

MR. TSUGIO ITO grew up in Hiroshima, Japan. His older brother was killed when the United States dropped an atomic bomb on August 6, 1945 in an effort to end World War II. Fifty-six years later, Mr. Ito's son, Kazushige, died when the South Tower of the World Trade Center collapsed on September 11, 2001. Mr. Ito believes that the events of September 11th reconfirm his belief that we should all work towards global peace.

MR. MASAHIRO SASAKI is the older brother of Sadako Sasaki. Both were children when an atomic bomb hit their city of Hiroshima, Japan during World War II. Sadako developed leukemia as a result of the exposure to radiation. As a wish for good health, she folded more than a thousand origami cranes. After her death, Sadako's classmates advocated for peace by helping to raise funds for a memorial to the children who died from the atomic bomb.

“After September 11th, I realized again how important it is to have peace.”



UNIT 7: GLOBALIZING PEACE

SEPTEMBER 11th

personal stories
of transformation

TOPICS THIS STORY CONNECTS TO:

- Victims of violence often advocate for peace
- Symbolic significance of origami cranes

DEFINITIONS

An **atomic bomb** is an explosive weapon of enormous destructive power. In 1945, during World War II, the United States dropped two atomic bombs on Hiroshima and Nagasaki in Japan with the hope of ending a brutal war.

Hibakusha refers to people who were exposed to the radiation from atomic bombings.

Radiation sickness is a long-term and sometimes fatal illness resulting from exposure to radioactive fallout from an atomic bomb.

Origami is a Japanese word meaning “folded paper.” The origami crane has become a symbol for peace.

BACK STORY BIOGRAPHY

Mr. Tsugio Ito grew up in Hiroshima, Japan. When an atomic bomb was dropped on August 6, 1945, he was playing in his school playground. His older brother who attended a different school was immediately killed. In 1998, Mr. Ito's son, Kazushige, came to New York City to work in the offices of Fuji Bank in the World Trade Center. The office was on a high floor of the South Tower, and on September 11, 2001, Kazushige was killed. In 2007, a group of students from Kazushige's high school came to the U.S. and brought strands of origami cranes. Mr. Ito says that the events of September 11th reconfirm his belief that we should all work to prevent violent tragedies and seek global peace.

Mr. Masahiro Sasaki is the older brother of Sadako Sasaki. He lives in Japan. Sadako was two years old when an atomic bomb was dropped on Hiroshima in 1945. Her family was fortunate to survive the attack, and she was a healthy young girl who loved both her studies and sports in school. When she was 12, Sadako developed leukemia as a result of the long-term effects of exposure to radiation. During Sadako's hospital stay she began the process of folding a thousand origami cranes because her father told her that it would help her get well. She used wrapping papers from get-well gifts and medicine bottle wrappers to create her origami cranes. Although Sadako folded more than one thousand origami cranes, she couldn't overcome her fatal disease. Sadako's classmates helped to raise funds to create a memorial to her and to all of the other children who died as a result of the bombing. Mr. Sasaki empathizes with the families of the victims of September 11th, knowing that all families grieve for their loved ones. He hopes that by continuing to tell his story and the 9/11 families continuing to tell the stories of September 11th, people can all work towards a more peaceful world.



I. WATCH PART 1.

II. WHAT WILL HAPPEN NEXT?

The students from Mr. Ito's son's former high school visited the World Trade Center and brought a symbolic gift of a thousand origami cranes. How did origami cranes become a symbol of peace?

III. WATCH PART 2 TO DISCOVER MORE ABOUT THE SYMBOLIC ORIGAMI CRANE.

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IV. CONNECT AND REFLECT ACTIVITY

1. Fact: As a center of international trade, the World Trade Center housed companies from all over the world. In addition, New York is a city of immigrants, with 37% of New Yorkers being foreign-born. Citizens of more than 90 countries were killed in the attacks of September 11th. Families and communities around the world had relatives or knew people who died in the World Trade Center, the Pentagon, and Shanksville.

Personal Experience Question: Why does Mr. Ito find it important to come to the World Trade Center site and encourage others to do so? Why is visiting this site of terrible violence an important thing to do? What other sites of violence around the world do people feel compelled to visit?

2. Fact: Today, one might find strands of origami cranes placed wherever there is a wish for peace around the world. At the Tribute WTC Visitor Center a display includes origami cranes that were left at the World Trade Center recovery site in the late fall of 2001, as well as new origami cranes made by Japanese families who lost their loved ones on September 11th.

Personal Experience Question: Mr. Sasaki read about the origami cranes at the Tribute Center in the Japanese press and decided to donate one of Sadako's original origami cranes to the Tribute Center in New York City as a wish for world peace. What connection did Mr. Sasaki feel with the families of September 11th victims?

3. Fact: Sadako's classmates were shocked to lose their friend and proposed the idea of building a statue to console the spirit of Sadako and all the other children who died from the atomic bombing. They also wanted to use this as an opportunity to teach about what happened and reflect upon peace. In 1955, the students took action and distributed 2,000 handmade leaflets to the Conference of National Junior High Schools Principals' Association. The student councils of every school in the city formed the

"Hiroshima Society of School Children for Building World Peace." Contributions from all around Japan flooded in and these funds helped support the construction of a memorial.

Personal Experience Question: How were young people able to make a difference by bringing attention to a world issue? Can you think of an example when students have worked together to bring attention to an important issue that affected an entire community?

4. Fact: The effects of radiation were not completely understood in 1955 when Sadako died. Some people were prejudiced against survivors because they believed that radiation sickness was contagious or inherited genetically. Testing of nuclear weapons continued in the years after World War II in the American southwest and on islands in the Pacific. Around the time of Sadako's death, the movement to ban atomic bombs gathered momentum in both Japan and the United States. The movement to support the survivors in Hiroshima and Nagasaki intensified, resulting in more health care and the creation of memorials such as the Children's Peace Monument in Hiroshima.

Personal Experience Question: Why did people around the world begin to mobilize against nuclear weapons? How are governments working to control the building of nuclear weapons today? What other movements today can you think of that have international support?

5. Fact: Sadako's story was spread through films, magazine features, news articles, and children's picture books.

Personal Experience Question: What is the role of the media in spreading a message internationally? In this new age of communication, is there a way that students today could actively communicate with other students across the world to promote messages of peace?

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V. SPECIFIC RESEARCH RESOURCES

■ Hiroshima Peace Memorial Museum

This site offers information about exhibits, a virtual tour, a “Kids Peace Station” (including Flash animation, a place to post student-developed peace presentations from around the world, and “kids news”), information on steps toward peace, and the text of annual peace declarations. http://www.pcf.city.hiroshima.jp/index_e2.html

■ *Barefoot Gen*, written by Keiji Nakazawa (graphic novel and film)

Barefoot Gen is an illustrated history of the atomic bombing of Hiroshima. Gen is the name of a boy who witnessed the atomic bombing, and includes his first impressions, experiences, and conflict (as seen through the eyes of Gen) after the atomic bombing.

■ *Children of the Paper Crane: The Story of Sadako Sasaki and Her Struggle with the A-Bomb Disease*, written by Masamoto Nasu (book).

■ Children of the Atomic Bomb

This research website project, based at the University of California at Los Angeles, discusses the consequences of the nuclear age on human beings and their environment. The project is led by Dr. James Yamazaki, who at the age of 33 in 1949, was the lead physician of the U.S. Atomic Bomb Medical Team assigned to Nagasaki to survey the effects of the bomb. <http://www.aasc.ucla.edu/cab/200712090009.html>

■ *The Cats of Mirikitani*, DVD, Linda Hattendorf, 2006

The story of an artist living on the streets of New York City, who survived the Japanese-American internment camps of World War II, and whose life was also affected by the attacks of September 11th.

VI. CLASSROOM & SERVICE PROJECTS

Share your projects with the Tribute Center, and we will put them online for other teachers and students to learn about. Send your project descriptions to education@tributewtc.org

1. TRADITIONAL JAPANESE STORYTELLING – KAMISHIBAI CARDS:

Below is a sample of the kamishibai cards developed by the Stanford Program on International and Cross-Cultural Education (SPICE). Kamishibai is a traditional method of Japanese storytelling in which a storyteller uses sturdy story cards that feature an image on one side and the story text on the reverse. SPICE has developed full color, illustrated 11”x17” kamishibai cards with English and Japanese text that tell the story of Sadako Sasaki and her origami cranes.

Contact SPICE at <http://spice.stanford.edu> to order a set of kamishibai cards for classroom use.



2. MEMORY, HISTORY AND MEMORIALS

Facing History and Ourselves provides inspirational thoughts about how and why people create memorials to commemorate historic and important events. This website will help you to design a memorial to an event or significant person. <http://www2.facinghistory.org/Campus/memorials.nsf/home?openframeset>