

## Interdisciplinary Ideas

### LANGUAGE ARTS

1. Draw a picture of your favorite pair of shoes or a pair of shoes you would like to have. Write sentences describing them and telling why they are special. Post on a bulletin board (see Language Arts #2 and Social Studies #1 and #3).
  2. Together write sound poems\* that tell about sounds your shoes make in different kinds of weather. Post on the shoes bulletin board (Language Arts #1).
- \* Visit [www.heartwoodethics.org](http://www.heartwoodethics.org) and choose Teaching Heartwood, Activities, Primary, for honesty dilemmas and sound poem instructions.

### SOCIAL STUDIES

1. With a helper, investigate traditional Japanese clogs (Keyword: traditional Japanese clogs geta) and Japanese manners regarding shoes. (Keyword: Japan shoe etiquette) Print out pictures and information to share with the class.
2. On a large Venn diagram, compare and contrast Mako's town with yours. Look at illustrations in the book to see how stores and homes are different and the same. Take turns presenting information to the class by looking at the Venn diagram and reporting orally (in complete sentences).

3. Find out about shoes people wear all over the world. Read *Shoes, Shoes, Shoes* by Ann Morris or investigate online. (Keyword: shoes around world) Draw, color, and label different kinds of shoes or download and cut out images and post on the shoes bulletin board (Language Arts #1).

### MATH

Reread the page in the story about the "many clogs of many colors" in the store. Together create word problems about the clogs, for example, How many pairs did Mako describe all together?

## A Pair of Red Clogs

Masako Matsuno  
1988  
Kentucky: Purple House Press

**HONESTY**  
Japan  
Realistic Fiction  
Reading Time: 8 minutes

### CONCEPTS

Honesty  
Respect  
Love

### SUMMARY

**Hoping her mother will buy her new shoes, a little girl in Japan deliberately muddies her old ones. Back at home and struggling with her conscience, she responds to her mother's love and understanding by deciding not to go through with her dishonest plan—a choice she will remember all her life and recall for her granddaughter many years later. Kazue Mizumura's delicate, colored pencil illustrations beautifully express Mako's strong feelings.**

### OBJECTIVES

The student will be able to identify, define, and discuss honesty, respect, and love as they apply to this story and will explore ways to resolve dilemmas honestly.



# After the Story

## A Pair of Red Clogs

### DISCUSSION

1. What is Mako's plan when she muddies her clogs? What does she think about on the way home?
2. Why doesn't Mako's mother get angry about the muddy shoes? Why does Mako decide not to go through with her plan? What is more important to Mako than pretty shoes?
3. Why does Mako know that she will never try to trick her mother again?
4. Tell about a time you accidentally damaged something you cared about. Why is it better to be honest when something like this happens?
5. How do love and respect help Mako make her choice? How does her family show love and respect? How do you show love and respect in your family?
6. Why is it important to think things over before taking action? Who helps you make honest decisions?

### ACTIVITIES

1. Locate Japan on the world map. Use a string to connect your state with Japan and discuss how you would travel there. How long would it take?
2. In small groups, role play the story. Choose parts of Mako, Mother, Father, and friends. Practice and present to the class. (Note: Use flip-flops to act out the weather-telling game.)
3. Together discuss problems or dilemmas\* that involve honesty, such as deciding what to do if you find something that belongs to another person. What might you think and do if you found a five-dollar bill, and how would you feel about choosing each course of action? Read *Jamaica's Find* by Juanita Havill.
4. Create a class honesty booklet. Draw yourself in a situation involving honesty and write what you would say or think. (Draw dialogue or think bubbles around the words if desired.) Compile pages, make a cover, and place in the classroom library.

### EXTENSION

1. Complete Home Connection pages and take home to share with families.
2. Ask an adult in your family to recall a childhood memory involving honesty. With permission, share with the class.
3. Today most children in Japan only wear traditional clothing such as kimonos on holidays and other special occasions. Does your family wear traditional clothing on special occasions? Share with the class.

### WRAP-UP

1. In *My Heartwood Journal*, draw Mako's face three times; the first showing how she feels when she cracks her clogs, the second when she thinks about tricking her mother, and the third when she decides never to trick her mother again. Write appropriate emotion words under each face.
2. Discuss what it means to "put yourself in someone else's shoes." With a partner, imagine you are Mako and brainstorm honest ways to get a new pair of clogs. Share ideas with the class.

### VOCABULARY

lacquer  
postbox  
shuffled

scuffs  
ashamed  
suspect

murmur