

Grade	Subject	Strand	Time
Grade 2	Social Studies	People and Environments: Global Communities	1 hour 15 minutes

**Brief Description**

This lesson involves a class fieldtrip to the Bata Shoe Museum. Students will begin their lesson at the Museum with a brief discussion on why people wear shoes. They will then be led by a museum docent around the *All About Shoes* exhibition. On this tour, students will get to see and learn about five different pairs of footwear from around the world. They will then choose their favourite pair and use them to fill out an inquiry worksheet. Finally, students will present their worksheets to the class and discuss the similarities and differences between their chosen shoes. Note: This lesson may also be modified for classes unable to visit the Museum.

**Desired Results and Preparation**

**The Big Idea/Essential Question**

Peoples around the world have traditional costumes that are distinct to their culture and history.

**Overall Curriculum Expectations**

- **B2. Inquiry:** use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities and the ways in which people in those communities live.
- **B3. Understanding Context:** identify and locate various physical features and selected communities around the world, and describe some aspects of people’s ways of life in those communities.

**Specific Curriculum Expectation**

- **B2.2** gather and organize information and data about some communities’ locations, climate, and physical features, and the ways of life of people in these communities.
- **B2.6** communicate the results of their inquiries, using appropriate vocabulary and formats.
- **B3.7** describe selected communities around the world, with reference to their major physical features, wildlife, and some aspects of their culture.

**Prior Knowledge Needed**

- A basic introduction to world cultures and countries.

**Materials Needed**

- 1 worksheet per student (Appx. A)
- Pencils
- Coloring pencils (optional)
- A booked Bata Shoe Museum tour with docents (Appx. B)

**The Lesson**

**Hook (5 minutes)**

**Student Grouping:** Whole class

1. Get students to sit together as a class.
2. Start a small class discussion by asking, “Why do we wear shoes?” Some answers could be to:
  - Protect our feet
  - Keep our feet warm and dry
  - Decorate our feet
  - Perform special sports or jobs

**Introduction (10 minutes)**

**Student Grouping:** Whole class

1. Explain to students that they are in a shoe museum – a place to see and learn about shoes from all over the world.
2. Explain that students have been brought here for an important job: to find their favourite shoe, learn about it, and then share it with the rest of the class.
3. Review the instructions for the next activity:
  - Students will be separated into smaller groups. Each group will follow a docent through the “All About Shoes” exhibition. From their docent, they will learn about five pairs of shoes from different parts of the world.
  - Students should listen closely to their docent and ask questions to learn as much as they can about each shoe.
  - After their tour, students will get a pencil and a worksheet (Appx. A).
  - They will then pick their favourite shoe from their tour and use it to fill out their worksheet. If they ‘get stuck’, they may ask each other for help, read the Museum’s labels about the shoe, or ask their docent for more information.
  - Once students are finished their worksheets, they can share their favourite shoes with the rest of the class.
4. Review the worksheet with students.

<b>Body (45 minutes: tour = 15 min; activity = 30 min)</b>	<b>Student Grouping:</b> Small groups and individually
<ol style="list-style-type: none"> <li>1. With the help of the Bata Shoe Museum docents, separate students into smaller groups. The number of students in each group will depend on the number of docents available for your visit (see Appx. B for more information on how to prepare the Bata Shoe Museum for your fieldtrip).</li> <li>2. Observe students during their tours, and circulate to gather information about the various shoes introduced to students. Different groups may be introduced to different shoes.</li> <li>3. Once groups are finished with their tour, hand out worksheets and pencils, and review the activity one more time with students.</li> <li>4. Circulate to each student and ask questions about their chosen footwear. Offer help and guidance when necessary.</li> </ol>	
<b>Conclusion (15 minutes)</b>	<b>Student Grouping:</b> Whole class
<ol style="list-style-type: none"> <li>1. Bring students together as a group again.</li> <li>2. Ask several students to share their worksheets with the class. For students who picked the same shoe, ask if they would like to present together.</li> <li>3. While students are presenting, reiterate and emphasize the cultural origin of their chosen footwear.</li> <li>4. Ask students what sort of techniques they used to gather data for their worksheets.</li> <li>5. Once the presentations are over, ask the class if they noticed similarities or differences between the shoes presented. Are all the shoes similar? What is different about them? What may be some reasons for these differences?</li> <li>6. Collect the worksheets at the end for assessment.</li> </ol>	
<b>Extra Components</b>	
<b>Warm-Up</b>	
<ul style="list-style-type: none"> <li>• Introduce students to the Bata Shoe Museum and go over general fieldtrip behaviours and expectations (for information on the Museum visit <a href="http://www.batashoemuseum.ca">www.batashoemuseum.ca</a>).</li> <li>• Explain the worksheet and activity to students more than once to prepare them for their visit.</li> </ul>	
<b>Extension</b>	
<ul style="list-style-type: none"> <li>• Ask students to design, draft and publish a colorful poster about their chosen footwear using the data recorded on their worksheets.</li> <li>• Get students to compare their information with a partner and discuss the ways in which their artifacts are similar/different to shoes in their own lives.</li> <li>• Get students to identify which culture their chosen footwear originated. Then, ask them to gather information about other aspects of that culture's traditional costume.</li> </ul>	
<b>Modifications and Accommodations</b>	
<ul style="list-style-type: none"> <li>• As a class, ask students to formulate their own questions for the inquiry worksheet.</li> <li>• Instead of drawing, students can take pictures of their favourite shoe. They can upload these pictures to a class photo album, blog or website along with the information they gathered on their worksheets.</li> <li>• As this lesson has a heavy language component, student with lower reading and writing levels may struggle. Consider pairing these students with those who have higher literacy levels.</li> <li>• For students/classes unable to visit the Museum, they may still complete this lesson with the pictures and information found at <a href="http://www.allaboutshoes.ca">www.allaboutshoes.ca</a> under the "Select a Story" section.</li> </ul>	
<b>Assessment</b>	
<ul style="list-style-type: none"> <li>• Formative assessment: (1) observational notes during the activity and (2) assessing student's worksheet and presentation at the end of the lesson.</li> </ul>	

Name: \_\_\_\_\_

## Shoes From Around the World!



Welcome to the Bata Shoe Museum! 😊 Pick your favourite pair of shoes and fill out the worksheet below.

My favourite shoes are called \_\_\_\_\_.

They are from \_\_\_\_\_.

Here are two facts about these shoes:

1) \_\_\_\_\_

\_\_\_\_\_

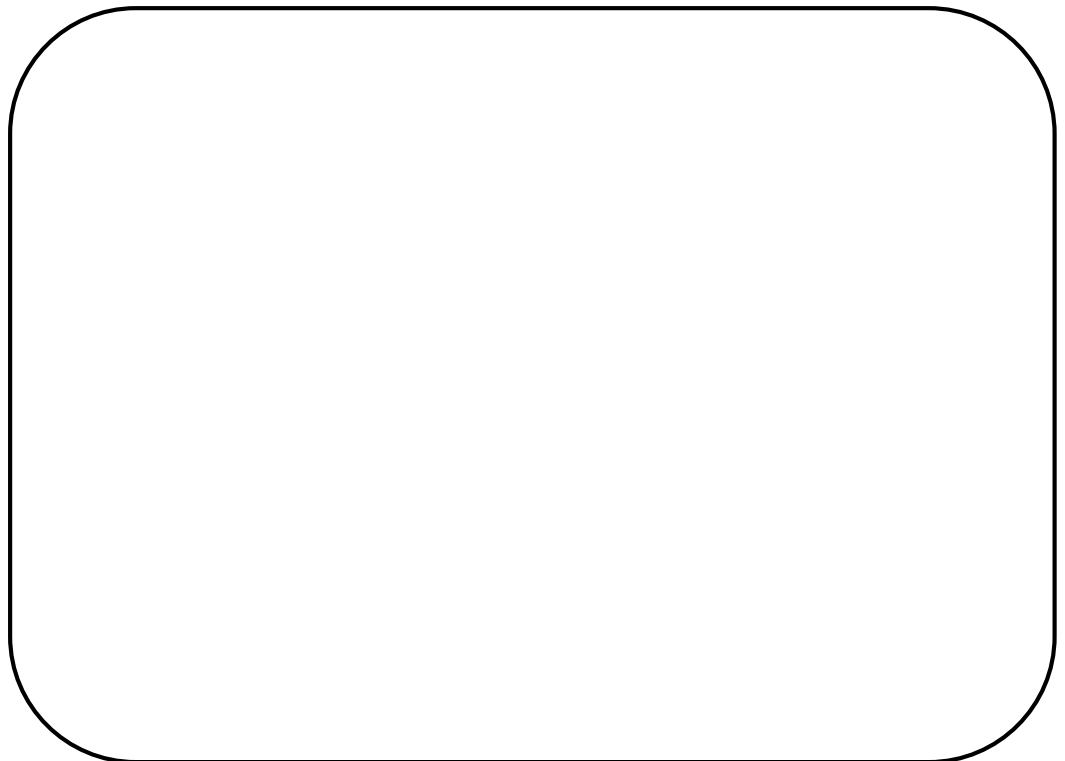
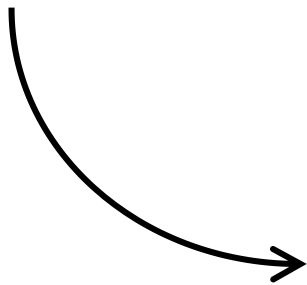
2) \_\_\_\_\_

\_\_\_\_\_

I find these shoes interesting because \_\_\_\_\_

\_\_\_\_\_

Here is a picture of my favourite shoes!



## Appendix B

### How to Prepare the Bata Shoe Museum for Your Fieldtrip

1. Please visit the Bata Shoe Museum's website for information on fees and booking guidelines:  
[www.batashoemuseum.ca/schoolprograms](http://www.batashoemuseum.ca/schoolprograms).
2. To book a field trip, please call (416) 979-7799 extension 242, from 9AM to 5PM Monday to Friday, or email [education@batashoemuseum.ca](mailto:education@batashoemuseum.ca).
3. Please provide the Bata Shoe Museum with:
  - Your school's phone number.
  - The number of students in your class and their grade-level.
  - The curriculum focus of your visit.
  - A description of the lesson and activity you would like to run at the Museum (you may reference this Grade 2 lesson plan, "Shoes From Around the World").
  - A description of the exceptionalities represented in your class.