



Bata Shoe Museum storage room

Chronicles of Riches: Treasures of the Bata Shoe Museum

Classroom Activities & Projects

About the Exhibition:

Chronicles of Riches showcases some of the most treasured artifacts in the Bata Shoe Museum's collection. Chosen not for their monetary value but for the stories behind them, the footwear in this exhibition spans both the globe and world history. From Napoleon's black silk socks worn while he lingered in exile on St. Helena to shoes of bear fur and silk worn by a Japanese samurai, the exhibition also reflects the personal vision of collector and Museum founder Sonja Bata, formed through a lifetime of world travel, an encyclopedic knowledge of footwear, and a passion for shoes and what they reveal about a culture.

Other highlights include Queen Victoria's dainty shoes worn in 1840, the year of her marriage, a pair of royal shoes in the shape of the sacred *hintha* bird, worn by 19th century Buddhist kings in Burma (now Myanmar) and the golden *mojari* of the Nizam of Hyderabad.

About the Activities:

While teachers will find ways to use this exhibition at many different grade levels, the following activities are suitable for Grade 7 – 9 Language/English, with particular attention to Media Literacy.

The activities do not require students to learn the content of the exhibition per se. Rather, the website, the shoes and their stories provide inspiration for unique, artifact-based teaching and learning while developing language skills.

There are three stand-alone activities: they are not necessarily intended to be used collectively as a unit. Topics covered include evaluation of news coverage, narrative writing – perspective, and evaluating and creating advertisements. There are opportunities for students to apply their learning for each activity.

Activities & Projects

Shoes in the News

Level: Grade 7–9



Preparation: Print photo of *Nizam of Hyderabad's shoes*, and *news reports* and *Worksheet 1: The Stolen Slippers* if students do not have computer access.

Duration: 120 minutes (240 minutes if alternate dramatization activity is chosen)

Materials: None

Goals:

- demonstrate understanding that different media texts reflect different points of view
- evaluate the effectiveness of the presentation and treatment of issues in newspaper stories
- produce media text in the form of a newspaper article or
- through dramatization, demonstrate an understanding of appropriate speaking behaviour, and communicate in a clear, coherent manner

Description:

Begin: Print or project the page with the *Nizam of Hyderabad's 'bejeweled mojari'*.

Read the text together and discuss with the class why these shoes became an important museum artifact. Have the students ever seen anything like them? Why would a wealthy ruler wear shoes like these? (They are rare, in excellent condition, we know who owned and wore them, and they are made from expensive materials – gold, diamonds, rubies, emeralds.)

Sikandar Jah was the third of seven Nizams, or princes, who ruled Hyderabad before the region became amalgamated into India. The Nizams were fabulously wealthy rulers, due to the fact that the region boasted numerous diamond mines. Indeed, until the 1860's, it was the world's only supplier of gem-quality diamonds, which had been mined there since the 4th century BCE.

The Nizams lived lavishly and spent fortunes on jewels. These *mojari* (footwear with an elaborately curled toe) with jewels around the throat (the part of the shoe that encircles the ankle) are testament to the fact that the Nizam was bedecked in finery literally from head to toe.

In January 2006, these shoes were stolen from the Bata Shoe Museum.

Learn: Divide the class into groups. Ask each group to study a different article about the theft. ([Click here](#) for the articles.) Ask them to fill out *Worksheet 1: The Stolen Slippers*. Each group will then present their findings to the class.

On a white or blackboard, summarize the findings of each group on a chart. Make several columns corresponding with those on the worksheet (date, source, fact summary, etc.). Have a discussion with the class to compare the different stories. How are they the same? How are they different? Are there any variations in the reported facts? Why do some reports appear to

stick to the facts while others 'editorialize'? Compare the use of language in the articles. Some of the reports treat the story in a humorous way and adopt a mocking tone with numerous puns and word plays on the shoe theme. Why did the writers choose this approach? How does the intended audience influence the way the story is written? How are the various people in the story portrayed? Would the Bata Shoe Museum be happy with the coverage? Why or why not?

Help the students to evaluate the relative effectiveness of each article. Do any of the articles make them want to know more about the story? Do the articles make them curious about the Bata Shoe Museum? About museum security? About detective work? Why did these newspapers/websites/bloggers, and many other news outlets, chose to cover this story?

Apply: Give students the opportunity to peruse the *Chronicles of Riches* exhibition and choose a different pair of shoes from it. Then ask them to make up a story about them that is newsworthy. (For example, they could be stolen too, or discovered to be fake, or be the subject of a repatriation claim. Or they could have belonged to someone famous, and be recently acquired by the Museum.) Ask students to write their own news article reporting the event. Encourage them to consider their treatment of the facts, their intended audience, bias, and language – and to create an enticing headline.

Alternatively, divide the class into small groups. Ask them to make up a story as above, and to write and present a short dramatization of the event. Once they have agreed on a shoe from the web exhibition, each group should brainstorm ideas for the story. Encourage them to consider their treatment of the facts, their intended audience, bias, and language – and to create an enticing name for their play.

When the group has settled on a plot, they will need to flesh out the characters, and write the narrative for the scenario. Encourage them to create a role for each student in the group to play. In addition to the characters enacting the story, they may want to think about including a narrator. They may also want to consider using a limited number of props to help tell the story. Certainly, they should project or print the pair of shoes in question. Depending on how much time you have, and how elaborate you would like the final presentations to be, they could also consider music, lighting and other special effects. Be sure to allow some time for rehearsal. When ready, each group will present their dramatization to the class.



A fitting reward for stolen item: Three share \$25,000: Slippers will be centrepiece of fall exhibition

National Post
Friday, March 24, 2006
Page: A13 / FRONT
Section: Toronto
Byline: Michael Peeling
Source: National Post

Toronto's most famous footwear will prolong their 15 minutes of fame as the centrepiece of a Bata Shoe Museum exhibition this fall.

Museum founder Sonja Bata yesterday gave a \$25,000 reward to three people who helped track down the 19th-century Indian slippers, toe ring and anklet stolen from the museum late last year. The items were turned in to police a month later.

Mrs. Bata also announced the Chronicle of Riches: Treasures of the Bata Shoe Museum exhibition, which starts on Sept. 27. The exhibition will include a pair of black silk socks worn by Napoleon just before he died.

"Many of you have asked us when are the shoes going to be back on view again," Mrs. Bata said, "so we're going to have a special exhibition."

The slippers and jewellery, worn by Nizam Sikandar Jah of Hyderabad, were on display in a glass case for the news conference, but will not stay there.

Museum director Emanuele Lepri said staff are "working feverishly" to improve the museum's security measures in anticipation of the coming exhibition and future attempts at theft.

The first sign of the stolen slippers' whereabouts appeared when Renata Hamilton, daughter and employee of Tom Hamilton, who owns a photo lab near the museum, came across photos of the slippers at work one day. Ms. Hamilton showed them to her father, who said his "eyes popped out of his head" because he realized they were the stolen slippers from the Bata Shoe Museum.

With the help of employee Eduardo Ribeiro, they decided to plan a sting operation.

When the man who dropped the pictures off came to pick up his prints, Mr. Ribeiro pretended to be replacing the batteries in a camera while Mr. Hamilton dealt with him, but actually took a photo of the man. Ms. Hamilton also took a photo with her cellphone in case Mr. Ribeiro's camera didn't work out.

Police used the photos and arrested a man, who is out on bail on charges of possession of stolen property.

The three will split the \$25,000 reward and use the money to pay off some bills and take a trip or two.

“I wasn’t expecting anything,” Mr. Ribeiro said, who will use the money to pay off his student debt and send his parents to Portugal to see his grandmother, who has Alzheimer’s disease, for the first time in 20 years. “So the fact that someone thought I should get something makes me feel really good,” he said.

Two women in another photo were identified and aided in finding the man caught on film in the photo lab. They are not being charged.

“We obviously have some very concerned citizens who are very keen to help,” Mrs. Bata said. “They are trying to make Toronto a better and a safer town.”

Detective Les Dunkley said police are investigating several suspects who he thinks are likely still in Toronto. The museum had no surveillance cameras at the time and no one witnessed the robbery. Det. Dunkley said that has made building a case very difficult, but he believes they are getting very close to pressing more charges.

Activity 1, Shoes in the News



24 Hours
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COSTLY ANTIQUES RIPPED FROM MUSEUM

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BY TANYA ENBERG, 24 HOURS

One day after reporting to police that a pair of historic slippers appraised at \$160,000 had been stolen from Toronto's Bata Shoe Museum, employees had to make another call.

This time they realized that two more items with a combined value of \$56,000 had been swiped from a jewelry display case.

The pieces, a toe ring priced at \$11,000 and a \$45,000 anklet, are 18th Century relics made of gold and set with diamonds, rubies and emeralds.

Museum officials first contacted police Sunday after the extravagant footwear worn by a prince of India in the 1790s had been lifted some time that day.

The stolen goods are a costly setback for the decade-old Bloor Street fixture.

Museum curator Elizabeth Semmelhack said that while the financial loss is steep, the historical value is far greater.

"It's not a financial issue for us," Semmelhack said. "These things are irreplaceable to us. We have lost something that is priceless."

She said the museum didn't immediately notice the pricey accessories had vanished because they had been preoccupied with the shoes.

How someone managed to walk out of the building with \$216,000 worth of artifacts is what museum workers and investigators are trying to determine.

"We've certainly not had a Fort Knox attitude," Semmelhack said. "And that's been very successful for over 10 years. Our goal was to not make the public feel unwelcome."

The vision of a leisurely experience for museum goers without the heavy presence of guards and excessive surveillance will likely change.

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Sat, March 4, 2006

Sole arrest in shoe theft

By JOE WARMINGTON

This story is a shoe-in to become a movie of the week.

You can't slip anything by Toronto's talented gumshoes. It sure didn't take them long to pump enough information out of two well-heeled beauties to make a footprint in solving this crime of stolen footwear from the famous Bata Shoe Museum on Bloor St.

The attractive, well-dressed females, shown on the police website Thursday, shuffled their way into 52 Division yesterday — their tongues wagging with information. Soon after, the Case of the Missing Slippers was solved and the slippers returned to their rightful owner.

"It's a miracle," said an elated Sonja Bata last night in the police division's lobby. "I don't believe we could have got another pair like them. This is a good reason to come to the police station."

"I am so happy for her," said her husband, Thomas. "She was pretty worried."

Stolen in January, the "historic" artifacts valued at \$160,000, which included an anklet and toe-ring with gold and rubies embedded inside, were slippers from the year 1813, once owned by the Nizam Sikandar Jah of Hyderabad — a monarch in India.

The crime was right out of *The Pink Panther* and Inspector Clouseau. "We never dreamed anybody would ever steal shoes," said Sonja Bata. "We are talking about our security right now."

Step by step, police tightened the laces on the suspects. "There was some intensive police work," said lead Det. Les Dunkley, who with partner Det. Peter Karpow, used leads of two women out for a night at the Drake Hotel to the trail of a suspect who is now in custody.

They knew the women had information. They just had to find them. A little spit, a little polish and a little fancy footwork, the coppers hit the pavement and just like that you have the first arrest in the Great Bata Shoe Museum Caper of 2006.

Got to love those Toronto flatfoots, who used the media and public to get their man.

Just how did the women react when they saw their mugs in the news? "Surprised would be a good word," Karpow laughed.

The charged man and the ladies were “known to each other,” he said. Police were not revealing the names of the women last night — or their phones numbers.

“You want them like everybody else,” teased one copper.

This story will be kicking around for years. The loose ends were tied up when someone got on the horn and clandestinely told a Bata Shoe Museum employee the shoes were in a nearby church — unharmed and ready to be picked up mysteriously in a white bag. Quickly a staffer went to retrieve it.

“Let’s just say whoever had them returned them under duress,” chuckled Dunkley.

The investigation is still afoot and the cops could still put the boots to a couple of other suspects and more charges.

“These shoes did change hands (or should that be feet?) several times since they were stolen,” he said.

Any of those who walked a mile in them could face future charges — perhaps even the two women in the picture.

“Anything is possible,” said Dunkley.

“Although they are now further down our radar screen,” Karpow said.

Meanwhile, sole suspect Filip Djukic, 35, who was in 101 bail court at Old City Hall yesterday, is a “failed refugee claimant” from Montenegro in the former Yugoslavia who was wearing a white Puma shoe T-shirt. He looked stunned as he stood in the shoebox of the prisoner’s section in the tiny courtroom charged with possession of stolen property over \$5,000.

But there was some levity in court. “Oh, the Bata shoe case,” said Justice Theresa Jewitt.

“He is charged in the theft of some shoes, your worship,” said Crown counsel Jeffrey Zimmerman. “I believe they were size eight.”

There were some chuckles. Even the normally no-nonsense Jewitt cracked a smile. If the shoe doesn’t fit you must acquit, or any other legal tap-dancing defence, will have to wait — Jewitt held the bail hearing over until Monday.

Should be an interesting weekend in jail for the suspect since not many people have ever been detained for allegedly possessing stolen slippers.

Move over, Thelma and Louise, and the Thunder Bay moms from the Mexico murder case. Somebody get Hollywood director Joel Schumaker’s number. The great Toronto Shoe Heist could be coming soon to a theatre near you.

You can call Joe Warmington at (416) 947-2392 or e-mail at joe.warmington@sunmedia.ca
Have a letter for the editor? E-mail it to torsun.editor@sunmedia.ca



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Author: Tracy Huffman
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Case of the stolen shoes

'These shoes were signature pieces'; Museum hopes thieves will reconsider \$160,000 artifacts worthless if worn.

They are historic artifacts that tell a story about Indian royalty in the early 1800s.

They are beautifully crafted with gold thread, heavy embroidery, diamonds, rubies and emeralds.

They are shoes, worn by a prince at lavish royal affairs.

On Sunday, they were stolen from the Bata Shoe Museum on Bloor St. W.

Despite their beauty, the \$160,000 shoes are worth nothing if worn or picked apart.

"Their entire worth is in their history," said museum curator Elizabeth Semmelhack. "We really don't know who would steal these shoes. I don't believe this was a crime of opportunity, I believe it was premeditated. My fear is that the people who stole them, stole them because they thought the gold and jewels themselves have value. Which they don't."

The museum attracts about 80,000 visitors annually. The shoes, on display in a glass case set in wood, were stolen between noon and 4 45 p.m. Sunday while the museum was open. The case was not broken, but opened with special tools. Two other pieces from the 18th century were also stolen a gold toe ring, valued at \$11,000, and a gold anklet valued at \$45,000.

Police have dusted the cases for fingerprints and are currently analyzing surveillance tapes. The museum has beefed up security since the heist.

Semmelhack speaks passionately about the stolen shoes, worn by the Nizam Sikandar Jah of Hyderabad during his rule from 1803 to 1829.

"They were part of royal wear. They were beautifully created and executed. Not only did these shoes talk about the individual, the Nizam, they talked about the royal shoemaker, exactly how important and wealthy the Nizams were at the time," Semmelhack said in an interview beside the case where the shoes had been on display since June 2004.

Taking apart the shoes would destroy their value, she said, her voice shaking.

“It is the shoes, in their entirety in perfect condition, that make them worth anything,” said Semmelhack, her eyes filling with tears.

What has stumped the curator is who would want them.

“That’s what we’re scratching our heads about. There are other shoe museums in the world, but we know each other very well,” she said. “These shoes were signature pieces for us. I don’t believe any other museum would purchase them.”

If a private collector hired thieves, Semmelhack said, the collector has “done a real disservice.”

“It is very rare to find a pair of shoes, especially 200-year-old shoes, that we can link to the original wearer ... When the wearer turns out to be of historic importance in his own right, then that adds incredible value to the shoes.”

The museum acquired the shoes from a British dealer in 1999. Since the 1940s, Sonja Bata has scoured the world for shoes. Wanting to share history through footwear, she opened the Toronto museum 10 years ago. Currently it’s home to 10,000 shoes.

The shoes are heavily embroidered with gold thread and the toe curls dramatically. The back of the shoe, made of velvet, is flattened “in keeping with Islamic tradition, because of the need to remove shoes five times a day for prayer,” said Semmelhack. Each shoe has a delicate ornament of diamonds, rubies and emeralds set in cloisonne.

“These gems were there for decorative purposes. They were really there to be eye-catching. But the quality of the gem is not jewellery quality. So if someone took them away from the shoes, they wouldn’t have any worth and they would destroy the real value of the shoes, which is their historic significance.”

Semmelhack is hoping the thief will reconsider and make arrangements to have them returned.

Two years ago, Toronto was home to another high-profile public theft when five ivory sculptures worth \$1.5 million were stolen from the Art Gallery of Ontario. Owned by billionaire Ken Thomson, the pieces were turned over to a lawyer two weeks later and returned.

Semmelhack’s advice to the thieves?

“They were royal shoes, they need to be treated like royalty. They need to be preserved, kept away from direct sunlight, not worn,” she emphasized. “What’s important here is that the Nizam wore them 200 years ago, not somebody today. Anything that would detract from that historic presence, that imprint left in that shoe, would definitely degrade their value. Treat them royally.”

Anyone with information can call Det. Const. Dave Dickinson at 416-808-5204, Crime Stoppers at 416-222-8477, or visit www.222tips.com.

Credit: Toronto Star

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T.O. photo lab photographed Bata slipper thief

Updated Wed. Mar. 8 2006 11:27 PM ET
CTV.ca News Staff

The owner of a downtown Toronto photo lab is hoping the Bata Shoe Museum considers him for a \$25,000 reward after he and his staff craftily nabbed a picture of a thief who walked into his store last month.

On Feb. 7, a customer wearing sunglasses and a black toque walked into Korner Colour on the busy intersection of Bay and Bloor.

He worked on photos which he downloaded onto the shop's digital-editing machine, and after choosing which images he wanted, walked up to the counter and asked for five eight-by-10-inch prints.

Store owner Tom Hamilton told CTV Toronto on Wednesday that he asked the man to come back in an hour. He said he didn't suspect anything strange until he started packing the photos for the customer.

"The first photo I saw was the slippers, the toe ring and the bracelet, and immediately I knew exactly what it was," he said in an interview with CTV Toronto's Dana Levenson.

Hamilton said he was shocked to see images of the 19th-century golden rolled-toe slippers, a golden ruby anklet, and a toe ring -- once owned by an Indian monarch and with a combined worth of \$205,000 -- that were stolen from the Bata Shoe Museum in a brazen daylight heist in January.

Hamilton said he knew he had to act fast, so he hatched a plan with his staff to take a photo of the man when he returned to pick up the pictures.

When the man returned, Hamilton distracted him at the front desk while his employee Ed Ribeiro snapped a picture using a digital camera.

"I was trying to find the best angle I could get him at," Ribeiro told CTV Toronto, "but I couldn't set up the aperture so I could get a clear shot of him." The dark photo shows a side profile of a man at the counter wearing large dark glasses, a hat, and a dark coat.

When the man left, Hamilton's daughter Renata phoned police and copies of the photos showing the stolen goods were given to the officers. The photos, along with one of two women who police considered "persons of interest" at the time, were distributed to the media -- and ended up helping to solve the case of the missing golden footwear. The women are no longer considered by police to be connected to the case.

Representatives from the Bata Shoe Museum said they're very pleased the valuable goods were found, and indicated they will consider Hamilton for the \$25,000 reward.

Last Friday, 35-year-old Filip Djukic surrendered to police and 12 hours later the museum received an anonymous call telling them the stolen material was in a bag across the street in front of a church.

Djukic, a native of Montenegro, was charged with one count of possession of property obtained by crime over \$5,000. He was granted bail but remains in custody on an immigration matter.

Activity 1, Shoes in the News

SHOE BLOG by Madame Talon Sunday March 5, 2006

Bata's Stolen Riches

The Bata Shoe Museum recently lost a gem in their collection, a pair of jeweled slippers once owned by Nizam Sikandar Jah of Hyderabad, a monarch in India. Late on an afternoon in January the thieves walked out of the Bata with the shoes in hand, along with an anklet and toe ring. The total value of the theft was \$316,000.

However, luckily for the Museum, the thieves were not the brightest lights on the Christmas tree. After stealing the shoes they also took pictures of them and on the same roll took pictures of a dinner party they attended at the Drake Hotel. Women in the pictures appeared to be trying on the stolen slippers in a Cinderella fashion. Stupidly, the thieves then took their film to a developer, Tom Hamilton, just down the street from the Bata Shoe Museum who recognized the famous stolen slippers and contacted the police.

The police then decided to post a picture of two lovely ladies found on the film on their website as they believed they had information about the theft. The women soon went to the police station and offered information about the men at the dinner party. The Toronto Police's brilliant detective work led them closer to the stolen slippers.

Around the same time a European gentleman with a thick Slavic accent placed a call to the museum claiming the girls were innocent and the shoes were in a plastic bag at a church across the street. Two male staff members then set out to play gumshoe and discovered the bag with the slippers and other stolen jewelry intact.

The theft of these priceless slippers was a loss for the museum's collection, however, luckily, with the help of the community and Toronto Police the golden slippers have found their perfect fit again as one of the museum's treasures.

The Stolen Slippers

Student Names: _____

Date of Article	
Name of Source	
Headline	
Fact Summary	
Photographs?	
Intended Audience?	
Tone? (i.e. Factual or Flippant?)	
Other information?	

Activities & Projects

Shoe Stories

Level: Grade 7–9

Preparation: Print “50 ways to look at a Big Mac box”, *Worksheets 2 –7: How to Read a Shoe*, or *Worksheet 8: How to Read a Shoe (General)* and/or *How to Read a Shoe – The Extended Version*.



Duration: 120 minutes; more if the narrative work requires drafts, peer editing and a polished finished product to be produced in class

Materials: Styrofoam cup

Goals:

- enhance the skill of “learning through objects” through close observation, questioning and hypothesizing
- gather ideas to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources
- establish a distinctive voice in their writing appropriate to the subject and audience
- write narratives that present a particular perspective or point of view and descriptive detail

Description:

Begin: Introduce the concept of learning from objects. (For more information on object-based learning, consult the article “Teaching Yourself to Teach with Objects” by John Hennigar Shuh, *Journal of Education*, Volume 7, # 4, page 8. [Click here](#) for the article.)

Print or project *50 ways to look at a Big Mac Box*. Explain that these questions were written when Big Macs came in polystyrene boxes. Show the Styrofoam cup so that students understand the material the box was made from. As a class, try to answer as many questions about the box as possible. Close observation and asking questions can tell us a lot about an object, as well as about the culture that produced it. (This exercise can also be done with any common item – such as the Styrofoam cup itself – but the questions will need to be slightly modified.)

Learn: Divide the class into six groups. Distribute *Worksheets 2 – 7: How to Read a Shoe*, one to each group. Each worksheet asks questions of a different pair of shoes in *Chronicles of Riches*.

Alternatively, you may wish to assign shoes that connect with other aspects of the curriculum – for example, First Nations in grade 7 and 8, *The Ontario Curriculum*, or a particular continent or period of history. *Worksheet 8: How to Read a Shoe (General)* is provided in the event that you want to assign the particular shoes the students will use from the exhibition.

Ask students to work together to find out as much as possible about their shoe by examining it, and to answer the questions. NOTE: If possible, have students locate their shoe in the web exhibition and use the zoom features to more closely examine it. Have the students present their findings to the rest of the class.

Print or project the exhibition and artifact text and compare the student's findings. Don't over-emphasize right or wrong answers. The studying/inquiring/questioning/guessing process is part of the activity's objectives. The point of the exercise is to find out as much as possible about the artifact/shoe by closely examining it, not to be able to deduce everything about it.

Apply: Discuss narrative writing, and how a text can be written adopting a point of view, or perspective. Ask students to write a narrative from the perspective of the shoe they learned about in the group activity. Who is their owner? What are they like? What is it like spending a day as their shoes? Distribute *How to Read a Shoe – The Extended Version* for further ideas to generate content.

50 Ways to Look at a Big Mac Box

1. Smell it.
2. Taste it.
3. Feel it all over.
4. Does it make a noise?
5. What are its measurements? Height, weight, diameter?
6. Describe its shape, colour and any decoration.
7. Can you write a description of it that would give a clear picture to someone who has never seen a Big Mac box? (A sketch would help).
8. Why is it the size it is?
9. Are all MacDonald's boxes the same size?
10. Have the sizes of MacDonald's boxes changed over the years?
11. How much has the box's shape been determined by the material used, the method of construction and the box's function?
12. Why isn't the box plain white (or black, or purple)?
13. What is the function of the decoration?
14. What does the lettering tell you?
15. Why are symbols, logos and trademarks so important in our society?
16. How much is the name "Big Mac" a reflection of the fashions of our time?
17. What does the circled R signify?
18. What material was used to make the box?
19. What raw material was used to produce this material?
20. Is this a renewable resource?
21. What does this say about attitudes towards conservation in our society?
22. Why was this particular material chosen?
23. What are its advantages, disadvantages?
24. How might the box have been different if a different material had been used, for example, wood, ceramics, metal or paper?
25. What can you learn from looking at the box and lettering about how the box was made?
26. At what stage of manufacture do you think the lettering was applied?
27. Have you ever seen anything like this being made? What does this suggest to you about our society?
28. Is the box well designed?
29. Does the box work well for the purposes for which it was designed?
30. How might the design be improved?
31. If someone 20, 50 or 100 years ago had set about to design a container for a hamburger, how might they have done it differently?
32. Did people eat hamburgers then?
33. What might the hamburger container of the future be like?

34. What does the number on the inside bottom of the box signify?
35. Is this a clue as to where the box was made?
36. Where was the box made?
37. What did these boxes replace?
38. Why not just serve a hamburger on a plate?
39. What does the box tell us about the people who use it, the people who pass it out and our society in general?
40. Show the Big Mac Box to as many people as you can within a 10-minute period. How many people failed to recognize the box? What does this tell you?
41. Would you get this response in Moose Jaw, SK, Bourbon, CA or Perth, Australia? What does this tell you?
42. Where is the headquarters of MacDonald's? What does this tell you?
43. Do you deserve a break today?
44. How many of these boxes are used across North America every day?
45. For how long is each box actually used?
46. What is done with them after they have been used?
47. Why do you find Big Mac boxes on sidewalks and lawns and beaches?
48. Is there anything that could be done to recycle these boxes?
49. Is there anything that could replace them?
50. What do you think is the single most significant thing about a Big Mac Box? Why?

Source: "Teaching Yourself to Teach with Objects" by John Hennigar Shuh, *Journal of Education*, Volume 7 (4) p. 15

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How to Read a Shoe



What material is used to make these shoes?

What do you think they feel like?

Are they made by hand or machine?

What shoes have you seen that are similar?

Are they a man's or a woman's shoe?

Do you think these shoes were made for a special purpose? Why?

How to Read a Shoe



What materials are used to decorate these shoes?

Were they made by hand or machine?

What shoes have you seen that are similar?

Are they a man's or a woman's shoes? Why?

Were they upper, middle or working class shoes?

What do these shoes tell us about the wearer?

How to Read a Shoe



What materials are used to decorate these shoes?

Were they made by hand or machine?

Were they upper, middle or working class shoes? Why?

What do these shoes tell us about the wearer?

What do you think the many symbols represent?

Are they a pair?

How to Read a Shoe



What part of the world might these have been worn?

Were they made by hand or machine?

What materials are used to decorate them?

What does this tell us about the person who wore them?

What do you think the sculptures represent?

What shape are the soles? Why?

How to Read a Shoe



What materials are used to decorate these shoes?

Were they made by hand or machine?

What shoes have you seen that are similar?

Are they a man's or a woman's shoes? Why?

Were they upper, middle or working class shoes?

Do you recognize any of the images on the shoes?

How to Read a Shoe



What shoes have you seen that are similar?

What materials are used to decorate these shoes?

Were they made by hand or machine?

Were they upper, middle or working class shoes? Why?

What do these shoes tell us about the wearer?

What do you think the symbols represent?

Activity 2, Shoe Stories – How to Read a Shoe (Generic)

How to Read a Shoe

What material is used to make and/or decorate these shoes?

Are they made by hand or machine?

What shoes have you seen that are similar?

Are they a man's or a woman's shoe?

Do you think these shoes were made for a special purpose? Why?

What do these shoes tell us about the wearer?

How to Read a Shoe – The Extended Version

WHO

- Who was the owner of this shoe?
- What type of person wore this shoe?
- Is it a man's shoe or a woman's shoe?
- Did it belong to a young person, an adult or an old person?
- Were they upper, middle or working class?
- Were they from a particular tribe, clan or geographical group?
- Did they hold a special place in society or perform a certain function?

WHAT

- What is it called?
- What is it made of?
- What do you think it feels like?
- What distinguishes it from other shoes?
- What was its specific function?
- What other articles of clothing would be worn with this shoe?
- What did this shoe say about its wearer?
- What kind of restrictions, laws or social norms regulated the wearing of this type of shoe?
- What customs, traditions, superstitions or stories, if any, are associated with this shoe?
- What do signs of wear and damage tell about the shoe?
- What repairs or alterations have been made to the shoe?

WHEN

- When was this shoe worn?
- Is there an exact date when the shoe was made?
- Does the shoe resemble footwear from other periods?
- How long did this style last and did the style recur?
- If it is an old shoe, does it compare to anything in our own time?
- What was the political and social climate of the period, and is this reflected in any way in the shoe design, decoration and materials?
- Was this shoe worn every day or only for a certain purpose or special occasion?
- Has the attitude toward this type of shoe changed over time?
- What was the life span of this type of shoe?

WHERE

- What country is this shoe from?
- What was the climate like where this shoe was worn?
- Was this shoe worn indoors or outdoors?
- Were there social or political reasons why this shoe could or could not be worn in certain places?
- Was it worn in the same place it was made?
- Was it exported or traded to other places?
- Does the style or shape reflect influences from other places?

WHY

Why is this shoe shaped the way it is?

Why is it decorated the way it is?

Why is it made out of these materials?

Why was this shoe worn, as opposed to other types of footwear?

Why did it come into fashion, and why did it fall out of fashion?

Why is the shoe displayed the way it is?

HOW

How was this shoe made?

Was it made by hand or by machine?

Was it made in several parts or in one piece?

How was each separate piece made and how were they attached?

How was it worn?

How did it influence the way a person walked, moved and stood in relation to other people?

How was this shoe put on and taken off?

How did this type of footwear develop?

How much does it weigh and what kind of noise would it make?

How comfortable do you think it was to wear?

Activities & Projects

Advertising Shoes

Level: Grade 7–9

Preparation: collection of shoe advertisements

Duration: 120 min

Materials: none

Goals:

- explain how individual elements of an advertisement combine to create, reinforce and/or enhance meaning
- identify the conventions and techniques used in an advertisement and explain how they will use them to communicate their message
- create media works for different purposes and explain how the design decisions for each were shaped for the purpose
- students will design a shoe advertisement appropriate for selling a pair of historic footwear to the audience of their choice.

Description:

Begin: Have a guided discussion with your students about shoes and advertising. When you look for a new pair of shoes, what do you look for? What are the ‘needs’, and what are the ‘wants’? Have you ever bought shoes because you liked the advertisement or the TV commercial? Have you ever bought a certain brand or type of shoes because you knew a famous person had the same or similar shoes? Do you own shoes with a logo on them?

Ask students how many different shoe brands they can think of. On the white or black board write a list of all the brands. Continue by asking how many of the students have seen or heard of these brands through advertising. Who do they think are the target customers for these shoe brands (hikers, party goers; adults, children, teenagers...?)

Learn: Ask students to collect examples of shoe advertisements from print media. Advertisements for shoes can be found in magazines, flyers, and newspapers. Project your examples and post the students’ on the wall. Take a survey: which of these ads do the students think is most effective, creative, attention–grabbing, deceiving? Ask the students how they think some of these advertisements work to achieve their goal, i.e. selling shoes. What strategies or persuasive techniques have been used? What language is being used: simple or complex? What do they think to be positive aspects of advertising; what negative aspects? Who do they think are the target customers for the shoes in the advertisements?

Below are some of the strategies that advertisers use. If your class has previous knowledge on the subject of advertising, try to elicit as many of these as you can. Alternatively, prepare a handout that lists these strategies and ask students where they can see some or all of these strategies being employed in the examples in their classroom.



- celebrity endorsements
- premiums (free gifts)
- technology/novelty
- emotional
- selling lifestyle: great family life, sports, fitness, being cool, freedom, the great outdoors, luxury, travel, sex
- weasel words (feel the..., we care...)
- peer pressure/join the crowd
- putting down competitors
- facts & figures
- repetition
- omission (the ad will tell you this shoe is great for playing basketball, but will not say that it's useless in snow)
- stereotypes (gender, race, class, personality)

Apply: Ask students to design and write a print ad for a shoe in the *Chronicles of Riches* web exhibition, using some of the persuasive techniques discovered in the lesson. Students are to choose one pair or individual shoe from the exhibition, and develop an ad for the audience of their choice (royalty, fashion plates, Inuit hunters, romantic couples, party goers, etc.). Almost all the historic footwear in the exhibition is unique and individually made. Students are to imagine that their client has decided to mass-manufacture their chosen shoe, and that as advertisers it is their challenge to sell as many shoes to as many people as possible. Advise students to pay attention to language, design, and choice of image(s).

Glossary

Asantehene (ăsh. 'ăn.tee.'hee.nee) – A ruler of the Ashanti people of Ghana.

Chopine (shō'peen) – Shoes with wooden platforms that were often covered with lavish materials such as velvet, lace, ribbon, and tassel.

Hausa ('house.ă) – A Sahelian people located in Nigeria, southeastern Niger, and other parts of West Africa.

Jin lian ('gĭn.lee.ĭn) – 'Golden lotus' bound feet of women of Han ethnicity throughout Imperial China.

Kamik ('kă.mick) – Inuit boots made of seal skin caribou.

Mitras ('mee.tras) – Heavy, large stirrups in the shape of the cross used by Spanish conquistadors in the New World. Named after a bishop's mitre.

Mojari (mō'jăr.ee) – Shoe with an enclosed toe with an exaggerated upturned toe from India.

Nalin ('năh.lĭn) – Stilted sandals of wood or metal from Turkey or Syria.

Opanke (ō'păn.kee) – Boat-shaped shoe with upturned pointed toe found in Northern Iran and Eastern Europe.

Paduka ('bă.dū'kă) – Toe-knob sandals that are one of the oldest forms of footwear in India.