Sadako and the Thousand Paper Cranes
Book Unit

Created by Gay Miller
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http://www.teacherspayteachers.com/Store/Gay-Miller

Gay Miller

This packet contains graphic organizers for an interactive notebook and game activities covering vocabulary, constructed response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.

Sadako and the Thousand Paper Cranes

By Eleanor Coerr

Genre ~ Historical Fiction
[based on a true story]

Grade Level Equivalent: 5.2

Lexile Measure®: 630L
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Lesson Plans

With Scholastic’s Book Wizard calculating *Sadako and the Thousand Paper Cranes* as a fifth grade reading level with a Lexile Level of 630, I wanted to make this unit as flexible as possible for the fifth grade teacher who may wish to quickly read this book to reinforce a World War II social studies unit as well as third and fourth grade teachers who probably want to spend more time reading and completing activities. The unit has the following to accommodate both.

- **VOCABULARY ~~** A focus vocabulary word for the prologue plus one focus word for each chapter has been selected. [The unit has a total of 10 focus vocabulary words.] The vocabulary practice booklet contains eight practice pages and is divided into three segments. When using this unit with younger students, I recommend making word cards with word webs for each word. [See detailed instructions directly before the vocabulary list.] This will provide daily vocabulary practice. The 8 page booklet can then be used as additional practice. More advanced students will most likely not need the word cards.

- **COMPREHENSION ~~** This unit contains three multiple choice/short answer comprehension checks plus eight Constructed response writing questions. This means one comprehension practice (either the short answer or the written response) can be completed after reading each chapter. Depending on the pace you wish to cover the novel, you may wish for students to complete all 11 comprehension practices or select the ones that best fit your teaching style and/or students’ needs. All comprehension practice pages are labeled with chapter numbers to help you make the best plan. Keep in mind that even though chapter numbers are listed, some Constructed response questions are flexible and may be used at different points in the story.

- **SKILLS ~~** Skill activities for ten days are included. Some activities are not book specific making these skills flexible to use at any time during the school year.

- The next two pages have “Lesson Plans at a Glance.” Two options are provided: a three day plan and a two week plan. These plans are guidelines to show you what activities may be completed each day.
# Lesson Plans at a Glance

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Vocabulary List

Prologue

**radiation** (noun) - the waves of energy sent out by sources of heat or light, or by radioactive material

synonyms: energy, radioactivity, fallout, contamination, pollution

Ten years later she died as a result of **radiation** from the bomb.

Chapter 1

**ancestors** (noun) - a person from whom one is descended and who lived several generations ago

synonyms: families, lineages, forebears, forefathers, predecessors, foregoers

He prayed that the spirits of their **ancestors** were happy and peaceful.

Chapter 2

**launch** Multiple Meaning Word

**launch** (noun) - a large open boat with a motor for power

**launch** (verb) - to put in motion with force

Synonyms as **launch** is used in take-off, liftoff, blastoff, sendoff, departure, propel

the sentence:

When the candles were burning brightly, the lanterns were **launched** on the Ohta River.
Prologue and Chapter 1
[radiation and ancestors]

1. Circle six words in the box that are synonyms of radiation.

<table>
<thead>
<tr>
<th>energy</th>
<th>spark</th>
<th>contamination</th>
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<tr>
<td>extinguish</td>
<td>radioactivity</td>
<td>particle emission</td>
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<td>pollution</td>
<td>fallout</td>
<td>darkness</td>
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2. Is ancestors used correctly in the sentences below?
True or False

_______ Her ancestors lived in Japan for many generations.

_______ The ancestor was too young to vote.

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

3. Fill in the word web with synonyms for ancestors.

ancestors

Page 1
Vocabulary Review
Write a synonym or short definition for each word listed:

1. pang a sharp feeling
2. transfusions transfer of blood
3. radiation radioactive material
4. kimono Japanese robe
5. patient not able to wait calmly
6. ancestors a person from whom one is descended
7. concentrate to focus attention
8. launch take-off
9. listless inactive
10. brisk full of energy

Prologue and Chapter 1
[radiation and ancestors]

1. Circle six words in the box that are synonyms of radiation.

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~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

2. Is ancestors used correctly in the sentences below? True or False

____ T___ Her ancestors lived in Japan for many generations.

____ F____ The ancestor was too young to vote.

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

3. Fill in the word web with synonyms for ancestors.

forefathers

ancestors

a person from whom one is descended and who lived several generations ago

families
Option 1

Have students use the graphic organizer for notes. Notice the notes are not in complete sentences. Glue the organizer to the left side of the notebook page. On the right side of the notebook, students use the notes to write the details in paragraph form.

Option 2

Students fill in the organizers only.
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## Common Core State Standards Reading: Literature

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~ Page 13 © Gay Miller ~
1. Which three phrases best summarize Chapters 1-3?
   a. blue skies, spiders, white doves
   b. family, Chizuko, school
   c. daydreaming, cotton candy, racing
   d. excitement, celebration, dizzy spells

2. Chapters 1-3 are told from which point of view?
   a. 1st through the perspective of Sadako
   b. 2nd through the perspective of Fujiko
   c. 3rd through the perspective of Sadako
   d. 3rd through the perspective of Fujiko

3. Match the lines from the book to the type of figurative language each line contains.
   _____ . . . they would a. metaphor
   always be as close as b. personification
two pine needles on the c. simile
same twig.
   _____ Don’t be such a d. idiom
turtle!
   _____ knot in Sadako’s
   stomach
   _____ Her thoughts _____ Her thoughts
   were dancing . .

4. Sequence the following events by numbering them in the correct order.
   _____ Sadako’s family says prayers for the
   spirits of their ancestors.
   _____ Sadako launches a paper lantern.
   _____ Sadako runs outside, sees the blue sky,
   and considers it a good luck sign for Peace Day.
   _____ Sadako becomes dizzy after running the
   relay race.
   _____ Sadako wakes up her brother.
   _____ White doves are released.

5. List two examples of proof from text that lets the reader know the Thunderbolt was tragic.
   #1 ___________________________________
   ____________________________
   #2 ___________________________________
   ____________________________

6. Which word best describes Sadako?
   a. energetic
   b. dreamy
   c. trustful
   d. nervous

7. Read this line from Chapter 3.
   With a beginning like this, how could anything bad happen?
   Which literary device does this line contain?
   a. flash forward
   b. flashback
   c. figurative language
   d. foreshadowing

   Explain why you selected this answer.
   ______________________________________
   ______________________________________
   ______________________________________

8. What can be inferred from the feelings of dizziness that Sadako has?
   a. Running has caused Sadako to have heart problems.
   b. Sadako will not make the racing team in junior high.
   c. Sadako will tell Chizuko how she is feeling.
   d. Sadako trusts her family to keep her secret.

   Explain why you selected this answer.
   ______________________________________
   ______________________________________
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1. Which three phrases best summarize Chapters 1-3?
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   d. 3rd through the perspective of Fujiko

3. Match the lines from the book to the type of figurative language each line contains.
   c . . . they would always be as close as two pine needles on the same twig.
   a. metaphor
   b. personification
   c. simile
   d. idiom knot in Sadako’s stomach
   b. Her thoughts were dancing. . .

4. Sequence the following events by numbering them in the correct order.
   3. Sadako’s family says prayers for the spirits of their ancestors.
   5. Sadako launches a paper lantern.
   1. Sadako runs outside, sees the blue sky, and considers it a good luck sign for Peace Day.
   6. Sadako becomes dizzy after running the relay race.
   2. Sadako wakes up her brother.
   4. White doves are released.

5. List two examples of proof from text that lets the reader know the Thunderbolt was tragic.
   #1 Every year on August sixth we remember those who died when the atom bomb was dropped on our city. It is a memorial day.
   #2 The atom bomb had burned them so badly that they no longer looked human.

6. Which word best describes Sadako?
   a. energetic
   b. dreamy
   c. trustful
   d. nervous

7. Read this line from Chapter 3.
   With a beginning like this, how could anything bad happen?
   Which literary device does this line contain?
   a. flash forward
   b. flashback
   c. figurative language
   d. foreshadowing

   Explain why you selected this answer.
   The reader knows that something bad is going to happen.

8. What can be inferred from the feelings of dizziness that Sadako has?
   a. Running has caused Sadako to have heart problems.
   b. Sadako will not make the racing team in junior high.
   c. Sadako will tell Chizuko how she is feeling.
   d. Sadako trusts her family to keep her secret.

   Explain why you selected this answer.
   The reader can predict that Sadako is beginning to feel the effects of the radiation poisoning. She is going to become extremely sick in the near future.
### Skill #1

#### Suffixes Common Core Alignment

<table>
<thead>
<tr>
<th>Suffixes</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-LITERACY.L.3.4.B</td>
<td>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</td>
<td>CCSS.ELA-LITERACY.L.4.4.B</td>
<td>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</td>
</tr>
</tbody>
</table>

#### Dictionary & Glossary Skills

<table>
<thead>
<tr>
<th></th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-LITERACY.L.3.4.D</td>
<td>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</td>
<td>CCSS.ELA-LITERACY.L.4.4.C</td>
<td>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</td>
</tr>
</tbody>
</table>
### Suffix -less
- listless
- breathlessly
- endless

### Suffix -ly
- hardly
- busily
- sternly
- sharply
- lonely
- briskly
- unhappily
- mysteriously

### Suffix -ful
- awful
- peaceful
- wonderful
- carefully
- painfully
- beautifully
- thoughtful
- wistfully

### Suffix -ment
- monument
- excitement
- moment

### Suffix -ness
- dizziness
- sickness
- blackness
- darkness

### Suffix -al/-ial
- memorial
- especially
- natural
- finally
- hospital
- signal
- special
- magically
- several
- gradually

This unit practices with the suffixes: -less, -ful, -ment, -ness, -al/-ial, and -ly.
Suffix Graphic Organizers

Organizer #1

Three versions of the organizer are provided:

- The first has lines where students write definitions and examples.
- In the second, the definitions are provided with key words missing for students to write in. Students also write examples.
- The third copy is completed. It may be used as an answer key, as a sample for students who were absent.

Instructions for Making the Organizer

- Print the organizer onto colored paper.
- Students will fill in the missing information in the blank spaces.
- To make the organizer, trim around the four edges on the lines indicated. Fold on the dotted lines. Cut on the lines indicated up to the dotted fold line so that the organizer opens with three flaps.
- Label the flaps.
Organizer #2

You can have students glue just the top cover page directly into interactive notebooks and have students write definitions and/or sentences containing the words on the pages in the interactive notebooks. Another option is to run off both the top cover page and bottom page of the organizer and glue them together. This option provides the students with boxes containing lines to write definitions and/or sentences.

Instructions for Making the Organizer:

1) Simply copy the first page of the organizer onto colored paper.
2) Optional ~ Copy the next page onto white copier paper.
3) Trim the outer edges so the organizer will fit into interactive notebooks.
4) The first colored page should be cut on the lines between the three flaps up to the dotted fold line, so that it will open one flap at a time.
5) Students will complete the organizer by filling in the missing information.
6) Glue the top page to the bottom page in the area indicated, so the organizer will open. OR Glue the top page directly onto a page in your interactive notebook.
Suffix Practice

Preparation for Repeated Use:

1) Print the puzzle pieces on the next two pages and the pages with sentences onto heavy weight paper or cardstock. Construction paper works well if your copier will accept it.
2) Laminate for durability.
3) Cut out the puzzle pieces and store in a Ziploc bag.

Preparation for Single Use:

This exercise may be used as interactive worksheets. Simply make copies of the pages using regular duplicating.

Using the Puzzles:

Students match up two puzzle pieces to form words. Students then read the sentences. They select the best word that will fit into the blank space of the sentence from the words that were made by joining together the puzzle pieces.

A “Student Response Sheet” has also been provided for students to write answers if you would like to use the repeated use version in a learning center, for morning review, or for differentiated instruction.

Words that Will Require Spelling Changes:

dizzy
awe
nature

This set practices with the suffixes listed on the chart above. Different books in this series will focus on different prefixes and suffixes.
Two different Aggravation Games are included for suffix practice.
# Skill #2

## Informational Text Common Core Alignment

<table>
<thead>
<tr>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
<td>CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
<td>CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</td>
<td>CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
<td>CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</td>
<td>CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</td>
<td>CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</td>
<td>CCSS.ELA-LITERACY.RI.4.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
<td>CCSS.ELA-LITERACY.RI.5.6 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<td>CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td>CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
</tr>
</tbody>
</table>
Nonfictional Texts

On the next pages you will find the following:

- Booklet with nonfiction passages
- Two pages of comprehension questions about the nonfiction passages
- 3 Constructed Response Questions
  - Comparing and Contrasting The Gettysburg Address to MacArthur’s Speech
  - Analyzing a Military Cartoon
  - Comparing the Novel to the Real Sadako

These materials vary in levels. [Not all activities will be appropriate for younger students.] Teachers of younger students may wish to complete just the “Comparing the Novel to the Real Sadako” activity. You can duplicate just page 8 of the booklet for this activity.

Creating the Booklet

The next four pages are printed the same as the vocabulary practice booklet. Your pages must be duplicated on the front and the back. I ran my pages front and back directly from the printer. This is a simple process with only eight pages. Simply place the page that has been printed on one side back into the printer for the reverse side to be printed. Once all the pages have been printed arrange them in numerical order and staple down the middle to form the book.

To print the 8 page (2 Pieces of Paper) comprehension book back-to-front follow this guide:

- Pages 8 & 1 front with Pages 2 & 7 on back
- Pages 6 & 3 front with Pages 4 & 5 on back

Note: I did not create a cover for this booklet as it is not necessary.
1. Japanese Bomb Pearl Harbor

This passage is mainly about ---.

   a. the number of people injured during the attack on Pearl Harbor
   b. a description of the attack on Pearl Harbor
   c. the effects of the Japanese attack on Pearl Harbor
   d. the reasons the Japanese bombed Pearl Harbor

2. Japanese Bomb Pearl Harbor

The Japanese planned the attack at a time when ---.

   a. Americans would not be ready to fight back
   b. They could take control over the entire island of Hawaii
   c. They could move from Hawaii on to the west coast of the United States and attack them to attack.
   d. Congress was expecting them to attack.

3. Japanese Bomb Pearl Harbor

President Truman said that December 7, 1941 is a date that will ---.

   a. a good deed
   b. an evil shameful act
   c. embarrassing
   d. gratifying

4. Japanese War Camps

Which word best describes the American feeling toward Japanese-Americans?

   a. perseverance
   b. fear
   c. survival
   d. endurance

5. America Joins the War

The attack on ______________________ by the Japanese brought America into World War II.

6. America Joins the War

President Roosevelt had to decide whether to first fight __________________________________ or __________________________________. He chose to first ___________________________________.

7. Fighting in the Pacific

How did America complete part 3 of MacArthur's 3-part plan?

_______________________________________
_______________________________________
_______________________________________
_______________________________________
_______________________________________
_______________________ ___________________
_______________________________________
_______________________________________

8. Fighting in the Pacific

Read this quote by Douglas MacArthur given to the US Congress on April 19, 1951.

I have known war as few men now living know it. It's very destructiveness on both friend and foe has rendered it useless as a means of settling international disputes.

What does this tell the reader about MacArthur's feelings about war?

_______________________________________
_______________________________________
_______________________________________
_______________________________________
_______________________________________
_______________________________________
_______________________________________
_______________________________________
_______________________________________
_______________________________________

Comprehension questions go with the nonfiction texts
Complete the Venn Diagram to show how the two speeches are alike and different.

Gettysburg Address

Both

General MacArthur’s Speech

Constructed Response Question
## Figurative Language Common Core Alignment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td><strong>CCSS.ELA-LITERACY.L.3.5.A</strong> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <em>take steps</em>).</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td><strong>CCSS.ELA-LITERACY.L.4.5</strong> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td><strong>CCSS.ELA-LITERACY.L.4.5.A</strong> Explain the meaning of simple similes and metaphors (e.g., <em>as pretty as a picture</em>) in context.</td>
</tr>
<tr>
<td></td>
<td><strong>CCSS.ELA-LITERACY.L.4.5.B</strong> Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td><strong>CCSS.ELA-Literacy.RL.5.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CCSS.ELA-Literacy.L.5.5</strong> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td><strong>CCSS.ELA-LITERACY.L.5.5a</strong> Interpret figurative language, including similes and metaphors, in context.</td>
</tr>
<tr>
<td></td>
<td><strong>CCSS.ELA-Literacy.L.5.5.b</strong> Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td><strong>CCSS.ELA-LITERACY.L.6.5</strong> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td><strong>CCSS.ELA-LITERACY.L.6.5.A</strong> Interpret figures of speech (e.g., personification) in context.</td>
</tr>
</tbody>
</table>
Figurative Language Response Cards

Storage Pocket

1. Print the response storage pocket found on the next page on colored paper.
   [Each student will need one pocket.]
2. Have students cut out the pocket on the bold lines.
3. To make the pocket, fold the left and right sides toward the back of the pocket on the dotted lines. Next fold the bottom flap up toward the back. Glue the flaps in place.
4. Glue the pocket toward the bottom of the notebook page as the cards are long and will require plenty of room.

Response Cards

I have provided two versions of the response cards. One version has a sample sentence and the other contains the words only. I use the two versions to differentiate instruction.

1. Print the cards on heavyweight paper or cardstock.
2. Have students cut the strips apart.
3. The cards will be stored in the pocket in the students’ interactive notebooks.

Using the Cards

Read selections from books orally and have students use the response cards to show which type of figurative language is being used. A list of figurative language may be found on pages 64-65.

You may also wish to incorporate some discussion with this activity because some of the lines may be difficult to interpret.
Haiku Activity

On the next pages, you will find boxes with lines for writing Haiku poems. The pages contain pictures of animals, weather, places, plus a blank page for students to draw their own pictures. I recommend printing the pages on different colored paper. Cut the boxes apart. Pass out the pages so that each student receives 4 different colors with 4 different pictures. Have students write four Haiku poems based on the pictures. Below are several options for displaying the finished products.

Glue four Haiku poems onto a piece of black construction paper. Display a class set of these on a bulletin board so that you have a quilt effect.

Stack several Haiku poems together. Punch holes down

Glue the pages back-to-back in an “X” shape. The 3D poems may hang from the ceiling or sit on a book shelf.
If you like this unit, you might also like some on the following book units from my Interactive Notebook & Activity Series found at Teachers Pay Teachers:
Credits

Photo Credits

https://commons.wikimedia.org/wiki/File:Sadako_Sasaki2.jpg

https://commons.wikimedia.org/wiki/File:Sadako_Statue_at_Noborich%C5%8D_Junior_High_-_1985.jpg

https://commons.wikimedia.org/wiki/File:Traditional_Japanese_wrapping_cloth,huroshiki,katori-city,japan.JPG