

Sadako and the Thousand Paper Cranes
Eleanor Coerr

Introductory Activity – Prologue

Materials Needed:

- Sadako and the Thousand Paper Cranes by Eleanor Coerr
- Text connection worksheet

TEKS:

7.Fig19F - Make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.

Objectives:

Students will read the prologue from Sadako and the Thousand Paper Cranes and identify why Sadako has been deemed a hero.

Students will make a connection from another text or a form of media with text evidence to Sadako.

Vocabulary to know:

Hero/Heroine – a person who is honored or admired for an action or character trait they have

Connection – a relationship or similarity

Prologue – an introduction

Hiroshima – place in Japan

Air Force – unit of the military

World War II – World War that involved multiple countries

Radiation – spreading of waves that are not natural to the human body

Courage - bravery

Hook:

-See if students can identify any heroes in their own lives or the lives of others. Allow students to share stories of their hero examples.

Introduction:

-Give the students the novel Sadako and the Thousand Paper Cranes and tell them the story is about a hero.

-Introduce the prologue of the story and explain the concept of a prologue (the prologue is an introduction to the story where they can learn basic information about the story before they read)

Activity:

-As appropriate (shared, guided, or independent reading) have students read the prologue of the story

-Review vocabulary with the students

-Consider basic comprehension questions:

-Where did the bomb explode?

-How did Sadako die?

-Why was Sadako labeled a hero?

-Give students the text connection worksheet

- Model a text connection with specific evidence for the connection

-Allow students to independently fill-out their text connection

-In closing:

-Have students share their text connections with their peers and see how many heroes the class can come-up with. Ask the students to identify the reasons people are identified as heroes? Are heroic people always courageous?

Extension Activities:

-Give students a venn diagram to show the comparison between courage and heroism and have them analyze differences and similarities. Then have students write a paragraph explaining what it could mean that Sadako was identified as a hero for her courage.

-Allow students to be a newscaster and made a short clip of themself explaining a recent current event where a person was found to be heroic. Have the student compare the news hero to Sadako in their news clip.