

Lesson Plan 1

Book Page 3

Age appropriate 7-10 Years



OBJECTIVE

Students should be aware that certain shoes are worn in certain parts of the globe.

TASK/ACTIVITY

Identify shoes 1, 2, 3, & 4. Place these shoes/boots on their country of origin on the map.







1. Cowboy boots: North America.
2. Getas: Japan
3. Juttis: India.
4. Clogs or Klompen from The Netherlands, also known as Holland.

Lesson Plan 2

Book Page 7

Age appropriate 7-10 Years



OBJECTIVE

Students will be able to identify homonyms.

Homonyms are words that sound the same and are spelled the same but have different meanings.

For example; an eye on our face is an organ that we see with, and the eye on a shoe is a hole on the shoe that we use to thread the shoelace.

TASK/ACTIVITY

Identify the eyes on the blue sneakers

My sneakers are too dirty to do the job.
The left sneaker's eye began to sob.
The stilettos is too high to walk in the rain.
Oh! Where is my other Mary-janes?



My sneakers are too dirty to do the job.
The left sneaker's eye began to sob.
The stilettos is too high to walk in the rain.
Oh! Where is my other Mary-janes?



Lesson Plan 3

Book Page 12

Age appropriate 7-10 Years



OBJECTIVE

Students will understand that shoes can be made from the skins of different animals and how the weather affects the functionality of the shoe.

TASK/ACTIVITY

Identify the Saami or Nutukas boots.



Oh! The closet was buzzing with
chatter and dancing toes.
The flurry of comments disturbed
the clothes.



Saami, the deer boot, stiffened her fur,
while the cowboy boot fixed his spur.





Oh! The closet was buzzing with
chatter and dancing toes.
The flurry of comments disturbed the
clothes.

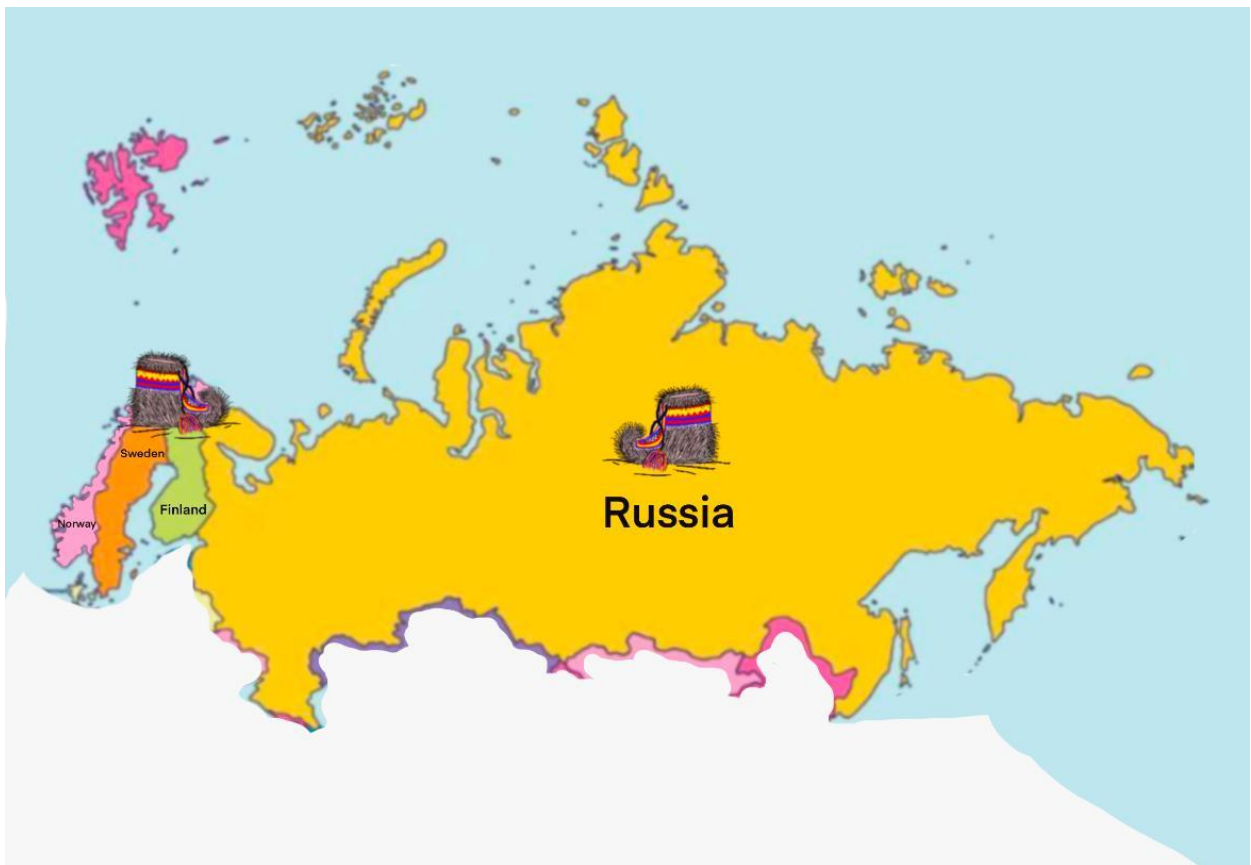


Saami/Nutukas Boots



Saami, the deer boot, stiffened her fur,
while the cowboy boot fixed his spur.





Saami boots are made from soft hide (hide = skin of large animals), traditionally from a reindeer's leg or head, with the fur left on and sewn so that the fur is on the outside of the boot.

Because they are soft, the Saami boots will not freeze as solidly as thick boot leather, making them relatively easy to put on after a long night exposure to subzero temperatures.

Lesson Plan 4

Book Page 13

Age appropriate 7-10 Years

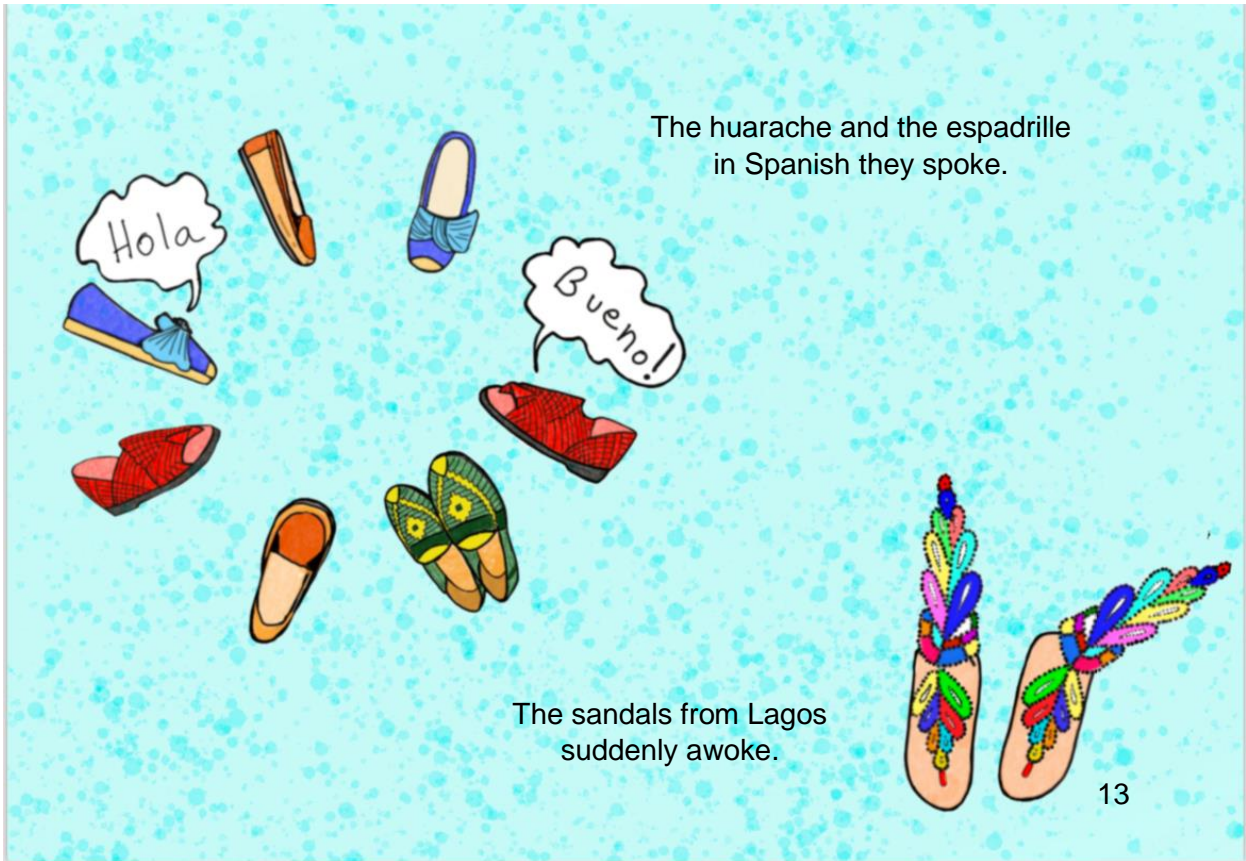


OBJECTIVE

Students will be able to identify the espadrille and the plant, esparto grass, the location of the plant, and the south of Europe.

TASK/ACTIVITY

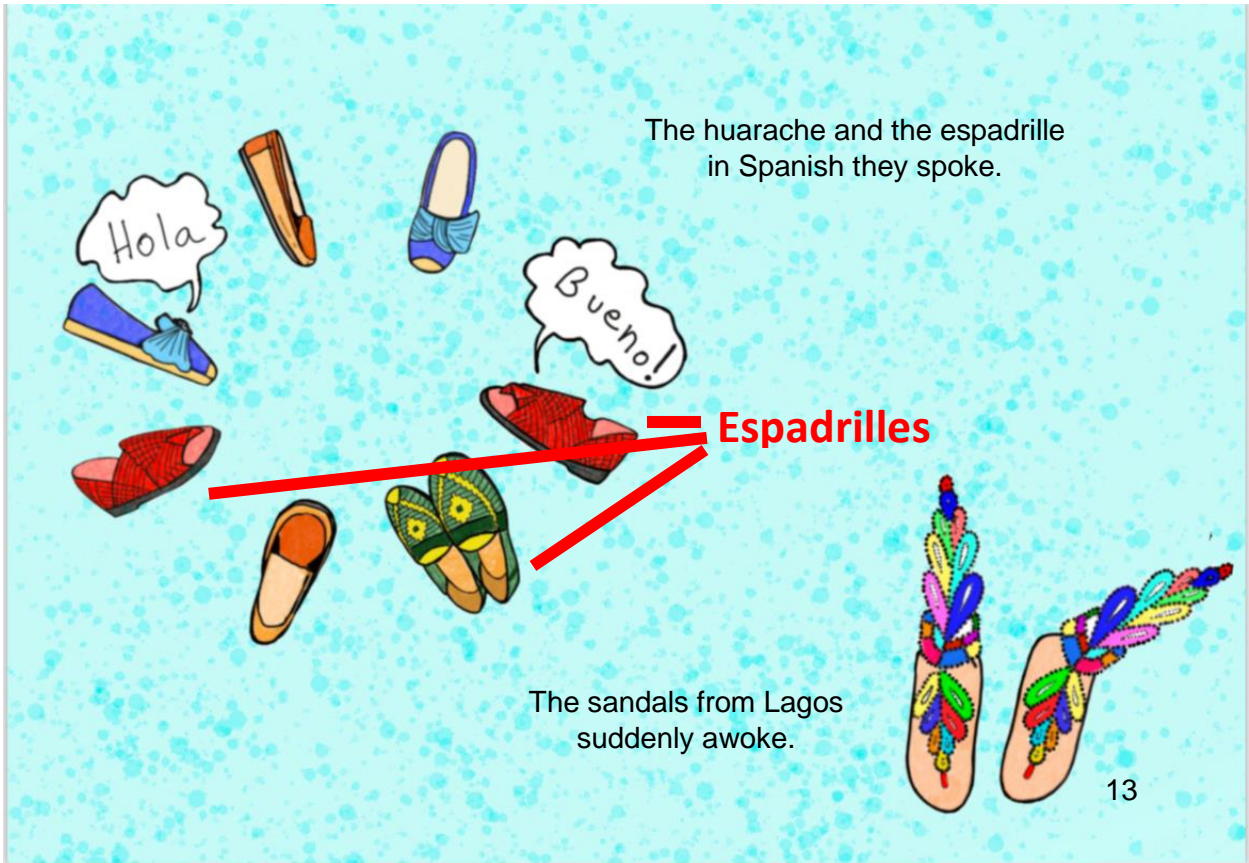
Identify the espadrille and the region of their origin.



The huarache and the espadrille
in Spanish they spoke.

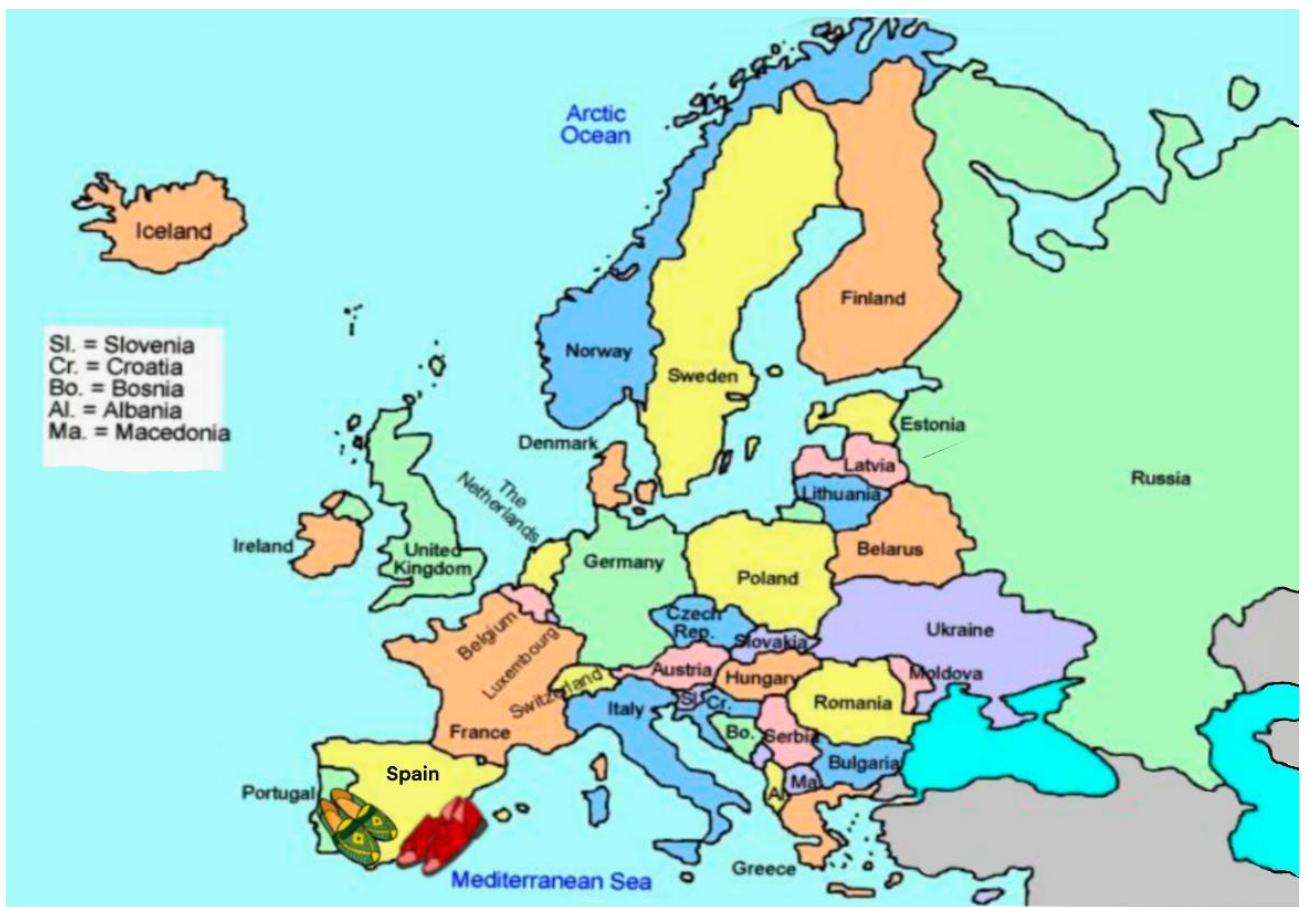
The sandals from Lagos
suddenly awoke.

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Map of Europe





Espadrille takes its name from the Esparto grass which is a native plant found in the south of Europe, mainly Spain.



Esparto grass



Weaving the esparto grass

Lesson Plan 5

Book Page 14

Age appropriate 7-10 Years



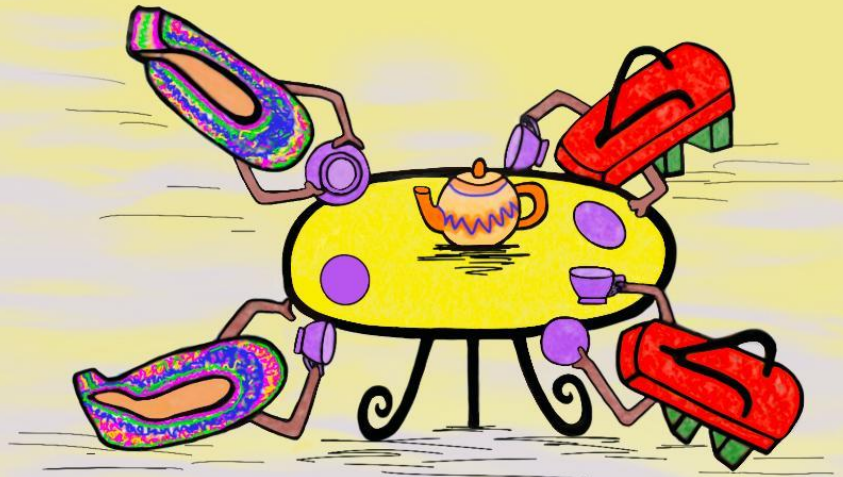
OBJECTIVE

Students will understand that different parts of Asia have different shoe designs. The signature design of a geta or a hmong shoe may tell the student where the shoe was made and worn.

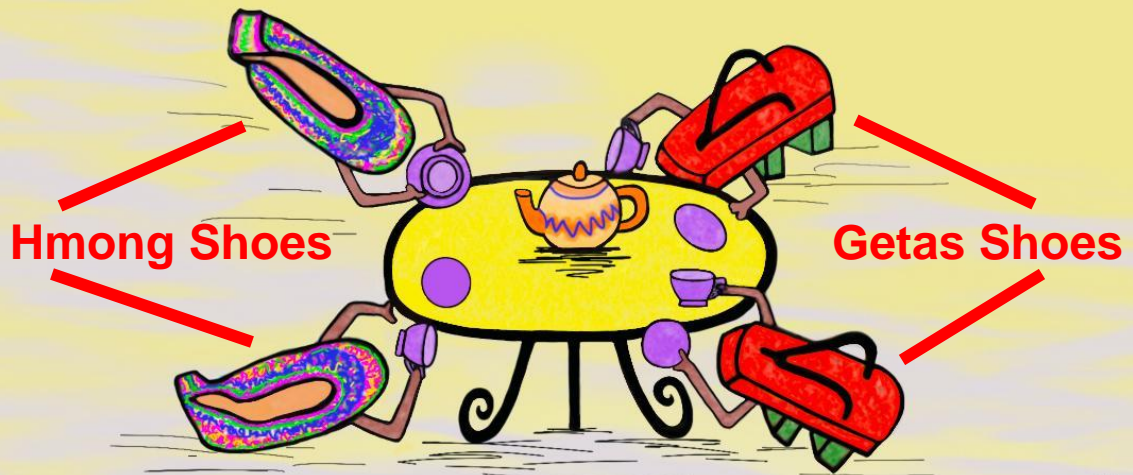
TASK/ACTIVITY

Students will identify the shoes in the book and discover where two different styles are found in Asia.

The getas and hmong of Asia did agree,
to sit quietly while sipping their tea.



The getas and hmong of Asia did agree,
to sit quietly while sipping their tea.



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Map of Asia





The getas are from Japan, and the hmong shoes are from China.

Getas have a flat wooden base, held on the foot with a fabric thong, and it keeps the foot elevated above the ground.

Hmongs are slip-on shoes made with traditional embroidered fabric.

Lesson Plan 6

Book Page 15, 16, 17

Age appropriate 7-10 Years



OBJECTIVE

Students will be able to identify a common cowhide leather-style sandal sold throughout Africa.

In addition, students will be able to identify the country from where Zhyanna's sandals came and the capital of that country.

TASK/ACTIVITY

Identify the African leather sandal and the continent of their origin.

Identify the country where Khartoum is the capital city.

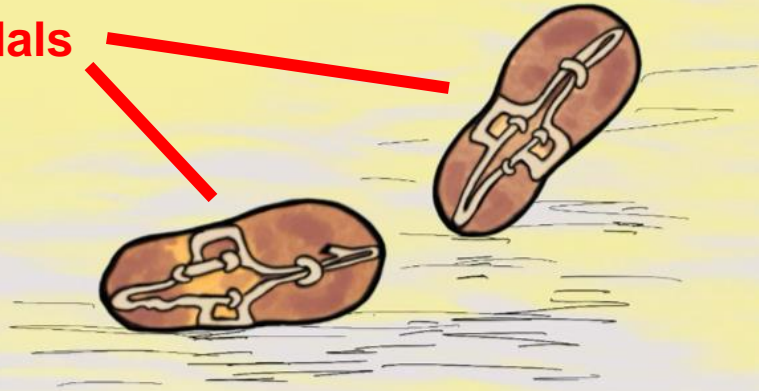
Under the clothes in the corner of the room,
a pair of sandals were hitching to Khartoum.
Dusty and beautiful, survivors of the drought,
they were prepared for any workout.



15

Under the clothes in the corner of the room,
a pair of sandals were hitching to Khartoum.
Dusty and beautiful, survivors of the drought,
they were prepared for any workout.

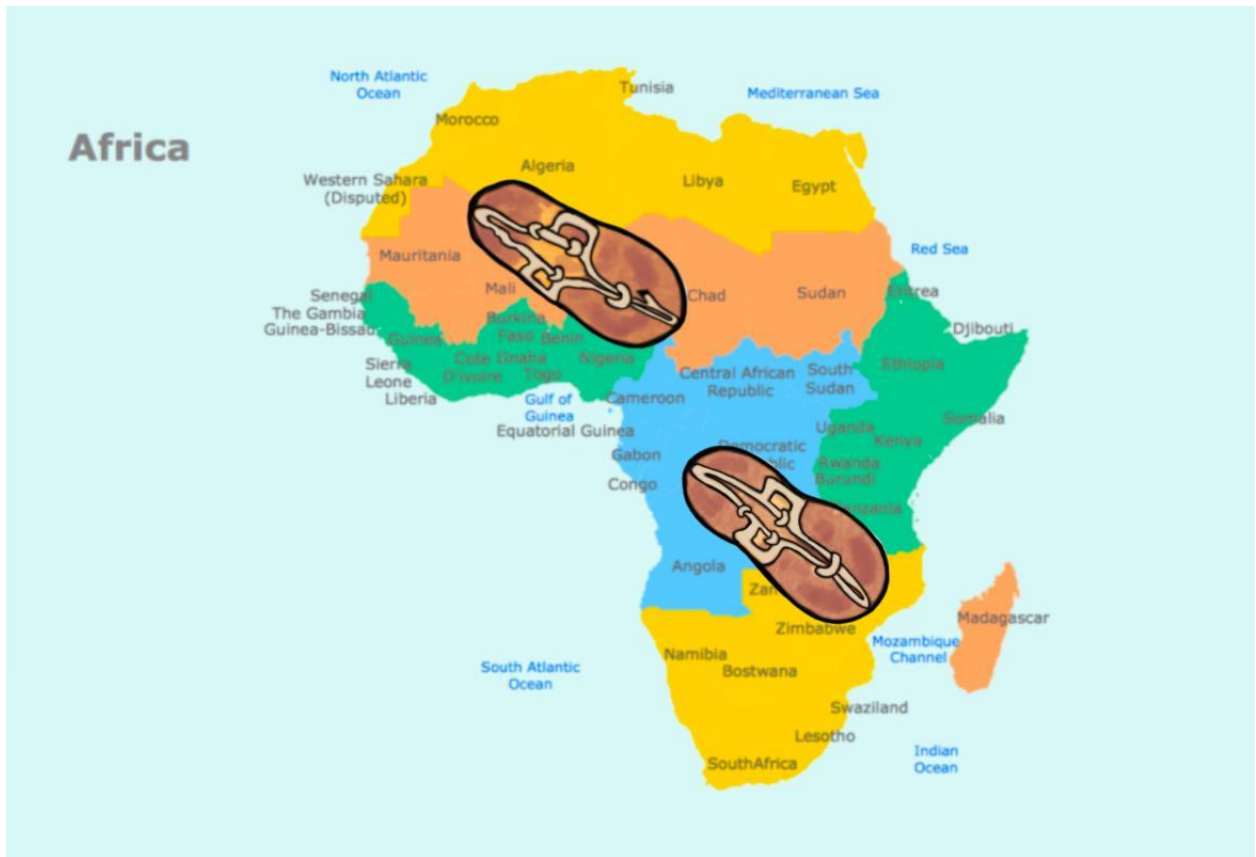
Sandals



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Map of Africa





The traditional African footwear mainly consists of sandals that are both simple and practical.

Made from leather, these sandals are specifically designed to protect the feet from the hot desert sands while keeping the feet cool by permitting air flow.

Africa



Zhyanna's sandals came from Sudan.
Khartoum is the capital city of Sudan.

Lesson Plan 7

Book Page 24, 25

Age appropriate 7-10 Years



OBJECTIVE

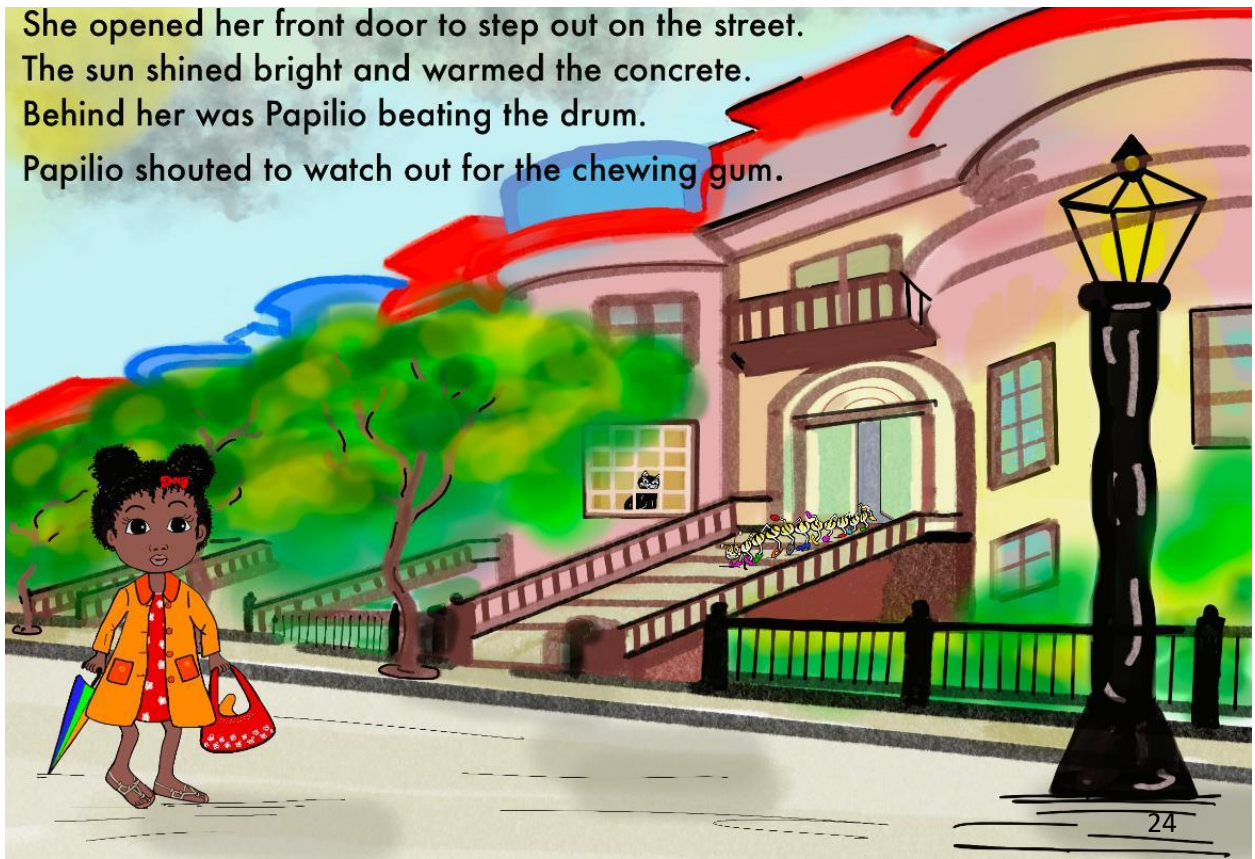
Without knowing the term and finishing the book some students might be able to deduce that Zhyanna is carrying her rainboots in her purse, though they are not fully visible.

This phenomenon, “perceptual closure” or closure is a concept from Gestalt psychology. Here the mind tends to fill in gaps or incomplete information to recognize a whole object or idea.

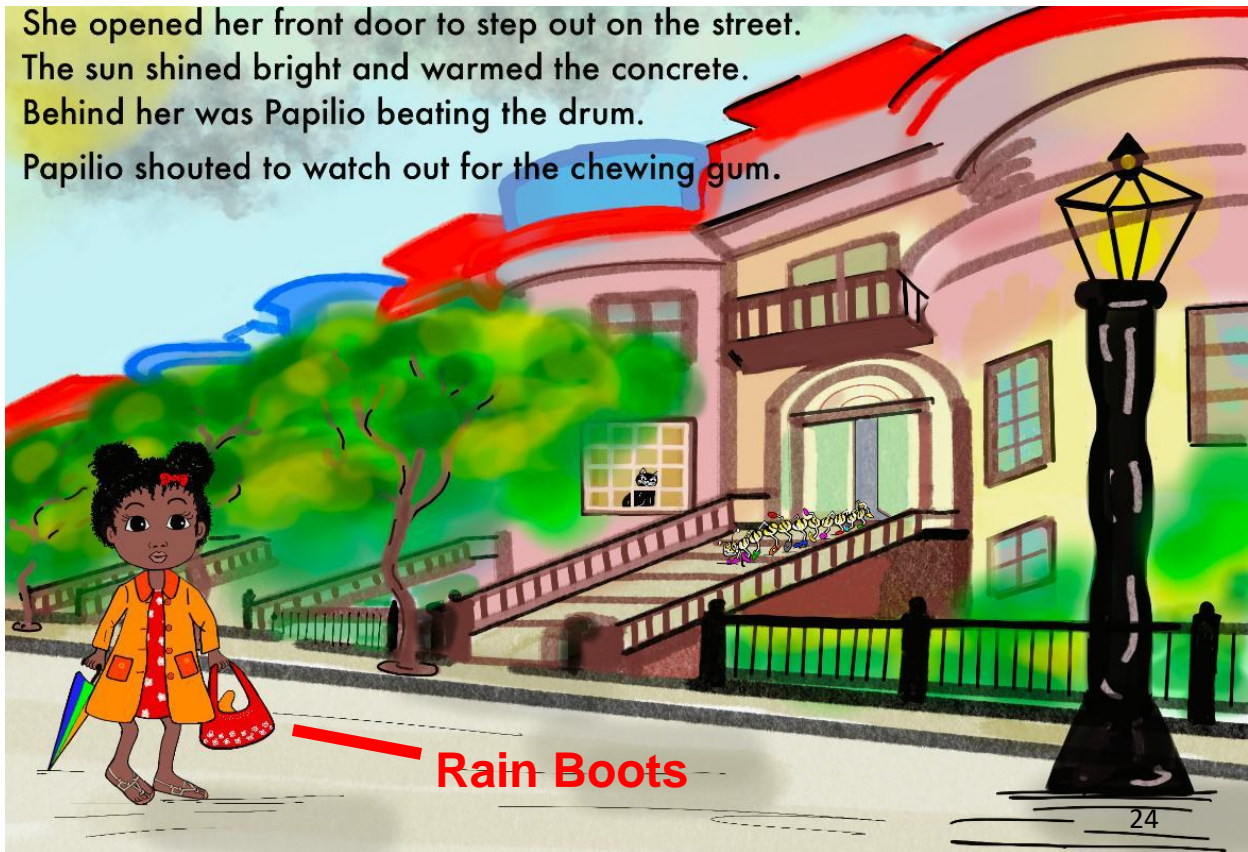
TASK/ACTIVITY

Identify the rain boot in Zhyanna’s purse.

She opened her front door to step out on the street.
The sun shined bright and warmed the concrete.
Behind her was Papilio beating the drum.
Papilio shouted to watch out for the chewing gum.



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The sun shined bright and warmed the concrete.
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Lesson Plan 8

Book Page 25

Age appropriate 7-10 Years



OBJECTIVE

Students will be reminded that people will often wear shoes outside the context of the shoe's country of origin.

TASK/ACTIVITY

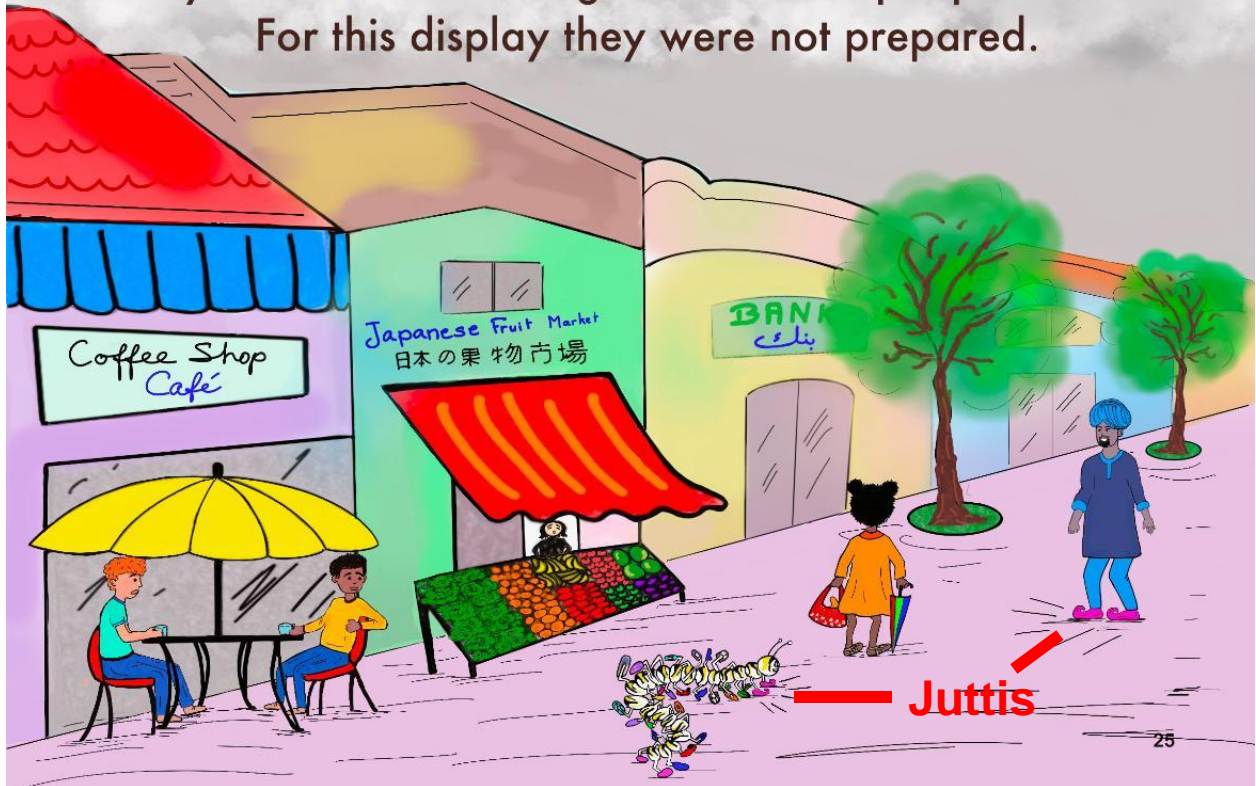
Students will identify the country where the shoes are customarily worn.

Students may notice that Papillio is wearing them on his journey.

Zhyanna walked through the town as people stared.
For this display they were not prepared.



Zhyanna walked through the town as people stared.
For this display they were not prepared.







Juttis are from India.

They are completely handcrafted.

There is no distinction between right and left shoe.

By continually using them, the juttis take the shape of the foot.

The sole of the juttis is flat.

Similar designs are used for both men and women.

Juttis are very light in weight, as heavy as a beach flip-flop.

Lesson Plan 9

Book Page 29

Age appropriate 7-10 Years



OBJECTIVE

Students will understand that some patterns are labeled. These shoes have a polka dot pattern.

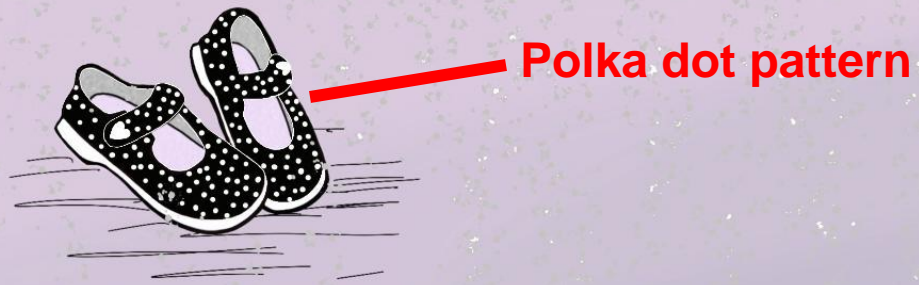
TASK/ACTIVITY

Students will identify the dots on the shoes.

The day turned gray, the clouds brought rain.
The only shoes ready were Ms. Mary-janes.



The day turned gray, the clouds brought rain.
The only shoes ready were Ms. Mary-janes.



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Polka dots are round dots repeated to form a regular pattern.

Lesson Plan 10

Book Page 34

Age appropriate 7-10 Years



OBJECTIVE

Students will learn that becoming a butterfly is a process.

TASK/ACTIVITY

Review page 34 in the book, then watch the YouTube time lapse Life Cycle at [Monarch Butterfly Life Cycle Metamorphosis Time-Lapse \(The Twerking Caterpillar\)](#)



The stages are: Egg, Larva, Pupa, Adult.

I thought you would be interested in these stories I found on MSN: Follow the Stages of the Monarch Butterfly Life Cycle –

<https://www.msn.com/en-us/lifestyle/home-and-garden/follow-the-stages-of-the-monarch-butterfly-life-cycle/ar-AA1rkl6F?ocid=socialshare>

https://www.birdsandblossoms.com/gardening/attracting-butterflies/monarch-migration-map?_cmp=stf

Lesson Plan 11

Book Page 36

Age appropriate 7-10 Years



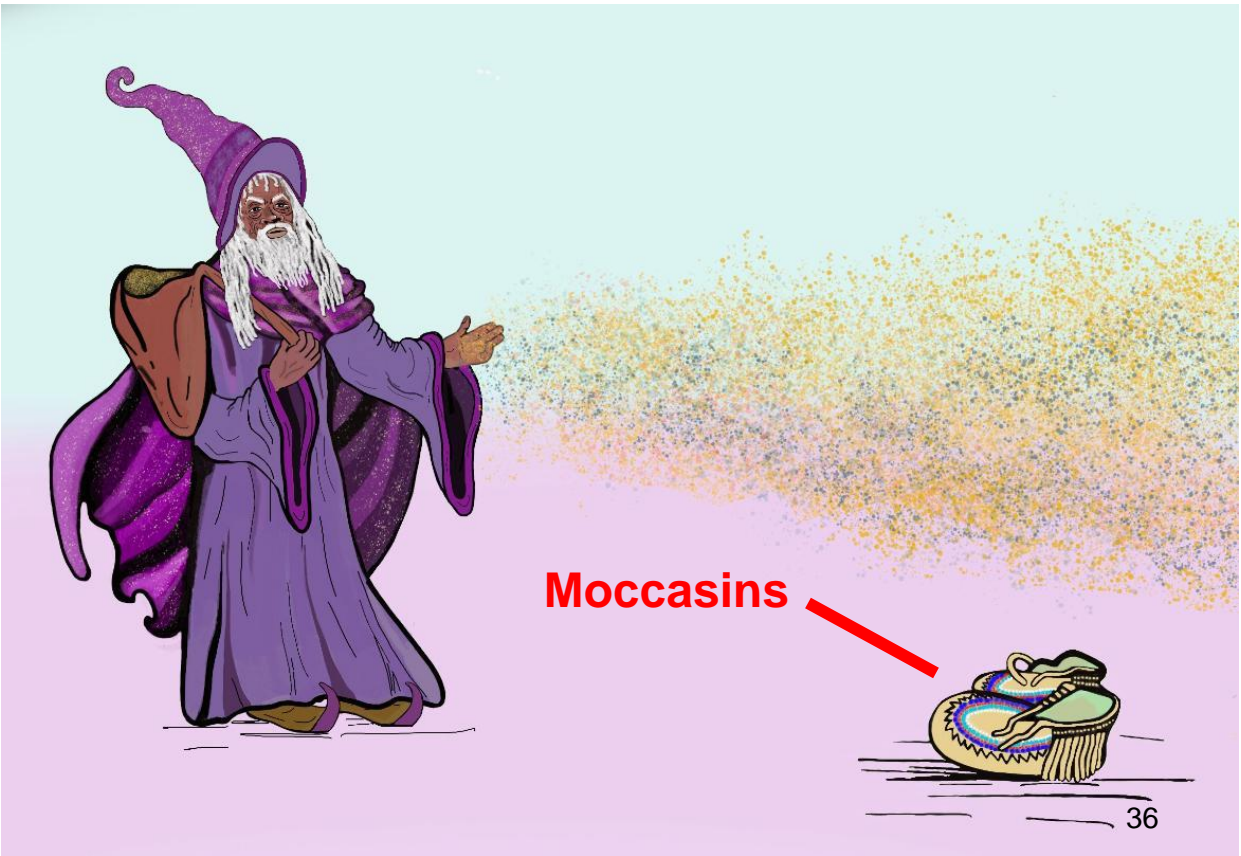
OBJECTIVE

Students will learn

TASK/ACTIVITY

Students will identify the moccasins in the book and on a supplemental page in this section.





Moccasins

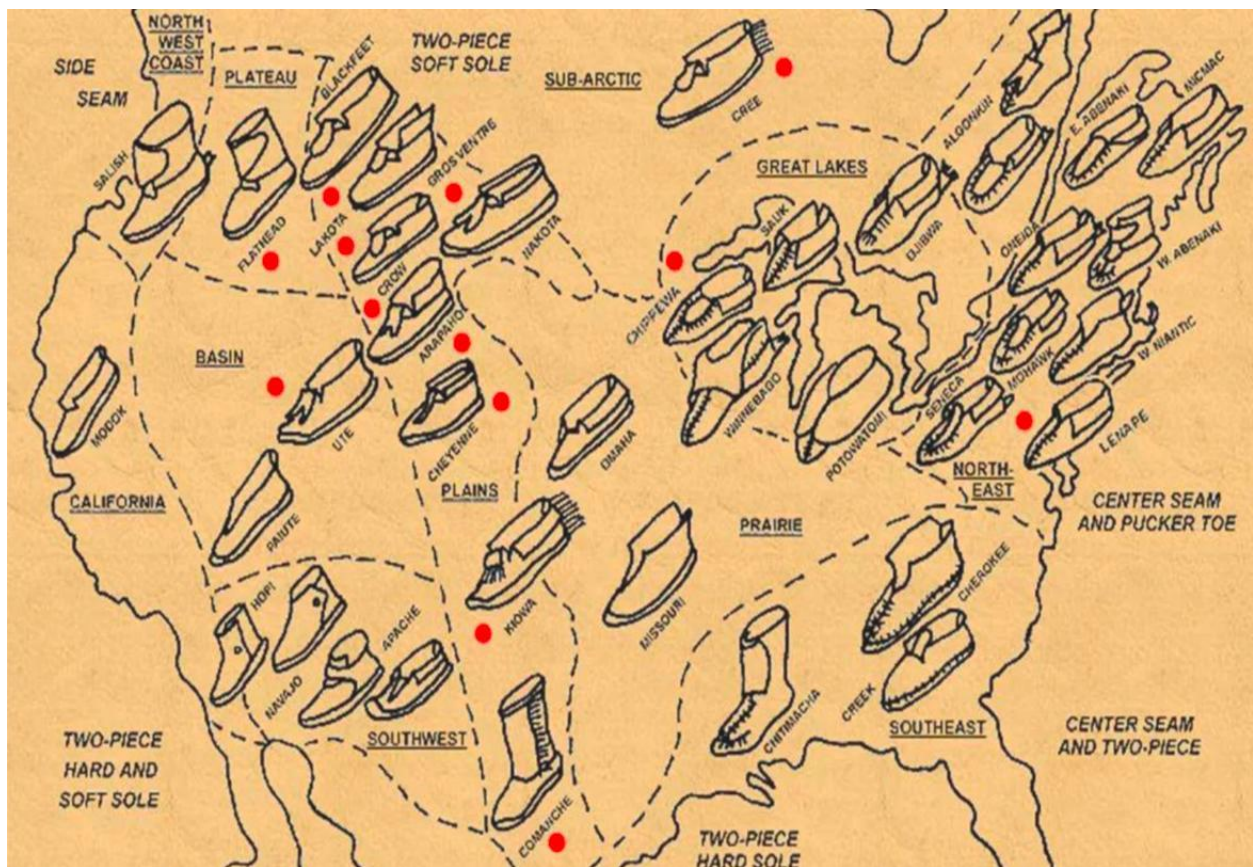
36





Moccasin, which means footwear, comes from the word “makisin” or “maskisin” used by the Indigenous people in The United States and in Canada, and the Mexican Kickapoo indigenous group.

It is a type of shoe, boot or slipper made out of animal skins of, for example, caribou, elk, deer, moose, and bison.



Historically, Indigenous women decorated moccasins with fringe, ribbon, red ochre paint, quillwork, and/or copper bells.

The design of the moccasin often reflected the maker or the wearer's culture, community, or personal history.

Lesson Plan 12

Book Page 36, 37

Age appropriate 7-10 Years



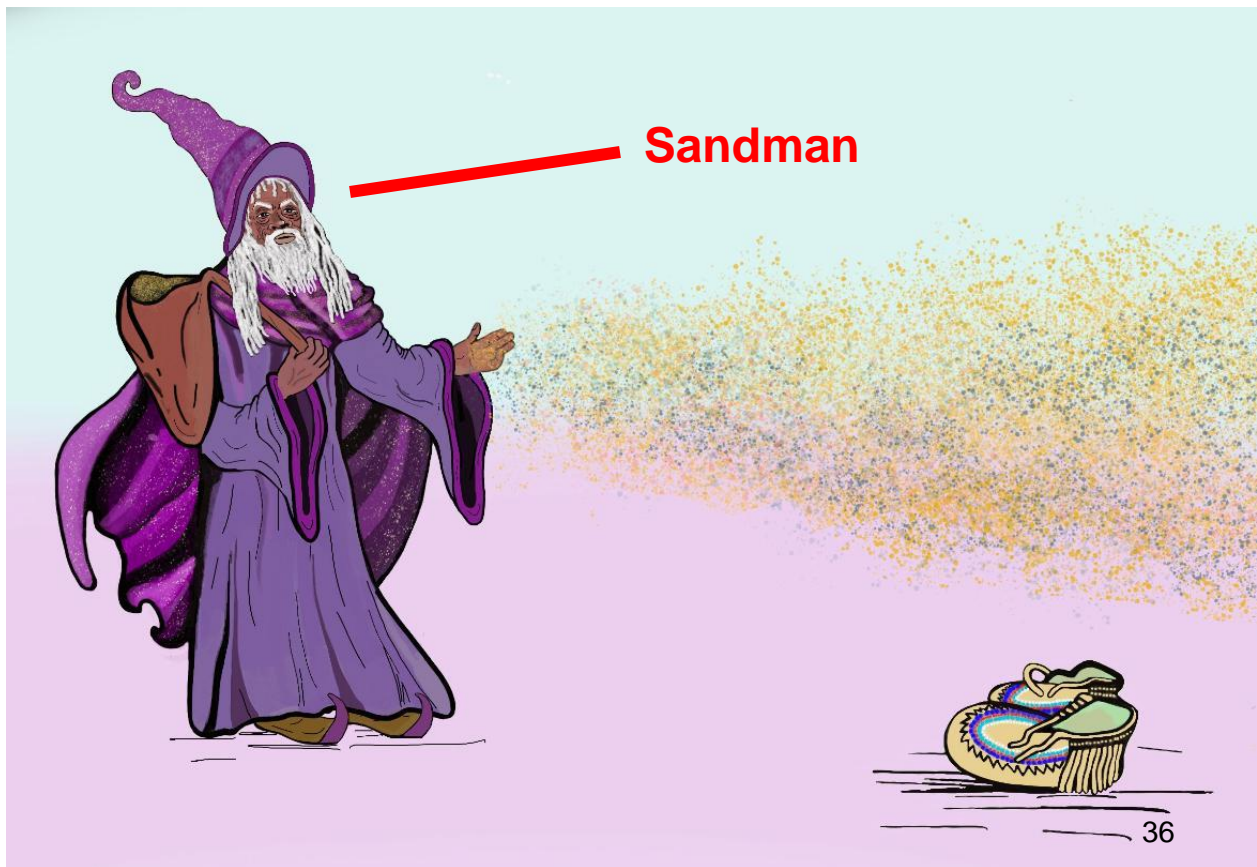
OBJECTIVE

Students will learn that the sandman is a fictional character who visits children who cannot sleep. When he throws his magic sand into their eyes, the children magically go to sleep.

TASK/ACTIVITY

Students will be asked if the sandman has ever visited them. This subject should encourage a lively discussion. They will also discuss Zhyanna's dreams.







Lesson Plan 13

Book Page 40

Age appropriate 7-10 Years





















OBJECTIVE

Students will understand what the babouche shoe is, who wears the shoe, and in what country it is worn the most.

TASK/ACTIVITY

Students should locate the babouche shoe in the book and where the shoe can be found in the world.

Shoes	Name	Country	Shoes	Name	Country
	<i>Geta</i>	Japan		<i>Ballerina Shoes</i>	All Countries
	<i>Sandals</i>	West Africa		<i>Jutti</i>	India
	<i>Mpaboa</i>	Ghana		<i>Sandals</i>	Saudi Arabia
	<i>Tsarouchi</i>	Greece		<i>Dukhan or Ladakhi</i>	Tibet
	<i>Espadrilles</i>	Spain		<i>Maasai</i>	East Africa
	<i>Clogs or Klompen</i>	Holland		<i>Chuviaks</i>	Russia
	<i>Babouche</i>	Morocco		<i>Hmong</i>	Vietnam
	<i>Moccasins</i>	Native Americans		<i>Tennis shoes</i>	United States
	<i>Huarache</i>	Mexico		<i>Traditional</i>	China





There are different types of Moroccan babouches.

The babouche, also known as Balgha, is the traditional footwear of Morocco, made of genuine leather, and worn at home, in markets, and on the streets since the early 12th century. Some babouches are embroidered with colorful designs, and some with gold threads that reflect the various regions in Morocco.

The Berber babouche

This classic Moroccan slippers with an openly rural style is mainly made in Marrakech. It has a square or round toe, clean seams, and different designs.

The city babouche

The men's Moroccan slippers has many names:
Belgha, when it is a babouche for men.

Babouches Fassia or babouches of Fez when it is
manufactured in the city of Fez.

Royal babouche to emphasize the refinement and
originality of this traditional shoe intended for the
inhabitants of the city and which is distinguished by its
design.

Lesson Plan 14

Book Pages 3, 31, & 40

Age appropriate 7-10 Years



OBJECTIVE

Students will understand what the tsarouchi shoe is, who wears it, why they wear this kind of shoe, and where it is worn.

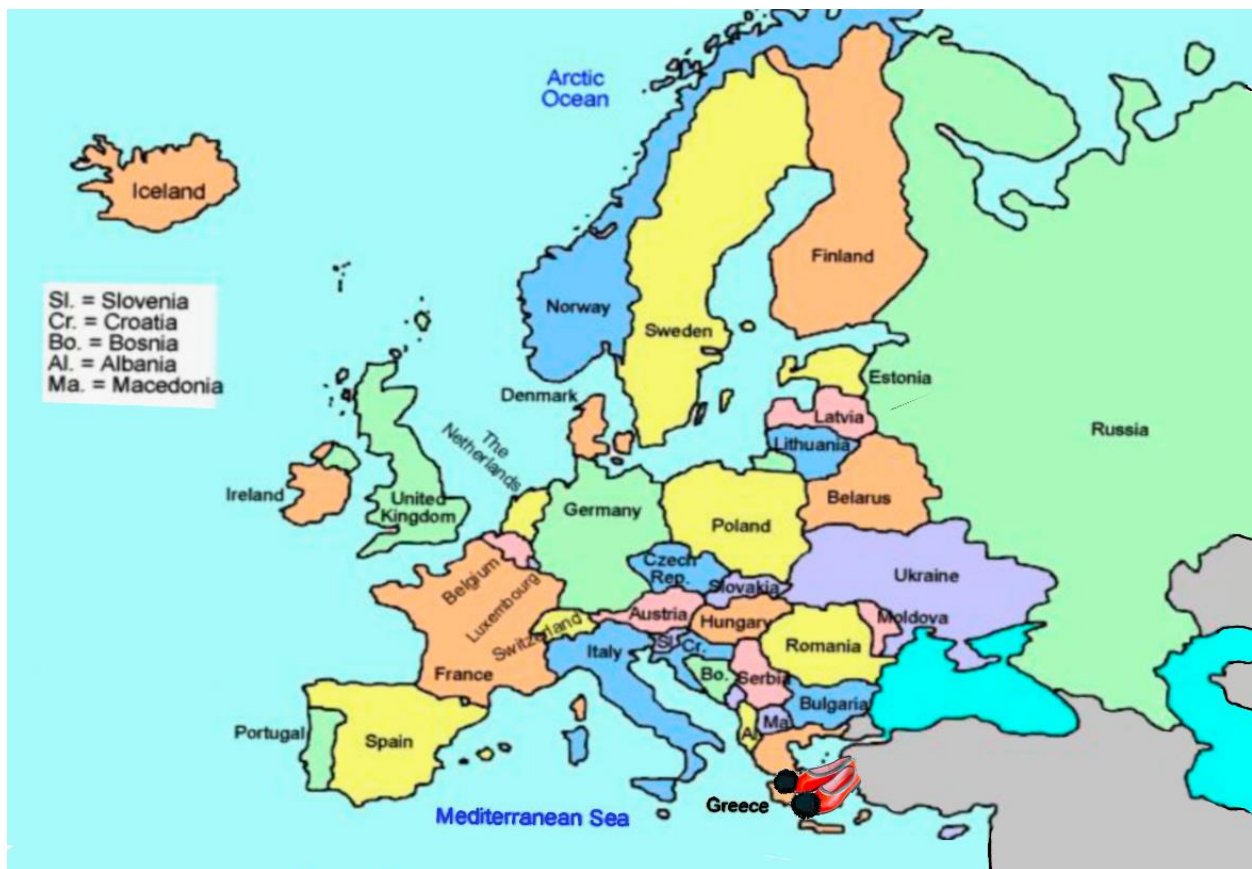
TASK/ACTIVITY

Students should locate the tsarouchi shoe in the book, and where the shoe can be found in the world.

Shoes	Name	Country	Shoes	Name	Country
	<i>Geta</i>	Japan		<i>Ballerina Shoes</i>	All Countries
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	<i>Mpaboa</i>	Ghana		<i>Sandals</i>	Saudi Arabia
	<i>Tsarouchi</i>	Greece		<i>Dukhan or Ladakhi</i>	Tibet
	<i>Espadrilles</i>	Spain		<i>Maasai</i>	East Africa
	<i>Clogs or Klompen</i>	Holland		<i>Chuviaks</i>	Russia
	<i>Babouche</i>	Morocco		<i>Hmong</i>	Vietnam
	<i>Moccasins</i>	Native Americans		<i>Tennis shoes</i>	United States
	<i>Huarache</i>	Mexico		<i>Traditional</i>	China

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The Greek tsarouchi is the traditional red leather shoe with black pompom worn by the Greek Presidential Guard known as “Evzones”.

The red color symbolizes courage and bravery, and the black pompom protect the toes from weather and snow, and also it symbolizes the tree of liberty.

There are many nails on the soles of the shoes to make a lot of noise when the men walk and during the change of the guard.

Lesson Plan 15

Book Pages 3, 11, & 40

Age appropriate 7-10 Years



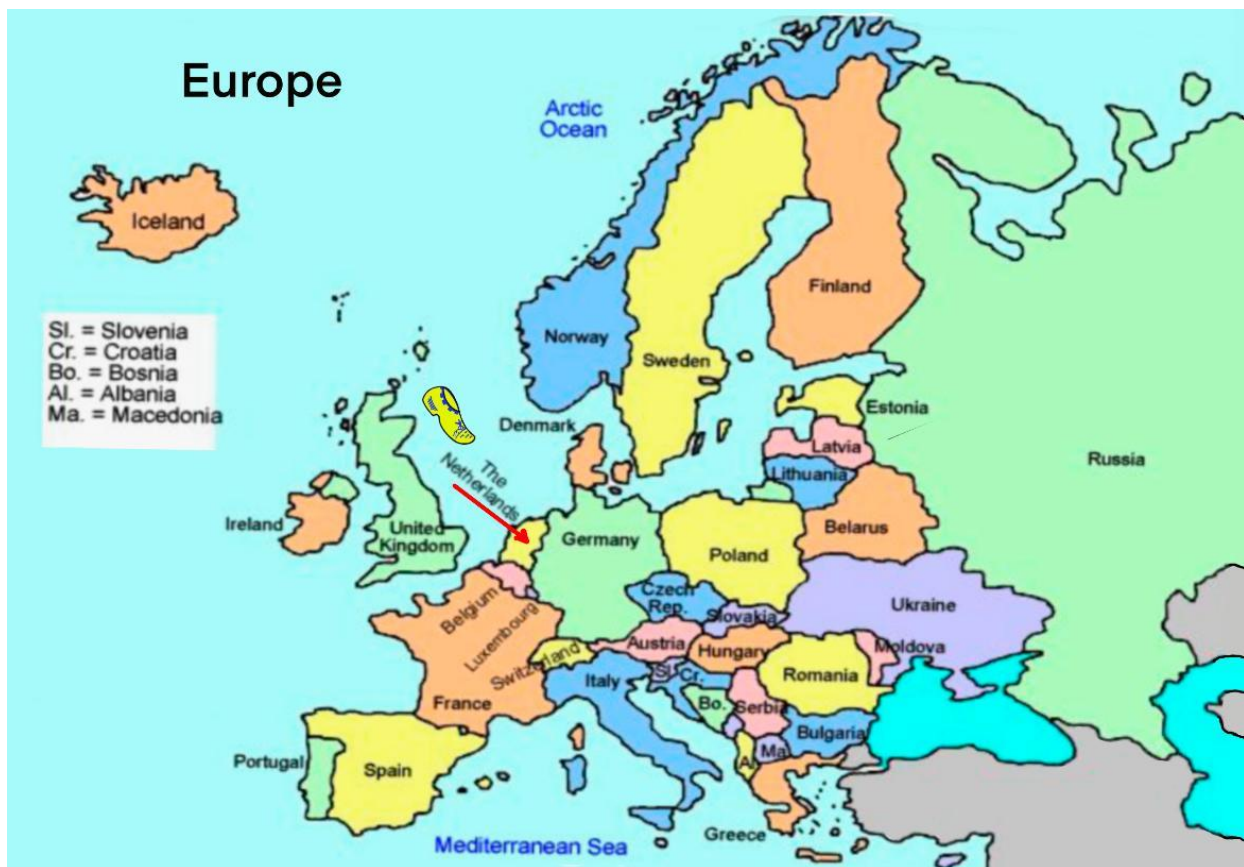
OBJECTIVE

Students will have to find the wooden clogs, or Klompen, in the book and identify on the map the country where they are worn.

TASK/ACTIVITY

Students will learn from what the clogs are made and what are the national symbols of that country.





Clogs, or "klompen" in Dutch (the language spoken in The Netherlands,) are made primarily from wood such as sycamore, alder, or beech. These footwear provide protection against sharp objects and make the person stable when standing on uneven ground.

Clogs or klompen, along with tulips, windmills, and cheese, are strongly associated with the country and are considered to be a national symbol of the Netherlands.



Lesson Plan 16

Age appropriate 7-10 Years



Plan for a party with the students and faculty wearing different shoes from different countries.

And/or

Have a show-and-tell wearing different shoes from different countries and different cultures.

NOTES

