

Eckerd Theater Company

presents

A Thousand Cranes

by Kathryn Schultz Miller

About the Show

Sadako Sasaki was two years old, in the arms of her mother, who sang a lullaby while Sadako's grandmother made tea. Suddenly, a flash of light cut across the sky. An atom bomb had been dropped on Hiroshima. In 1955, when Sadako was a happy, athletic, 12-year-old schoolgirl, the radiation sickness came. Legend says any person who folds a thousand paper cranes will be granted a wish. Sadako began folding cranes as quickly as she could, wishing to be well again, wishing an atom bomb like the one that took her grandmother would never be dropped again. Before her death, Sadako folded 644 cranes. Her friends and classmates folded 356 more to make one thousand. In Hiroshima Peace Park, a statue was unveiled of Sadako holding a golden crane in her outstretched arms. The inscription below reads: "This is our cry. This is our prayer. Peace in the world." This play tells the true story of Sadako and how her spirit of hope and strength continues to inspire young people around the world to work for peace.

Expanding the Classroom

A Thousand Cranes

by

Kathryn Schulz Miller

Eckerd Theater Company

Eckerd Theater Company (ETC) is a touring company of professional artists, educators and administrators under the umbrella of The Marcia P. Hoffman Performing Arts Institute, the education center for Ruth Eckerd Hall at the Richard B. Baumgardner Center for the Performing Arts in Clearwater, FL. ETC seeks to provide the finest in performance and arts education experiences to family audiences of all ages. Since its inception in 1988, Eckerd Theater Company has performed for more than one million young people and their families throughout the state of Florida and in venues as far north as Canada and as far west as the Mississippi River.

From eight local performances of its first production in 1988 through 125 performances in the 2010-2011 season, ETC has been a proud ambassador of Ruth Eckerd Hall, creating professional productions of original works, adaptations of classic literature, and the finest published scripts for the theater. ETC productions entertain while they explore such themes as diversity, multiculturalism, self-worth, loyalty and tolerance.

ETC began touring the state of Florida in 1991 and national touring began in 1993. Since 1996, the Company has been on the Florida Arts on Tour roster, a state program providing funds to allow productions to travel to remote and underserved parts of the state.

In 1998, Julia Flood took the reins as ETC Artistic Director. In 1999, a State of Florida Challenge Grant provided funds for The Florida Project, a collaborative process bringing national and Florida theater artists and educators together to develop a new theater-for-young-audiences piece about the South. ETC has been featured in showcases at both the Southern Arts Exchange (now Performing Arts Exchange), and at annual IPAY conferences (International Performing Arts for Youth).

Since February 2003, Eckerd Theater Company has made its home in the 182-seat Murray Studio Theater in The Marcia P. Hoffman Performing Arts Institute.



Background Information

WW II and the Dawn of the Nuclear Age

During World War II, the U.S. government funded a team of international scientists as part of a secret program called the Manhattan Project. Their purpose was to develop the world's first nuclear weapons.

In May of 1945, WW II in Europe was ending. The U.S. and its Allies turned their full attention to the war in the Pacific. The memory of the Japanese bombing of Pearl Harbor in December 1941 was still fresh in the minds of many Americans and the U.S. was engaged in bloody fighting against the Japanese at Iwo Jima and Okinawa. Those two conflicts resulted in 75,000 U.S. casualties and the loss of countless Japanese lives.

In late July 1945 at Potsdam, Germany, the Allies demanded that Japan surrender unconditionally. In that same month, the Manhattan Project completed an **atomic bomb** and conducted a successful test explosion in New Mexico. In weighing alternatives, including a planned full-scale invasion of the Japanese mainland, U.S. President Truman saw the use of this new weapon as a way to hasten the war's end. After the Japanese rejected the Potsdam Declaration and refused to surrender, President Truman authorized use of the atomic bomb.

On August 6, 1945, the first atomic bomb, nicknamed "Little Boy," was dropped over **Honshu Island** on the city of Hiroshima. On August 9th, a second bomb, "Fat Man," was dropped on Nagasaki. Shortly thereafter, Emperor Hirohito announced Japan's capitulation. The formal surrender was signed on September 2, 1945.

Japan is the only country in the world to have experienced an atomic bombing. As such, it has adopted the "three nonnuclear principles" of not possessing, not manufacturing and not introducing nuclear weapons into Japan.

The use of atomic weapons ushered in the Nuclear Age and opened debate on the use of atomic power. Debate continues today.

Effect of the Bomb on Hiroshima

The atomic bomb that was detonated by the Manhattan Project was more powerful than 20,000 tons of TNT. The test blast could be seen for more than 200 miles.

In Hiroshima, the searing flash of heat created when the bomb exploded killed 70,000 people instantly. In the years since then, the death toll has risen to more than 260,000, including the thousands who died from the effects of **radiation** exposure from the blast. Children were especially susceptible to the radiation and many, like Sadako Sasaki, developed **leukemia** and other cancers many years after the bomb was dropped.

Those who survived the 1945 bombings of Hiroshima and Nagasaki are known as **hibakusha**, a word that means "explosion affected people." There are still *hibakusha* alive today, many of whom have dedicated their lives to working for peace and to sharing their stories with the next generation. To learn more about the *hibakusha* and their stories, visit www.hibakushastories.org.

Japan Today

Like the *hibakusha* before them, a new generation of Japanese must worry about the possible impact of exposure to radiation on their health and that of their children.

On March 11, 2011, a 9.0-magnitude earthquake struck northeastern Japan and triggered a devastating **tsunami** which killed and injured thousands. Whole villages were razed and millions were affected. Among the buildings seriously damaged by the quake and the subsequent wave was the Fukushima Daiichi nuclear power plant. The long-term impact of the damage to the facility is still unknown. CNN quoted an 82-year-old *hibakusha* named Keiji Matsushima as saying "It's like the third atomic bomb attack on Japan, but this time, we made it ourselves."

Information courtesy of: www.trumanlibrary.org/teacher/abomb.htm, www.worldwar2history.info/WWII/, <http://web-japan.org/kidsweb/explore/history/q5.html>, www.chugoku-np.co.jp/abom/97e/peace/e/06/bakugeki.htm, www.cnn.com/2011/WORLD/asiapcf/03/14/japan.hiroshima/index.html

For additional information on the history of World War II in the Pacific, why Hiroshima was chosen as a target, and the effects of the bomb, visit: www.pearlharbor.org, http://avalon.law.yale.edu/20th_century/mp05.asp, [...mp06.asp](http://www.mp06.asp), [...mp03.asp](http://www.mp03.asp), [...mp10.asp](http://www.mp10.asp), www.cfo.doe.gov/me70/manhattan/hiroshima.htm, www.atomicarchive.com/Effects/effects1.shtml, [...effects2.shtml](http://www.atomicarchive.com/Effects/effects2.shtml), [...effects17.shtml](http://www.atomicarchive.com/Effects/effects17.shtml)

Background Information

Sadako and the Thousand Paper Cranes

In Japan, cranes are symbols of good fortune and long life. There are many folk tales and legends about cranes in Japanese culture. According to **legend**, a crane can live for a thousand years. It has also been asserted that if a person succeeds in folding one thousand paper cranes, as Sadako began to do when she became ill, the person will be granted a wish.

The story of Sadako has helped to make the legend of the cranes well-known around the world. Sadako did not live to complete her thousand cranes, but her classmates took action to finish them for her, and went on to create a monument to the hope that no child would ever again die from an atomic bomb. Students from more than 3,000 schools contributed to help build the monument in the center of Hiroshima Peace Park, not far from where the bomb fell. The Children's Peace Monument was completed on Children's Day, May 5, 1958, two years after Sadako Sasaki's death. On the top of the monument is the figure of Sadako holding a huge paper crane above her head. Below is inscribed the hope of her classmates, "This is our cry. This is our prayer. Peace in the world."

Every year, thousands of children from around the world send paper cranes and write letters to be placed at the Children's Peace Memorial in support of this prayer for peace.

Young People Taking Action

David Heard was a 10-year-old boy from Easton, PA, who had cancer (neuroblastoma). After seeing a performance of *A Thousand Cranes*, he was inspired to brighten the lives of other children with cancer by folding cranes for pediatric cancer centers. Together with students from Lafayette College, local school children, and others who heard of David's project, his goal was to send 1,000 folded cranes to every pediatric cancer center in the country (220,000 cranes). Like Sadako, David was not able to meet his goal. He died on Feb. 11, 2011. However, like Sadako's classmates, others will complete the task for him. To participate in this National Crane Project, contact Professor Mary Jo Lodge at (610) 330-5662 or lodgem@lafayette.edu.

Information courtesy of: <http://thepapercraneorigami.com/animal-symbolism>, www.pcf.city.hiroshima.jp/top_e.html, www.hiroshima-is.ac.jp/index.php?id=64, <http://theater.lafayette.edu/nationalcraneproject/>, www.origami-resource-center.com/origami-conventions.html, <http://library.thinkquest.org/5402/history.html>, <http://gojapan.about.com/cs/japanesefestivals/a/obonfestival.htm>, www.japan-guide.com/e/e2286.html

Origami Around the World

The art of paper folding originated in China shortly after 100 A.D. when paper was first made by Ts'ai Lun, who served the Chinese emperor. **Origami** (ori = paper, kami = folding) was introduced in Japan during the sixth century A.D. Since paper was scarce, at first it was available only to the rich. **Samurai** wrapped gifts of dried fish or meat in paper. These *noshi* were considered good luck. Glasses of sake (rice wine) were wrapped in butterfly-shaped paper for **Shinto** weddings. As paper became more affordable, the less affluent Japanese took up origami. The Moors from Africa introduced paper folding techniques to Spain in the eighth century when they invaded that country. The Moors' religion did not allow them to depict animals, so their forms were geometric. In 1797, the first book on origami techniques was published (*How to Fold 1000 Cranes*). In 1845, *Window on Midwinter* was released, depicting many different shapes of origami. This art gradually spread along trade routes through Europe and to South America, and arrived in the U.S. around 1900 A.D. Today, origami is practiced by thousands, with groups and conferences meeting all over the world.

Obon

Obon, celebrated in July or August, is an important **Buddhist** festival in Japan to honor and show gratitude toward one's ancestors. In the play, Sadako's family lights can-



dles to honor their forebears who have died, including the grandmother lost in the bombing. Although it is not an official Japanese holiday, many people take vacation at this time to be with their families. It is believed that the spirits of the ancestors return to their relatives at this time. Lanterns or fires are lit in or in front of houses to guide the spirits home. Houses are cleaned in preparation, and offerings of fruits and vegetables are placed on altars. Families visit the graves of their departed, where incense is burned at the cemeteries. Evening folk dancing (*bon odori*) accompanied by *taiko* drumming is popular at this festival. At the end of Obon, lighted lanterns are floated down rivers to the sea or on lakes to guide the spirits of the ancestors back to their world.

Vocabulary

Show Related

Atomic bomb—a bomb whose potency is derived from nuclear fission of atoms of fissionable material with the consequent conversion of part of their mass into energy

Buddhism—a religion, originated in India by Buddha (Guatama) and later spreading to China, Burma, Japan, Tibet, and parts of Southeast Asia, holding that life is full of suffering caused by desire and the way to end this suffering is through enlightenment that enables one to halt the endless sequence of births and deaths to which one is otherwise subject

Hibakusha—a survivor of either of the atomic bomb attacks on Hiroshima and Nagasaki, Japan in 1945 (from *hi* = suffer and *baku* = burst open, explode)

Honshu Island—an island in central Japan on which Hiroshima is located: chief island of the country

Legend—a nonhistorical or unverifiable story handed down by tradition from earlier times and popularly accepted as historical

Leukemia—any of several cancers of the bone marrow that prevent the normal manufacture of red and white blood cells and platelets, resulting in anemia, increased susceptibility to infection, and impaired blood clotting

Origami—the traditional Japanese art or technique of folding paper into a variety of decorative or representational forms, as of animals or flowers

Radiation—the process in which energy is emitted as particles or waves

Ritual—an established or prescribed procedure for a religious or other rite; any practice or pattern of behavior regularly performed in a set manner

Samurai—a member of the hereditary warrior class in feudal Japan

Shinto—the native religion of Japan, primarily a system of nature and ancestor worship

Tsunami—a large, often destructive, sea wave produced by a submarine earthquake, subsidence, or volcanic eruption. (from Japanese *tsu*=harbor and *nami*=wave)

Definitions courtesy of *The Random House Dictionary of the English Language*, <http://dictionary.reference.com>

Art Form Related

Noh Theater and the Use of Masks

Noh theater, perhaps the most important form in the Japanese theater tradition, dates to the 13th century. Noh was originally used for religious purposes and early troupes were associated with Shinto shrines or Buddhist temples. The Buddhist term “Noh” refers to the mental connection between the actors and the



http://japanese-art-collection.com/noh_men_images/onna_mask_33_2.jpg

audience. Masks, which are designed to show the essence of a character, are extremely important and depict several categories: gods and sages, demons, the insane, mythological creatures, men, women and the elderly. Often they are designed so the actor can “change” the facial expression depending on the angle at which he holds his head. Because they are worn for several hours at a time, Noh masks must be light and are carved from cypress wood. All Noh actors are men, even those who depict women.



www.figureconcord.com/ublog/archives/cat_only_in_japan.html?page=6

Although very few props are used, costumes are elaborate, and their colors are used to help define character types (white for nobility, brown for servants and peasants, red for young girls, darker colors for older women, light blue for short-tempered characters, dark blue for extroverts, light green for menial people).

Some Noh plays are set in the real world, but many involve supernatural beings. Props are either symbolic in nature (e.g., a bamboo twig to indicate insanity) or reveal merely an outline or suggestion of the actual object.

Although derived from rustic acrobatics and folk dance rituals, Noh became entertainment for the nobility. Later, kabuki and bunraku (puppet theater), also performed by men, were developed for the masses.



www.masksoftheworld.com/Orient/Japan%20Hannya%20Mask.htm

Information courtesy of: www.prm.ox.ac.uk/nohmask.html, www.bookmice.net/darkchilde/japan/jnoh.html

Expanding the Classroom through Discussion

Pre-Performance Discussion Questions

1. What **legends** do you know? Are legends important? Why or why not? What purpose do legends serve?
2. Have you ever lost someone important to you? How did that change the way you see the world?
3. The characters in *A Thousand Cranes* are from Japan. Do you know anyone from another country? Have you ever compared their interests, traditions, **rituals** and culture to your own? If so, how are your two cultures different? How are they the same?
4. Have you ever done origami? Have you made a paper airplane? A paper flower?

Post-Performance Discussion Questions

1. How did Kenji help Sadako, before she was sick and after she became ill? When he gave her the origami crane, what else did he give her?
2. How was Sadako's grandmother (Oba chan) able to help her?
3. What role do older people play in your life? Grandparents? Aunts and uncles? Friends? How is interaction between generations important?
4. Do you think the presence of nuclear weapons makes peace in the world more likely or less likely? Why?
5. Hiroshima was destroyed by an atomic bomb on August 6, 1945. In hopes that such weapons will never be used again, August 6 is now Peace Day in Japan. Do you think the United States should have a peace day? Which day of the year would you choose for an American Peace Day if we decided to have one? Why?
6. Many Japanese people celebrate Obon, a Buddhist festival to remember and honor one's ancestors. Can you name holidays from countries other than Japan that remember or honor the dead? How and when are these holidays celebrated? Do you know why?

Teacher Guided Activities

Give Peace a Chance

Working for peace can happen on many levels. Sometimes it's important to think big, sometimes small. Sadako's schoolmates started a movement (Hiroshima Student and Children's Association for the Creation of Peace) to erect a peace memorial to the child victims of Hiroshima in the hope that no child would ever die because of an atomic bomb again.

How can you create a more peaceful environment in your family, your school, your community, your country?

What can you do to foster peace?

Here are a few ideas:

Eckerd Theater Company makes its home in Clearwater, Florida. Clearwater has a Sister City in Japan: Nagano. Does your city or town have a Sister City in Japan or another country? If so, think of ways you can communicate with the people of your Sister City to promote peace. If you are interested in finding a Sister City for your town, go to www.sister-cities.org.

www.1000cranes4japan.org is a website created by a global digital marketing firm to allow people all over the world to post messages of hope to the people of Japan in the aftermath of the March 11, 2011 earthquake and tsunami. The site also offers direct links to relief organizations like the **Red Cross** that provide direct support to the victims. Referencing the legend of the thousand cranes, the site posts colorful chains of cranes, each with an individual message of hope.

Seeds of Peace brings together people from opposing groups (e.g., Israelis and Palestinians) for a camp experience in the woods of Maine. Founded in 1993 by journalist John Wallach, Seeds of Peace empowers young people from regions of conflict with the leadership skills required to advance reconciliation and coexistence. Participants learn to understand each other, trust each other, and empathize with each other. They carry their mission of peace home with them and work through local programs. Visit www.seedsofpeace.org to find out how you can help.

AFS: In 1914, A. Piatt Andrew organized the American Field Service, an ambulance corps to transport French wounded in World War I. Adjutant Stephen Galatti believed an important way to promote peace was to give people an opportunity to get to know each other. He helped organize an exchange program offering French and American university students an opportunity to study abroad. After WW II, Mr. Galatti and other ambulance drivers organized AFS International Scholarships. AFS now administers student exchanges in 52 countries. Does your school have an AFS student? Go to afs.org for information on how your local high school can bring a student to your town. Perhaps you would like to be an exchange student to another country. Out of war, a means to promote peace evolved.

Find a pen pal from Japan or a country of your choice. Visit www.pen-pal.com or another pen pal site to get connected with students interested in finding English-speaking pen pals. On a map, locate the home country of your pen pal. What questions would you like to ask? Letters from foreign students can be read to the class when received.

Plant a Peace Pole in your town. Contact the **Peace Prayer Society** Peace Pole Project at **1-800-PEACELINE** or fax 212-935-1389. The Peace Prayer Society has planted 100,000 Peace Poles in the U.S. The message of the Peace Poles is: "May peace prevail on earth."

What other ideas do you have to promote peace?

Abraham Lincoln said, "The best way to destroy an enemy is to make him a friend."

Information for this activity in part courtesy of the organizations whose websites are listed above.

Character Counts; Foreign Languages: Culture, Comparisons; Health Education: Responsible Behavior; Language Arts: Writing; Social Studies: History and Biography, Geography

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Photo: Robert Atendido
Children's Peace Monument
Hiroshima Peace Memorial Museum

Teacher Guided Activities

Haiku Cranes for Peace

Haiku is a popular compact form of Japanese poetry using only three unrhymed lines, the first having five syllables, the second seven syllables, and the third five syllables. Poems are often about nature or the seasons. Images are frequently used. Sometimes a Zen-like idea of enlightenment is expressed.

Have each student write a haiku about peace. Here is an example:

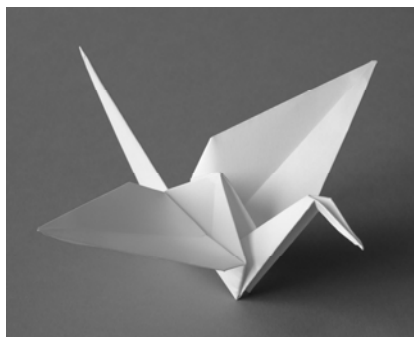
This is our true wish:
Now and forever, for all,
Peace throughout the world.

Notice that the final line expresses the main idea.

Ask students to share their poems with the class.

Next, have students write their haiku on a square piece of colored paper which will be used to fold an origami crane.

Follow the instructions on how to fold a crane at the end of this guide. You may find it helpful to watch the video demonstration posted by Plainfield Library on YouTube (How to Make an Origami Peace Crane, Aug. 30, 2006).



Crane image courtesy of:
<http://commons.wikimedia.org/wiki/File:Origami-crane.jpg>

Every year on the evening of August 6, the anniversary of the Hiroshima bombing, lanterns with peace messages are floated on the Motoyasu River to guide the spirits of the victims of Hiroshima on their way. If you like, try floating your crane in water. Otherwise, using the cranes made by all of the students, string them together in a chain to be hung in the classroom or use them to make a large peace mobile for your classroom as a reminder of the importance of preserving peace. If 25 students each made two cranes every school day, how many weeks would it take to make 1,000 cranes?

Perhaps students would like to send some of their cranes to the Hiroshima Peace Memorial Museum:

1-2 Nakajima-cho
Naka-ku
Hiroshima City 730-0811
Japan

In 1995, the 50th anniversary of the atomic bombings, a sister statue was dedicated in Sante Fe, New Mexico, where the bomb that was dropped on Hiroshima was built. Third, fourth and fifth graders from Albuquerque raised the money to create a memorial in the shape of a globe. Donations for this monument were received from 64 countries.

Information for this activity in part courtesy of: <http://volweb.utk.edu/school/bedford/harrisms/haiku.htm>, www.answers.com/topic/haiku, http://en.wikipedia.org/wiki/Hiroshima_Peace_Memorial_Park, www.japanvisitor.com/index.php?cID=357&pID=1303, www.pcf.city.hiroshima.jp/virtual/VirtualMuseum_e/exhibit_e/exh0107_e/exh01075_e.html

Foreign Languages: Culture; Health Education: Responsible Behavior; Language Arts: Literature and Literary Analysis, Writing, Communication; Mathematics: Numbers; Social Studies: History and Biography; Visual Arts: Skills and Techniques



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www.eckerdtheatercompany.com

Additional Resources

Ask your school or local librarian for help in locating these books for you and your students!

Sadako and the Thousand Paper Cranes
by Eleanor Coerr

Celebrate! Connections Among Cultures
by Jan Reynolds

A Peek at Japan: A Lighthearted Look at Japan's Language and Culture
by Florence E. Metcalf

Check out these Internet sites for additional information!

<http://www.un.org/cyberschoolbus/peace/frame2.htm>

<http://www.un.org/cyberschoolbus/briefing/conflicts/index.htm>

www.cancerkids.org

www.sadako.org

www.nasponline.org/resources/crisis_safety/tolerance_general.aspx

www.ppu.org.uk/learn/peace/pe_constructing_peace.html

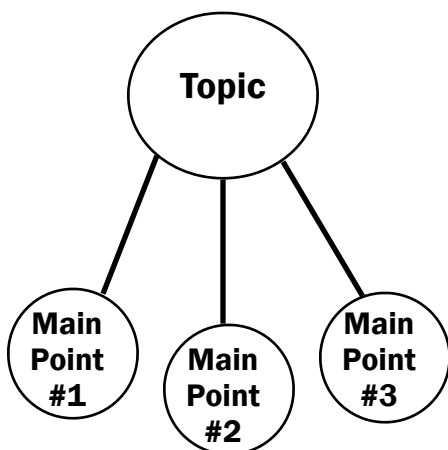
<http://theater.lafayette.edu/nationalcraneproject/>

Writing Connections

Think about a situation you have experienced in which there was a misunderstanding or a disagreement. How did you react? Did you do anything to try to resolve the issue peacefully? If so, what steps did you take to diffuse the situation? If not, what happened? Did someone else resolve the conflict or did the problem escalate? Write about this incident and what, if anything, you would do differently if the problem arose again. What did you learn from the incident?

Health Education: Responsible Behavior;
Language Arts: Writing

Helpful Hints



Paragraph #1—Introduction: In the first sentence, introduce your topic. In the next three sentences, state what your three major points are (one in each sentence). Finally, write a concluding sentence.

Paragraph #2—In the first sentence, tell what your first major point is. Then, in the body of this paragraph, give lots of good details about your first major point. Finally, write a concluding sentence.

Paragraph #3—In the first sentence, tell what your second major point is. Then, in the body of this paragraph, give lots of good details about your second major point. Finally, write a concluding sentence.

Paragraph #4—In the first sentence, tell what your third major point is. Then, in the body of this paragraph, give lots of good details about your third major point. Finally, write a concluding sentence.

Paragraph #5—Conclusion: Restate what you wrote in your first paragraph.

We want to hear from YOU! Write to us at The Marcia P. Hoffman Performing Arts Institute at Ruth Eckerd Hall, 1111 McMullen Booth Road, Clearwater, FL 33759

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Student Guide

Curriculum Concepts

Page 1—Language Arts: Writing; Theatre: Aesthetic and Critical Analysis

Page 2—Foreign Languages: Culture, Comparisons; Health Education: Responsible Behavior; Language Arts: Writing; Social Studies: History and Biography; Visual Arts: Skills and Techniques

Page 3—Foreign Languages: Culture, Comparisons; Language Arts: Writing, Communication

Page 4—Language Arts: Writing, Information, Media and Technology Literacy; Social Studies: History and Biography



Make your own origami crane!

Begin with a square piece of paper - ideally one side coloured and the other plain. Place the coloured side face up on the table. In all diagrams, the shaded part represents the coloured side.

1. Fold diagonally to form a triangle. Be sure the points line up. Use your thumbnail to make all creases very sharp.



Now unfold the paper

2. Now fold the paper diagonally in the opposite direction, forming a new triangle.



Unfold the paper and turn it over so the white side is up. The dotted lines in the diagram are creases you have already made.

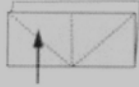


3. Fold the paper in half to the right to form a tall rectangle.



Unfold the paper.

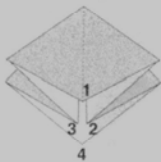
4. Fold the paper in half, bringing the bottom up to the top and form a wide rectangle.



Unfold the rectangle, but don't flatten it out. Your paper will have the creases shown by the dotted lines in the figure on the right.

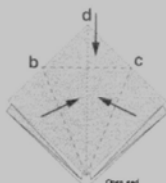


5. Bring all four corners of the paper together, one at a time. This will fold the paper into the flat square shown on the right. This square has an open end where all four corners of the paper come together. It also has two flaps on the right and two flaps on the left.



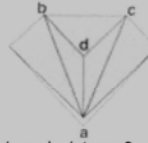
6. Lift the upper right flap, and fold in the direction of the arrow. Crease along line a-c.

7. Lift the upper left flap and fold in the direction of the arrow. Crease along the line a-b.

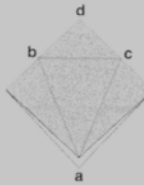


8. Lift the paper at point d (in the upper right diagram) and fold into the triangle b-a-c.

Crease along the line b-c.

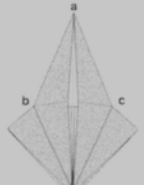


Undo the three folds you just made (steps 6, 7, and 8), and your paper will have the crease lines shown on the right.



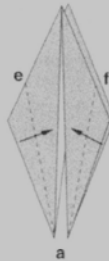
9. Lift just the top layer of the paper at point a.

Think of this as opening a crane's beak. Open it up and back to line b-c where the beak would hinge. Crease the line b-c inside the "beak."

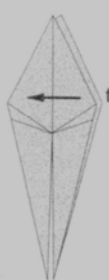


Press on points b and c to reverse the folds along lines a-b and a-c. The trick is to get the paper to lie flat in the long diamond shape shown on the right. At first it will seem impossible but with some patience you will get the hang of it!

10 - 13. Turn the paper over. Repeat Steps 6 to 9 on this side. When you have finished, your paper will look like the diamond below with two "legs" at the bottom.



14 - 15. Taper the diamond at its legs by folding the top layer of each side in the direction of the arrows along lines a-f and a-e so that they meet at the center line.



16 - 17. Flip the paper over. Repeat steps 14 and 15 on this side to complete the tapering of the two legs.



18. The figure on the right has two skinny legs. Lift the right upper flap at point f and fold it over in the direction of the arrow - as if turning the page of a book. This is called a "book fold."

Flip the entire piece over.

19. Repeat this "book fold" (step 18) on this side. Be sure to fold over only the upper flap.

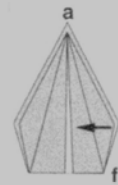


20. Now imagine this image is what you would see if you were looking straight down, at the top of a crane's head. The two points at the top of the picture are the back of the crane's head, and its pointy beak is at the bottom. Open the upper layer of the beak at point a, and crease it along line g-h so that the tip of the beak touches the back of its head (ouch!)



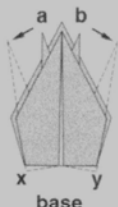
21. Turn the figure over. Repeat step 20 on this side so that all four points touch.

22. Your paper should look like this image on the right. Next another "book fold." Lift the top layer on the right (at point f), and fold it in the direction of the arrow to the middle. Be sure to crease the fold.

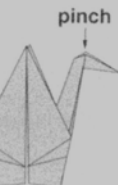


23. Flip the entire figure over. Repeat the "book fold" (step 22) on this side.

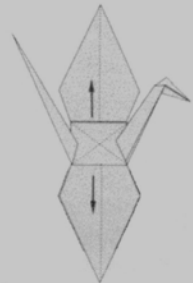
24 - 25. There are two points, a and b, below the upper flap. Pull out each one, in the direction of the arrows, as far as the dotted lines. Press down along the base (at points x and y) to make them stay in place.



26. Take the end of one of the points, and bend it down to make the head of the crane. Using your thumbnail, reverse the crease in the head, and pinch it to form the beak. The other point becomes the tail.



Open the body by blowing into the hole underneath the crane, and then gently pulling out the wings.



Why not use a black and red crayon or marker and give your origami crane the features of a Whooping Crane?

