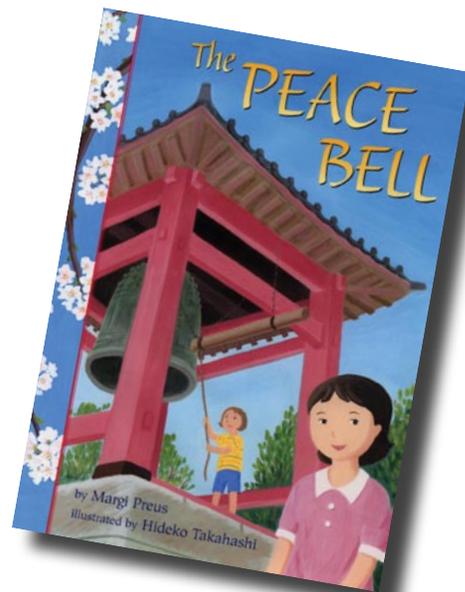


# THE PEACE BELL

by Margi Preus  
illustrated by Hideko Takahashi

## Teachers Guide



### GENERAL DISCUSSION QUESTIONS

- 1) There are many sounds mentioned in this story. Describe some of them.
- 2) Yuko's grandmother likes hearing the sound of the temple bell every day. Is there a sound you hear every day? What is it? Would you miss it if you couldn't hear it anymore?
- 3) Why do you think the American soldiers took the bell? Do you think it was okay that they took it? How would the bell be useful to them?
- 4) Why are Yuko's grandmother and her friends too afraid to pick up the candy the soldiers toss to them?
- 5) Why did the town in America send the bell back to Japan?
- 6) Yuko's grandmother says, "Everything has something to say if you know how to listen." What can you think of that tells you something without saying it in words? (An alarm clock tells you that it's time to get up, for instance.)

### FRIENDSHIP AND PEACE-MAKING

- 1) In this story, a friendship is begun when something is returned to its original owner. What are some other ways to make friends?
- 2) Have you ever had to give something back that you loved? How did it make you feel?
- 3) Can you think of a time when someone did something kind for you?
- 4) Yuko's grandmother talks about the "song of the bell" (pp. 11 & 17). If the bell's song had words, what do you think they would be? Write your own words to the bell's song.

### CURRICULUM CONNECTIONS

- 1) SCIENCE and/or MUSIC: There are many different types and sizes for bells. Bring in a variety of bells or pictures of bells. Examine them and discuss the different ways they make sounds. Why are some sounds higher or lower than others? Louder or softer?
- 2) The bell in this story is struck on the outside with a large wooden log striker. You can hear an example of the bell's sound and learn about the Peace Bell at [www.resonancefilm.com](http://www.resonancefilm.com).

## CULTURE

1) Bells have been taken as war trophies going back to the time of Napoleon. It is believed that bells are chosen as trophies because they are something that all cultures and faiths share. Research bells from different faiths and cultures. How are they used similarly or differently by diverse groups?

2) What are some things about Yuko's grandmother's life that are different than yours? What are some things that are similar?

3) What do the school children have in their lunchboxes? How does that compare to your lunch today?

4) The people of Japan celebrate many festivals throughout the year. A couple are mentioned in this story. The New Years holiday (Shogatsu or oshogatsu) is the most significant national holiday. People clean their houses and places of work, put up decorations and prepare special dishes. Most people visit shrines or temples during the holidays. Children fly kites, spin tops, or play hanetsuki. They are also given money in special envelopes. Beginning at midnight on New Year's Day, the temple bells are rung 108 times. In the illustration on page 8, little sister is looking forward to playing hanetsuki, which is a kind of Japanese badminton. She is holding a paddle in her hand. What do you do on New Years Eve and New Year's Day?

5) Grandmother also mentions the Bon Odori drum. Bon Odori is a Buddhist festival to honor one's ancestors and to practice selfless giving to all beings. It involves a dance performed outdoors around a raised platform where a big drum is played. What is a celebration that you celebrate?



## GEOGRAPHY

1) Locate Japan on a map or globe. Look for Ohara (now Isumi City) which is located along the coast 50 miles south of Tokyo.

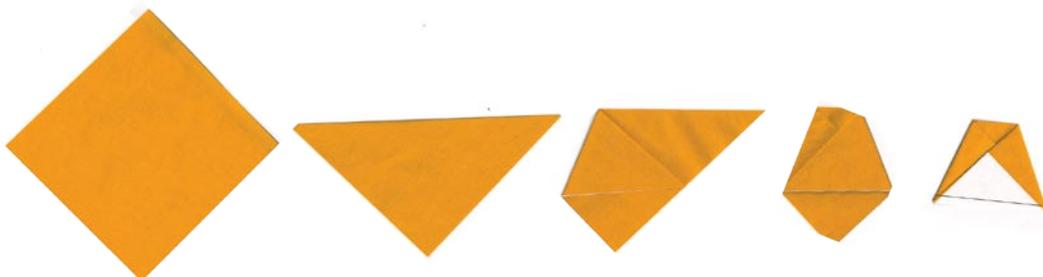
2) Locate the United States, the state of Minnesota, and the city of Duluth (where the bell was taken after the war). Hint: Duluth is located on the tip of the nose of Lake Superior, which some people think looks like a wolf's head.

3) How do you think an 800 pound bell could get from Japan to Minnesota? And back to Japan again?

4) Other temple bells were taken as war trophies and brought to Annapolis, Maryland, Arlington, Virginia and Topeka, Kansas. Locate these cities on a map or a globe.

## ART

Origami is a fun paper folding activity popular in Japan. Make an origami bell. Make the bell by folding a 5 or 7 inch square according to the pattern attached. Finish it by separating the points at the top and folding them down on each side (these can be secured with glue—see attached origami bell). Write on it your message of peace.



## TIME-LINE

1940	Japan joins axis powers of Germany and Italy
1941	Japan gathers temple bells to smelt into ammunition
Dec. 7, 1941	Japan bombs Pearl Harbor (in Hawaii)
Dec. 8, 1941	U.S. enters WWII, joins allied forces Britain and Russia
Aug. 1945	U.S. drops atomic bombs on Hiroshima and Nagasaki
Aug. 1945	Japan surrenders
1946	Temple bells arrive in U.S.
1951	Visiting Japanese professors discover the bell originally from Ohara in Duluth City Hall
1954	Bell sent back to Ohara
1991	Duluth and Ohara become sister cities; Ohara sends Duluth a replica of the bell

## GLOSSARY

A note about pronunciation: Generally, there is no stress placed on any one syllable. All syllables are pronounced with equal force.

Katiechan – Chan is often attached to children's names or to kinship terms

Bon Odori – Festival to honor and remember one's ancestors. A dance is performed to music and drums.

Toshikoshi soba – "Long-life noodles" noodles made of buckwheat traditionally eaten on New Year's Eve

Sake – Rice wine

Shoro (or shuro) – Bell tower

Obachan – Grandmother (familiar)

## BOOKS FOR CHILDREN ABOUT WAR TIME AND POST-WAR JAPAN

### Effects of war on children and animals

*Faithful Elephants - A True Story of Animals, People and War*, by Yukio Tsuchiya; Translated by Tomoko Tsuchiya Dykes; Illustrated by Ted Lewin. Boston: Houghton Mifflin Company, 1988.

*Grandfather's Journey*, by Allen Say. Boston: Houghton Mifflin Company, 1993.

*On the Wings of Peace*, Compiled by Sheila Hamanaka. New York: Clarion Books, 1995.

### Experiences related to Hiroshima

*The Angry Jizo*, by Yuko Yamaguchi; illustrated by Goro Shikoku. Tokyo: Yamaguchi Shoten.

*Hiroshima No Pika*, by Tatsuharu Kodama; illustrated by Yasushi Nagasawa. Tokyo: Chart Institute.

*The Lunch Box*, by Tatsuharu Kodama; illustrated by Yasushi Nagasawa. Tokyo: Chart Institute, 1995.

*Sadako and the Thousand Paper Cranes*, by Eleanor Coerr; ill. by Ronald Himler New York: Dell Publishing, 1977.

### Post War Occupation

*The Bicycle Man*, by Allen Say. Oakland: Parnassus Press, 1982.

*Yoshiko and the Foreigner*, by Mimi Otey Little. New York: Farrar, Straus and Giroux, 1996.

www.resonancefilm.com – website for *The Odyssey of the Bells*, a documentary about the Duluth/Ohara bell and other bells taken as war trophies.