?
6. How was his family affected by the bombing?
7. What long term effects if any has Wada Koichi experienced as a result of the dropping of the atomic bomb on Nagasaki?

Step Two: With the person sitting next to you discuss and answer the following questions based on the three A-Bomb experiences you just read.
1. What stood out to you most as you read these primary source accounts?
2. What is the universal message of these three narratives?
3. What motivates hibakusha to tell their stories even if doing so is admittedly painful?
4. Do you believe that survivors of war have an obligation to share their personal stories? Why or why not?
5. These three a-bomb survivors serve as kataribe, Japanese traditional oral storytellers. How can these firsthand accounts be utilized to help understand the impact the nuclear bomb had on Nagasaki?
Music and art are powerful tools for shaping the collective memory of a society. In almost all cultures they accompany major cultural events. As a participant on a recent study tour to Japan to study peace education in Japan, one of the most emotional moments involved singing the song “We Are the World” with our Japanese student guides in front of the Hiroshima Peace Museum overlooking ground zero and the Peace Memorial Park.

Through the study of these important cultural products, students can gain valuable insight into the perspective of others, while also providing an engaging hook for students to learn more about a particular subject. In this lesson, students will analyze public monuments in their hometown to see how World War II is remembered in their own communities. They will compare and contrast several Japanese and U.S. songs dealing with the atomic bomb. They will read eyewitness testimonies in order to understand a broad range of Japanese experiences. Finally, they will compose a short song or lyrics that expresses what they think is important for remembering about the atomic bomb.

This lesson was designed to be the culminating activity following a unit on World War II. Students should already be familiar with the decision to drop the atomic bombs and the impact they had on the people of Hiroshima and Nagasaki. Alternatively, a teacher may decide to do part of the lesson as part of an introduction to the impact of the atomic bombs.

Essential Question:
How do Japanese and American songs and monuments approach the use of atomic bombs?

Objectives:
By the end of the lesson, students will be able to:
1. Compare and contrast Japanese and American songs dealing with the use of the atomic bomb
2. Analyze a variety of eyewitness accounts in order to determine common experiences of the victims of the atomic bomb
3. Compose song lyrics or design monument which expresses a message of peace or acknowledges the experiences of the victims

Length:
3-5 class periods

Common Core Standards for Literacy in History/Social Science:
Key Ideas and Details:
*CCSS.ELA-LITERACY.RH.9-10.1
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
*CCSS.ELA-LITERACY.RH.9-10.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
Most cities and towns have public monuments relating to World War II and other wars. In my experience, most students know the existence of these monuments, but they have never stopped and analyzed their meaning. Taking your class on a field trip to see these monuments would be a great opportunity to make local connections to global subject matter you are studying in class. At the site, the teacher should spend a short time discussing the history of the monument by pointing out details similar to when they analyze a primary document. They need to know who placed it there, when it was produced, and why it was placed there. While there, ask students to write a reflection on the narrative suggested by the monument. Consider the words, symbols, materials, and location, what does the monument mean? What is the message? Is there any part of the World War II experience that is left out? Make sure students provide evidence to support their interpretations. Please note that if a community does not have a World War II monument, it would be possible to do the same activity with any war memorial that may exist in the community. Alternatively, students can look online and do an atomic memorial such as the National World War II Memorial in Washington D.C.

If students have not read about the atomic bomb, they should read about it from their textbook or other source in preparation for Day 2.

Day 2 – Japanese Monuments at the Peace Parks in Hiroshima and Nagasaki

As a warm up activity, have students make a paper crane. Tell the story of Sasaki Sadako if students don’t know the story. The paper crane and Sasaki Sadako figure prominently in the memorials related to the atomic bombs. The crane represents peace and the hope that young Sadako had to survive the cancer that afflicted her when she was 12. There are many videos which teach how to fold cranes. I recommend going through one of these videos very slowly so that all students can follow along successfully. When finished, you should show a picture of one of Sadako’s last cranes on Handout B. You might challenge students to make the smallest crane possible.

For the remainder of class, have students research a memorial that is present in either the Nagasaki or Hiroshima Peace Parks. Students should complete Handout C.

For homework assign students to read hibakusha testimonials. See Appendix for suggestions

Day 3 – Japanese and American Songs

As a bell ringer, show students the article “Americans celebrate World Cup in most awful way possible: ‘Japs haven’t seen a blast like that since Hiroshima,’” Travis Getty, Raw Story, July 6, 2015, http://www.rawstory.com/2015/07/americans-celebrate-world-cup-in-most-awful-way-possible-japs-havent-seen-a-blast-like-that-since-hiroshima/. Discuss the appropriateness of the comparison between the atomic bomb and the women’s World Cup Soccer final.

Hand out the lyrics for Hibari Misori’s “Ippon no Enpitsu” (“One Pencil”) contained in Handout D. Have students answer the questions on the handout. Point out the very personal perspective of the song in which the singer who is singing the song as if she is in Hiroshima experiencing the bomb. Have students note the kinds of things with which she is concerned.

You might want to compare Misori’s treatment of the atomic bomb with Wanda Jackson’s 1957 “Fujima Mama.” Break students into small groups and have them discuss at least five comparisons between the two songs.

It is interesting that Hiroshima and Nagasaki don’t seem to be a major topic for songs either in the U.S. or in Japan, especially compared to art and poetry. Other songs that could be used for this activity can be found in Geoff Neill, Trans., A Journey to Nagasaki: A Peace Reader. The Nagasaki Testimonial Society (Nagasaki: Nagasaki Atomic Bomb Testimonial Society, 1998), 75-77.

For homework, assign students to read hibakusha testimonials. See Appendix for suggestions.

Bibliography

For materials containing hibakusha testimony:
An Anthology of the Experiences of Hiroshima Atomic Bomb Victims. (Hiroshima: Hiroshima Association for the Success of the Atomic Bomb Exhibition, 2005).

Websites:
Handout A
Field Trip to Memorial Park

History and historical memory are part of our everyday world. Our lives are enriched by history. Just like a musician might borrow ideas, sounds, and riffs from those who came before, a community may likewise benefit from the experiences of those who came before. All over America, people try to remember the past by building public monuments. Of course, what a community decides to remember (and build a monument about) and how it decides to remember are often contested. For example, the rebuilding around Ground Zero at the World Trade Center site was a very hot political issue recently. Sometimes the history may even be misleading. Professor James Lowen of the University of Vermont published a book, *Lies Across America: What Our Historic Sites Get Wrong*, in which he documented sites across America which make dubious claims.

This project will require you to listen closely to the “voices” of history in and around Rutland. It will provide you an opportunity to examine World War II (or other war monument) that you see frequently but may never have thought about. Your job will be to examine the story being told and hold it up to scrutiny. Why is this story being told and why did some people think it was important to be told in our community?

Step one: At Memorial Park we will examine the World War II monument (and other monuments) closely. Take pictures of the object and text. What impressions or feelings do you get from the object? Where is it located? What is it near? How do people interact with it? Are there any symbols? What pictures or images are present? Is there any bias or perspective shown in the object—either what is actually presented or omitted? What questions does this object raise?

Step two: Write a short reflection about what you learned doing this project.

Handout B

This photo was shows the last crane made by Sasaki Sadako before she died from atomic bomb related leukemia at the age of 12. Photo by Ron Eisenman
Handout C
Hiroshima and Nagasaki Memorials

**Goal:** How do memorials in Hiroshima and Nagasaki remember what happened there?
Process: Form groups no larger than three. Pick a memorial that interests you, look closely at images of it, research about it, and then answer the following questions.

Where is it?
Describe it? What words are used? What symbols are used? What materials are used?
What is the message?
Are there parts of the “narrative” that are left out?

Descriptions of pictures of monuments can be found in the following publications:
“Hiroshima Peace Memorial Park” Guidebook.

Students may use some of the following images:

**Hiroshima Memorials**

Children’s Peace Monument
Photo by Ron Eisenman
Cenotaph for A-Bomb Victims
Photo by Ron Eisenman

Monument in Memory of the Korean Victims
Photo by Ron Eisenman
Nagasaki Memorials

Hypocenter Pillar
Photo by Ron Eisenman

Monument for Mothers and Children
Photo by Ron Eisenman
Memorial for all Foreign War Victims
Photo by Ron Eisenman

Memorial for Streetcar Workers
Photo by Ron Eisenman
Handout D

Hibari Misori, “Ippon no Enpitsu” (“One Pencil,”) 1974
https://www.youtube.com/watch?v=JXPNDRc7E4A

Music by Sato Masaru, lyrics by Matsuyama Zenzo
Translated by Ron Eisenman

Misori was one of Japan’s most popular singers in the post WWII era. During that time she recorded over 1200 songs and sold up to 80 million records by 2001. Listen to the song and answer the following three questions using evidence from the song: What evidence is there that this is a song about the atomic bomb? What is the song’s main message about the atomic bomb? Would the song’s anti-nuclear message be stronger if the author included more overt political references?

I want to ask you.
I want to read to you.
I want to sing to you.
I want to believe in you.

If I had a pencil,
I’d write of my love for you.

If I had a pencil,
I’d write “I don’t want war.”

I want to send you my love.
I want to send you my dreams.
I want to send you the spring.
I want to send you the world

If I had a piece of paper,
I’d write “I wish I’d had kids.”
If I had a piece of paper,
I’d write “I want you back.”

If I had a pencil,
I’d write of the morning of August 6th.
If I had a pencil,
I’d write of human life.
Handout D, cont.

“One Pencil” is a popular peace song in Japan. It was referenced in Hiroshima Mayor Akiba Tadatoshi’s 8/6/2000 Peace Declaration delivered at the annual ceremony to commemorate the victims of the atomic bomb. He concluded his speech by stating:

“Gathered here in Hiroshima on the last August sixth of the twentieth century, as our thoughts turn to humanity’s past and future, we declare our resolve that, if we had only one pencil we would continue to write first of the sanctity of human life and then of the need to abolish nuclear weapons. Last but certainly not least, we pay our profound respects to the souls of all who perished in the tragedy of Hiroshima.” “Peace Declaration,” City of Hiroshima, accessed 8/30/15, http://www.city.hiroshima.lg.jp/shimin/heiwa/peacedeclaration/pd2000c.html

For more information on songs that deal with the atomic bomb, see Dustin Wong’s The Song that Dealt with the Atomic Bombs” in the Japan Times, 8/9/15 (http://www.japantimes.co.jp/culture/2015/08/09/music/song-dealt-atomic-bombs/#.VeHoHflVikp)

Article 9 of the Japanese Constitution: Time for Change?

Using Twitter to Debate Multiple Perspectives on Article 9 of the Japanese Constitution

This lesson uses social media to engage students in analyzing primary sources while exploring multiple perspectives on continuing the prohibition against war as written in Article 9 of the Japanese Constitution. Students will use primary sources to consider four options regarding amendment of the non-war clause. In small group collaboration, students prepare to take on one of seven perspectives and respond to prompts via Twitter. This lesson should follow lessons on World War II in Europe and the Pacific, postwar peace efforts, and Allied postwar occupation in either U.S. or World History classes. This lesson may also be used in Government class to highlight the power of law, the amendment process, or tensions between branches of government.

National Standards Addressed:
National Council for the Social Studies (NCSS)

Standard II Time, Continuity, & Change
a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views;

Standard VI Power, Authority, and Governance
f. identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations;

Learning Target:
Students will explain four policy positions, from multiple stakeholders’ perspectives, of modern Japan concerning the war renunciation constitutional policy made in post World War II peace.

Teacher Steps:
• Based on prior knowledge and textbook readings, facilitate review of WWII in the Pacific. Include discussion of bushido, kamikaze tactics, and total American, Japanese, Korean, Chinese and Filipino casualties in the Pacific. Review the Potsdam Declaration and the demand for Japan to surrender unconditionally.
• As an activity preview before the lesson, assign the “Article 9” worksheet for homework.
• In class, ask students to partner and share their homework responses. Distribute “Four Policy Options for Amending Article 9” student handout and have students read independently. Facilitate discussion about the four options related to Article 9’s restriction on Japan’s ability to declare war.
• Have pairs of students brainstorm a pro/con list for each option and discuss as a whole class.
• Discuss remaining activity instructions with students.
The Constitution of Japan
May 3, 1947
CHAPTER II
RENUCIATION OF WAR

“Article 9. Aspiring sincerely to an international peace based on justice and order, the Japanese people forever renounce war as a sovereign right of the nation and the threat or use of force as means of settling international disputes.

In order to accomplish the aim of the preceding paragraph, land, sea, and air forces, as well as other war potential, will never be maintained. The right of belligerency of the state will not be recognized.”

Vocabulary:
Renounce: To formally declare the abandonment of a right or power.
Sovereign: A power to govern oneself without outside influence or interference.
Belligerency: Aggressive or warlike behavior.

http://japan.kantei.go.jp/constitution_and_government_of_japan/constitution_e.html (Endnote 2)

1. Identify three key words used in the Constitutional Article 9. Do not use any of the vocabulary words defined above.

2. In your own words, identify the main idea of this passage.

3. What year was this document written?

4. Given your knowledge of history, why would Japan include this in their Constitution?

5. Do you think the United States could pass a constitutional amendment like this? Why or why not?
Press Conference by Prime Minister Abe Shinzo Following the Cabinet Decision on the “Legislation for Peace and Security” (Endnote 4)

Thursday, May 14, 2015

[Provisional Translation]

Opening Statement by Prime Minister Abe Shinzo

Seventy years ago, we, the Japanese people, made a pledge: the tragedy of war must never again be repeated. We will continue to uphold this “pledge to never wage war again” into the future. We will secure the lives and peaceful daily lives of the Japanese people. Today, based on this determination, the Government made a Cabinet Decision on the “Legislation for Peace and Security” for ensuring the peace and security of Japan and the world.

1. Which of the four policy options does the above paragraph seem to support? Provide evidence to support your position.

_______________________________________________________________________
_______________________________________________________________________

We live in an era when no country can secure its own security only by itself. In the past two years, Japanese nationals have fallen victim to terrorism in Algeria, Syria, and Tunisia. Most of Japan is within the range of hundreds of North Korea’s ballistic missiles. North Korea’s development of nuclear weapons to be mounted on these missiles has increasingly grave implications. The number of “scrambles” by Self-Defense Force (SDF) aircraft responding to aircraft of unknown nationality approaching Japan has increased a staggering seven-fold in a decade. This is the reality. We must not avert our eyes from this harsh reality.

2. Which of the four policy options does the above paragraph seem to support? Provide evidence to support your position.

_______________________________________________________________________
_______________________________________________________________________

That is why I value diplomatic efforts through dialogues with neighboring countries. Since taking office as Prime Minister, I have been carrying out proactive diplomacy that takes a panoramic perspective of the world map. Disputes of any kind shall be settled peacefully based on international law, not by force or coercion. I have reiterated those principles to the international community, and obtained support from many countries. In order to secure peace through diplomacy, I will continue to deploy proactive and peaceful diplomacy.

3. Which of the four policy options does the above paragraph seem to support? Provide evidence to support your position.

_______________________________________________________________________
_______________________________________________________________________

Four Policy Options for Amending the Japanese Constitution

<table>
<thead>
<tr>
<th>Pacifists</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Article 9 should stand “as is” and should not be amended. Japan should have no war capabilities or armed forces.</td>
</tr>
<tr>
<td>• The JSDF should be declared unconstitutional.</td>
</tr>
<tr>
<td>• Japan should stay out of all international wars.</td>
</tr>
<tr>
<td>#Peace</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Article 9 should be amended officially to explain the function &amp; purpose of the JSDF.</td>
</tr>
<tr>
<td>• Japanese troops will serve only as non-combat positions in international organizations like the United Nations.</td>
</tr>
<tr>
<td>• Defense spending should be minimal.</td>
</tr>
<tr>
<td>#LimitDefend</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self Defense</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Article 9 should be amended officially to explain the function &amp; purpose of the JSDF.</td>
</tr>
<tr>
<td>• Japanese troops can be used for international peace and security forces, including combat positions.</td>
</tr>
<tr>
<td>• Japan should arm itself with any weapon except nuclear.</td>
</tr>
<tr>
<td>#CombatDefend</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nationalists</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Japan should remilitarize and build nuclear capabilities in order to regain pride and independence as an independent nation.</td>
</tr>
<tr>
<td>• Article 9 should be completely revised and amended to include unrestricted armament.</td>
</tr>
<tr>
<td>#NoRestrictWar</td>
</tr>
</tbody>
</table>

Vocabulary:

Pacifist: A person who believes violence, including war, is never justified. Someone who advocates for peace.

Japanese Self-Defense Forces (JSDF): Military force of Japan founded in 1954. In 1992, JSDF were authorized to serve in international peacekeeping missions (non-combat) under the umbrella of the United Nations. Article 9 of the Japanese Constitution not only forbids the use of force as a means to settling international disputes but also forbids Japan from maintaining an army, navy or air force. Therefore, in strictly legal terms, the Self-Defense Forces are not land, sea or air forces, but are extensions of the national police force.

Armament: The process of equipping military forces for war.

Directions:

On a sheet of notebook paper, generate a list of pros and cons for adopting each position.
At the same time, we shall not fail to prepare for contingencies. I have thus been making efforts to strengthen
the Japan-U.S. Alliance, which is the cornerstone of Japan’s national security. My recent visit to the United
States made the ties between Japan and the United States stronger than ever. If Japan is attacked, the U.S.
Forces will spare no effort in defending it. The U.S. Forces are conducting timely and appropriate surveillance
operations in waters near Japan in order to meet their commitments under the Japan-U.S. Security Treaty.

Even if those U.S. Forces on duty to protect Japan are attacked, we cannot do anything, we will not do anything,
unless Japan itself is attacked. That has been Japan’s position to date. Does this really make sense?

4. Which of the four policy options does the above paragraph seem to support? Provide evidence to support
your position.

It could pose a real danger to us if the U.S. Forces in waters near Japan are attacked. This is not someone else’s
problem, but a real threat to Japan. Our lives and peaceful daily lives are in clear danger. There is no other
appropriate means available to repel the danger. In addition, the use of force is limited to the minimum extent
necessary. These three stringent conditions are stipulated in the legislation bill. Moreover, it goes without say-
ing that an approval by the Diet is necessary. The exercise of the right of collective self-defense will be permit-
ted under very limited circumstances.

5. Which of the four policy options does the above paragraph seem to support? Provide evidence to support
your position.

The existing principle of not, as a general rule, permitting the overseas deployment of the SDF remains un-
changed. The SDF will never use its force in such combat as the Gulf War or the Iraq War. The “use of force” (prohibited under the Constitution) will never be conducted in any such activities. Let me make that clear. These activities are all unrelated to the right of collective self-defense. Japan will join hands with the international community in areas in which Japan excels such as conflict prevention, humanitarian and
reconstruction assistance, and fuel and food supply.

6. Which of the four policy options does the above paragraph seem to support? Provide evidence to support
your position.

Japan has followed the path of a peace-loving nation since the end of WWII. This has garnered significant
praise from the world. We should be proud of the path we have followed. However, it was not realized by simply
proclaiming the word “peace.” With deep remorse over WWII, we have consistently upheld the “pledge to never
wage war again” over the past 70 years. There are, and will be, no Japanese who wish for war. There is no
doubt about that.

QUESTIONS TO CONSIDER: PERSPECTIVES ON AMENDING ARTICLE 9

Atomic Bomb Survivor
Answer the following questions as a group in order to prepare to take on this perspective. Select a policy option
that best addresses victims of the atomic bombs.
• As a survivor, what do you think is most important at this point in the debate over Article 9?
• From an atomic bomb survivor perspective, what are some advantages to amending Article 9?
• From an atomic bomb survivor perspective, what are some disadvantages to amending Article 9?

Japanese Military Expert
Answer the following questions as a group in order to prepare to take on this perspective. Select a policy option
that best addresses how the military situation supports your group’s option.
• As a military official, what do you think is most important at this point in the debate over Article 9?
• From a military perspective, what are some advantages to amending Article 9?
• From a military perspective, what are some disadvantages to Article 9?

Japanese Foreign Policy Expert
Answer the following questions as a group in order to prepare to take on this perspective. Select a policy option
that best addresses Japanese foreign policy interests.
• As a foreign policy analyst, what do you think is most important at this point in the debate over Article 9?
• From a foreign policy perspective, what are some advantages to amending Article 9?
• From a foreign policy perspective, what are some disadvantages to amending Article 9?

East Asia Regional Foreign Policy Expert
Answer the following questions as a group in order to prepare to take on this perspective. Select a policy option
that best addresses Japanese foreign policy interests.
• As a foreign policy analyst, what do you think is most important at this point in the debate over Article 9?
• From a foreign policy perspective, what are some advantages to amending Article 9?
• From a foreign policy perspective, what are some disadvantages to amending Article 9?

U.S. Military Expert
Answer the following questions as a group in order to prepare to take on this perspective. Select a policy option
that best addresses how the military situation supports your group’s option.
• As a military official, what do you think is most important at this point in the debate over Article 9?
• From a military perspective, what are some advantages to Articles 9?
• From a military perspective, what are some disadvantages to Article 9?

U.S. Foreign Policy Expert
Answer the following questions as a group in order to prepare to take on this perspective. Select a policy option
that best addresses U.S. foreign policy interests.
• As a foreign policy analyst, what do you think is most important at this point in the debate over Article 9?
• From a foreign policy perspective, what are some advantages to amending Article 9?
• From a foreign policy perspective, what are some disadvantages to amending Article 9?
Twitter Instructions:
1. Have students create a Twitter account to use only for school/class. Students can sign up at www.twitter.com by following the onscreen prompts.
2. Describe the following tweet norms.
   a. Use a number sign, also called a hashtag (#) in front of identifying information.
   b. In this lesson, use one of the following to indicate support for one of the four positions.
      #Peace
      #LimitDefend
      #CombatDefend
      #NoRestrictWar
   c. Students will need to express their viewpoint in 140 characters or less.
   d. Students should respond with “A1” and “A2” and so on to note which question they are answering.
   e. Students should also include hashtag #Amend9 in every response to track conversation.
   f. Student groups are required to tweet at least 3 original tweets, 3 retweets, and 3 responses to others’ tweets.

Twitter Debate Questions for Teacher or Student Facilitator:
Each question should be noted with the question number such as “Q1” or “Q2” preceding the question. Use the hashtag #Amend9 (no spaces) so students can search the hashtag to keep track of responses from other groups.
1. Q1: Should Japan take pride in the path taken as a peace-loving nation throughout Japan’s postwar history? #Amend9 (121 characters)
2. Q2: What specific activities should the JSDF participate in? #Amend9 (76 characters)
3. Q3: How does the security environment surrounding Japan affect this decision? #Amend9 (90 characters)
4. Q4: Should Japan arm itself with nuclear weapons if there are no war restrictions? #Amend9 (95 characters)
5. Q5: How will proposed changes affect defense spending? #Amend9 (65 characters)

Be flexible with your tweet questions. If a student brings up a great point, add impromptu questions.

Bibliography
4) “Press Conference by Prime Minister Abe Shinzo Following the Cabinet Decision on the “Legislation for Peace and Security” (Speeches and Statements by Prime Minister) | Prime Minister of Japan and His Cabinet.” Accessed September 2, 2015 http://japan.kantei.go.jp/97_abe/statement/201505/0514kaiken.html
Problem Solving the American Occupation of Japan: Rebuild or Remodel?

9–12th grade
World or U.S. History

Robert Hallock
Sammamish High School
Bellevue, WA

Essential Question: What freedoms and limitations should a victorious nation provide and place on a defeated enemy?

Introduction:
Grade level: This lesson was created for 10th–12th grade
Subject areas: World history and American history
Time required: three 50 minute periods

Learning Outcomes:
Craft and Structure: (CCSS.ELA-LITERACY.RH.9-10.6) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Key Ideas and Details: (CCSS.ELA-LITERACY.RH.11-12.1) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
Integration of Knowledge and Ideas: (CCSS.ELA-LITERACY.RH.11-12.7) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
(CCSS.ELA-LITERACY.RH.11-12.9) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Materials:
• Class copies of Moment of Decision Handout
• Question Handouts for each question team as well as for MacArthur and his advisors
• Preparing Your Argument Handout for Question Team members
• Preparing to Decide Handout for MacArthur and his Senior Policy Advisors
• SCAP Presentations Graphic Organizer for all students
• 5–7 Small white boards (one for each Question Team)
• White board markers
• Timer

Teacher Preparation/Note to Teacher:
This lesson is intended to come after students have learned about the causes and conclusion of World War II. It assumes a basic knowledge of Japan’s involvement in World War II.
This lesson picks up at the war’s end after the Japanese surrender and examines the decisions facing Gen. Douglas MacArthur, head of the Supreme Command for the Allied Powers (SCAP), as he essentially governed a country exhausted by 15 years of war.
The lesson uses a problem-based learning format. Students will play the roles of key policy-makers as well as individuals who have a stake in the decisions made by the Occupation forces.
Before the lessons begin you will want to have a method for dividing students into teams. There will be one team for each of the four decisions the SCAP must make. In addition, there will be a team of four policy-makers, one of whom will play Gen. Douglas MacArthur, who will ultimately make the decisions.

Objectives: Students will...
• Identify and describe the key decisions facing the American occupation forces (SCAP) after the defeat of Japan
• Analyze primary source documents and information relating to these decisions
• Create, present, and evaluate arguments using facts and primary source documents to influence policy-makers

Procedure:
Day 1
1. On the projector, have an image of Nagasaki or Hiroshima after the dropping of the atomic bomb. Begin by activating prior knowledge in students by asking them which cities the atomic bomb was dropped on. Tell students in addition to Hiroshima and Nagasaki, most Japanese cities were heavily damaged by Allied bombing by the end of the war.
2. Ask for a volunteer(s) to read the Moment of Decision: August 15, 1945 Handout. Show a picture of Japanese citizens listening to Emperor Hirohito announcing Japan’s unconditional surrender on the radio.1
3. Assign students to their Question Teams (The Emperor, zaibastus, etc.) in groups of four to five depending upon the size of the class. Two separate groups of three can be assigned to each question as well. One group should be assigned to be the “decision makers” which include MacArthur and his advisors.
4. Give each of the groups the Questions Handout that includes the options. In their groups have students read their options. In addition give
   a. the Question Teams the Preparing Your Argument Handout
   b. the Senior Advisor Team the Preparing to Decide Handout
5. Circulate among the groups to be able to answer any questions.
6. Student Question teams should begin to complete the Preparing Your Argument Handout and each student should complete it for homework.
7. The Senior Advisors to General MacArthur should divide up the issues amongst themselves and read the appropriate Factors to Consider and Documents, and complete the Preparing to Decide Handout.
Day 2
1. Before class starts bring five seats in the front of the room with a table if possible. This is the seating for Gen. MacArthur and his Senior Advisors. Have desks arranged by Question Teams. Place one white board and marker for each Question Team.

2. As students enter have them pick up the SCAP Presentations Graphic Organizer.

3. Students meet in Question Teams and share what they wrote in Preparing Your Argument. In their teams they decide on the team’s position. If consensus on a position cannot be reached, the Team may split and make two presentations. They should briefly practice their presentations.

4. MacArthur and his advisors meet and each student explains the TWO key questions they will be considering (e.g., zaibatsu, reparations) and the questions that they generated to ask the presenters. Have the advisors write the order of the presentations on the class white board.

5. Have the student playing General MacArthur invite the first Question Team to make a brief presentation (2–3 minutes) on their Question. During the presentation other students should be taking notes on their SCAP Presentations Graphic Organizer.

6. After each presentation, MacArthur and his Senior Advisors question the presenters using their Preparing to Decide Handout. A different advisor should lead the questioning.

7. After each presentation and questioning, MacArthur and his advisors briefly confer to make a decision. While they do, the other Question Teams confer as well and on their white boards write down which option they would choose.

8. Have Gen. MacArthur announce which option they choose and why. Then ask the other Question Teams to hold up their white boards to show which option they would have picked. If time, ask one of the teams to explain their answer.

9. Continue through each of the presentations.

10. For homework students should write a letter to General MacArthur advising him on one of the Questions considered during the presentations. Gen. MacArthur should write a letter explaining his decision on one of the questions SCAP decided.

Day 3
1. Have students pair with a student from a different Question Team and their exchange letters to MacArthur.

2. Distribute the What Actually Happened Handout.

3. Have students review their assigned question.

4. Ask students if they were surprised by any of the decisions and facilitate discussion around these decisions.
Moment of Decision: August 15, 1945

It is August 15, 1945, only days after the United States dropped the atomic bombs on the Japanese cities of Hiroshima and Nagasaki. Japanese Emperor Hirohito has announced to his country that he has accepted an unconditional surrender to Allied forces and accepted the Potsdam Declaration. This put Japan under the authority of the Supreme Command for the Allied Powers (SCAP), which was headed by United States General Douglas MacArthur.

The Potsdam Declaration put Japan under military occupation and called for “stern justice” for war criminals, “just reparations in kind,” and the disarmament of the military.

Fifteen years of war had devastated Japan. In addition to the destruction caused by the atomic bombs in which nearly 140,000 people were killed instantly and both cities leveled, nearly all of its major cities were destroyed by Allied, mostly American, bombings. A condition kyodatsu was used to describe the dejected state of the Japanese people.

Japan’s imperial army had left its own path of destruction. It killed millions during its invasion and occupation of China, Korea, the Philippines, and Malaysia. Thousands of others were used as forced labor in Japanese factories. Thousands of women, many of them from Korea were forced to become “comfort women,” forced sex workers for Japanese soldiers.

You have come to advise General MacArthur about how to best implement an occupation government in Japan. General MacArthur believes that it is the United States’ “divine mission” to rebuild Japan and introduce American democracy.

American priorities are

1. **Democratization**—establish a stable capitalist democracy in Japan
2. **Demilitarization**—to disarm Japan and prevent it from being able to dominate the Pacific Rim

Rebuilding a country involves many decisions. It is important that Gen. MacArthur has complete information when he makes them. One shortcoming is that very few of the SCAP staff speak Japanese or have prior knowledge of Japan.

Some of the main decisions General MacArthur—who has almost absolute power—will have to decide include:

1. **The Emperor**—Should the emperor be allowed to continue to reign? If so in what capacity? If not, should anything replace him?

2. **Freedom of speech**—Should SCAP censor publications? If so what types?

3. **Zaibatsu**—Large family-owned corporations (zaibatsu) profited handsomely during the war and frequently employed forced labor, including Koreans and American POWs. What should happen to these companies?

4. **Reparations**—Should Japan be required to pay reparations to countries/colonies it invaded? Particularly grievous examples are Nanjing where in 1937 and 1938 many thousands were killed and numerous Japanese atrocities were recorded.

Your Mission

Read your Question Handout, with the options Factors to Consider and Documents for each question. With your team, using the Preparing your Argument Handout prepare a brief statement that explains:

- What the issue/question is?
- What the options you considered are?
- What your position on this issue is?
- What evidence from the Factors to Consider and Documents supports your position?
- What an opponent might say, and what rebuts [argues against] their position?
- What will happen if MacArthur does not follow your advice?

**Question 1 The Emperor: What should happen to Emperor Hirohito and the emperor system?**

**Options**

a. Allow the emperor system to remain including his religious role.
b. Abolish the emperor system and have Emperor Hirohito tried as a war criminal.
c. Keep the emperor system but diminish the emperor’s political and religious role.

**Factors to Consider**

- The emperor approved a full scale invasion of China in 1937.
- The emperor was well-briefed on the Japanese attack on Pearl Harbor.
- Japan has traditionally been a theocratic-patriarchal state, that is, a state where the emperor was looked upon as a father figure and revered like a god father to the nation.
- During the war, students were taught that the imperial family descended from the sun god.
- Most Japanese did NOT believe that the emperor was a god but he was highly revered.
- 70% of Americans polled favored executing or harshly punishing the emperor.
- After World War I, monarchies in Germany, Russian, Austro-Hungary, and Turkey collapsed.
Question 2 Freedom of Speech—Should SCAP (the occupation government) censor the press and publications?

Options
a. No censorship, allow the level of press freedoms as in the United States.
b. Limit press freedoms and require all articles to be run through SCAP.
c. Only censor articles about the impact of the atomic bombs.

Factors to Consider:
- Japanese media was heavily censored by the Japan’s imperial government before the American occupation and the Japanese government forced many papers to shut down.
- The Allies are concerned about an anti-American backlash. For example: shortly after the bomb was dropped in Hiroshima, Japanese survivors came upon uninjured American prisoners of war and beat them to death.
- One of the goals of the Occupation is to promote a free press in order to build a democratic society in Japan.

Primary Source Documents:

Document A: George Acheson, political advisor to SCAP, confidential letter to President Truman on the progress of the American Occupation of Japan, 1945.

On the emperor

…As for the Emperor, there would certainly be advantages in having him continue in office until the Constitution is revised and launched in order that revision may be expedited through his influence and given sanction under the existing legal framework. His abdication, if it occurs, will increase political instability in the Government, and it may take a long time before an appropriately revised governmental structure takes solid root. But as between a long period of political confusion and the imperial institution, the latter is undoubtedly the greater evil, and there seems little question that the Japanese people will never learn and follow the fundamental ways of democracy so long as the imperial institution exists.


“The best we can hope for in Japan is the development of a constitutional monarchy, experience having shown that democracy in Japan would never work.”

Document C: Japanese declaration of war on the United States and the British Empire, 1941

IMPERIAL RESCRIPT

By the grace of Heaven, Emperor of Japan [Emperor Shōwa], seated on the throne occupied by the same dynasty from time immemorial, enjoin upon ye, Our loyal and brave subjects:

We hereby declare War on the United States of America and the British Empire. …

To ensure the stability of East Asia and to contribute to world peace is the far-sighted policy which was formulated by Our Great Illustrious Imperial Grandsire [Emperor Meiji] and Our Great Imperial Sire succeeding Him [Emperor Taishō], and which We lay constantly to heart. To cultivate friendship among nations and to enjoy prosperity in common with all nations, has always been the guiding principle of Our Empire’s foreign policy. It has been truly unavoidable and far from Our wishes that Our Empire has been brought to cross swords with America and Britain. … Moreover these two Powers, inducing other countries to follow suit, increased military preparations on all sides of Our Empire to challenge Us. They have obstructed by every means Our peaceful commerce and finally resorted to a direct severance of economic relations, menacing gravely the existence of Our Empire… The situation being such as it is, Our Empire, for its existence and self-defense has no other recourse but to appeal to arms and to crush every obstacle in its path.

The hallowed spirits of Our Imperial Ancestors guarding Us from above, We rely upon the loyalty and courage of Our subjects in Our confident expectation that the task bequeathed by Our forefathers will be carried forward and that the sources of evil will be speedily eradicated and an enduring peace immutably established in East Asia, preserving thereby the glory of Our Empire.
If the conception of the government is something imposed upon the people by an outstanding god, great man, or leader is not rectified [fixed], democratic government is likely to be wrecked. We fear, the day after MacArthur’s withdrawal, that some living god might be searched out to bring the sort of dictatorship that made the Pacific War…The way to express the gratitude of the Japanese towards MacArthur for the wisdom with which he is managing post-war Japan and for his efforts to democratize the nation is not to worship him as a god but to cast away the servile spirit and gain the self-respect that would not bow its head to anybody.”

Question 3 Zaibatsu and large Japanese corporations—Should zaibatsu be broken up?
Options
a. Break up the zaibatsu.
b. Allow the zaibatsu to continue to exist.
c. Nationalize (have the government take over) all major industry.

Factors to Consider
• A dozen or so financial families controlled the zaibatsu.
• At the war’s end the military and the zaibatsu dominated Japan’s ruined economy
• Many American officials believe that the zaibatsu had an “evil” influence on those in power and should be broken up.
• Zaibatsu such as Mitsubishi played a major role in wartime preparation, employing prisoners of war (POWs) as slave labor and transporting POW slave labor on so-called “hell ships” where many died during transport.
• Korean, Chinese, and Filipino workers were often forced to work in zaibatsu and frequently were denied contracted wages.
• Workers had little power in pre-war Japan and there were only a few small unions.

Primary Source Documents:

Document F: George Acheson, political advisor to SCAP, confidential letter to President Truman on the progress of the American Occupation of Japan, 1945.
On big business
The big business people are among the most obvious sign-repainters. They are fundamentally conservative and reactionary; since the days of the Meiji Restoration they and the military have been mutually dependent; but as their chief interest is the making of money they are inclined toward such reforms as will tend to stabilize the situation and get things back to some kind of business “normalcy.”

Document G: James Murphy, American prisoner of war recounting in a 2015 interview his work as a captured prisoner of war for the Mitsubishi Mining Co. during World War II.
“It was slavery in every way: no food, no medicine, no clothing, no sanitation.”
Question 4 Reparations—Should Japan pay reparations to countries it invaded?

Options

a. Japan should pay reparations in full to all the countries it invaded.
b. Japan should be allowed to offer “in-kind” reparations of goods and services to the countries it invaded.
c. Japan should not be required to pay reparations in order for it to become a stable and peaceful democracy.

Factors to Consider

- The reparations placed on Germany after WWI are viewed as leading to the collapse of the German economy and the rise of the Nazi Party.
- Thousands of Japanese people are homeless due to the destruction of their cities.
- Food riots have been familiar in Japanese history and there currently is a food shortage.
- More than three million Japanese soldiers died in the war in the Pacific and an estimated 17 million Asians and 100,000 American and British citizens.
- American allies, especially the Philippines feel strongly that Japan must compensate them for the devastation caused during the Japanese invasions and do not want to see a strong Japan.

Primary Source Documents:


Obviously insistence upon the payment of reparations in any proportion commensurate with the claims of the injured countries and their nationals would wreck Japan’s economy, dissipate any credit that it may possess at present, destroy the initiative of its people, and create misery and chaos in which the seeds of discontent and communism would flourish. In short, [it] would be contrary to the basic purposes and policy of the United States.


The United States should take no action to assist Japan in maintaining a higher standard of living than that of its Asiatic neighbors injured by Japanese aggression. We, as a nation, are concerned that Japan is not to be pampered [made poor], but neither is Japan to be allowed to rehabilitate her economic life in a way that will allow her to gain control or to secure advantage over her neighbors.


Just before boarding the ship for Shanghai, the writer watched the execution of 200 men. The killings took just ten minutes. … The conduct of the Japanese army as a whole in Nanking was a blot on the reputation of their country. Their victory was marred by barbaric cruelties, by the whole sale execution of prisoners, by the looting of the city, rapes, killing of civilians and by general vandalism.


On New Year’s Eve of 1937 … five Japanese soldiers charged into our house, forced my father and me out, and then raped my mother, my 80-year-old great-grandmother, and my 11-year-old-sister.

Preparing Your Argument Handout

Name: _______________________ Issue: ____________________ Period: __________

Directions: You will be presenting before Gen. Douglas MacArthur and his advisors in order to advise them on your key issue. Use this guide to prepare your statement. You want to prepare a brief statement that explains:

1. What is the issue/question? (e.g., General MacArthur, we are here today to address the critical issue of ____________________________

2. What are the options you considered? (e.g., The three options we considered are…)

3. Frame the issue: What is this issue about? Justice for victims? Creating a stable ally in East Asia? Building democracy? How can you frame this issue in a way that will make your argument obviously persuasive? (e.g., General, the issue of reparations is not about revenge, but about justice, for the thousands of Filipinos, Chinese, Koreans, and yes, American soldiers, who were forced to work in slave-like conditions to support Japanese aggression often times against their own countries.)

4. What is your position on the issue? (e.g., With regards to the zaibatsu, we believe they are necessary for the maintenance of a democratic and economically stable Japanese ally in East Asia)

5. What evidence from the Factors to Consider and Documents supports your position? Use specific evidence and quotes from the documents to make your point. (e.g., The emperor should be allowed to remain but be stripped of power because, as your advisor George Acheson, noted in Document A, if the emperor was forced to step down it might “increase political instability.”)

— 46 —
Preparing to Decide Handout

Directions: As one of Gen. MacArthur’s senior advisors you will be listening to presentations on each of the key questions the Occupation Forces (SCAP) must decide. In order to be prepared for the presentations, you will need to look over the Factors to Consider and Documents to familiarize yourself with the issues. Within the senior advisor team, each member should select TWO Questions you want to become the Lead Questioner on, and answer the questions below.

My First Question/Issue: ______________________________

1. Which factor do you think is most important in this decision? Why? ______________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

2. Which document to consider do you think is most important? Why? ______________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

3. Which option are you leaning towards? Why? ______________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

4. What are three concerns/questions you have about these options based on what you have read? (You will ask the presenters these questions)
   a. __________________________________________________________________________________
   b. __________________________________________________________________________________
   c. __________________________________________________________________________________

Use the space below to take notes on the presentations.

6. Rebuttal—What an opponent might say about your argument and why are they wrong? Good presenters anticipate what the opposition will say and are prepared to address and refute it. (e.g., Our opponents will argue that allowing uncensored freedom of speech is too dangerous during the occupation but we would say just the opposite: that not allowing freedom of speech could lead to resentment and the rise of other militaristic dictators instead of a democracy.)

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

7. What will happen if MacArthur does not follow your advice? (e.g., General MacArthur, we fear that if SCAP does not create a fair and just system of reparations to compensate the countries that Japan invaded, it will lead to ongoing tension between Japan and its neighbors that will continue for decades and lead to political and military tension in the region and call for future U.S. involvement.)

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
SCAP Presentations Graphic Organizer

Directions: Use the graphic organizer to take notes on the presentations

<table>
<thead>
<tr>
<th>Issue/Question</th>
<th>Main Points/Key Evidence</th>
<th>What actually happened?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Emperor — Should the emperor be allowed to continue to reign? If so in what capacity? If not, should anything replace him?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Freedom of Speech — Should SCAP censor publications? If so what types?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Zaibatsu — Large family-owned corporations (zaibatsu) profited handsomely during the war. What should happen to these Companies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reparations — Should Japan be required to pay reparations to countries/colonies it invaded and attacked?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My Second Question/Issue: ______________________________

1. Which factor do you think is most important in this decision? Why? ______________________________

2. Which document to consider do you think is most important? Why? ______________________________

3. Which option are you leaning towards? Why? ______________________________

4. What are three concerns/questions you have about these options based on what you have read? (You will ask the presenters these questions.)
   a. 
   b. 
   c.

Use the space below to take notes on the presentations.
5. Military—Demilitarization is a clear goal of the SCAP. Should Japan be allowed to have any army? If so how big? Should there be American bases in Japan?
   • Remaining Japanese aircraft were destroyed. (show Joe O’Donnell’s image Torched Airplanes, p. 59)
   • Article 9 in the Japanese Constitution forbade Japan from maintaining an army or ever going to war again.
   • This policy changed after the Korean War when Japan was allowed to have a defensive army.
   • Article 9 is currently a subject of intense debate in Japan today.

What Actually Happened?
1. The Emperor—Should the emperor be allowed to continue to reign? If so in what capacity? If not, should anything replace him?
   • The emperor was never interrogated about the events of the war nor was he prosecuted or indicted as a war criminal
   • Emperor was retained but was required to disavow (speak against) his divinity. The new Japanese Constitution described his role as “the symbol of the state and the unity of the nation” who has great moral power and influence.
   • Emperor “humanized” himself and was seen doing things like everyday Japanese people which made him very popular.
   • No formal political power

2. Freedom of speech—Should SCAP censor publications? If so what types?
   • Beginning in mid-September 1945, about a month after the atomic bombings, the SCAP prohibited all public discussions of the atomic bombings and continued until 1949.
   • Japanese film footage of Nagasaki and Hiroshima after the bombings was confiscated (taken away) and not returned until 1966.
   • Japanese medical researchers working with survivors were not allowed to publish their findings.
   • No photos of the effects of the atomic bombs were published in Japan until after the Occupation ended in 1952.
   • It was forbidden to mention or give any indication of censorship which meant that censored articles had to be rewritten rather than simply blanked out.

3. Zaibatsus—Large family-owned corporations profited handsomely during the war and frequently employed forced labor including Koreans and American POWs. What should happen to these companies?
   • U.S. Promoted anti-monopoly and “deconcentration” laws to weaken or eliminate the zaibatsus and large corporations.
   • Occupations forces tried to liquidate the zaibatsus (forcing them to sell their assets).
   • The U.S. supported the formation of unions to serve as a balance to big corporations. By 1949 half of all industrial workers had joined a union.
   • U.S. policy changes with the Korean War and the emergence of Communist China focusing on economic stability.
   • In 1952, the new Japanese government amends anti-monopoly acts and the zaibatsus regroup in new looser formations called keiretsus.

4. Reparations—Should Japan be required to pay reparations to countries/colonies it invaded? Particularly grievous examples are Nanjing where thousands were killed and numerous Japanese atrocities were recorded.
   • U.S. initially advocated a “heavy” reparations formula that particularly compensated the Philippines, Indonesia, Burma, and China.
   • With the rise of the Cold War and the Korean War, Japan is viewed as a strategic ally by the U.S., which must be economically strong and stable, the U.S. shifts to a “soft reparations” formula.
   • In 1951 the Treaty of San Francisco allows Japan to pay reparations “in kind” [not in cash] as it is economically able to do.
   • This is seen as a defeat for newly independent developing countries seeking reparations like the Philippines.
Reclaiming Our Piece of Peace
K-5
Civic & Social Responsibility; Interpersonal Skills; Self-Regulation

Dana Patterson Nelson
Westview Elementary School
Olathe, Kansas

This is our cry,
This is our prayer:
Peace in the world.
(Inscription at Children’s Peace Monument in Hiroshima Peace Park)

Essential Questions:

 What is peace?
 What is omoiyari?
 What is conflict?
 What are hibakusha?
 What do I do when the “unexpected” happens?
 How do I make choices that keep me and others safe?
 How do I make choices that respect my needs and the needs of others?
 How can experiencing a state of “mindfulness” de-escalate thoughts and actions when conflict happens?

Curriculum Project Rationale:

In 2014, Centers for Disease Control and Prevention’s Autism and Developmental Disabilities Monitoring Network found that about 1 in 68 children is diagnosed with an autism spectrum disorder in the United States. 1  Autism can impact a child’s ability to communicate and socialize with age-appropriate peers. These struggles may also impact children with emotional and/or behavioral disorders in the school environment.

As an elementary special educator, I have discovered that children lacking social skills often fail to notice or misinterpret social cues. The resulting consequence of these deficits culminates in sometimes “explosive,” unexpected, and inappropriate behaviors that cause harm to the student and to others. Thus, establishing and maintaining friendships and personal dignity become impaired. Therefore, both peers and the “offending” student must learn the importance of de-escalation, remorse, reconciliation, and grace in hopes that “yasuraka ni nemutte kuda-sai, Ayamachi wa kurikaeshimasen kara—or “Rest in peace, this mistake will not be repeated.” 2 Likewise, these trainings endeavor to improve the likelihood of “higaisha ishiki” 3 or victim consciousness that recognizes the suffering of victims like the hibakusha (atomic bomb survivors).

Suggested Reading and Resources:

http://afe.easia.columbia.edu/special/japan_1900_occupation.htm


Notes


Social skills represent critical life skills necessary to become productive global citizens. Therefore, I designed this project to help address how peacemaking, mindfulness and conflict resolution can be integrated into a social skills unit. The integration of these domains can help all children become socially-responsible, anticipate and resolve conflicts, demonstrate tolerance and empathy, better recognize individual needs while respecting the needs of others, and learn self-regulation strategies that help them cope when conflict or challenges arise.

Summary:
This instructional unit includes two, 40-minute lessons with supplementary centers that can be used with elementary students to build social development skills. The flexibly-structured lessons may be used in the general education or special education setting with small or whole groups. Teachers may also opt to break the lessons into smaller 15–20-minute mini-lessons to accommodate scheduling needs. Many cooperative learning strategies have been embedded throughout the lessons to facilitate meaningful discussion, increase student engagement and encourage critical-thinking.

Common Core Standards—English Language Arts (ELA):
Writing:
CCSS.ELA-LITERACY.CCRA.W.4—Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening:
CCSS.ELA-LITERACY.CCRA.SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.CCRA.SL.2—Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-LITERACY.CCRA.SL.3—Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Kansas State Social Studies Standards:
KS.3. Geography: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

3.4. Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

National Association of School Counselors Standards:
Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge
PS:A1.2 Identify values, attitudes and beliefs
PS:A1.3 Learn the goal-setting process
PS:A1.4 Understand change is a part of growth
PS:A1.5 Identify and express feelings
PS:A1.6 Distinguish between appropriate and inappropriate behavior
PS:A1.7 Recognize personal boundaries, rights and privacy needs
PS:A1.8 Understand the need for self-control and how to practice it
PS:A1.9 Demonstrate cooperative behavior in groups

PS:A2 Acquire Interpersonal Skills
PS:A2.1 Recognize that everyone has rights and responsibilities
PS:A2.2 Respect alternative points of view
PS:A2.3 Recognize, accept, respect and appreciate individual differences
PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
PS:A2.6 Use effective communications skills
PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
PS:A2.8 Learn how to make and keep friends

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application
PS:B1.1 Use a decision-making and problem-solving model
PS:B1.2 Understand consequences of decisions and choices
PS:B1.3 Identify alternative solutions to a problem
PS:B1.4 Develop effective coping skills for dealing with problems
PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
PS:B1.6 Know how to apply conflict resolution skills
PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
PS:B1.9 Identify long- and short-term goals
PS:B1.10 Identify alternative ways of achieving goals
PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills
PS:C1.6 Identify resource people in the school and community, and know how to seek their help
PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
PS:C1.10 Learn techniques for managing stress and conflict
PS:C1.11 Learn coping skills for managing life events
LESSON 1: Peace
Anticipation Set (~10 minutes; depending on student familiarity with “placemat consensus” structure):
Students will discuss “conflict” using a collaborative learning strategy called placemat consensus. Teachers will provide students with a blank, rectangular “placemats” that are divided into as many sections as there are students in the group. A blank circle should be in the middle, and each section should have an area for the student to write their name (see model below).

Teachers should use the following directions to guide the groups:
1.) Divide the students into groups of four. Each student should write his/her name on one section of the placemat.
2.) The teacher will introduce “conflict” as a concept (e.g., What is conflict? How would you describe conflict?)
3.) Offer students two to five minutes to silently write down their thoughts in their section of the placemat.
4.) Once completed, groups should then vote on the ideas they all agree on using the thumbs-up/thumbs-down method.
5.) Ideas the group agrees on should be listed in the center circle.
6.) As a class, discuss ideas for which teams agreed upon for the center circle (if applicable).

Teacher will verbally summarize team’s central themes for the group. Their placemats can be displayed in the classroom and used for future whole class or small group discussions about how peace is defined from diverse perspectives.

Teacher-Facilitated Instruction & Discussion (~20 minutes):
• Discuss the importance of peace to build and maintain positive relationships and interactions with others across settings. Sample discussion prompts include:
  o How do we experience “peace” everyday?
  o How do we feel when there is “peace”?
  o Why is peace important in our classrooms, our communities, and our world?
• Introduce the story of Sadako Sasaki, a young Japanese girl whose dying wish was for peace in the world.
  o Allow students to watch a YouTube video (~5 minutes) that summarizes the Sadako and the Thousand Paper Cranes story. Preview the two recommended options below to determine which will resonate better with your students.
  o After watching the video, encourage students to share their impressions with a “shoulder partner”—any peer seated directly to the left or right—about how Sadako’s story is related to the importance of creating peace. Possible discussion questions could include:
    ▪ Why did Sadako want to fold 1,000 origami cranes?
    ▪ How did others join Sadako in helping to create world peace?
    ▪ Why is Sadako’s story unforgettable?
    ▪ How can one person change the world?
  o Note specifically that Sadako’s surviving brother Sasaki Masahiro has helped continue Sadako’s legacy by sharing her story worldwide. He specifically uses the Japanese term “omoiyari” which encourages people to have a “compassionate heart.” Teaching about peace requires thinking about others, thoughtfully considering positionality and perspective, and intentionally accommodating another’s point of view.

Independent Practice/Assessment (~10 minutes):
• Students will journal using the prompt of their choice:
  o Peace makes me feel…
  o I show my “omoiyari” or “compassionate heart” when…
  o If I could make the world better I would…

Learning Centers for Lesson One:
Teachers will need to introduce each station before being used by students and guide students to understanding how the learning center relates to the essential questions for this unit.
• Origami Crane-making:
  o Post a visual model of the folding process such as this Origami Crane Video Tutorial in English, https://youtu.be/Uxk1ECrNDZj4, or use the chart on this site, http://homesthetics.net/guide-on-how-to-create-a-colorful-rainbow-diy-crane-curtain-videodetailed-instructions/.
  o Model the folding process for students; train “expert” peer helpers to assist peers.
  o Discuss with students how the folding of origami cranes made Sadako feel (i.e., hopeful, focused, happy, relaxed, calm). Relate how the folding process can be completed using multiple cooperative configurations (i.e., one peer folds steps 1-5 then another peer completes the remaining folds; each folding step completed by one student; multiple students folding simultaneously).
  o Peace-making is a process that can begin with “one” as with Sadako. However, ultimately, collaboration is essential to its ultimate success.
  o Differentiation ideas for students with disabilities and/or who are English language learners (ELL/ESOL):
    ▪ Allow students to write messages of peace on the “wings” of the origami paper prior to its folding
    ▪ Pre-fold origami cranes to leave minimal remaining steps, so students with fine motor skill delays can complete the task in a time frame commensurate with peers.
    ▪ Allow students to draw on the cranes if students are still acquiring English language proficiency.
    ▪ Use origami-making activity to make an interdisciplinary connection to math concepts such as symmetry and two-dimensional shapes.
• “Omoiyari”-making:
  o Allow students to use either pre-cut hearts or cut hearts from construction paper.
  o Students may either share an experience when they demonstrated having a compassionate heart or when they recognized that a peer demonstrated compassion.

Dana Patterson Nelson, Westview Elementary School (KS)
LESSON 2: Conflict

Anticipation Set (~10 minutes; depending on student familiarity with “Think-Pair-Share” structure):

Using a collaborative learning strategy called “think-pair-share,” students formulate individual ideas about “conflict” and share these ideas with a peer. Then, their ideas will be shared with the rest of the class. At the conclusion of the exercise, the teacher will verbally summarize each team’s central themes for the group.

Teachers may also ask students to write or diagram their responses while doing the Think-Pair-Share activity.

• **Think:** Teachers begin by asking a specific higher-level question about the text or topic students will be discussing. Students “think” about what they know or have learned about the topic for a given amount of time (~1–3 minutes).

• **Pair:** Each student should be paired with another student. Teachers may choose whether to assign pairs or let students pick their own partner. Remember to be sensitive to learners’ needs (reading skills, attention skills, language skills) when creating pairs. Students share their thinking with their partner, discuss ideas, and ask questions of their partner about their thoughts on the topic (~2–5 minutes).

• **Share:** Once partners have had sufficient time to share and discuss their thoughts, teachers may expand the “share” into a whole-class discussion. Allow each group to choose which group member will present their group’s thoughts, ideas, and questions to the whole group. After the class “share,” teachers may choose to have pairs reconvene to discuss how their thinking perhaps changed as a result of the “share” element.

Sample Questions for Think-Pair-Share:

- Why is it important for people to manage conflict effectively?
- How can the information you learn from analyzing a person’s face and body help prevent conflict before, during, and after it happens?
- How would you predict someone feels when he/she experiences conflict?
- How can we learn from past mistakes to avoid making them again?

Teacher-Facilitated Instruction & Discussion (~20 minutes):

- **The metaphor of the Hiroshima and Nagasaki atomic bombings can readily be applied when discussing the devastation that unexpected, violent, inappropriate behaviors can produce in classrooms when significant conflict has not been appropriately resolved.** The damage socially, emotionally, physically, and/or economically (i.e., destruction of school property) can threaten a positive, safe classroom environment and may sometimes appear irreparable.

- **As grade-level appropriate, display pictures of the hypocenters of Hiroshima and Nagasaki prior to the 1945 bombings and immediately following the bombings.** Review pictures available via [http://www.nucleardarkness.org/hiroshima](http://www.nucleardarkness.org/hiroshima). Allow students to dialogue with partners about what they notice in the pictures. Choose 1 to 2 pairs to share their observations with the class.

- **Teachers should acknowledge that conflict will happen.** The key for students is to appropriately anticipate, mediate, and resolve conflict. How students deal with conflict is a critical social skill.

- **Teachers should refer to key ideas from Lesson One on peacemaking.** Then, facilitate a discussion regarding different approaches to peacemaking in a conflict situation. These ideas could be recorded in a T-chart with two columns: “will do”—“won’t do.”

- **Several conflict resolution strategies may include:**
  - Identify common ground
  - Identify miscommunications both verbal and non-verbal
  - Create win-win solutions
  - Clarify expectations
  - Demonstrate remorse and apologize
  - Demonstrate how to empathize with the “offended” person or group
  - Make a plan to maintain peace

- **If time allows, provide student volunteers with opportunity to effectively role-play a common peer-to-peer conflict.**

Independent Practice/Assessment (~10 minutes):

- **Sasaki Masahiro** honored the 2015 Japan Peace Study Tour participants with Sadako Legacy Omoi-yari badges after hearing his presentation about Sadako’s dream for world peace and a world without nuclear weapons. Accepting the badges from Mr. Sasaki symbolized the commitment each participant pledged to continue spreading the message of peace as Sadako wished with each crane she crafted, “I will write peace on your wings, and you will fly all over the world!” Students will spread messages of peace by writing a one to three sentence peace-making pledge describing how they can apply the conflict resolution strategies to ensure peace.

Learning Centers for Lesson Two:

**Teachers will need to introduce each station before being used by students and guide students to understanding how the learning center relates to the essential questions for this unit.**

- **Rake to Shake the Stress (Calm-down center):**
  - Create a rock garden using kinetic sand or gravel rock, craft store moss, and larger stones, similar to the famous Ryōan-ji Zen rock garden located in Kyoto pictured below, using a cookie sheet as its base.
  - Teachers or students may design and/or redesign the garden elements. However, please ensure the design has no specific focal point; symmetry is not necessary. Instead focus on creating a balance between empty spaces. Then once designed, students may take turns raking the gravel in order to self-regulate (i.e., remain calm, calm down, self-reflect, and build independence).
  - Plastic forks, toy gardening rakes, and/or wide tooth hair combs may be used for raking the gravel in horizontal and/or circular patterns.

- **Breathing with deep inhales and exhalations can be done with the sweeping movement of the rake (i.e., as the student inhales deeply, s/he drags the rake to the left for up to 12 inches. Then the student exhalates when the rake is pulled to the right.)** Figure 8s can be traced around the circular rock mounds as well.

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2015 Japan Peace Study Tour Dana Patterson Nelson, Westview Elementary School (KS)
Practicing mindfulness: During the study tour, the 2015 Japan Peace Study Tour participants resided in a Buddhist temple and participated in a guided meditation session with the temple monk. The meditation exercise focused on remaining in a state of “mindfulness.” According to Psychology Today.com, “Mindfulness is a state of active, open attention on the present. When you’re mindful, you observe your thoughts and feelings from a distance, without judging them good or bad. Instead of letting your life pass you by, mindfulness means living in the moment and awakening to experience.”

- Teachers should likely practice the “quiet time” as a whole group to demonstrate expectations while using the “mindfulness” center (i.e., quiet mouth, closed eyes, comfortably seated).
- A timer may be used as students build their stamina for remaining quiet for one minute, two minutes, and five minutes until they can sustain 15-30 minutes of quiet mindfulness. Charting their progress that can be visually displayed will increase their motivation to increase their quiet time.
- Students may journal immediately afterwards for up to two minutes their ideas, thoughts and questions for later discussion. Allow students freedom to journal using technology (i.e., iPad), bulleted points and/or idea mapping/webs (not an exhaustive listing).

Calming-Soundscapes from Japan (~2 minutes): After filming calming sight and sounds during the study tour, I created a brief iMovie. When students need to hear calming sounds with peaceful images, direct them simply to follow this link https://youtu.be/mGLlKEfKOlU

Endnotes
1. National Autism Association 2015
2. Miyamoto 2012
3. Dower 2012
4. PBWorks n.d.
7. Do2Learn n.d.
8. Ishii 2012

Bibliography

Other suggested resources:
Positive Behavior Supports: www.pbis.org
Nagasaki Atomic Bomb Museum: www.hiro-tsuitokinenkan.go.jp/english/
Hiroshima Peace Museum and Memorial: www.pef.city.hiroshima.jp/top_e.html
Global Peace Foundation: www.globalpeace.org/
Peace on Your Wings (Musical of the Sadako Story) http://www.peACEonyourwINGS.com/
Visual Arts, Peace Education, and the Creation of Community Peace Garden Sanctuaries

Elizabeth Spiro-Carman
Buffalo Elementary School of Technology #6
Buffalo, New York

Unit Description: Explain the unit’s instructional purpose and what students will know and be able to do at the end of the unit. Describe and/or list the artists/concepts/skills that will be studied by students.

Students will be able to
- View, analyze, understand, and create images of peace and unrest/war using and creating images of still-life, landscapes/cityscapes, architecture, and landscape architecture/gardens;
- Learn, understand, and utilize a peace vocabulary as well as an historical and visual arts vocabulary;
- View, analyze, and discuss images of city-life at peace, city-life (Nagasaki, Hiroshima, etc.) after war devastation, city-life in Nagasaki and Hiroshima during and 70 years of Japan at peace; refer to the story of the destruction of and on-site rebuilding of the Urakami Cathedral as told by Takami Joseph Mitsuaki, Archbishop of Nagasaki;
- Read text of hibakusha testimony from Mr. Yamawaki Yoshiro; The Japan Times article about Fukahori Yoshitoshi and his sister Chizuko; and passages from Barefoot Gen to develop further understanding of the lasting and traumatizing effects of war (in these cases, atomic warfare) on everyday life; analyze the readings and discuss in groups the types of effects of war represented in the readings; report out from groups to class discussion;
- Inspired by the discussion and readings of the testimony of hibakusha Mr. Yamawaki Yoshiro and Barefoot Gen, develop portrait paintings regarding illness and alienation in the context of post-war society; these can be realistic or surreal; reflect mood (à la Picasso, Kahlo) and must include grade level/age appropriate use of foreshortening and perspective (à la Andrea de Mantegna);
- Develop, understand, and utilize vocabulary and visual context of flowers, trees, and plants, and how gardens/plant life work in the lexicon of peace;
- Develop hypotheses in work groups regarding the effect of the garden on the individual who creates and maintains the garden and the community in which the garden is created; continue to hypothesize the effect of the garden on the community if shareholders in the community are involved in the development and maintenance of the garden;
- Distinguish between different landscape architectural styles with special focus on the various Japanese styles; understand the organization of the gardens with regard to the 7 Elements of Art and the Principles of Art and Design, for example, see https://en.wikipedia.org/wiki/Elements_of_art and https://en.wikipedia.org/wiki/Design_elements_and_principles;
- Create floral/plant/arboreal drawn/printed studies OR symbolic/realistic drawing plans for a small garden-sized monument with peace/tranquility/meditation theme; reference images from Nagasaki and Hiroshima in 70 years of peace/traditional garden styles/traditional painting styles;
- Create plans for gardens/monuments that are oriented to peace; complete as a group; use grids to scale; reference gardens and statuary of Nagasaki and Hiroshima (as well as other cities) in the 70 years of Japan’s peace;
- Discussion and vote for representation for lobbying effort in City Hall: to elicit recommitment of Mayor Byron Brown to the Mayors for Peace and commitment of Mayor Brown and the Buffalo Common Council to donation of lots for Peace Garden Sanctuaries throughout the city; commitment of start-up tilling, top soil, and wood chips/white stone/pebbles.

Essential Question: The “big idea” (the bigger conceptual picture) posed as a question “Will students understand the power of places of sanctuary on the community especially as it appears to be a universal?”

National Core Arts Standards: Throughout this unit, one or more of these standards will be evident.

Creating:
- Conceiving and developing new artistic ideas and work.
  * Anchor Standard #1. Generate and conceptualize artistic ideas and work.
  * Anchor Standard #2. Organize and develop artistic ideas and work.
  * Anchor Standard #3. Refine and complete artistic work.

Presenting (visual arts):
- Interpreting and sharing artistic work.
- Producing (media arts): Realizing and presenting artistic ideas and work.
  * Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.
  * Anchor Standard #5. Develop and refine artistic work for presentation.
  * Anchor Standard #6. Convey meaning through the presentation of artistic work.

Responding:
- Understanding and evaluating how the arts convey meaning.
  * Anchor Standard #7. Perceive and analyze artistic work.
  * Anchor Standard #8. Interpret intent and meaning in artistic work.
  * Anchor Standard #9. Apply criteria to evaluate artistic work.

Connecting:
- Relating artistic ideas and work with personal meaning and external context.
  * Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
  * Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CCLS Pedagogical Shifts:
- ELA Shift 2: Knowledge in Disciplines (gr. 6–12)
- ELA Shift 4: Text-based Answers (especially as it pertains to the visual text) (gr. K–12)
- ELA Shift 6: Academic Vocabulary (gr. K–12)
- Mathematics Shift 5: Application (gr. K–12)

College and Career Ready (CCR) Literacy Anchor Standards for grades 6-12:

CCR Anchor Standard for LITERACY - READING in Technical Subjects

Anchor Standard:
- Key Ideas and Details
- Integration of Knowledge and Ideas
- Craft and Structure
## CCR Anchor Standard for LITERACY - WRITING in Technical Subjects

### Anchor Standard:
- Research to Build Present Knowledge
- Production and Distribution Writing

### College and Career Ready (CCR) Mathematical Practice Standards/Conceptual Categories for grades K-12:

1. **Make Sense of Problems and Persevere in Solving Them** (K-8)
   - Identify, Recall and Use Number Names
   - Know, Apply, Use and Extend Counting Sequences
   - Use and Apply Number Comparisons (greater than, less than, equal than)
   - Count to Determine Quantity
   - Develop Understanding and Use of Fraction Numbers, Equivalence and Ordering

2. **Reason Abstractly and Quantitatively** (K-8)
   - Understand and Solve Age Appropriate Problems (add, subtract, multiply, divide)
   - Reason with Shapes and their Attributes

3. **Construct Viable Arguments and Critique the Reasoning of Others** (K-8)
   - Represent and Interpret Data within Categories
   - Understand and Use Approximation and Estimation

4. **Model with Mathematics** (K-8)
   - Generate and Analyze Patterns and the Relationships amongst Patterns
   - Draw, Construct and Describe Geometrical Figures and Describe the Relationships between them

5. **Use Appropriate Tools Strategically** (K-8)
   - Describe, Compare and Convert Measurable Attributes (length, width, height, volume)
   - Solve Real-World and Mathematical Problems Using Numerical and Algebraic Expressions and Equations
   - Solve Real-World and Mathematical Problems Involving Area, Surface Area, Volume, Angle Measure, etc.

6. **Attend to Precision** (K-8)
   - Understand, Use, and Extend Concepts of Geometric Measurement and Shapes (angles, perimeters, unit squares, etc.)

7. **Look For and Make Use of Structure** (K-8)
   - Identify, Describe, Analyze, Compare, Create and Compose Shapes
   - Draw, Identify and Classify Lines, Angles and Shapes by the Properties of their Lines and Angles

8. **Look For and Express Regularity in Repeated Reasoning** (K-8)
   - Generate and Analyze Patterns and the Relationships amongst Patterns
   - Relate Addition, Subtraction, Division and Multiplication to Measurement
   - Understand, Use, Analyze Ratio Concepts and of Ratio Reasoning to Solve Real World and Mathematical Problems

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### LESSON PLAN 1: Introduction: A Visual Analysis of Images of Cities in Peace, Cities at War

#### Lesson Objectives:
- Students will be able to:
  - Recognize the serious ramifications of war by analyzing several world cities while at peace and, then, re-examining these cities after the devastation of war; and, when possible when they return to peace, rebuild, etc.
  -+ Special attention will be paid to images from around the world presently;
  -+ Special attention will be paid to images from Japan’s A-bomb cities (Nagasaki and Hiroshima) and some of the WWII firebombed cities and revisit those cities’ images in the 70 years of Japan’s peace
  - Discuss in groups and report out the importance of:
    + being knowledgeable about the actual destruction of war
    + being concerned to join with others globally to share ideas about peaceful, alternate means of problem solving
    + report out to the class the group’s ideas regarding war and peace
  - Read text of *hibakusha* testimony from Mr. Yamawaki Yoshiro; *The Japan Times* article about Fukahori Yoshitoshi and his sister Chizuko; and passages from *Barefoot Gen* to develop further understanding of the lasting and traumatizing effects of war (in these cases, atomic warfare) on everyday life; analyze both readings and discuss in groups the types of effects of war represented in the readings; report out from groups to class discussion;
  - Inspired by the discussion and readings of the testimony of *hibakusha* Mr. Yamawaki Yoshiro and *Barefoot Gen*, develop portrait paintings regarding illness and alienation in the context of post-war society; these can be realistic or surreal; these portraits should reflect mood (à la Picasso, Kahlo) and must include grade level/age appropriate use of foreshortening and perspective (à la Andrea de Mantegna);
  - Examine, analyze and discuss a variety of images of war and peace in the History of art by:
    + searching for the presence and artistic intentions for the inclusion of specific Elements of Art and Principles of Art in these images;
    + compare and contrast the use of specific Elements of Art and Principles of Art and Design in images of war; images of peace
    + examine specifically Japanese watercolor and *sumi-e* ink drawings for evidence of peace, calm and serenity
    + reflect on, discuss and apply the idea that a world at peace requires the presence of individuals at peace
  - Begin planning for a watercolor painting or *sumi-e* ink drawing of self-portrait either peaceful, contemplative, meditative/angst-ridden, angry, sad
    + think about the Elements of Art and Principles of Art and Design that were used to show war/peace; reflect on how they would be used in the self-portraits
    - View the work of artists’ globally who do portraiture/self-portraiture and rely on color and brushstrokes to communicate mood, expression, etc.
    + examine, analyze and discuss the use of foreshortening to create a more realistic self-portrait
Mastery Objectives: State what students should know and be able to do in terms of academic content
World War II: Allies and Axis powers; locations/theaters of war; Atomic bombs; firebombing; Pearl Harbor; Nanking; Nagasaki; Hiroshima

Reading the Visual Text: Being able to ascertain the subject, content, and intent of a variety of visual art forms including drawing, painting, sculpture, functional sculpture, photography, prints, etc.

Elements of Art: line, color, shape, space, value, texture, form

Principles of Art and Design: balance, composition, unity, rhythm, pattern, motif, variety, symmetry, harmony, contrast, proportion, emphasis, movement, etc.

Thinking Objectives: Name specific mental actions to be developed; mental skills that can be used in diverse context and are able to be generalized and transferable to many disciplines.

Instructional Procedures:

1. Students will be asked to view, analyze, and discuss images of city-life at peace, city-life (Nagasaki, Hiroshima, etc.) after war devastation, city-life in Nagasaki and Hiroshima during and after 70 years of Japan in peace. Students will be asked to discuss and define: war, peace, World War II, allied forces, axis powers, etc.

2. Students will be asked to examine a variety of pictures of cities around the world during peace times preceding WWII (or other periods of conflict) and during times of war. They will be asked to take notes regarding and describing the images, with a constant reflection of trying to imagine living in these places during peace and during war.

3. Students will work in groups of 4–5 students (depending on the class demography, determination of group membership will be made with consideration to English language skill levels, others in the class with the same language of origin, behaviors, and learning strengths and weaknesses). In their groups, students will discuss and report back ideas regarding: living with war, living with peace, alternatives to war for problem-solving, leaders and decisions regarding war/peace, etc.

4. Students will work in groups on computers and in textbooks searching for 10 artworks with themes about war, the effects of war on people, peace (overt or otherwise); examine specifically Japanese water-color and sumi-e ink drawings for evidence of peace, calm and serenity; they will take notes regarding the strongest thematic images they research and, as a group, they will reach a consensus regarding the most powerful images of war and peace they have researched. Students will review images of Nagasaki and Hiroshima after the A-bomb had been dropped and they will analyze, draw comparisons and contrasts between the images of the cities of Japan and the art images they have researched, including discussion of Elements of Art that can be discerned in all the imagery, Principles of Art and Design in all the imagery, how the Elements and Principles are used to communicate the effects of war and peace, etc. They will be given an example wherein they review the hand-coloring applied to photographs of Nagasaki after the A-bomb had been dropped and they will analyze, draw comparisons and contrasts between the images of the cities of Japan and the art images they have researched, including discussion of Elements of Art that can be discerned in all the imagery, Principles of Art and Design in all the imagery, how the Elements and Principles are used to communicate the effects of war and peace, etc. They will be given an example wherein they review the hand-coloring applied to photographs of Nagasaki after the A-bomb had been dropped and they will analyze, draw comparisons and contrasts between the images of the cities of Japan and the art images they have researched, including discussion of Elements of Art that can be discerned in all the imagery, Principles of Art and Design in all the imagery, how the Elements and Principles are used to communicate the effects of war and peace, etc.

5. Students will read text of hibakusha testimony from Mr. Yamawaki Yoshiro, The Japan Times article about Fukahori Yoshitoshi and his sister, Chizuko; and at least “The Note from the Author,” Nakazawa Keiji, Barefoot Gen, to develop further understanding of the lasting and traumatizing effects of war (in these cases, atomic warfare) on everyday life; analyze both readings while taking notes and discuss in groups the types of effects of war represented in the readings, continuing to take and modify notes; report out from groups to class discussion.

6. Inspired by the discussion and readings of the testimony of hibakusha Mr. Yamawaki Yoshiro, and Barefoot Gen develop portrait or self-portrait paintings regarding illness and alienation in the context of post-war society;

   + Students will view/review images of realism and those of surrealism (see Picasso, Kahlo, Zhang Xiaogang, Shichinohe Masaru, Kusama Yayoi); students will determine whether their portraits/self-portraits will be realistic or surreal; students will take and utilize notes in researching and, then, making their decision;
   + Students will view/review the portraits of the above artists with a focus on how these portraits/self-portraits reflect mood via the use of color, brushstrokes, etc., and they will take and utilize notes as they analyze the works in this way; students will include grade level/age appropriate use of proportion, foreshortening, perspective, etc.

Assessments: The evidence that demonstrates student progress that meets all lesson objectives, Selected CCS.

Aren’t you ready to move on?

*Vocabulary lists
* Notes: -Images of city life in peace, during and post-war
-Images of war-torn Nagasaki and Hiroshima re Elements of Art and Principles of Art and Design;
-History of Art re images of war/peace
-“hibakusha” -portraits/self-portraits, realism/surrealism, color/mood, foreshortening
-Picasso, Kahlo, Zhang Xiaogang, Shichinohe Masaru, Kusama Yayoi
*Portrait/Self-Portrait Paintings re illness/alienation as a result of war

CCS: ELA Shifts #3 (staircase of complexity) #4 (text based answers) #6 (academic vocabulary)

ELA Literacy: Writing: (Production and Distribution Writing)
ELA Literacy: Reading in Technical Subjects (Key Ideas and Details) (Craft and Structure) (Integration of Knowledge and Ideas)
ELA Literacy: Writing in Technical Subjects (Production and Distribution Writing) (Research to Build Present Knowledge)

Student Support and Differentiation: What instructional support is being considered for SWD? ELL?

SWD: will receive support from their Teaching Assistant, where applicable, and with extended explicit instruction from classroom teacher

ELL: will receive extended explicit instruction from classroom teacher and, when available, from their ESL teacher

Academic Vocabulary: Incorporate both Tier 2 and Tier 3 words.
*World War II *Allies *Axis powers *locations/theaters of war *Atomic bombs *firebombing
*Pearl Harbor *Nanking *Nagasaki *Hiroshima *Beirut, Lebanon
*Sarajevo *hibakusha *hand-colored photography *visual text *realism *surrealism *mood
*portraits *self-portraits *brushstrokes *alienation

Reading the Visual Text: Being able to ascertain the subject, content, and intent of a variety of visual art forms including drawing, painting, sculpture, functional sculpture, photography, prints, etc.

Elements of Art: line, color, shape, space, value, texture, form

Principles of Art and Design: balance, composition, unity, rhythm, pattern, motif, variety, symmetry, harmony, contrast, proportion, emphasis, movement, etc.

Materials/Technology/Equipment/Other Resources: Have you prepared materials for both student and teacher?

How is technology being used to support student learning?
*IWB/Internet *Desktop and Teacher laptop

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I am very grateful to have this opportunity to speak to you about my experiences of damages caused by the atomic bomb.

I was in the second grade of elementary school when Japan started the Pacific War. I was exposed to the atomic bomb even though I was very young and I was unable to understand properly what had happened. I was told that the day of the atomic bombing was the beginning of the end of the war and that Japan would lose the war. However, at that time, we did not have any information about how the atomic bomb was dropped.

With the blast, the big gravestone broke through the roof of my house and it fell inside. Actually, in my family only three brothers, my father and we brothers, suffered the damage of the atomic bomb.

My father, who was 47 years old, worked as an engineer for the Mitsubishi Electric Corporation. My mother was 37 years old and there were seven children, including myself. My older brother was 14 years old and a third year junior high school student. My twin brother and I were 11 years old and in sixth grade at elementary school. I had two younger sisters and two younger brothers as well, making for a total of nine people in the family.

Please look at this photograph. This boy was exposed to the atomic bombing at the point on the map where the bomb was dropped. He was 11 years old and in the line of the blast.

At present I am 80 years old, the same age as the current emperor of Japan. To be precise the emperor’s birthday is Dec.23.1933 and I was born six days after. Please remember my talk, if there is an opportunity for you to catch sight of the Japanese Emperor on television or in a newspaper.

Please check the website: http://oldphotosjapan.com

ADDENDUM

Work Materials and Hand-outs:

The attached lists of photographs are presented as a list of choices to use; they are not all expected to be used at once. Feasibly, this collection of photographs could be used to create three or more mini-PowerPoint presentations for the different sections of the first lesson plan.

My Experience of the Atomic Bomb

Mr. Yamawaki Yoshiro

1. I am very grateful to have this opportunity to speak to you about my experiences of damages caused by the atomic bomb.
2. I was in the second grade of elementary school when Japan started the Pacific War.
3. When a newspaper and radio reported that Japan drew battle lines with the United States or Britain, many Japanese believed Japan would carry out a victory.
4. It is because we were instilled with the idea that “Japan is land of God” from the time we were then.
5. However, as the war was prolonged, the defeat of Japan became clear.
6. The war was still going on when I entered the sixth grade, and it was during summer vacation of that year that the atomic bomb was dropped on Nagasaki.
7. I was exposed to the atomic bombing while at home, some 2.2 kilometers from the site of the explosion. At present I am 80 years old, the same age as the current emperor of Japan. To be precise the emperor’s birthday is Dec.23.1933 and I was born six days after. Please remember my talk, if there is an opportunity for you to catch sight of the Japanese Emperor on television or in a newspaper.
8. My older brother was 14 years old and a third year junior high school student. My twin brother and I were 11 years old and in sixth grade at elementary school. I had two younger sisters and two younger brothers as well, making for a total of nine people in the family.
9. My mother was shocked by this incident. She took my young brother and sister and went to her mother’s home in Saga the day before the atomic bombing.
10. On the last day of these attacks, August 1, the bomb of one shot was dropped on “INASA international cemetery” which was near my house.
11. With the blast, the big gravestone broke through the roof of my house and it fell inside.
12. My mother was shocked by this incident. She took my young brother and sister and went to her mother’s home in Saga the day before the atomic bombing.
18. You can see that my house was just outside the 2-kilometer radius in which this boy was.
19. The only reason I didn’t suffer the same horrible wounds as he did was that I had gone to the back part of
my house four or five minutes before the bomb fell. I will talk more about this later.
20. On the morning of the atomic bombing, my father and three of us boys woke up at our home. My mother
had taken our four younger brothers and sisters and evacuated to the family home in the countryside.
21. After getting breakfast, our father went off to work as usual. My older brother, the junior high school stu-
dent, went off to the weapons factory where he was helping out as part of the mobilized student forces.
22. The two of us twins stayed at home because it was summer vacation, and until just before 11:00 we were
out on the veranda.
23. When we got hungry we went to the sitting room at the back of the house, and while we were sitting around
the table a whitish-blue light shot across the room. Then came a roar that seemed to shake the whole house.
24. The two of us got down on the tatami mats and covered our eyes, ears and noses with our fingers, (just like
we had been taught to do). While we were in that position, plaster and other debris came falling down on
top of us.
25. I thought that a bomb had directly hit our property, and that we would probably be buried alive there. The
falling debris didn’t continue falling for all that long, however.
26. After a few minutes the falling debris became more infrequent and while lying there, the voices of people
in the neighborhood screaming and crying reached my ears.
27. While remaining down on the ground, I lifted my head up and looked around to find everything completely
changed. Almost all the furniture had been mangled and tossed around. The walls had come crumbling
down and in every room the tatami-mat floors were covered with dirt and debris, with furniture scattered
all about.
28. The roof had been blown off as well, and we could see the sky. The pillars and walls were embedded with
large numbers of sharp-edged fragments of broken glass. The other houses in the neighborhood were in the
same state of destruction. Across the harbor, the central part of the city was covered in clouds of dust.
29. The two of us evacuated to the bomb shelter in our yard, where we waited for our father and our older
brother to come home. About an hour had passed when my brother arrived home from his factory. At that
time he said that it was too dangerous to stay in that tiny bomb shelter, and that we should move to the larger
one nearby.
30. That bomb shelter, which was like a tunnel carved into the cliff side, was filled with mothers and their chil-
dren. The children who had been showered in the heat rays while outside had suffered burns to any exposed
skin. Other children were crying because their bodies had been stabbed by shards of glass and other frag-
ments that had been thrown by the blast.
31. If my twin brother and I had left the veranda to go to the sitting room five minutes later, we most likely
would have suffered horrible wounds from the heat rays and the blast.
32. We spent that entire night worrying anxiously for our father to come back. By the next morning, however,
he still hadn’t returned. At that point, the three of us brothers headed off to find him.
33. Please look at the map you were given. By looking at the red line you can see that we walked from a point
about 2 kilometers from the hypocenter to a place only 500 meters away from it.
34. Of course, we didn’t have any idea that the bomb dropped had been an atomic bomb, nor that my father’s
factory was so close to the site where it had exploded.
35. As we continued on, the damage grew worse and worse. The houses at the road side had all burned (to the
ground) and the trees and electric poles were scorched, although they remained standing.
36. The factories on the other side of the river now looked like masses of crushed wire, with only the largest of
their columns remaining standing.
37. There were many dead bodies among the debris littering the roads. The faces, arms and legs had swollen up,
making them look like black rubber dolls. When our shoes touched these bodies the skin would come peeling off just like that of an over-ripe peach, exposing the white fat underneath.
38. There were many dead bodies floating in the river as well. We were drawn to one that belonged to a young
woman of about 18 or 19, from which a long white cloth belt was dragging behind.
39. Looking closer, we saw that this white belt was really her intestines, which were protruding from the side
of her abdomen. Feeling nauseous, we turned our eyes away and hurried off again in the direction of our
father’s factory.
40. When we had come within about a hundred meters of our father’s factory, my brother suddenly screamed
out and stood paralyzed with fear. I looked over his shoulder to see a boy of 6 or 7 who had died with some-
thing white hanging out of his mouth.
41. At first glance, it seemed to me that he had been vomiting up noodles when he died. Looking closer, how-
ever, I realized that the roundworms that had been living inside his body had come shooting out at once. We
turned away, fighting back our nausea.
42. Our father’s factory had also been reduced to nothing but scorched metal framework. The walls of the
demolished factory had been a glimpse of the factory and saw three men working with shovels. Overjoyed, we called out, “Our name is Yamawaki. Where is our father?”
43. One of the men glanced over and said, “Your father is over there.” He pointed in the direction of the demoli-
shed office building.
44. The three of us dashed off in the direction he had pointed. What we saw there, however, was our father’s
corpse, swollen and scorched just like all the others.
45. As we stood there stunned, the men with the shovels said to us, “If you want to take your father back home
with you, you’d better cremate him here. If you don’t want to do that, the only other thing to do is bury him
here. What are you going to do?”
46. The crematories had also been destroyed in the bombing and couldn’t be used. With nothing else to do, we
went around the scorched ruins of the factory and gathered up smoldering pieces of wood so we could
perform the cremation right there. We put our father’s body on top of a bed of burned posts and then piled
up the pieces of wood on top him.
47. When we lit it on fire, the flames rose high in the air. We put our hands together and said prayers for him.
When we looked up again after finishing our prayers, we saw both of our father’s feet sticking out from the
fire. That was an absolutely unbearable thing to see.
48. Our feelings must have showed because the men from the factory said, “You’d better go home for today. You
can come back tomorrow and collect the remains.”
49. The next morning we looked around the kitchen area of our demolished house for a pot to put our father’s
remains in. We found one and the three of us took it along with us as we went to collect our father’s remains.
50. It was very strange, but we weren’t scared at all by any of the corpses we saw. We only thought of them as
objects that blocked our way as we walked in and out (which we had been taught to do). While we were in
that position, plaster and other debris came falling down on top of us.
51. When we arrived at the place where we had cremated our father’s body, however, a shock awaited us. The
body still remained as it had been the day before; in a half-cremated state and covered over with ash. There
weren’t any people from the company around.
52. We three brothers only wanted to collect our father’s cremated bones, but his half-cremated body was lying
exposed. The only parts of his body that had been cremated were the tips of his hands and feet and part of
his stomach. We could only pick out a few of his bones.
53. This body, which was like a skeleton covered in ash, was far more gruesome than the corpse of someone
just deceased. It was even more unpleasant when we thought about how this body belonged to the same
father we had always talked to and eaten meals with.

54. It got so that I couldn’t bear to look at our father’s body anymore, and I said to my brother, “Let’s go home now and leave his body here.”

55. Thinking back on that, I know that it was not a good thing to do. My brother looked at our father’s body for a while longer, and then said, “We can’t do anything more. We’ll just take his skull home and that will be the end.”

56. When the tongs my brother had brought touched our father’s skull, however, it crumbled apart like a plaster model and the half-burned brains came flowing out.

57. Letting out a scream, my brother threw down the tongs and darted away. The other two of us ran after him. These were the circumstances under which we forsook our father’s body.

58. I think that all people who lost family members and others close to them in the atomic bombing went through experiences similar to this. There were seventy thousand people who were killed in an instant by a single atomic bomb.

59. My mother, who had gone out to the country with the youngest children on the day of the atomic bombing, passed away two years ago at the age of ninety-seven. I never ever told her the details of what happened when we went to retrieve our father’s remains, including how the brains had run out from his half-cremated skull and how we had then run away home.

Actually another reason we didn’t tell her was that she was in fact our step mother, who had taken care of us since our real mother passed away when we were 2 years old.

After our father died, my twin brother and I began working. We were 15 years old then, and we worked for the next 45 years, until we were 60. While working we went to night school to complete our high school education.

When I was 35, I began to have liver and kidney troubles. Because of this I have been admitted to Nagasaki Atomic Bomb Hospital 15 times. I was given interferon and other treatment, which I am still receiving. Unfortunately in 2008 September my doctor informed me that I had stomach cancer and in October I underwent surgery at Nagasaki University Hospital. And in 2010 January I had surgery yet again. I should add that my older brother and my twin brother are also victims of cancer. One university professor has written that “the atomic bomb killed people three times over.” I think these words truly represent the horrific nature of the three destructive forces of the atomic bomb: its heat rays, its explosion blast and its radiation rays.

60. I pray that no one else will ever experience the brutal tragedy that I witnessed at the age of eleven.

61. However, it is said that there are some sixteen thousand four hundred nuclear warheads in existence, all of which are far more powerful than the atomic bombs used on Nagasaki and Hiroshima.

62. There are still many people in the world who do not know how fearful and cruel nuclear weapons are. In addition to this, the world has become increasingly tense in the wake of 9-11 and there are still civil wars and international conflicts being fought.

63. Then Prime Minister Kan appointed me as the Special Communicator for a World without Nuclear Weapons in September 2008. This was something I had not expected.

64. To high school and junior high school students in the UK and members of the United Nations fellowship, I told about my atomic bombing experience.

65. British girls cried when they heard my talk.

66. Undoubtedly, nuclear weapons lead to disaster. Please lend us your strength to eliminate nuclear weapons from the face of the earth and make sure that Nagasaki is the last place in Earth to suffer an atomic bombing.

67. Let us all work together to build a peaceful world free of war.

68. I would like to thank you for the kind attention you have shown in listening to my story.
All photographs by Elizabeth Spiro-Carman (ES-C), Japan 2015, unless otherwise noted.

Hibakusha, Mr. Yamawaki Yoshiro
Nagasaki, Japan

Takami Joseph Mitsuaki
Archbishop of Nagasaki

Ms. Maekawa, translator, and
Archbishop Takami, Archbishop of Nagasaki

Hiroshima A-bomb Dome

The following images of Nagasaki after the A-Bomb are photographs by ES-C of exhibits at the Nagasaki Atomic Bomb Museum:

Topographical map
Nagasaki Hypocenter

Topographical map
Nagasaki Atomic Bomb Museum

Topographical map
Nagasaki, Waves of Radiation from Hypocenter
Topographical map
Nagasaki, Waves of Radiation from Hypocenter
Nagasaki Atomic Bomb Museum

Topographical map
Nagasaki, Fall-out from Hypocenter
Nagasaki Atomic Bomb Museum

Topographical map
Nagasaki, Fall-out from Hypocenter
Nagasaki Atomic Bomb Museum

Nagasaki after the A-bomb
Nagasaki Atomic Bomb Museum

Nagasaki, Post-A-bomb devotion
Nagasaki Atomic Bomb Museum

Nagasaki, devastation from A-bomb
Nagasaki Atomic Bomb Museum

Nagasaki, Post-A-bomb, Nagasaki Atomic Bomb Museum

Urakami Cathedral ruins,
Nagasaki Atomic Bomb Museum

Nagasaki, Post-A-bomb,
Nagasaki Atomic Bomb Museum

Post-A-bomb Nagasaki, burned corpse, Nagasaki Atomic Bomb Museum

Nagasaki two days before the Atomic bombing
Nagasaki Atomic Bomb Museum

Nagasaki one month after the Atomic bombing,
Nagasaki Atomic Bomb Museum
Nagasaki Post-A-bomb, various melted bottles including one melted into concrete, Nagasaki Atomic Bomb Museum

Nagasaki post-A-bomb leaflet imprint on tree, Nagasaki Atomic Bomb Museum

Post-A-bomb Nagasaki, Nagasaki Atomic Bomb Museum

Hibakusha, various images, Nagasaki Atomic Bomb Museum


Photographs of Cities in the Post-War Period of Peace:

Bridge to Deijima Wharf, Nagasaki

Infinity pool at Nagasaki Peace Memorial Hall
Nagasaki Peace Memorial Hall waterfall
Nagasaki today

Nagasaki today
Nagasaki today

Nagasaki today
Nagasaki today

Urakami Cathedral, Nagasaki
Nagasaki at night

Nagasaki from Suwa Shrine
Nagasaki, Pachinko all night

Nagasaki, the old and the new
Endnotes

1. Nagasaki Atomic Bomb Museum, 7-8 Hiranomachi, Nagasaki, Nagasaki Prefecture 852-8117, Japan +81 95-844-1231. The pictures used in this unit and lesson plan were taken by Elizabeth Spiro-Carman, many photographs of elements of the displays at the Nagasaki Atomic Bomb Museum. Another teacher might use pictures of other cities in Japan. Also, if the classroom demographics include students from currently war-torn countries, such as those who emigrated from Yemen due to civil war, for example, then the teacher might include peace- and war-time images of cities in Yemen, such as the capital city of Sana’a.

2. My Experience of the Atomic Bomb are the text notes of Mr. Yamawaki Yoshiro’s presentation regarding his life as it was effected by the dropping of the atomic bomb on Nagasaki. These points were written in English for our group and for the English translation offered during the presentation.

3. http://www.japantimes.co.jp/news/2015/08/23/national/history/86-trauma-still-plagues-nagasaki-bomb-survivor-couldnt-save-sister by Nagasawa Junichiro. The inclusion of this article, which appears in The Japan Times on August 23, 2015, is to indicate that there are always more stories appearing with regards to the nightmarish effects of the atomic bomb drop, despite the passage of 70 years.

4. Nakazawa, Keiji. “A Note from the Author,” Barefoot Gen: A Cartoon Story of Hiroshima. Volume One, by Nakazawa Keiji. Translated by Project Gen, (San Francisco: Last Gasp of San Francisco, 2004). There are no page numbers on the author’s note. Although the entirety of the series is recommended for thorough involvement and understanding of the times about which Gen is written, the author’s note encapsulates Nakazawa’s very powerful intention in writing this cartoon book series.

5. The inclusion of these artists reflects the Buffalo Public Schools Art Department K-8 Curriculum requirements (Picasso, Kahlo, Zhang). The inclusion of the work of Shichinohoe Masaru and Kusama Yayoi reflects this teacher’s intention to bring a connection for student understanding between traditional Japanese art, Western art, and contemporary Japanese art. Another teacher may find other artists’ works to be beneficial and effective.

Bibliography


Masaru Shichinohoe. (the artist’s website) http://www004.upp.so-net.ne.jp/maboroshi-cafe/

Nagasaki Atomic Bomb Museum, 7-8 Hiranomachi, Nagasaki, Nagasaki Prefecture 852-8117, Japan +81 95-844-1231.


Yamawaki, Yoshio. My Experience of the Atomic Bomb. 2015

Introduction to Lesson:

As school librarian, I see my students (K-6) once a week for a 30-minute period. Because so little time is spent each week with the students, I look at this peace project as a yearlong investment that can be broken down into three parts. Initially, I will read the story of Sadako and the Thousand Paper Cranes by Eleanor Coerr to the students. As each chapter is read, students will generate questions that they have on note cards that will be placed on chart paper. Every chapter’s questions will be answered in the following class through research and discussion. Many of the student’s answers will be found in my “Japan” corner of the library where all books, maps, pictures, and items purchased in Japan or other Japan paraphernalia will be housed. Once the book is done, a guest speaker will be invited into our school through our pencil partner “Teens Living with Cancer” to talk to our students about their survival story. Comparisons will be made and students will focus on a service project where funds will be raised that can be given to either our guest or for a local cancer establishment. Finally, time will be spent discussing why two teachers from our school spent time in Japan on a peace studies tour and what we can do at this school to promote our message of peace that can continue to grow throughout the years. It is important to note that our school received a generous donation for Part 3 of this plan through the Spiritus Christi Church, which will help to fund materials and postage for the final part of the plan. Also, our newly renovated school has a beautiful, huge lobby that is currently empty where we can easily house the art displays from Part 3 of this plan.

Essential Questions:

- Why is the legacy of Sadako so important when discussing peace throughout the world?
- How does cancer impact the life of a person and their family?
- How can students make a difference in achieving peace today and keep promoting peace into the future?

Part 1: In-depth book study of Sadako and the Thousand Paper Cranes by Eleanor Coerr

Objective: Teach students why the story of Sadako, a Japanese girl who lived and died more than 70 years ago, is still important today. Students will begin to understand the devastation of atomic bombs on everyday people and the tragic loss of lives that results because of war. Students will begin to grasp the idea that the desire for peace is a common denominator in every culture.
Chapter 1:
- Where is Japan? (Map Question)
- Where is Hiroshima? (Map Question)
- When was the atomic bomb dropped? Why? ([https://www.brainpop.com/socialstudies/ushistory/hiroshimaandnagasaki/preview.weml](https://www.brainpop.com/socialstudies/ushistory/hiroshimaandnagasaki/preview.weml))
- Why would children in Japan celebrate Peace Day? (Inference Question)

Chapter 2:
- How could a bomb turn a city into a desert? What does Hiroshima look like today? (Figurative language, [https://www.google.com/images](https://www.google.com/images))
- How many people died on that day? ([https://www.brainpop.com/socialstudies/ushistory/hiroshimaandnagasaki/preview.weml](https://www.brainpop.com/socialstudies/ushistory/hiroshimaandnagasaki/preview.weml))
- Why would burn victims have ugly white scars? (Cause/Effect question)

Chapter 3:
- Have you ever felt the elation that Sadako feels while racing? What does it feel like? (Personal History)
- When do you first get the sense that something bad might happen to Sadako? (Figurative Language/Foreshadowing)
- What is a shrine? (Dictionary Skill)

Chapter 4:
- Can you explain how Sadako was diagnosed with Leukemia even though the bomb hadn’t scratched her? (Inference Question)

Chapter 5:
- How do you make a paper crane? ([http://www.youtube.com/watch?v=pqeI94Jri1M](http://www.youtube.com/watch?v=pqeI94Jri1M))

Chapter 6:
- What symptoms of Leukemia did Sadako have? (Inference Question)
- How are Kenji and Sadako alike, how are they different? (Comparison Question)

Chapter 7:
- Mrs. Sasaki brought *furoshiki* for Sadako. What foods do you like to eat for comfort? (Personal Reflection)

Chapter 8:
- Why would visitors wear slippers in Sadako’s room? (Inference Question)
- What is a kimono and why did Sadako’s mom bring her one? (Dictionary Skill/Inference)

Chapter 9/Epilogue:
- How was the peace park statue funded? ([One Thousand Paper Cranes](http://www.amazon.com/One-Thousand-Paper-Cranes-Takayuki-Ishii/dp/1582461050), chapter 11)
- Who brings these cranes to the park? (Inference)
- What do the words: “This is our cry, this is our prayer; peace in the world” mean to you? (Personal Reflection)

Part 2: Making a connection with a local cancer survivor/organization – How can we help?

**Objective:** It is important for students to learn that Sadako was just one of many people that cancer has affected. Even though Sadako’s cancer was a direct result of radiation from the atomic bomb, the fight against cancer continues today and many of our family and community members are currently battling against this disease. Students will learn how Sadako’s community rallied around her in order to promote peace and then students will work together and come to a consensus on how they can help local community members with their fight against cancer.

**Standards:** *AASL (American Association of School Librarians) Standards*
- Draw conclusions, make informed decisions, apply knowledge to new situations and create new knowledge:
  2.1.1 Continue an inquiry-based research process by applying critical thinking skills to information and knowledge in order to construct new Understandings, draw conclusions, and create new knowledge
  2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
  2.1.4 Use technology and other information tools to analyze and organize information
  2.3.1 Connect understanding to the real world
  2.4.4 Develop directions for future investigations

**Materials:**
- Compare/contrast worksheet: Sadako vs. Cancer Survivor today
- *One Thousand Paper Cranes* by Takayuki Ishii
- Letter to Principals
- Picture of Peace Statue
- Handout on “How to make a Paper Crane” or [http://www.youtube.com/watch?v=pqeI94Jri1M](http://www.youtube.com/watch?v=pqeI94Jri1M)
- Origami Paper
- Handout of poem on Peace Statue
- Docent speech
Procedure:

Invite a current cancer patient or a cancer survivor from a local organization to your school to tell the students about their story. If this is not possible, view “Living With Leukemia: Lauren Fights Childhood Cancer” (https://www.youtube.com/watch?v=YoYmsO5TeDq), which is the story of a 10-year-old’s day-to-day life with Leukemia. Have students compare/contrast this guest with Sadako. Discuss differences between cancer patients of the 1940s and today, making sure to talk about advances in science that have occurred. Read Chapter 10 of One Thousand Paper Cranes to classes (to understand how and why Sadako’s classmates decided to honor her). Re-read letter by Sadako’s schoolmates to principals throughout Japan and discuss what they did to make sure her death had not been in vain. Discuss the importance of symbols in our society (our flag, Statue of Liberty, National Anthem) and what the peace statue in Hiroshima symbolizes. Have students make the connection of how our school contributed to this peace memorial (donating origami cranes/meeting Hiroshima students). What does the poem symbolize? Talk briefly about numbers of atomic weapons that countries possess today and why people are upset by these statistics (https://www.youtube.com/watch?v=suU1A33PfKX7U). Have students watch video of how to make a paper crane and pass out origami paper so that each child can make their own crane (https://www.youtube.com/watch?v=FSijU52XJ7w). Write their message of peace on a separate piece of paper to display with crane. Discuss as a group what we can do to help out people in our community who are dealing with cancer. Continue to make our cranes and display them in the lobby of our school for all our students, staff, parents and community guests to purchase, with the proceeds going directly to a local cancer organization. As community members grace our lobby, student docents can share what they are viewing and invite them to make their own origami crane and to write their own message of peace.

Origami crane instruction/practice will also take place during art so that students can become proficient in this skill.

Part 3: Promoting the message of peace by making community connections

Objective: Now that students are beginning to understand the importance of peace and are promoting peace within our school, it is time to widen our circle. Can we encourage our sister schools within our district to participate in our peace dove project? How about public schools within the county? Can we receive a crane from a school in all 50 states? Can we go beyond?

Standards: *AASL (American Association of School Librarians) Standards

Share knowledge and participate ethically and productively as members of our democratic society:

3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning
3.1.3 Use writing and speaking skills to communicate new understandings effectively
3.1.5 Connect learning to community issues
3.3.5 Contribute to the exchange of ideas within and beyond the learning community

Materials:

- Letter Writing Paper and Pens
- Origami Cranes
- Paper instructions on making cranes
- Envelopes/Stamps
- Funds received from Corpus Christi Church will be used for materials
- Names and addresses of each Librarian within the city (approximately 40 schools)
- Display map of each school within our district with space for origami crane and peace message

Procedure:

Discuss briefly with students why I was invited to go to Japan and what I learned from this experience. Can students explain why peace is important, not only in our school or our community, but also in the world? Now that the students are proficient in making paper cranes, discuss how we are just one city school within the district and our goal is to have at least one class in another city school make paper cranes with their message of peace to display in their own school. Each student will create a letter that includes the following:

- Salutation
- Who we are
- Why we are promoting peace
- How can other schools join in (copy us or do something original!)
- Written instructions on how to make origami cranes (attachment)
- How to Make a Paper Crane website (https://www.youtube.com/watch?v=FSijU52XJ7w)
- Request to send at least one crane back to our school using SASE
- Thanking them for their time
- Closing

Students will each be given the name and address of a Librarian in one of our city schools and will write their letter explaining why we are promoting peace and inviting their school to join in. In the letter will be an origami crane with a message of peace attached (done by writer), along with instructions on how to make an origami crane. Also included will be a SASE (self-addressed stamp envelope) to invite each school to send at least one crane back to our school for display. The goal of our school will be to receive one crane per city school. In our letter, we will encourage other schools to start their own peace project using our idea or challenge them to come up with an idea of their own. As this is happening, another grade will be corresponding with Librarians in surrounding districts of Rochester with the same request. Will the suburban schools participate and send back the cranes as well? As cranes are returned to our school, they will be displayed in our lobby so that all students (K-12) can see the progress and how other schools nearby are as committed to peace as we are. As this project comes to a completion and students are excited to visually see the results and share other student’s messages of peace within our community, I would challenge them to go further. A huge blank map of the United States will be put up and students/staff/guests to the school can submit names and addresses of teachers in all 50 states that we can write and share our peace message with. Can we fill all 50 states? Of course, the next step is every country in the world and our crane from the students in Japan will be the first one on display!
Endnotes/Reference Material


“Living with Leukemia: Lauren Fights Childhood Cancer.” Accessed on July 14, 2015, https://www.youtube.com/watch?v=oyYmcO5TeIDr


Materials and Resources

Excerpt from *One Thousand Paper Cranes* by Takayuki Ishii:

**LET’S BUILD A STATUE FOR THE CHILDREN OF THE ATOMIC BOMB:**

We learned that school principals from all over Japan would be holding their meeting, and therefore we wish to share with you the following story:

Our dear friend, Sadako Sasaki, died on October 25. Since early childhood she was our closest friend. We studied and played together. But in January of this year the innocent Sadako suddenly became sick. After nine long months in the hospital, she died. Knowing that Sadako was aware of her fatal condition has made us very sad. But there is nothing we can do about it now. We do not want her death to have been in vain, so we hope to build a statue for all the children who died of the Atomic Bomb Disease. We are here today to make our project known to you honorable principals, and to ask you to convey our message to all our fellow junior high school students throughout the country, and encourage them to support us. We came today to make this plea.

Hiroshima Municipal Nobori-cho
Junior High school Seventh Graders
All the Classmates of the late Sadako Sasaki

Statue for the children of the atomic bomb unveiled on May 5, 1958, Hiroshima, Japan

Engraved in the granite at the foot of the peace statue:

*This is our cry*
*This is our prayer:
To create peace in the world*

Student Docent Training Document

Before you begin the tour, make sure you:

- Introduce yourself and welcome guests to school
- Shake hands
- Explain that the tour will last 15 minutes and there will be a question and answer period at the end. Please ask them to hold their questions until then.
- Say, “At this time we ask that you turn off any cell phones so we can begin.”
- Begin your Tour

While on tour, please cover the following:

- How peace project began
- Purpose of the project
- Show guests the connections we have made so far (within our school, our school district community, the surrounding districts, states, …)
- Invite guests to make a paper crane and write their message of peace for display
A friendly letter is made up of five parts: a heading, a greeting, a body, a closing, and a signature.

Example:

817 Eagle Avenue
Oswego, New York
July 21, 2003

Dear Emily,

How is your vacation going? I have been playing a lot of lacrosse. Also, I have been reading many good books. When you get back from Florida I will share them with you.

Your friend,

Dani

Leukemia: Then and Now

Name: __________________ Date: __________________

Sadako

Guest Speaker’s Name:

Suggested List of Children’s Books for the Library (K-6)

- *Hiroshima* by Laurence Yep
- *Hiroshima and Nagasaki* by Lynn Peppas
- *If Peace Is…..* by Jane Baskwill
- *Malala: A Brave Girl From Pakistan* by Jeanette Winter
- *My Hiroshima* by Junko Morimoto
- *One Thousand Paper Cranes* by Takayuki Ishi
- *Peace* by Wendy Anderson Halperin
- *Peace Begins With You* by Katherine Scholes
- *Sadako and the Thousand Paper Cranes* by Eleanor Coerr
- *Seeds of Change: Planting A Path to Peace* by Jen Cullerton Johnson
- *The Big Book of Peace* by Ann Durell and Marilyn Sachs
- *The Peace Tree from Hiroshima: The Little Bonsai With a Big Story* by Sandra Moore
- *Trusting the Paper Crane: The Story of Sadako and Her Friends* by Nakamura Satomi
- *We Shall Overcome: A Song That Changed the World* by Stuart Stotts
- *What A Wonderful World* by George David Weiss and Bob Thiele
- *What Does Peace Feel Like* by V. Radunsky
Personal Stories from Nagasaki and Hiroshima
Grade 5-8
English Language Arts

Jennifer Wagner
World of Inquiry School #58
Rochester, New York

Essential Questions: What are some of the ways the bombing of Hiroshima and Nagasaki have affected the lives of people who lived there?

Learning Targets: (Common Core Learning Standards)

- I can use the primary narratives to understand what it was like to experience a nuclear bomb attack in Japan. (RL.5.5, RL.5.6)
- I can use primary narratives to learn how the atom bomb affected people’s lives. (RL.5.5, RL.5.6)
- I can accurately quote from a text when explaining what the text says. (RL.5.1)
- I can integrate content presented in diverse media. (RI.5.7)
- I can write informative text to convey ideas and information. (W.5.2)
- I can develop and strengthen a writing piece with support from my peers. (W.5.5)
- I can summarize or paraphrase information in notes and finished work. (RI.5.9, SL.5.2)
- I can engage effectively in a range of collaborative discussions. (SL.1.1)

Day One: Building Background Knowledge: A Gallery Walk

Materials: student notebooks, pencils, chart paper with markers, trifold of images, charts, graphs, and narrative excerpts of Hiroshima and Nagasaki before and after the a-bomb.

- Prepare trifold displays ahead of time. Conduct a Google search for images of Hiroshima and Nagasaki before and after the nuclear bombing. Some have been provided with this plan as a starting point, but you will want to acquire enough images so that it would take at least five or more minutes for students to closely observe the images and take notes. Included graphs and charts showing the amount of structural damage, lives lost, radiation exposure, distances from the hypocenter, etc. Images are easily found online and searching for allows teacher customization to meet the needs of the classroom. Display the images on several trifold boards or poster board but do not display until after the class has shared what they already know about the subject.

- Unpack the learning target or purpose for the lesson: Begin the lesson by writing the following learning targets (student outcome) on the board or type on Smart Board: I can use the primary narratives to understand what it was like to experience a nuclear bomb attack in Japan. I can use primary narratives to learn how the atom bomb affected people’s lives. These learning targets remain on the board for the entire lesson. Ask students to silently read the learning target in their head before calling on a student to read the learning target aloud for the class. Ask students to share if there are any big words in the learning target they do not understand and underline the word. Ask for volunteers to explain any of the underlined words for the class. After there is a clear understanding of all the words in the learning target, have students copy the learning target at the top of a page in their individual notebooks.

- Start a KWL chart (Know, Wonder, Learn) as a group activity. Draw three columns on chart paper: label the first one K, the second one W and the third one L. Ask students if they have ever used/seen this chart before. Call on one student to share. (Know, Wonder, Learned). Students copy this same chart in their writing notebook under the learning target they have just written.

- Explain to students that we will be filling this chart out together starting with the K column. Ask students to think of what they might know about Japan and the cities of Hiroshima and Nagasaki. Think, Pair, Share ideas: Offer students about two minutes to first think silently and write down words and phrases of what they know under the K section of their chart. Then students pair with someone next to them for two minutes comparing their lists and taking at least one new idea from their peer. Next, the teacher asks for a few pairs to share their ideas and these ideas are recorded under the K of the KWL chart for the class. Students can update their individual chart with ideas from the class chart.

- Building Background Knowledge with a Silent Gallery Walk: On the next page of the student notebook, have students create a Notice and Wonders T-chart. Label one side “Notices” and the other side “Wonders.” As the students are labeling their notebook page, the teacher sets out the prepared images of Hiroshima and Nagasaki. The images should be spread about the room to avoid a crowded viewing experience.

- In table groups/partners, give students about three minutes to share their ideas and other information on display. There is absolutely no talking or sharing at this time. This is a chance for self-discovery and reflection. Sharing will come later. As students circulate, they are expected to write words, phrases, facts about what they see and read. The NOTICES side of the chart is strictly for observations (not what we think is happening, but what we see.) The WONDERS side of the chart is for questions that come to mind as they make their observations. Allow the students five to ten minutes depending upon the number of images and amount of information provided.

- Personal Reflection and group debrief: Students will have many conflicting emotions after viewing the images of Hiroshima and Nagasaki. Some may feel sad, angry, curious, disgusted, scared or horrified. In order for those feelings to be acknowledged and expressed in a positive way have students write down their feelings as a sentence or two in their notebooks and label the sentences “Feelings After Gallery Walk.”

- In table groups/partners, give students about three minutes to share their Notices and Wonders with peers. Ask groups/partners to agree on one or two Notices and/or Wonders that can be shared with the entire class.

- Return to class KWL chart: calling each group/partner in a “round-robin” fashion, have students share a Notice or Wonder with the whole class. Wonders can be directly written on the chart. Make sure students know they cannot repeat a Notice or Wonder that has already been shared and they are expected to add items to their individual KWL chart as groups share.

- Homework: Background reading: article from History.com, “The Bombing of Hiroshima and Nagasaki” (see Homework: Day One attachment). When students return to school call on a few students to add information to the Learned section of the class KWL chart from their homework.

**Note: students who have a harder time reading or need more time should be given the narrative reading for tomorrow, to pre-read, in place of this homework.**
Day Two: Personal Narratives

- Prepare for reading: There are three narratives of similar readability but of varying lengths. Proof-read the selections beforehand to consider which students should receive the appropriate text. Students should be seated so that each table/group reads the same text. Make sure there are enough copies of the text for each student to have their own copy as they will be marking the text. Each table/group will also need pencils and highlighters.

  - Annotations while reading: if your students have not annotated while reading, take some time to model for them. Annotating text does beyond underlining, highlighting, or making symbolic notations or codes on a given text. Annotation includes adding purposeful notes, key words and phrases that relate to the learning target of the lesson. Model annotating by reading aloud a short sections of one of the texts and stop at important sections of the text that relate back to learning target: I can use the primary narratives to understand what it was like to experience a nuclear bomb attack in Japan. Say your thoughts out loud as you underline words and write notes in the margins as you make connections between the text and the learning target. This gives students a clear purpose for actively engaging with text, and is driven by the goal of understanding what it was like to live through a nuclear bomb attack.

- Read and annotate personal narratives: Allow students fifteen minutes to read and annotated the given text with the goal of recalling the key events for the narrator during and after the detonation of the A-bombs.

- Personal Reflection: Again, students will have many conflicting emotions after viewing the images of Hiroshima and Nagasaki. Some may feel sad, angry, curious, disgusted, scared, or horrified. In order for those feelings to be acknowledged and expressed in a positive way, have students write down their feelings as a sentence or two in their notebooks and label the sentences “Feelings after the Reading” on the same page as the Gallery Walk reflection.

- Group activity: World Cafe (chart paper and markers needed, a different color for each group)
  - At their table groups, have each student share one or two key events they recall from the text until everyone has a turn to share.
  - The group chooses a spokesperson and has a discussion about the main ideas and events of the text that most directly address the learning targets for the lesson. The spokesperson will write down what the groups decides on chart paper. This should take about five minutes.
  - The spokesperson stays at the table while the rest of the group rotates to the next table along with their colored marker. The leader then shares the outline/summary with the new group members and asks for similarities from their text and adds it to the chart paper with that group’s color of marker.
  - A new leader is chosen to stay with the poster and the rest of the group rotates to the next group (along with their marker) and repeats the task of adding similarities from their text in their color and picking a new leader.
  - The group rotates again and should be back where they started. The leader that stayed is responsible for summarizing what was added to the poster when the group was working on the other posters.

- Debrief: Return to class KWL and ask students to share some of their new knowledge that can be added to the class KWL chart under the Learned section. Encourage a few to share some lingering Wonders as well.

- Homework: Reflections on reading with short response questions from the learning targets: What was it like to live through a nuclear bomb attack in Japan? How did the atomic bomb affect people’s lives?
  (Please see Homework: Day Two attachment)

Day Three: Peer review of draft essay
Materials: student homework completed, essay rubric, one-point feedback form, pencils

- Introduce the rubric for the essay:
  - Give students two to three minutes to read the essay rubric silently to themselves. Then using a document camera, review each section in the exemplary column and have students write in the margin their interpretation of the expectation. At each section, call on one student to share their response. Next, have students read across the sections into the proficient, developing, and needs improvement columns and look for key-words that are different in each column. Call on students to share what they noticed.

- Essay revisions and feedback:
  - Give students five minutes to read through their draft essay from last night and mark areas they want to revise after reviewing the rubric.
  - Direct student to get into pairs and exchange essays. Use the One-point Feedback Form (see attachment) to review the essay and offer strengths and areas for improvement. When complete, each partner should share aloud their feedback with their partner and offer words of approval.

- Homework: Make revisions and complete handwritten final draft.

Day Four: Teacher Review and Final Evaluation
Materials: student final handwritten essay, essay rubric, highlighter

- Teacher Feedback:
  - Effective feedback from the teacher to the students should be conducted in a one to one format. In order for this to occur, meaningful assignments should be given to the students to free up the teacher to conference individually with each student.
  - Provide each student with copies of the narrative text they did not read. Direct students to read and annotate the two text silently. If they complete the reading before they are called for a conference, direct students to review their draft essay in preparation for the teacher conference.
  - While the class silent reads and makes revisions to their essay, the teacher calls each student to a work table or teacher desk. Direct the student read their essay aloud to the teacher. As student reads, teacher uses the Living Through the A-bomb Essay Rubric (see attachment) to highlight where the essay falls on the rubric and offers a few handwritten ideas for improvement where needed.

- Final Evaluation: After teacher conference, students then neatly hand write the final essay or type essay in electronic form (Google Documents or MS Word). Completed essays can become a hallway bulletin board, part of a student portfolio of work samples or even a submission to local newspaper.

Extension idea: Have the students use the techniques and literary devices used by the authors of the A-bomb survivor stories to write their own survivor story of an event from their own lives.

Suggested Text: If the precise texts listed here are difficult to locate, carefully select a survivor’s story using a graphic novel Barefoot Gen by Nakazawa Keiji can substitute I Saw It graphic novel.
Resources


**Nakazawa Keiji,** *I Saw It: The Atomic Bombing of Hiroshima*, (San Francisco: Educomics, 1982), 10-26


Materials

**Suggested images for Gallery Walk**

When using these images, do not use the captions in the student display. A Gallery Walk is meant to peak curiosity and inquiry. The captions are for teacher use only when student questions arise later. The teacher can print the images and cover the captions with a sticky note that can later be removed to reveal the detailed information.

Children attending school in building damaged by the a-bomb.

Fukuromachi Elementary School after the bombing.

Photos on this page taken by the author at Fukuromachi Elementary School Peace Museum, Hiroshima, Japan
Fukuromachi School reopening almost one year after the bombing with 36 students.

Photos on this page taken by the author at Fukuromachi Elementary School Peace Museum, Hiroshima, Japan

A-Bomb Dome: Then and Now

Photo taken by author of image on display at Nagasaki A-bomb Museum, Nagasaki, Japan of Hiroshima directly after bombing.

Photo taken by author July 1, 2015 at Hiroshima Peace Park, Japan
The citizen’s bomb shelter on side of a hill in Nagasaki, Japan taken by author on June 29, 2015

School girl’s lunch box with carbonized contents

Salvaged clock that stopped at the moment of detonation

Bottom two photos taken by author at the Nagasaki Atom Bomb Museum, Nagasaki, Japan

Photo taken by author of images of charred victims of the A-bomb on display at the Nagasaki A-bomb Museum

Photo taken by author of pie chart of building total damages to Hiroshima on display at the Hiroshima Peace Museum, Hiroshima, Japan.
HomeWork: Day one

Name: ___________________________ Date: ___________

Directions: Annotate the following text as you read. Use the text to answer the questions on page 3.

BomBing of Hiroshima and Nagasaki - World War II - HISTORY.com
http://www.history.com/topics/world-war-ii/bombing-of-hiroshima-and-nagasaki

On August 6, 1945, during World War II (1939-45), an American B-29 bomber dropped the world’s first deployed atomic bomb over the Japanese city of Hiroshima. The explosion wiped out 90 percent of the city and immediately killed 80,000 people; tens of thousands more would later die of radiation exposure. Three days later, a second B-29 dropped another A-bomb on Nagasaki, killing an estimated 40,000 people. Japan’s Emperor Hirohito announced his country’s unconditional surrender in World War II in a radio address on August 15, citing the devastating power of “a new and most cruel bomb.”

Even before the outbreak of war in 1939, a group of American scientists—many of them refugees from fascist regimes in Europe—became concerned with nuclear weapons research being conducted in Nazi Germany. In 1940, the U.S. government began funding its own atomic weapons development program, which came under the joint responsibility of the Office of Scientific Research and Development and the War Department after the U.S. entry into World War II. The U.S. Army Corps of Engineers was tasked with spearheading the construction of the vast facilities necessary for the top-secret program, codenamed “The Manhattan Project” (for the engineering corps’ Manhattan district).

At noon on August 15, 1945 (Japanese time), Emperor Hirohito announced his country’s surrender in a radio broadcast. The news spread quickly, and “Victory in Japan” or “V-J Day” celebrations broke out across the United States and other Allied nations. The formal surrender agreement was signed on September 2, aboard the U.S. battleship Missouri, anchored in Tokyo Bay.
Answer the following questions in complete sentences:

1. According to the text, how many people in total died due to the United States dropping the atomic bombs on Hiroshima and Nagasaki?

2. Was Nagasaki originally going to be the second target for the a-bomb? Which city was originally chosen and why was it not bombed?

3. Six days passed after the bombing of Nagasaki and the Emperor of Japan’s announcement of a surrender. What might be an explanation for this delay?

Complete the table using information from the text.

<table>
<thead>
<tr>
<th>Name of City</th>
<th>Date of bombing</th>
<th>Name of plane</th>
<th>Number dead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiroshima</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Nagasaki</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Living Through the A-Bomb Essay Rubric

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Needs improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Responds <strong>skillfully</strong> to all parts of the prompt, demonstrates a strong understanding of text, and addresses the guiding question: What was it like to live through the a-bomb in Japan? How did the A-bomb affect people’s lives?</td>
<td>Responds to <strong>some parts</strong> of the prompt, demonstrates a limited understanding of text and the guiding question.</td>
<td>Responds to <strong>little or no parts</strong> of the prompt, demonstrates no understanding of text and guiding question.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Organizes ideas and information into <strong>purposeful, coherent</strong> paragraphs that include an elaborated introduction with clear thesis, structured body, and <strong>insightful</strong> conclusion</td>
<td>Organizes ideas and information into an <strong>attempted paragraph</strong> structure that includes a sense of introduction, body and conclusion</td>
<td>Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td><strong>Develops the topic</strong> with well integrated facts, definitions, concrete details, quotations, or other information and examples</td>
<td>Develops the topic with <strong>limited</strong> facts, definitions, concrete details, quotations, or other information and examples</td>
<td>Does not use relevant or sufficient text support from the resources with accuracy</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Demonstrates <strong>creativity and flexibility</strong> when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning/readability</td>
<td>Demonstrates <strong>grade level appropriate conventions</strong>; errors are <strong>minor</strong> and do not interfere with the readability</td>
<td>Demonstrates <strong>limited understanding of grade level conventions</strong>, and errors <strong>may interfere</strong> with the readability</td>
</tr>
</tbody>
</table>

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## One-Point Rubric Feedback Form

**Living through the A-Bomb Essay**

<table>
<thead>
<tr>
<th>Areas of need</th>
<th>Criteria</th>
<th>Areas of strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds skillfully to all parts of the prompt, demonstrates a strong understanding of text, and addresses the guiding question: What was it like to live through the a-bomb in Japan? How did the A-bomb affect people’s lives?</td>
<td>Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion</td>
<td>Develops the topic with well integrated facts, definitions, concrete details, quotations, or other information and examples</td>
</tr>
<tr>
<td></td>
<td>Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning/readability</td>
<td></td>
</tr>
</tbody>
</table>
The use of the atomic bombs on Hiroshima and Nagasaki in August of 1945 are commonly viewed by Americans as necessary in expediting the quick conclusion of the Pacific War. As Americans, we tend to view the bombs from the air, commonly through the images of the mushroom cloud as shot by the planes accompanying the Enola Gay and the Bockscar as they dropped their payloads on those August mornings.

In this lesson, students will be asked to read and view primary sources from the ground, as recounted by hibakusha, as survivors of the atomic bombings are known in Japan. Through a series of guided responses (written, discussion based, and artistic), students will be prompted to reflect on the impact and consequences of the atomic bombings and ultimately to reassess their assumptions about their use by the United States as a strategy to end the war.

This series of five lessons of at least 50 minutes each is intended to develop both critical thinking in regards to primary sources as well as analysis of point-of-view in primary sources. In addition, students will have the opportunity to explore their responses to the difficult material through an artistic medium of their choice. In conclusion, students will self-evaluate their creative and analytical processes.

(Note: in Japan, family names, which we would refer to as the last name, come first in a name. I have adhered to this traditional format unless the source uses the western style. I have bolded the family name for clarity in their own words, describes the day and the aftermath of the bomb. Photos below show his neighborhood and the Mitsubishi steelworks today.)

1. All read Mr. Yamawaki Yoshiro’s narrative (http://nagasakipeace.jp/english/survivors/yoshiro_yamawaki.html). Mr. Yamawaki was 11-years-old when the bomb was dropped on Nagasaki. He and his two brothers who survived walked the length of the Mitsubishi steelworks to find their father’s body. The narrative, in his own words, describes the day and the aftermath of the bomb. Photos below show his neighborhood and the Mitsubishi steelworks today.

2. All read “Five Photographs of August 6” Matsusige Yoshito (Japan at War, 391)

3. Have students read 3–5 hibakusha narratives from the following sources, or other sources as they are available to you: (see bibliography).

   Japan At War: “Eight Hundred Meters from the Hypocenter” by Yamaoka Michiko 7 (384-387); “A Korean in Hiroshima” Shin Bok Su 8 (387-391); Voices of the A-Bomb Survivors: Nagasaki: “Tanka Poems of the Atomic Bombing” by Setoguchi Chie 9 (66-68) (see Appendix 2)

4. Optional: If you have time, assign students to choose a YouTube video of hibakusha testimony to view. Sources: www.un.org/disarmament/content/slideshow/hibakusha/

   5. This could be done as Lesson Two in class or as a secondary homework assignment. If you have the time, include a biography of Dr. Nagai Takashi and watch the interview with Dr. Nagai’s daughter, Tatsue Kayano (Nagai) www.youtube.com/watch?v=HkT3BlzVI34. He could also be one of the hibakusha you assign to students.

Dr. Nagai (1908-1951) was a resident of Nagasaki who converted to Christianity. He served in the Japanese army as a medic in the 1930s and on his return to Nagasaki began a campaign to eliminate tuberculosis. As supplies in the 1940s became scarce, he resorted to direct reading of X-Rays and contracted leukemia as a result. He was in Nagasaki at the time of the atomic bombing and lost his wife. Dr. Nagai continued to minister to the victims of the bomb until his own collapse. As he became sicker, he began to write. His writings include a powerful advocacy for peace and nuclear disarmament as well as a (controversial) discussion of Nagasaki as a sacrificial lamb for the sins of Japan. See museum website for further information: http://www.city.nagasaki.lg.jp/peace/japanese/abri/mst/nagai/nagai_s/nagae01e.html
Lesson Two:

Essential Questions:

What are the immediate and long term effects of nuclear war on individuals?

1. In class journaling: Spend 20 minutes writing a response to the reading from the previous night based on the following prompt:
   a. What observations about similarities between experiences of hibakusha can you make? (e.g., sequence of effects of bombing, immediate aftermath, long term effects, individual emotions/responses). (at least four observations).
   b. What are your thoughts, emotions, responses? (at least one paragraph)

2. Discussion: Review observations from journals and discuss as a class. Be sure to include the three major categories of effects, according to Nemoto Masaya:
   1. immediate physical effects from the blast: intense heat, blast of wind, pressure; radiation poisoning and effects (immediate and long term), black rain as increased dose of radiation (fell shortly after the bomb as the air cooled and rain washed the radioactive particles and soot out of the air), atom bomb sickness—long term fatigue and various woes; cancer, especially leukemia and later other forms of cancer such as stomach or breast cancer. Children in utero suffered from microcephalus, subsequent children born to hibakusha sometimes had birth defects or developed cancer later in life.
   2. economic effects: short term: loss of property: home, work, food (destroyed/irradiated); long term: loss of breadwinner; loss of health leads to trouble finding employment; for women, concerns about childbearing hinder marriage prospects; discrimination against hibakusha when seeking employment or marriage partners was common.
   3. psychological effects: trauma of losing family, trauma of seeing so many dead and wounded, and at loss of home, work, etc.; long term challenges due to extended illnesses, frequent operations, and lack of employment due to poor health (and discrimination).

3. View the photographs that Mr. Matsushige Yoshito took (available at www.maxmccoy.com/1945.htm). Review the text in relation to the photos. Also view the photos of Mr. Yamawaki, the houses near where he lived, and the view of Mitsubishi steelworks and river he walked along immediately after the Nagasaki attack (see below).

(The following photos were taken by the author in June 2015 in Nagasaki.)
The International Cemetery in Nagasaki today. Note how the tombstones are very close to neighboring houses because of the hillside construction. Mr. Yamawaki must have lived near here as his step-mother had evacuated the day before because in a previous air raid a tombstone damaged the house. The neighborhood today is shown below.

The Mitsubishi Steelworks today (Nagasaki). Mr. Yamawaki would have walked along the shore of the river on the left, then crossed over to the steelworks on the next bridge. Compare to photo of the steelworks in 1945: http://city-nagasaki-a-bomb-museum-db.jp/en/collection/86222.html
Lesson Three:

Essential Questions:
What is the “hibakusha” message? How do individuals transform trauma into positive action?

1. Begin with a review and reflection on the material so far. Write the names of the individuals on the board and have students provide a few notes to identify each one. Have students jot down some thoughts: what have they learned so far? What questions do they have? Share with a neighbor. Collect big ideas and questions as a group and consider. Return to the original arguments from Lesson One about common reasons given to justify the use of nuclear weapons. Have students reconsider in a short in class writing their response to the use of the bombs.

2. Hand out the following quotations (or a selection of them) from Dr. Nagai Takashi, hibakusha from Nagasaki:

“Who turned this bustling city into a huge crematorium and cemetery?…We did. We let the words ‘Who takes a knife will die by a knife’ go through one ear and out of the other. It is we the people who busily made warships and torpedoes.” (from A Hill in Bloom, courtesy of Nagasaki City Nagai Takashi Memorial Museum)

“It is a cowardly man who starts struggles and wars. The person of love is the person of ‘bravery’ who does not bear arms. The person who does not bear arms, does not fight. In other words, he or she is the person of peace.” (from Peace Tower, courtesy of Nagasaki City Nagai Takashi Memorial Museum)

“In an instant, my beloved university, students, wife and all the fruits of my research burned to ashes. I was driven to despair as though pushed into hell….However, the feeling of desperation did not last for even half a day, because I had found a new hope, namely a disease that had never existed before…atomic bomb syndrome! I had to research this new disease! When it was decided, my dark depressed heart was filled with hope and courage. My spirit as a doctor surged. My body regained energy and I stood up.” (From Leaving these Children Behind, courtesy of Nagasaki City Nagai Takashi Memorial Museum)

“The explosion of a single atomic bomb over Nagasaki typified a period at the end of the long sentence of war. I want the peace that returned at that moment and that we enjoy today to last eternally…No more atomic bombs after Nagasaki! Nagasaki, period! Peace begins from Nagasaki! These cries are on everyone’s lips. Abandon war, stop war, before anything else avoid war! To maintain peace it is necessary to present the bare truth to the people of the world. This is my motivation in taking up a pencil and beginning to write, describing the scenes of that last day of Nagasaki without any embellishments or subtractions. I do not have a single memory that is so weak that I have to make efforts to recall it. But as I portray each successive scene the faces of the dead appear, and choking on a flood of tears I find myself putting down the pencil and picking up a rosary to pray…” (From Heiwato “Peace Tower”, courtesy of Nagasaki City Nagai Takashi Memorial Museum)

3. Have students reflect on their message. How have hibakusha transformed their traumatic experiences into something meaningful and future oriented? Drawing on the materials, write a short paper discussing this question. Extra credit: compare with Viktor Frankl’s discussion of suffering and meaning in Man’s Search for Meaning.

4. You may wish to have them also consider the following passage by Miyamoto Yuki as part of their essay:

“In his speeches, Akiba Tadatoshi, the mayor of Hiroshima, often refers to three contributions that the hibakusha have made to the world. First, even after enduring unimaginable experiences, they have demonstrated their courage by choosing to live and generating a spirit of non-retaliation. Second, they courageously speak out about and share their expertise with others, contributing, some believe, to preventing the further use of nuclear arms upon humankind. Finally, they provide a new vision of a community of memory that transcends existing boundaries (national, social, and cultural) and elaborates the hibakusha’s central message of ‘not retaliation, but reconciliation.’”

Lesson Four:

Essential Questions:
How can we as modern people respond artistically to difficult historical material?

As a class, view the following examples of hibakusha art in preparation for the final assignment: http://ocw.mit.edu/ans7870/21f/21f027/groundzero1945/gz_essay01.html

5. Final assignment: Create an artistic project that represents one of the hibakusha experiences and ideas and write a one page explanation and self-evaluation of the project that directly relates it to the book, using direct quotes and specific examples. You could paint, do photography, draw, sculpt, write poetry… In the one page self-evaluation, be sure to discuss your intent in creating the project, any symbolic elements, how the process of creating art in relation to the atomic bombings has changed your thinking about the use of nuclear weapons, and your challenges and successes in the piece.

Lesson Five:

Essential Questions:
How can we as modern people respond artistically and analytically to difficult historical material?

End the unit by having students share their artwork and discuss their intent and thoughts on it with the whole class.
Appendix 1:
Mr. Yamawaki’s testimonial:
http://nagasakipeace.jp/english/survivors/yoshiro_yamawaki.html

Appendix 2:
I have included the following poems because Voices of the A-Bomb Survivors: Nagasaki is not readily available in the US. The book contains several more poems by Setoguchi.

Tanka poems by Setoguchi Chie  

Atomic Field <1946>

A string of piano in the burnt out ruins
Besides chickweed sprouting in the burnt-out ruins
The rusty string can’t be a grave marker
As the bones of my friend are not to be found
I’m wandering in the Atomic Field

The Face of Keloids

The living walk along the Urakami River
A dying horse which was lying next to his driver
Under the sun dimmed by the A-bomb cloud
People walk for the sake of their lives

Urakami Cathedral in Ruins <1947>

Broken down, still beautiful
The mossy, decapitated stated of St. John
How many sorrows do you have?
A girl in white veil is praying on her knees

The flowers of the oleander are red
Leaving the bodies under the red sun
The sixth anniversary of my friend’s death is coming
A wingless angel looks up at the sky

A girl in white veil is praying on her knees
Her keloid-scarred face looks up at the Madonna
Bibliography:


“Testimony of Hibakusha by Ms. Kayano Tsutsui (formerly Kayano Nagai) (in English)”. YouTube, accessed August 14, 2015 [www.youtube.com/watch?v=HkT3BlzVI34](http://www.youtube.com/watch?v=HkT3BlzVI34).


Endnotes


3. Cook, *Japan at War*, 387-391


