

Nuclear Peace Sculpture

FOCUS QUESTIONS

1. Explain the *Nuclear Peace Sculpture* story to another student.
2. Which small community do the children in the BtN story live?
3. In which country is Nagasaki?
4. What happened there during World War II?
5. Why were Indigenous people forced to leave Maralinga?
6. Why did the kids in Yalata want to create something for the people of Nagasaki?
7. Describe the artwork the kids helped to design.
8. What were petti dishes traditionally used for?
9. What does the artwork symbolise?
10. How did this story make you feel?

ACTIVITY

Class discussion

After watching the BtN *Nuclear Peace Sculpture* story, respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What does this video make your WONDER?
- What did you LEARN from this story?
- How did this story make you FEEL?
- What was SURPRISING about this story?

Working in pairs, ask students to discuss and respond to the following questions:

- What inspired the Yalata community to create the sculpture?
- Why was the sculpture given to the people of Nagasaki?
- What does it represent or symbolise?

KEY LEARNING

Students will develop a deeper understanding of the atomic testing at Maralinga and the bombing of Nagasaki during World War II. They will also respond to the peace sculpture created for the people of Nagasaki.

AUSTRALIAN CURRICULUM

English – Year 4

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features ([ACELY1694](#))

English – Year 5

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience ([ACELY1704](#))

English – Year 6

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience ([ACELY1714](#))

Visual Arts – Years 3 & 4

Explore ideas and artworks from different cultures and times, including [artwork](#) by Aboriginal and Torres Strait Islander [artists](#), to use as inspiration for their own representations ([ACAVAM110](#))

Civics and Citizenship – Year 6

The obligations citizens may consider they have beyond their own national borders as active and informed [global citizens](#) ([ACHCK039](#))

ACTIVITY

To understand more about what happened at Maralinga, ask students to watch the [BtN Maralinga Victims](#) story and answer the questions below.

1. Describe what happened at Maralinga in the early 1950s.
2. Which country was involved in the tests?
3. Why is radioactive fallout dangerous?
4. How were some people affected by radiation after working at Maralinga?
5. What did an investigation in the 1980s find?
6. What do you understand more clearly since watching the BtN story?



The [BtN Hiroshima](#) story explains the bombing of Hiroshima and Nagasaki during World War II. Ask students to answer the questions below.

1. Where is Hiroshima? Locate using Google Maps.
2. During which World War was a bomb dropped on Hiroshima?
3. In your own words, retell the story of Sadako.
4. Describe the devastation the atomic bomb had on Hiroshima and Nagasaki.
5. What was the long-term impact of the atomic bombs on Hiroshima and Nagasaki?



ACTIVITY

Information report

Students will create an information report about either the **atomic testing at Maralinga** or the **atomic bombing of Nagasaki**.

The following may help guide students' research:

- History
- Description
- Real life stories or interviews
- Facts
- Impact of the atomic testing or bombing

Structure and features of an information report

Information reports are factual texts written to inform and provide detailed facts about a topic. Discuss with students what they already know about the purpose, structure and features of an information report. Use the following as a guide to use with students.

- **Purpose** – An information report provides information to the reader by stating facts.
- **Structure** – see table below.
- **Language features** – write in the present tense, use technical or scientific words and write in the third person.

Students can then use the following plan to help write their report. There are some website links at the end of this activity to help students with their research.

Information report – structure	
Title	States a topic
Introduction	The opening statement explains the subject of the report, and includes a definition or short description.
Body	Facts grouped into paragraphs. Starts with a topic sentence. Include subject specific language. Text features such as sub-headings, labelled diagrams, charts and captioned photographs may be included.
Conclusion	A summary of what the topic is about and end with an interesting fact.

ACTIVITY

The Sculpture

Ask students to respond to the *Tree of Life: Gift of Peace* sculpture created by Yalata community for the people of Nagasaki. Here are some possible questions for students to consider:

- What do you like about the artwork? Why?
- How does the artwork make you feel?
- What materials and techniques are used?
- What are the different elements of the artwork?
- What emotions does the work evoke/ how does it make you feel?
- What does the title of the artwork tell you about the meaning?





USEFUL WEBSITES

Behind the New – Hiroshima

<http://www.abc.net.au/btn/story/s4283094.htm>

Behind the News – Maralinga Victims

<http://www.abc.net.au/btn/story/s2905943.htm>

Nuclear Futures – Sculpture Gift Nagasaki Peace Park

<http://nuclearfutures.org/sculpture-gifting-nagasaki-peace-park/>

ABC News – Maralinga nuclear test survivors connect with Japanese bombing survivors

<http://www.abc.net.au/news/2016-04-14/australian-japanese-nuclear-survivors-connect-maralinga-nagasaki/7326376>