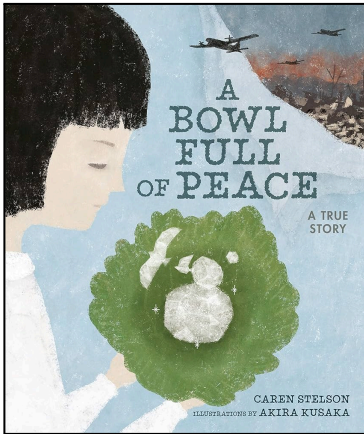


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## Discussion and Activity Guide



**Book Title:** *A Bowl Full of Peace: A True Story*

**Written by:** Caren Stelson

**Illustrated by:** Akira Kusaka

**Publisher:** Carolrhoda Books, an imprint of Lerner Publishing Group

**Year:** 2020

**ISBN #:** 9781541521483

**Age Range:** 7-11

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### About the Book

There are some things in life so precious they can never be destroyed. In this book, we learn about the bomb that struck Nagasaki on August 9, 1945, and the courage of Sachiko and her family. When they returned to the rubble where their home once stood, her father miraculously found their serving bowl fully intact. This delicate, green, leaf-shaped bowl, which once held their daily meals, holds memories of the past and serves as a vessel of hope, peace, and new traditions for Sachiko and the surviving members of her family.

### Essential Questions for Courageous Children

- What does the word courage mean to you?
- How can courage show up in everyday life experiences?
  - What are some ways that children show courage?
- Think about a time when you or someone you know showed courage.
  - How did that experience feel for you?
  - What were you able to learn from that experience?

## Before Reading

### Activities to Engage Students Before Reading

#### Introduce the Book to Children

*This is the true story of Sachiko Yasui, a young girl living in Nagasaki, Japan, during World War II. When an atomic bomb falls on her city, her world changes forever. Through heartbreak and loss, Sachiko's family holds onto a simple, special object: a porcelain rice bowl that once belonged to her grandmother. As you listen to this book, think about how Sachiko showed courage and maintained hope for the future.*

#### Introduce key vocabulary

- **Itadakimasu (EE-TAH-DAH-KEE-MAHS):** Traditionally spoken before eating a meal, this Japanese word means *"We humbly receive this food."*
- **Radiation:** Energy that travels in the form of waves or particles, and when it comes from radioactive materials, it can be harmful in large amounts
- **Air-Raid Shelters:** Structures built into the ground for protection during a bombing

#### Engage students in reflective writing using these Journal Prompts

1. On page 1, we learn about the mystery of Grandmother's bowl. We read, *"No one knows how old,"* and *"No one remembers who made it,"* and finally, *"But everyone knows Grandmother's bowl is precious."*
  - a. Write about something in your life that is precious. Is there a piece of furniture, jewelry, toy, etc, that has been passed down to you that you think of as precious?
  - b. What do you know about the object? What questions do you have about it?
2. Sachiko and her family gather around Grandmother's bowl for mealtime. We learn about their mealtime tradition-how they *"Press their hands together and bow their heads."*
  - a. Write about a tradition in your family.
  - b. What does this tradition mean to you and the other members of your family?

## During Reading

### Questions to Foster Discussion During the Read Aloud

1. Show students where Nagasaki, Japan, is on a map. Ask them what they think it's like there (climate, landscape, etc.) Show pictures of the area.
  - a. How is Nagasaki, Japan different from where we live?
  - b. How is it similar?
2. What are "*The sounds of war*" the author mentions?
  - a. How does imagining those sounds make you feel?
3. One line says, "*Ice chips help soothe their burning throats, but nothing can stop the pain, not even the end of the war.*" What does the author mean by this? What pain would live on after the war?
4. When Sachiko and her family return to Nagasaki and her father digs through the rubble, "*Something glimmers in the dust. Something green and shiny.*"
  - a. Why do you think the author describes the bowl in this way?
  - b. What do you think the bowl symbolizes?
5. After Grandmother's bowl is recovered, Sachiko and her family sit for dinner the way they did before the bombing.
  - a. Why do you think this is important for Sachiko's family?
  - b. What does this tell us about Sachiko's family?
6. Author Caren Stelson writes, "*Grandmother's bowl is now Sachiko's to care for.*"
  - a. Why is it important for Sachiko to continue caring for her grandmother's bowl?
  - b. How do you think Sachiko feels about this responsibility?
7. The book ends with the line, "*And the children listen.*"
  - a. Why is having someone listen to your story important?
  - b. How can telling stories be an act of courage?
8. **For older students** – Read the **Author's Note** and **Illustrator's Note** along with the pictures from the back of the book to students.
  - a. How does this additional information help you understand the story differently?
  - b. What feelings and questions arise for you with this additional information?

## After Reading

### Activities for Deeper Connection

#### 1. Create A Peace Bowl (all ages):

- Have students create their own papier-mache bowls using balloons as the round mold.
- Invite them to decorate it with symbols, pictures, or words that symbolize peace for them, using paint to decorate or Mod Podge to adhere drawn pictures or things cut out from magazines.
- Have students write a short paragraph or poem about what they included on their bowl and share their finished products with each other as a class or in small groups.
- Display bowls and writings for school community members to see.

#### 2. Peace Circle Discussion and Peace Pledge (elementary)

- Have students sit in a circle and share what peace means to them. Prompts:
  - What would a peaceful world look like, sound like, and feel like?
  - What helps you feel peaceful?
  - What would a peaceful classroom look like, sound like, and feel like?
  - What commitments can we make toward a peaceful classroom?
- Guide students in writing a peace pledge as a class, and display it in the classroom.

#### 3. Peace Cranes (middle school)

- Have students learn about Sadako Sasaki and her famous 1,000 paper cranes as a symbol for peace. (<https://www.nps.gov/articles/000/the-story-of-sadako-sasaki.htm>)
- Guide students in creating their own peace cranes. After the paper cranes are finished, have students write uplifting or hopeful messages on each crane. They can come up with their own or look up quotes for inspiration. ([Peacecraneproject.org](http://Peacecraneproject.org))
- Offer time for students to distribute the peace cranes throughout the school. Decide together how the cranes should be distributed, and have students encourage others to pass them on to someone who may need a hopeful message.



About  
Sadako  
Sasaki



Peace  
Crane  
Folding  
Guide

## Connections to Anti-Bias Education and SEL Competencies

### *A Bowl Full of Peace*

#### Anti-Bias Education

- **Empathy and Understanding**
- Healthy Complex Identities
- **Respect Across Differences**
- Notice, Name, and Reject Bias
- **Responsiveness and Action**

#### Social-Emotional Learning

- **Self-Awareness**
- **Self-Management**
- **Social Awareness**
- **Relationship Skills**
- **Responsible Decision-Making**

**What is Anti-Bias Education?** *“Anti-bias education is a critical approach to teaching and learning that...helps children strengthen their identities as capable and empowered human beings. Through anti-bias education, children identify issues and inequities in their lives, ask questions, consider multiple perspectives and think about their lives critically, growing to actively resist prejudice and discrimination.”* (Derman-Sparks et al. Leading Anti-Bias Early Childhood Programs: A Guide for Change. Teachers College Press, 2015.)

#### **The AmazeWorks Anti-Bias Education (ABE) model promotes:**

- Empathy and understanding for self and others
- Healthy and complex identity development
- Respect across and appreciation of differences
- The ability to notice, name, and reject bias
- Responsiveness and taking action against bias, prejudice, and discrimination

Infused within Anti-Bias Education is Social and Emotional Learning (SEL). **Social-Emotional Learning Competencies are:**

- Self-awareness – Build awareness of one’s own emotions, thoughts, and values and how they influence behavior.
- Self-management – Managing emotions and behaviors to achieve one’s goals.
- Social awareness – Build awareness of one’s own emotions, thoughts, and values and how they influence behavior.
- Relationship skills – Establish and maintain healthy and supportive relationships and effectively navigate diversity.
- Responsible decision-making – Make ethical, constructive choices about personal and social behavior.

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**Find more lessons in the  
AmazeWorks Courageous Children  
book set, available here:**

<https://amazeworks.org/product-category/book-sets/>

