

## Sadako and the Thousand Paper Cranes

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### 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.