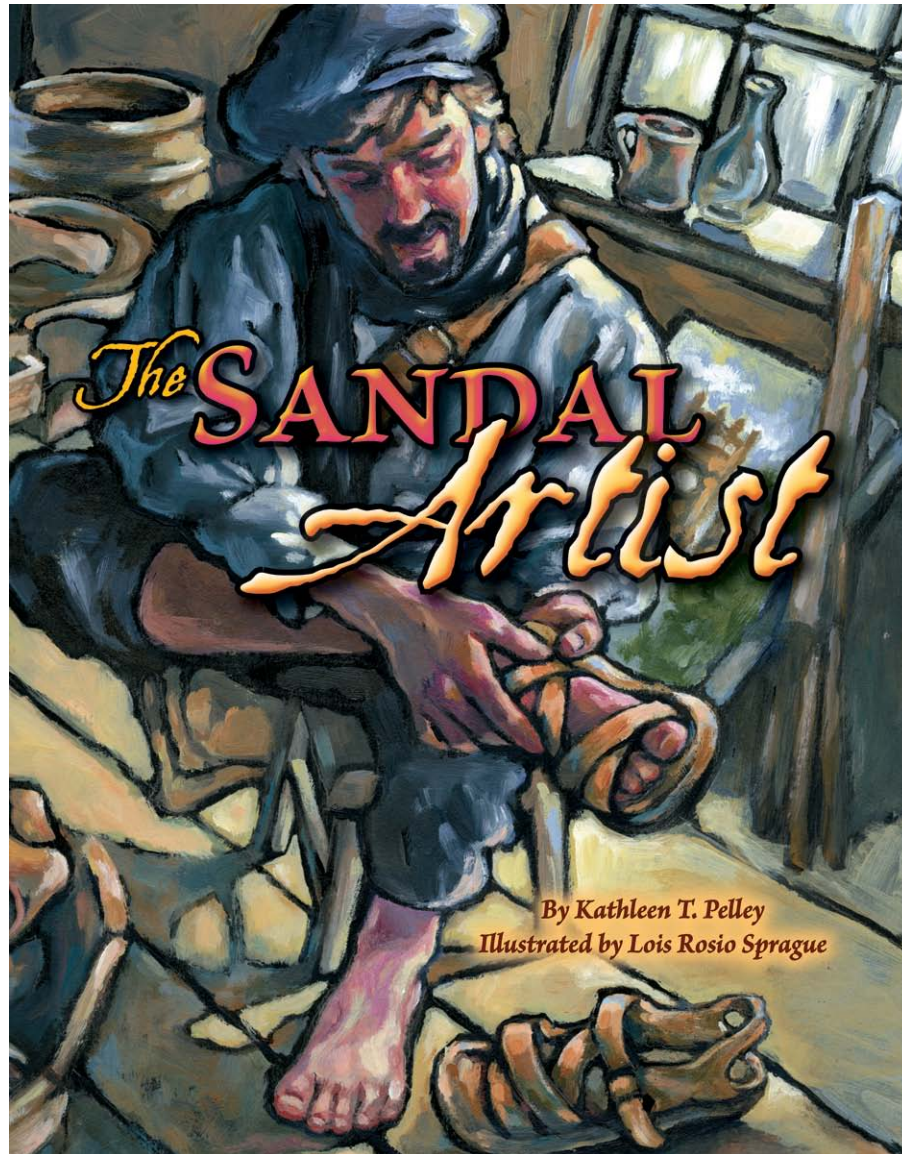


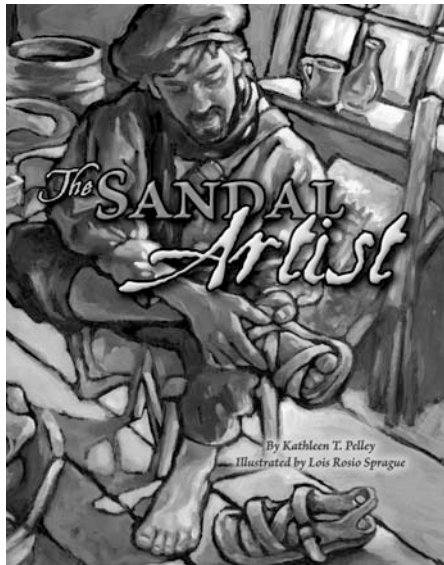
The Sandal Artist

An Activity Guide
for Christian Educators



This guide was created with the kind assistance of Alison Higgins, M Ed., Principal, Christ the King Roman Catholic School, Denver, CO, Rita Mailander, Director of Faith Formation, Most Precious Blood Parish, Denver, CO, Anne Henderson, Affiliate Faculty and Literacy Instructor, Regis University, and Elizabeth A. Maloney, 4th Grade Teacher, Dry Creek Elementary School, Greenwood Village, CO.

About the Book



The Sandal Artist

By Kathleen T. Pelley

Illustrated by Lois Rosio Sprague

Pelican Publishing

Though Roberto—a young artist—struggles to put bread on his table, he believes that he will soon achieve wealth and fame by creating beautiful scenes with his paintbrush. Roberto refuses to paint images of the poor village children or Old Stefano and his donkey.

One day, a cobbler lends the artist a pair of sandals to wear while he mends Roberto's shoes. The cobbler then whispers: "There are some who say that if you wear another man's shoes, you will see the world with his eyes and feel it with his heart." When Roberto returns to his village, he suddenly perceives the splendor in everyday life and begins to paint with inspiration.

Illustrations reminiscent of works from the Renaissance complement a story that reminds us all of our own inner greatness and that of others.

About the Author

Some years ago I attended a day of prayer at a Jesuit retreat house. The priest told us that as a way of deepening his prayer life, he had once imagined Jesus sitting across from him and asking him, "What do you want from me? What would you like me to do for you?" And the priest answered, "I want to see with your eyes, I want to hear with your ears, and I want to love with your heart."

This experience along, with the Native American proverb about not knowing another person until you have walked a mile in his moccasins, made me wonder what it might be like if you really could walk in Jesus' sandals. Somehow, I think that he would be able to see each one of us "shining like the sun" – a notion that Thomas Merton refers to in his writings.

Also, I have always loved Vincent Van Gogh's quote, "The best way to know God is to love many things"—and Browning's, "All of earth is crammed with Heaven." I grew up with a brother who was an artist and my mother's cousin (who taught art at Edinburgh College of Art), and as a family growing up in Glasgow we spent many a Sunday visiting the Glasgow Art Gallery, and so I think I have always been quite fascinated with the whole artistic process. Although I am not an artist who paints pictures, I do believe that writing stories is really a way of painting pictures with words, and I do believe that we can become numb and "blind" to all the beauty and truth that surrounds us—I love to ponder the whole notion of how people can see the world differently depending on their outlooks. As Marcus Aurelius said, "The color of your thought dyes your soul," and so I would add, "And the color of your soul dyes your world"—so we should be mindful of how we feed our children's souls.

Finally, my father, who was the eldest of nine and grew up on a farm in Ireland, was a huge influence on my spirituality. I believe that his tremendous reverence for the earth and all of creation taught me to find God in all things and to see the "holiness" in every person I met. Discover more at www.KathleenPelley.com.

About the Illustrator

Lois Rosio Sprague holds degrees in Fine Art and Graphic Art from the American Academy of Art in Chicago. Her watercolor and pastel work has been exhibited in galleries and exhibitions around the country. Lois has illustrated several children's books, including her latest, *The Goodnight Thing*.

Lois also specializes in a variety of other forms of art. Lois participated in a Colorado Elk Tour by painting a life-sized fiberglass elk named "Sparky." Lois's new form of live art on stage has been an exciting way for audiences to see an image come to life in 30 minutes. Lois lives in Colorado with her husband and five children and the occasional bear. Discover more at www.LoiosRosioSprague.com.

Discussing The Sandal Artist

In **The Sandal Artist**, Roberto's conception of "greatness" is transformed when he wears another man's sandals. Can you use a discussion of the book to get your students to think deeper about "greatness" in all its guises?

Reading

Read **The Sandal Artist** by Kathleen T. Pelley and illustrated by Lois Rosio Sprague (Pelican Publishing) aloud or have your students read it in advance of this discussion.

General Discussion

Have your students discuss any of the following questions:

- Where did this story take place?
- When do you think it took place? Give reasons for your answer.
- What did Roberto long for more than anything else?
- Why did he go to the cobbler's shop?
- How did wearing the sandals change Roberto?
- Whose sandals do you think they were?
- Why do you think Roberto finally succeeded in becoming a great artist?
- Why do you think he did not sign his name at the bottom of his paintings?
- What do you think it means to "shine like the sun"?
- Can you name anyone who "shines like the sun" for you? Explain.



Illustration © Lois Rosio Sprague

Discussion of "Greatness"

- Share several meanings of "greatness" from the dictionary.

For example: Large/ Having many parts/ Of more importance than others/ Extreme/ Of significant importance/ Of exceptional talents/ Illustrious/ Impressive or striking/ Favored/ Active or enthusiastic/ Doing a pursuit on a large scale / Skillful/ Excellent

- Divide students into pairs or small groups and have them discuss:
 - What is "greatness"?
 - Is it the same as being famous?
 - Name some great artists/musicians/writers/leaders? Are they all famous?
 - What does it mean to be "great" at something?
 - Do you know anyone who is "great" at something?

Discussion of "Greatness" (cont.)

- What makes a "great" mom or dad, student or teacher, friend or leader?
- What would you like to be "great" at? Why?
- Would you rather be "great" or "famous"? Why?
- How was Jesus a "great" leader?
- Can you think of examples when He saw "greatness" in others?
- Can you name some "great" leaders from history?
- Bring students together to share their findings with the whole class.



Venn Diagram

Lead students in a comparison of the concepts of greatness versus fame. You could use words representing "greatness" such as gifted, dedicated, disciplined, humble, inspirational. You could use words representing fame with words such as wealthy, well-known all over the world, skilled and so on. Discussion could include questions such as, "Is a famous person always skilled at what he or she does? Are all great people humble?"

Shining Like the Sun:

A Discussion for First Holy Communion, Confirmation, or Other Classes

This discussion of **The Sandal Artist** can be tied into children's Sunday School classes or First Holy Communion preparation by connecting it with the Scripture.

Reading

Read **The Sandal Artist** by Kathleen T. Pelley and illustrated by Lois Sprague (Pelican Publishing) aloud or have your students read it in advance of this discussion.

Making Connections

Gather your students to share the possible connections between quotations, teachings, the Gospels, and **The Sandal Artist**.

- Explore the Vincent Van Gogh quote, "The best way to know God is to love many things."
- Explore the Elizabeth Barrett Browning quote, "All of earth is crammed with Heaven."
- Share St. Ignatius's story and how he encouraged his followers (Jesuits) to find God in ALL things.
- Share examples from the Gospels of how Jesus shone like the sun for others by LOVING.
- You could share the story of Thomas Merton who once said, "There is no way of telling people that they are all walking around shining like the sun." He saw that we are all made in the image of God, and so each one of us does shine with His goodness.
- You could discuss how Light is such an important theme of the Gospels and how Jesus is called the Light of the World. Examine the importance of light – to find our way, to warm us, to dispel darkness, to lead us, and so on.

**Shining Like the Sun:
A Discussion for First Holy Communion, Confirmation, or Other Classes (cont.)**

Discussion

Have your students discuss any of the following questions.

- What do you think it means to “shine like the sun”?
- Can you find places in **The Sandal Artist** where people were shining like the sun?
- Can you give examples of a time in your life when someone shone like the sun for you?
- Can you give examples of a time when you shone like the sun for someone else?
- How did Jesus shine like the sun for others?
- How can you shine like the sun at home, in school, in your neighborhood, in the world?
- When people are holy, they are acting like Jesus; they are shining like the SON of God. Discuss why saints are shown with a halo or circle of light.

First Communion

You might make the connection that when we enter into “communion” we become like Jesus. Like Him, we shine like the sun and see goodness all around us. You could play with the connection between “shine like the sun” and “shine like the Son.”

Confirmation

For older students working towards Confirmation, you could use the discussion above in conjunction with the selection of saint names. Have students write out a list of ways their particular saint shone like the sun. That activity could be followed by a group discussion about how each saint was different in his or her “shining” and how each student will also be different.



Illustration © Lois Rosio Sprague

Shining Like the Sun: Activities

Roberto in **The Sandal Artist** discovers that everyone he meets is "shining like the sun." These activities allow students to think about how they shine or others in their communities shine.

Reading

Read **The Sandal Artist** by Kathleen T. Pelley and illustrated by Lois Rosio Sprague (Pelican Publishing) aloud or have your students read it in advance of these possible activities.

Activity: I Shine Like the Sun

- Copy the "I Shine Like the Sun" sheet enclosed in this packet for each student.
- At the end of each ray on the picture of the sun, ask your students to finish the sentence, "I shine like the sun when I..."
- You might display these sheets on the wall under the heading WE SHINE LIKE THE SUN.

Activity: You Shine Like the Sun

- Gather a long roll of newsprint or craft paper and washable markers.
- Pair up your students and have each trace an outline of the other on the paper.
- Inside the outline, have each student write how the *other* person "shines like the sun" for others.
- Display around the classroom.

Activity: They Shine Like the Sun

- Copy the "They Shine Like the Sun" sheet enclosed in this packet for each student.
- Have your student choose a person from the school, church, or overall community (janitor, kitchen helpers, secretary, crossing guard, volunteer, etc). Have them write how that community member "shines like the sun." Invite them to draw that person doing his or her community service. Display their work under the heading "People in Our Community Who Shine Like the Sun."
- Have students clip photos from magazines of people from around the world "shining like the sun." Paste those pictures to paper and have the students write about how the person shines.

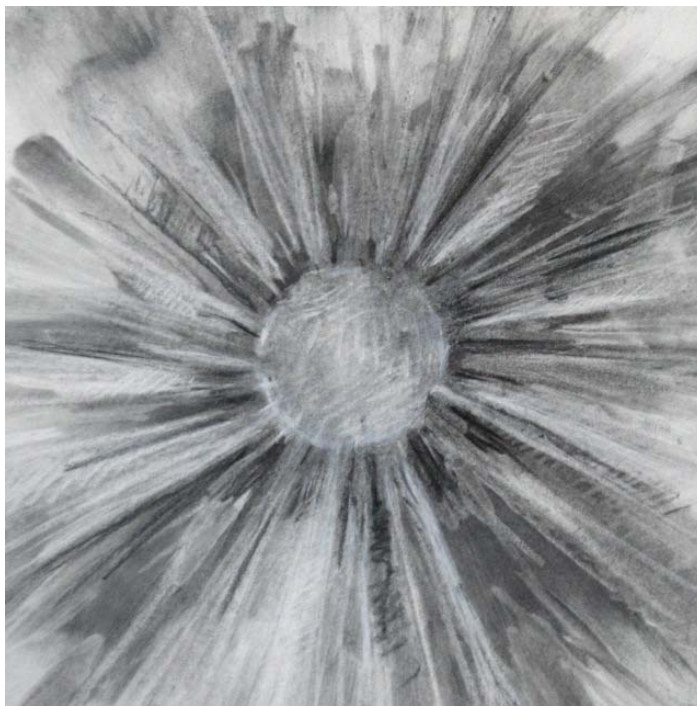
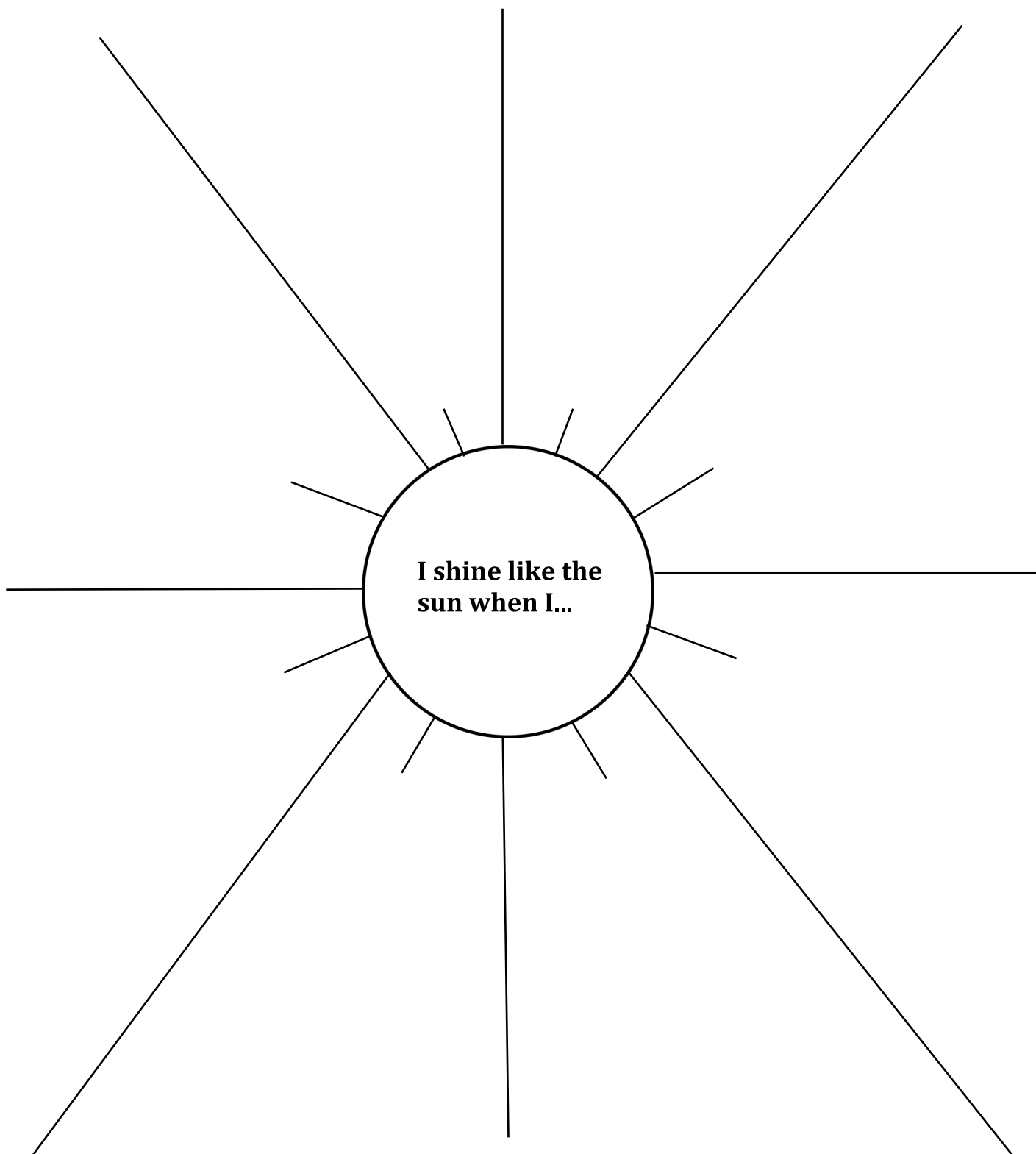


Illustration © Lois Rosio Sprague

I Shine Like the Sun!

On the long rays of the sun, can you finish the sentence, "I shine like the sun when I..."? Think about times that you help or make people proud.



They Shine Like the Sun!

Can you think of someone in your community who "shines like the sun"? Think of a good thing or things they do for you or others. Write those thing(s) below. Can you draw a picture of that person doing a good thing?

(Person's Name)

"Shines Like the Sun" in the community because...

Walking in His Shoes

Roberto in **The Sandal Artist** is given a pair of old sandals by the cobbler while his shoes are being repaired. While wearing those sandals, Roberto sees his world with new eyes. The discussion points and activities below for Sunday School or preparing for First Communion or Confirmation classes might lead students towards deeper understanding.

Reading

Read **The Sandal Artist** by Kathleen T. Pelley and illustrated by Lois Rosio Sprague (Pelican Publishing) aloud or have your students read it in advance of this discussion.

Discussion

Discuss the following connections between the book and the concept of changed perspective.

- Discuss the meaning of the Native American saying "Walk a mile in another man's moccasins."
- Discuss the meaning of the phrases "following in his or her footsteps" or "big shoes to fill."
- Discuss how little children often love to try on mommy's or daddy's big shoes.
- Ask students what people they admire and whose footsteps they would like to follow.
- Discuss the concept of Real Presence or that Jesus is *really* present in each one of us. Discuss how Jesus was present in the boy who scooped up Francesco, in Stefano, and in Anna.

***"All of earth is crammed
with Heaven."***

-Elizabeth Barrett Browning



Illustration © Lois Rosio Sprague

Walking in His Shoes (cont.)

Writing

Stories can help us “walk in another man’s shoes” because in a story, we see the world from someone else’s point of view. Hold writing exercises that help students understand point of view.

- Show pictures of Van Gogh's boots. Have students write a story for each pair of boots told from boots' point of view.
- Invite students to write or tell story of Cinderella from the wicked stepmother's point of view.
- Invite students to write or tell the story from **The Sandal Artist** from another character's point of view.
- Have students trace their feet on paper and finish the sentence, "I follow in Jesus' footsteps when I..." inside the foot's outline.
- Have students write an essay titled, "Walking in _____ Shoes." Have students choose someone whom they admire from their lives or from history. These essays could be written in the tracings of their shoes.

Social Studies

Students can experience the world's diversity through the smallest of lenses. Use the Shoes From Around the World sheet included in this packet to match footwear to various cultures.

Answers: babouches-Morocco, Gladiator sandals-Rome, clog-Holland, espadrille-France and Spain, geta-Japan, huarache-Mexico, jutti-India, lotus slippers-China, mocassins-Native American, paduka-India, winklepickers-England

First Holy Communion

- When we come to communion we are in a way putting on Jesus's sandals; we are walking in His footsteps. Just as Roberto saw the people in his village differently after wearing the sandals, so too will we see people differently when we love with Jesus's heart, see with His eyes, and walk in His footsteps.
- Discuss how we have to walk up to receive and enter into communion. Also discuss how after communion we then become Jesus' feet in the world.

“The best way to know God is to love many things.”

-Vincent Van Gogh



Illustration © Lois Rosio Sprague

Shoes From Around the World

Can you match the traditional shoe to its country of origin?

This activity relates to the book **The Sandal Artist** by Kathleen T. Pelley and illustrated by Lois Rosio Sprague (Pelican Publishing).

Illustrations © Lois Rosio Sprague



Mocassins

Holland



Geta

Italy



Gladiator Sandal

Japan



Clog

Morocco



Huarache

China



Espadrille

India



Jutti

Native
American



Lotus Slippers

Mexico



Babouches

Spain or France