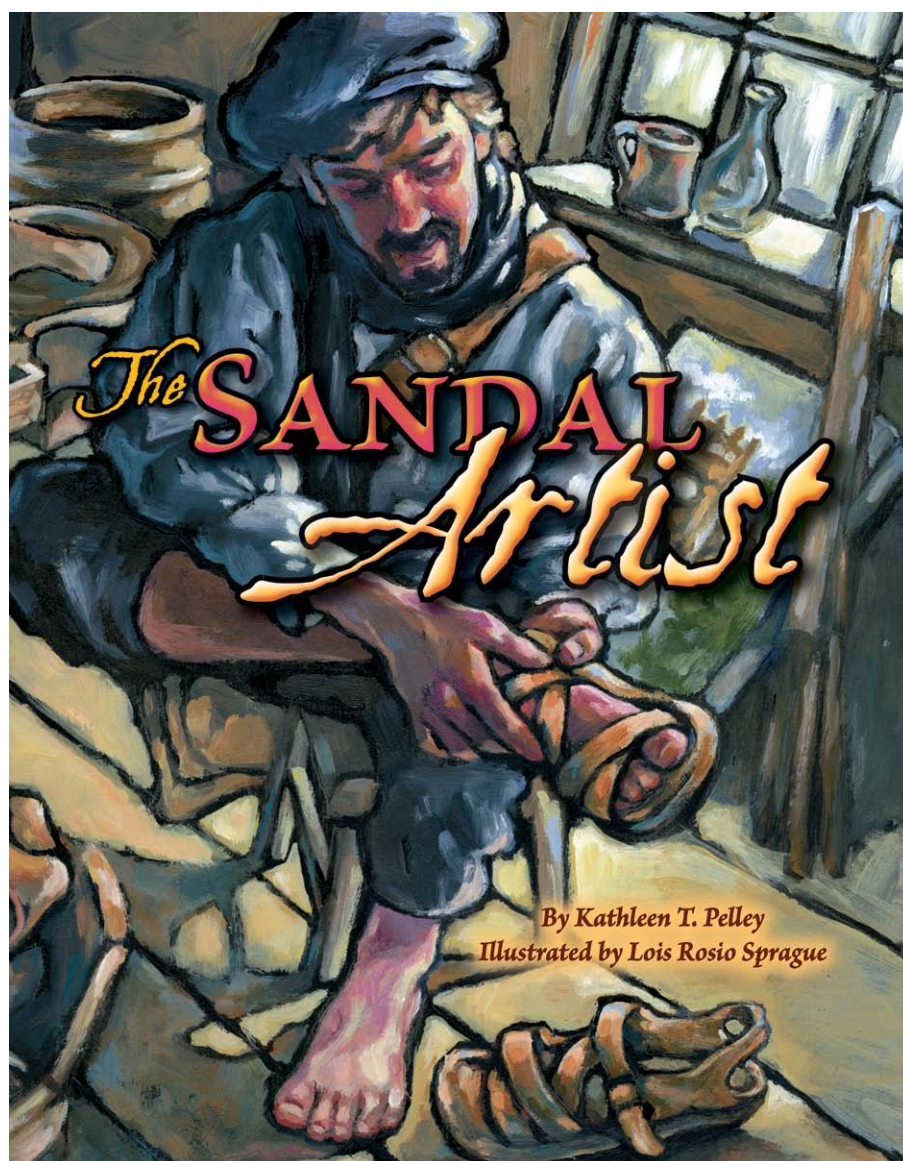
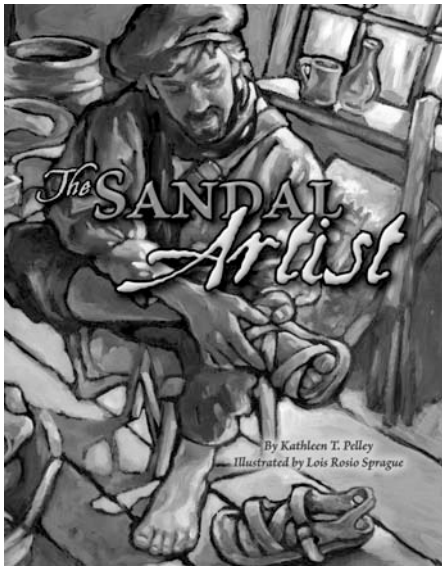


# The Sandal Artist

An Activity Guide for  
Public School Educators



## **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 Activity Guide**

This guide was created with the kind assistance of Anne Henderson, Affiliate Faculty and Literacy Instructor, Regis University, and Elizabeth A. Maloney, a fourth grade teacher at Dry Creek Elementary School in Greenwood Village, CO.

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## **About the Author**

It has been said that there are really only two stories in the world - the first is: a hero goes on a journey, and the second is: a stranger comes to town. In other words, at its essence, Story is about Point of View.

The idea for **The Sandal Artist** began from my fascination with how a story can change dramatically depending upon who is telling it. I wanted to explore that beautiful Native American adage of "walking a mile in another man's moccasins." What would happen if someone could wear another person's sandals and then see the world from that person's perspective?

It seemed only natural to me that my main character, Roberto, should be an artist as my brother is an artist. Growing up, we spent countless Sunday afternoons walking through The Glasgow Art Gallery in Scotland. I have always been quite intrigued with the whole artistic process. Although I am not an artist like my brother who paints pictures, I do believe that writing stories is a way of painting pictures with words.

I would like to think that a reading of **The Sandal Artist** might lead to some lively discussions with students about whose sandals they might like to wear, and whose footsteps would they most like to follow. Discover more at [www.KathleenPelley.com](http://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](http://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 to 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?
- 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?
- Can you name some "great" leaders from history?
- Can you name some "great" leaders from history? Did they have anything in common?



- Bring students together to share their findings with whole the class.

## Venn Diagram

Lead students in a comparison of the concept of greatness versus fame. You could use words representing "greatness" such as *gifted, dedicated, disciplined, humble, inspirational*. You could use words representing fame 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:

### Discussion and Activities on Character

This discussion of **The Sandal Artist** can be tied into character education or times when classmates "shine like the sun."

### 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

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?
- Can you give examples of great leaders in history who shone like the sun for the world?
- How can you shine like the sun at home, in school, in your neighborhood, in the world?

### 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.



**Shining Like the Sun:  
Discussion and Activities on Character (cont.)**

**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**

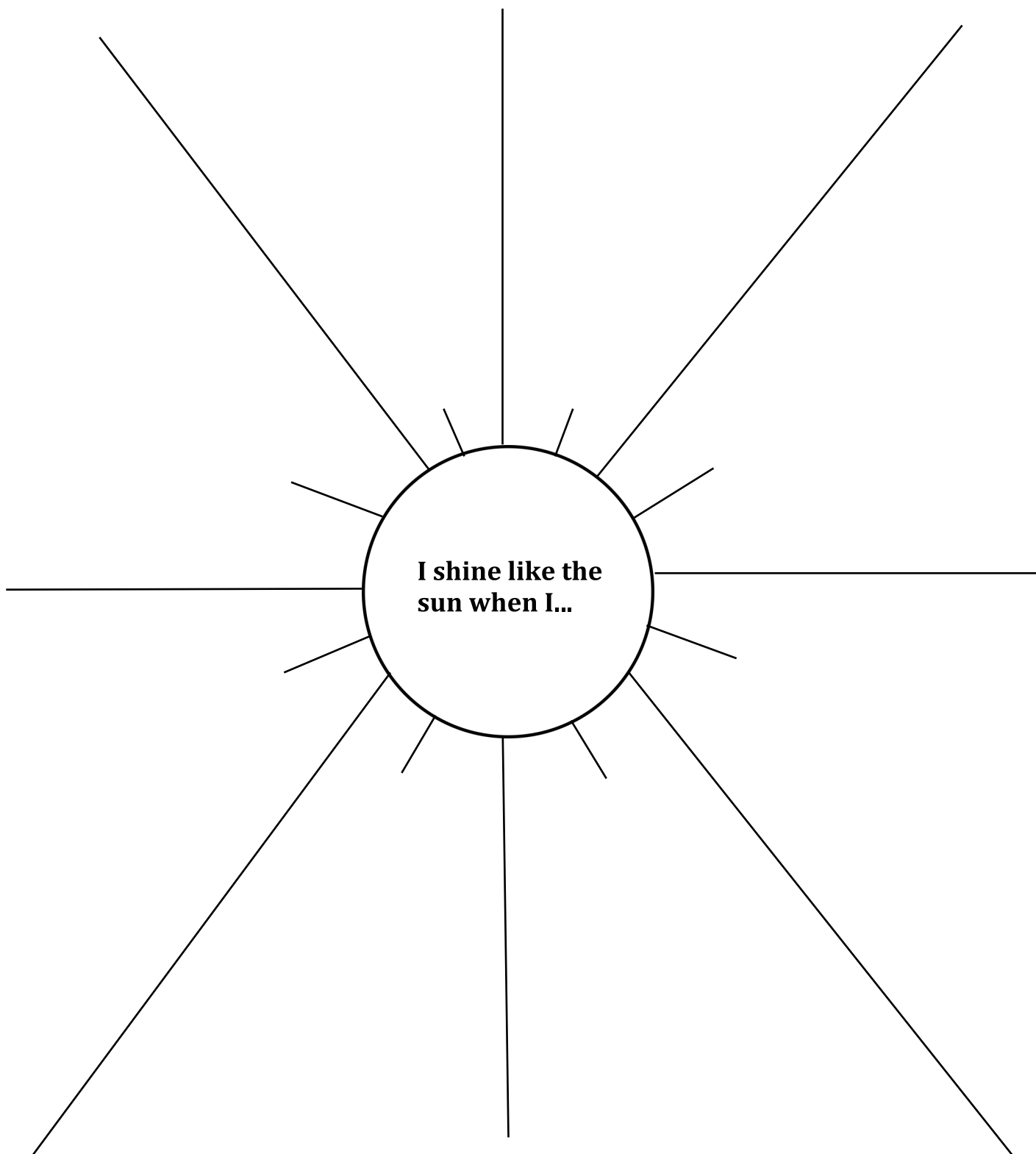
- Copy the "They Shine Like the Sun" sheet enclosed in this packet for each student.
- Have your students choose a person from the school, church, or overall community (janitor, cafeteria staff, secretary, crossing guard, volunteers, etc). Have them write how that community member "shines like the sun." They can create a drawing of the person they have featured. 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 each 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?

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(Person's Name)

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

### **Walking a Mile in Another Man's Moccasins**

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 questions below can be used to explore kindness, compassion, and what it means to “walk a mile in another man’s moccasins.”

#### **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 meanings of the phrases “following in his 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.

#### **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 the 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 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 each piece of footwear to its culture.

Answers: babouches-Morocco, Gladiator sandals-Rome, clog-Holland, espadrille-France and Spain, Geta-Japan, Huarache-Mexico, Jutti-India, Lotus Slippers-China, Mocassins-Native American



Illustrations © Lois Rosio Sprague

This guide is for the book **The Sandal Artist** by Kathleen T. Pelley and illustrated by Lois Rosio Sprague (Pelican Publishing). Visit [www.KathleenPelley.com](http://www.KathleenPelley.com) and [www.LoisRosioSprague.com](http://www.LoisRosioSprague.com).



# 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