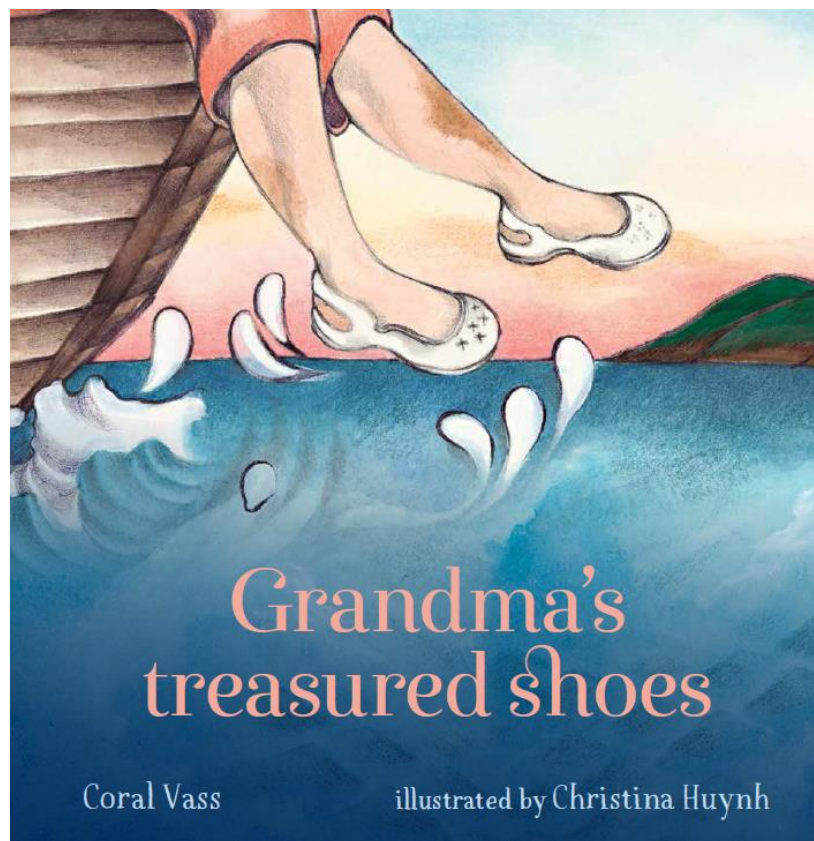


## TEACHERS' NOTES

**Grandma's Treasured Shoes**  
by Coral Vass & Christina Huynh

Published by National Library of Australia, March 2019, ISBN 9780642279354

Recommended Year Levels: Foundation to Year 4

**Author: [Coral Vass](#)**

Coral Vass was born in Sydney, and has also lived in Bangladesh, Melbourne, Queensland and Japan. Coral often runs writing workshops for children to help them shape their own stories, encouraging literacy and creativity from a young age. She is the author of many books, including NLA Publishing's [Sorry Day](#). Coral lives by the beach in Victoria with her husband and four children.

**Illustrator:** [Christina Huynh](#)



Christina Huynh is an illustrator and artist based in Western Sydney who paints under the artist name 'Styna'. Her work is inspired by travels to faraway places, storytelling and heritage. From using traditional mediums of watercolour, ink and pen to aerosol and acrylic, her art practice explores creating murals, illustration, typography and book making.

## About the Book

Grandma has oodles and oodles of shoes. Walking shoes, dancing shoes, fancy and plain, Grandma has a shoe for every occasion. So why are these scratched and dusty old ones so special?

A picture book for young children about a grandmother's journey as a little girl from Vietnam to Australia, this is a refugee story told via engaging illustrations and a gentle, musical story.

A short fact section at the back of the book contains historical photographs from the National Library's collection, introducing children to the definition of a refugee and the history of Australian immigration.

### AUSTRALIAN CURRICULUM CONTENT

- Learning Area(s)
  - Humanities
- General capabilities
  - Critical and Creative Thinking
  - Personal and Social Capability
  - Ethical Understanding
  - Intercultural Understanding

## Introductory Activities

These are activities to do before reading to prepare students for the concepts/themes explored in the book. They are not necessarily curriculum based.

- Look at the cover of the book with the class. What do you think this book will be about? What do you see that makes you say that?
- Discuss broad themes of the book
- Ask students about their shoes. Where do they wear certain types of shoes? Which are their favourites and why. (Note: avoid asking how many pairs students have.)

## AUSTRALIAN CURRICULUM CONTENT

### Humanities and Social Sciences

#### FOUNDATION

**Content description:** Pose questions about past and present objects, people, places and events ([ACHASSI001—Scootle](#))

#### Elaborations

- posing questions about family and places having explored sources relating to their own life (for example, sources such as family interviews, photographs, stories, film, classmates' paintings, excursions to places)
- inquiring about the lives, places and events of family members and inquiring about their own history (for example, asking the questions 'How old was I?' 'Where was I?' and 'What was I doing?' in response to family photographs)
- posing questions about artefacts of the past (for example, 'Is it old or new?', 'What was it used for?') and representations of places (for example, 'Where is this place?', 'What does this show?' and 'What is that?')
- asking questions about the place they are in after being encouraged to observe it using different senses.

#### Discussion/Inquiry Questions

- What are the most popular shoes in your class? Why did so many people chose that type of shoe? What can you do in those shoes? Why is it important to wear the right sorts of shoes for various activities?

#### Activities

- In *Grandma's Treasured Shoes* Grandma's favourite shoes are the everyday shoes she was wearing when she escaped from the war in Vietnam as a refugee. Draw a picture of your favourite shoes. Show what colour they are, where you wear them and what you do while wearing them.

- Cut out pictures of various types of shoes from magazines etc. and make a classroom chart showing what types of shoes members of the class chose as their favourites (e.g. slippers, gumboots, sandals, sneakers, boots, football boots, ballet shoes, school shoes etc.) and how many children chose each type of shoe.

**Content description:** Sequence familiar objects and events ([ACHASSI004—Scootle](#) )

### Elaborations

- ordering images and objects (for example, photographs, drawings or artefacts) to show a sequence of significant personal events or milestones (such as age when beginning to walk and talk, at the birth of a sibling, when moving house, when new teeth appear, on the first day at school)
- drawing story maps of events described in story books or in stories told by a storyteller.

### Discussion/Inquiry Questions

- How do we choose which shoes are appropriate for which activity? Why do children need so many pairs of new shoes compared to adults?

### Activity

- In *Grandma's Treasured Shoes*, Grandma has shoes for all sorts of occasions. Draw a series of pictures showing the types of shoes you wore when you:
  - first started walking
  - started preschool
  - went to the beach
  - went to a wedding or other formal occasion
  - learnt to play a particular sport or game.

**Content description:** Explore a point of view ([ACHASSI005—Scootle](#) )

### Elaboration

- comparing aspects of the childhood of parents, grandparents, elders or a familiar older person, with similar aspects of childhood today (for example, the favourite games of a familiar older person with those of self and class friends).

### Discussion/Inquiry Questions

- How has childhood changed since your parents or grandparents were children? Did they wear the same clothes or play with the same toys as you do today? Discuss what has changed and what has stayed the same.

### Activities

- *Grandma's Treasured Shoes* features many of the shoes grandma has had during her lifetime. Talk to your parents or grandparents and find out what their favourite shoes were when they were little.

- Draw a picture of yourself, with your parent/s or grandparent/s, wearing your favourite shoes.

**Content description:** Compare objects from the past with those from the present and consider how places have changed over time ([ACHASSI006—Scootle](#))

### Elaborations

- talking about differences between objects from the past and those of the present using comparative language (for example, 'This toy is older', 'My new computer game is more fun than the old one', 'This tree is older than ...')
- distinguishing between older and newer, using such clues as the condition of the object, the width of a tree, the height of a person.

### Discussion/Inquiry Questions

- Discuss how clothes for children have changed over the years.
- How have clothes changed for boys and girls (e.g. boys used to wear dresses until they were five, then they wore short pants or knickerbockers until they were about 12, and then they graduated to long pants)?
- Why do children wear less clothing now than they used to? What clothing from the olden days would you like to wear?

### Activities

In *Grandma's Treasured Shoes*, Grandma wears different shoes in different places, for different things, at different times in her life.

- Using the internet and other library resources, find images of children wearing clothes in the 'olden days'.
- Make a cardboard paper-doll and make clothes for it based on the clothes children wore many years ago and the clothes children wear today (include layers of clothes such as pantaloons, stockings, petticoats, dresses and aprons for girls in the olden days and underwear, shorts and t-shirts for girls today).

**Content description:** Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps ([ACHASSI008—Scootle](#))

### Elaborations

- suggesting ideas about the use of objects from the past and proposing reasons why the objects might have been important
- identifying how a story connects with an aspect of their family history (for example, how a story book shows how and where their grandparents or a familiar older person once lived).

### Discussion/Inquiry Question

- Discuss how people in Australia have come from many parts of the world to create our multicultural nation.

### Activities

To create the illustrations for *Grandma's Treasured Shoes*, illustrator Christina Huynh used reference photographs of her grandparents' lives in Vietnam.

- Talk to your parent/s and grandparent/s about where they lived when they were children and look at old family photographs with them.
- Make a collage of photographs and/or cut-out images to show some of the places where members of your family lived as children.

**Content description:** Who the people in their family are, where they were born and raised and how they are related to each other ([ACHASSK011—Scootle](#))

### Elaborations

- identifying and naming the different members of a family (for example, mother, father, step-parent, caregiver, sister, brother, grandparent, aunty, uncle, cousin) and creating concept maps of their family with pictures or photographs to show the relationship between family members
- finding out where they were born and raised and placing their photographs, drawings and names on a classroom world map.

### Discussion/Inquiry Question

- Discuss the different types of family relationships and the range of places students' family members have come from.
- Share stories about the students' experiences of living in or visiting other countries. What was similar to where they live now? What was different?

### Activities

- On a large piece of coloured cardboard, draw a tree with lots of branches. Stick photos/drawings of your family members onto the branches.
- On a classroom map of the world, attach a picture of the face of each child in the class to show where their family members came from.

**Content description:** How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums ([ACHASSK013—Scootle](#))

### Elaborations

- sharing the story of an object from their family's past (for example, a photograph, old toy, statue, medal, artwork, jewellery, stories), describing its importance to the family and creating a class museum
- recognising that stories of the past may differ depending on who is telling them (for example, listening to stories about the same event related by two different people such as a mother and a grandmother).

### Discussion/Inquiry Question

- Discuss why people keep and treasure certain items.

### Activities

- In *Grandma's Treasured Shoes*, Grandma keeps her treasured shoes as a reminder of her experiences as a child.
- Bring a special family object, or a photo of it, to school. Tell your classmates what it is, where it comes from, who owns it, and why it is important to you and your family.

**Content description:** The places people live in and belong to, their familiar features and why they are important to people ([ACHASSK015—Scootle](#))

### Elaborations

- describing the features of their own place and places they are familiar with or they are aware of (for example, places they have visited, places family members have come from, imaginary places in stories, or places featured on television).

### Discussion/Inquiry Question

- Discuss what makes a place feel special. Talk about the memories it evokes, the way it makes you feel, the people you associate with it, the special things that are there, and the activities that take place in it.

### Activities

- Draw a picture of your favourite place. It could be somewhere real or imaginary, or somewhere you've seen in a book or film.

## YEAR 1

**Content description:** Pose questions about past and present objects, people, places and events ([ACHASSI018—Scootle](#))

### Elaborations

- posing questions with the stems 'where', 'what', 'how' and 'why' about families, celebrations, places and the weather
- asking questions before, during and after listening to stories about people and places and about their past and present
- preparing questions for parents and members of older generations about how they lived in the past, where they lived and the places they value
- collecting and displaying everyday objects (for example, toys, telephone, radio, cooking utensils, clothes) and other sources (for example, photos, found objects, maps, observation sketches) to stimulate 'Where', 'What', 'When', 'How' and 'Why?' questions.

### Discussion/Inquiry Question

- How have things changed since your grandparents/parents were children?

### Activities

In *Grandma's Treasured Shoes*, we find out some of the history of Grandma's life.

- Talk to your grandparents/parents and record their answers to the following questions:

- Where did they live when they were your age?
- How many houses/places have they lived in since?
- What was their favourite toy or piece of clothing when they were a child?
- How did they travel to school?
- Draw a picture of your parents/grandparents. Record answers to the questions listed above in speech bubbles.

**Content description:** Collect data and information from observations and identify information and data from sources provided ([ACHASSI019—Scootle](#))

### Elaboration

- gathering evidence of change in a local place (for example, by comparing current observations of a place with photographs of it taken in the past).

### Discussion/Inquiry Question

- How have the people, buildings and landscape of the place where you live changed over the years?

### Activity

Vietnam has changed since the grandmother in *Grandma's Treasured Shoes* lived there.

- Find pictures of what your city/town/suburb looked like 50 or 100 years ago. Compare them with photographs of what is there now.
- Make two classroom wall charts, one showing your city/town/suburb in the past and another showing what it looks like now.

**Content description:** Sequence familiar objects and events ([ACHASSI021—Scootle](#))

### Elaboration

- describing what they see as they move from one point to another (for example, going from home to school, from the classroom to the library).

### Discussion/Inquiry Questions

- Compare the words used for Grandma's journey and the ones used by the children for their daily journeys.
- Discuss the difference between your normal, routine day and the sorts of day refugees would experience when fleeing from danger.

### Activity

- In *Grandma's Treasured Shoes*, author Coral Vass describes Grandma's frightening journey from her homeland in terms of what her shoes had to do—racing, chasing, escaping, drifting, shifting, sailing, etc.
- Make a list of the words you would use to describe what your shoes do each day as you travel to and from school.



**Content description:** Explore a point of view ([ACHASSI022—Scootle](#))

### Elaborations

- comparing students' daily lives and those of their parents, grandparents, elders or familiar older person, and representing the similarities and differences in graphic form (for example, in a Venn diagram or Y-chart).

### Discussion/Inquiry Question

- Discuss the ways in which life now is better or worse than it was for your grandparents.

### Activity

- Discuss the ways in which your life differs from what life was like when your grandparents were children.
- Make a chart or diagram showing what is different and what is the same.

**Content description:** Compare objects from the past with those from the present and consider how places have changed over time ([ACHASSI023—Scootle](#))

### Elaborations

- identifying similarities and differences between activities over time by comparing objects of the past with those currently used (for example, comparing toys, games, clothes, phones, cooking utensils, tools, homework books)
- using comparative language when describing family life over time and/or comparing features of places, such as 'smaller than', 'bigger than', 'closer', 'further', 'not as big as', 'younger/older than', 'more rainy days', 'fewer/less', 'hottest/coldest', 'sunnier', 'windier than'.

### Discussion/Inquiry Question

- Discuss how Grandma's life changed after she moved to Australia. In what ways was it safer, better, sunnier or happier than her previous life? What might she have missed about her life back in Vietnam?

### Activity

- Examine the difference between the shoes Grandma wore in Vietnam and the ones that represent her new life in Australia.
- Draw pictures of her shiniest, fanciest, most practical, most worn-out and most loved shoes.

**Content description:** Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location ([ACHASSI027—Scootle](#))

### Elaborations

- retelling stories about life in the past through spoken narratives and the use of pictures, role-plays or photographs
- using terms to denote the sequence of time (for example, 'then', 'now', 'yesterday', 'today', 'past', 'present', 'later on', 'before I was born', 'in the future' and 'generations')
- explaining to classmates where places are, and the directions to be followed when moving from one place to another, with the use of appropriate terms for direction and location (for example, terms such as 'beside', 'forward', 'up', 'down', 'by', 'near', 'further', 'close to', 'before', 'after', 'here', 'there', 'at').

### Discussion/Inquiry Questions

- In *Grandma's Treasured Shoes*, did Grandma and her family follow directions? How did they know where to go?

### Activity

- Draw a map of your route to school. Identify any important buildings or landmarks you pass on your way.
- Trace the journey taken by Grandma and her family on a map of the world.

**Content description:** Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods ([ACHASSK030—Scootle](#))

### Elaborations

- comparing and commenting on photographs and oral histories (for example, talking to parents, grandparents and other elders) to find out how daily lives have changed
- comparing what has changed over time (for example, homes, family traditions, leisure, communication technology, rules, how needs were met then and now, wants, and shopping/consumer habits).

### Discussion/Inquiry Question

- Discuss how things have changed since your grandparents were young.

### Activity

In *Grandma's Treasured Shoes* Grandma wore lots of new shoes once she arrived in Australia.

- How have shoes changed since your grandparents were young? How has life become harder or easier since then?
- Make a 'Then' and 'Now' chart showing how things have changed in the following areas: shopping, leisure, games, toys, clothing, houses, communication and/or housework.

## YEAR 2

**Content description:** Pose questions about past and present objects, people, places and events ([ACHASSI034—Scootle](#))

### Elaborations

- developing inquiry questions about a historical site (for example, ‘What does it look like now?’, ‘What condition is it in?’, ‘What was its purpose?’, ‘How might its use have changed?’, ‘How was it built/created?’, ‘Who built it?’, ‘How is it now used?’, ‘Why is it important?’)
- developing inquiry questions about places (for example, ‘What are the features of the place?’, ‘How far away is it?’, ‘How easy is it to get to?’, ‘How am I connected to it?’)
- posing questions using the stems, ‘How do I feel about ...’, ‘What would it be like to ...’ and ‘What effect ...’.

### Discussion/Inquiry Question

- Discuss things that have happened in your life that have had an effect on you (e.g. moving house, losing a loved one or a pet, changing schools etc.).

### Activities

- Interview your parents/grandparents about an incident from their life that involved a particular pair of shoes. Where did the incident take place? How far away was it? Was the place important to them? How did the incident affect them?
- Retell their story, either as a series of pictures or photographs or by acting by it out for the class.

**Content description:** Explore a point of view ([ACHASSI038—Scootle](#))

### Elaborations

- discussing why some places are considered special or significant by others (for example, by parents, Aboriginal or Torres Strait Islander Peoples, their grandparents or familiar elders their friends, returned soldiers, wildlife workers)
- examining the points of view of older generations about changes over time (for example, changes to the natural or built environment, changes to daily living).

### Discussion/Inquiry Question

- Discuss how things have changed since your grandparents were young.

### Activity

In *Grandma’s Treasured Shoes*, Grandma wore lots of new shoes once she arrived in Australia.

- How have shoes changed since your grandparents were young? How has life become harder or easier since then?
- Make a ‘Then’ and ‘Now’ chart showing how things have changed in the following areas: shopping, leisure, games, toys, clothing, houses, communication and/or housework.

**Content description:** Compare objects from the past with those from the present and consider how places have changed over time ([ACHASSI039—Scootle](#))

### Elaboration

- identifying how objects and activities are similar or different depending on conditions in local and distant places (for example, clothes, transport, technology).

### Discussion/Inquiry Question

- Discuss the differences and similarities between Grandma’s life in Vietnam and her new life in Australia.

### Activity

- Write a story from the point of view of the shoes Grandma wore when she lived in the small village in Vietnam many years ago. What was her life like? Who did she live with? What was her home like? What chores did she have to do?

**Content description:** The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past ([ACHASSK044—Scootle](#))

### Elaborations

- investigating the history of a chosen person, building, site or landmark in the local community using sources (for example, books, newspapers, oral histories, audio-visual material, digital sources, letters, photographs) and relating a story which these reveal about the past.

### Discussion/Inquiry Questions

- Discuss how war affects the civilians who live in a war zone. How does it impact on their daily lives?

### Activity

Locate the war memorial in your town, suburb or city.

- Which wars does it commemorate?
- Select one of these wars and document important facts about it. When did it start? When did it finish? Who fought in the war? Where was it fought? What effect did it have on the people involved?

## YEAR 3

**Content description:** Pose questions to investigate people, events, places and issues ([ACHASSI052—Scootle](#))

### Elaborations

- posing relevant questions when investigating the contribution individuals and groups have made to the development of the local community ('Who?', 'What?', 'When?', 'Where?', 'Why?')
- developing inquiring questions as they investigate (for example, 'Why there?' questions about location; 'What might happen?' questions about future consequences of natural processes or people's actions in places; and 'What ought to happen?' questions or other questions about ethical behaviour, sustainability and preferred futures)
- asking key questions when investigating a topic (for example, questions such as 'How did people settle?', 'Who were they?', 'Why did they come to the area?' when researching the establishment of a local community) and probing questions during an investigation (for example, 'Why is that so?', 'What else do we need to know?')
- posing evaluation questions (for example, 'Is the process fair?', 'Could the process have been managed better?').

### Discussion/Inquiry Question

- How does having access to food from other countries affect our view of the world?

### Activity

- Examine the restaurants and food outlets in your local mall/shopping centre. Is there a Vietnamese restaurant? What is it called?
- Using the internet or other library resources, research Vietnamese food. What are the signature dishes? What are the main ingredients?
- Present and illustrate the recipe for your favourite Vietnamese dish or one that you would like to try.

**Content description:** Locate and collect information and data from different sources, including observations ([ACHASSI053—Scootle](#))

### Elaborations

- collecting information about the changing composition of their community from sources, such as census data, cemetery observations, interviews with older people or surveys
- interviewing people to seek information about feelings, preferences, perspectives and actions (for example, to find out how people feel about places; how people celebrate and commemorate; how decisions are made in different situations; how and why people participate in their community).

### Discussion/Inquiry Questions

- How might you feel living in a country where you do not understand the language and the customs are very different to what you are used to?
- How can you help people settle into your country when they first arrive and make them feel welcome?

### Activities

- Interview some of the children in your class/school whose families come from other countries.
- Ask the following questions: How did they get to Australia? How did they feel when they arrived? What was the hardest thing for them? What do they like most about their new country? What do they miss most about their old country?
- On a world map, use pins or pictures to indicate the countries where their families come from.

**Content description:** Sequence information about people’s lives and events ([ACHASSI055—Scootle](#))

### Elaborations

- creating visual representations of a sequence of events or happenings (for example, the stages involved in making decisions in a familiar context, such as a planning a class activity, the sequence of seasonal changes in different climates)

### Discussion/Inquiry Question

- How did Grandma’s experiences shape the sort of person she became? What are some ways of coping with difficult experiences?

### Activity

- Create a timeline of Grandma’s life showing the major events as represented by her shoes.
- Create a similar timeline for your life so far. What are the major events that you have experienced?

**Content description:** Draw simple conclusions based on analysis of information and data ([ACHASSI058—Scootle](#))

### Elaborations

- explaining conclusions about how their place and community have changed and developed (for example, settlement patterns, local changes in plant and animal species, historic events, cultural celebrations)
- drawing conclusions about their community’s heritage based on an evaluation of information provided by the local council (for example, the development of its multicultural profile; its significant events and how people have participated in them and contributed to their maintenance; the preservation of unique features of the natural environment)
- examining the meaning of diversity using examples drawn from their community (such as celebrations and commemorations), drawn from other countries (such as environments, climate, lifestyle, settlement) and from the experiences of their peers (such as how they participate in their family and community).

### Discussion/Inquiry Question

- Discuss how people from different parts of the world have contributed to your community and made it a more diverse and interesting place.

### Activity

- Using data from the website of the Australian Bureau of Statistics (see Further Reading list), find out what the ethnic mix of your suburb/city is.
- Draw a map of your suburb/town to show where people from different ethnic backgrounds have made identifiable contributions to the diversity of your community (e.g. mosques, temples, restaurants, food outlets, supermarkets, etc.).

**Content description:** How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community ([ACHASSK063—Scootle](#))

### Elaborations

- identifying individuals and groups from the past of diverse backgrounds (for example, gender, culture, ability, age, socioeconomic circumstance) who have contributed to the community's development (for example, economic, social, cultural, civic or environmental contributions) and character (for example, culturally diverse, multi-faith, prosperous, helpful).

### Discussion/Inquiry Question

- Discuss celebrations that are important to students' particular cultural or ethnic background. How are celebrations from various cultures different from each other? In what ways are they the same?

### Activity

- Make a decoration for the classroom that represents a particular celebration that is important to your particular cultural or ethnic background.

**Content description:** The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places ([ACHASSK069—Scootle](#))

### Elaborations

- exploring people's feelings for place and the factors that influence people's attachment to place, through reading and viewing poems, songs, paintings and stories
- exploring different types of settlement, and classifying them into hierarchical categories (for example, isolated dwellings, outstations, villages, towns, regional centres and large cities).

### Discussion/Inquiry Question

- In what ways is it harder for people from other cultures to become famous and/or make important contributions to Australian culture?

### Activity

- Using the internet or other library resources, identify famous Australians with Vietnamese backgrounds.
- Select one (e.g. author, artist and comedian Anh Do). Write a biography about their life. Where did they come from? How did they get to Australia? How did they settle in once they got here? Why are they famous? What have they contributed to Australian culture and identity?

**Content description:** The importance of making decisions democratically ([ACHASSK070—Scootle](#))

### Elaborations

- identifying places and situations in communities where decisions are made democratically.

### Discussion/Inquiry Question

- Discuss what sort of government was in place in Vietnam when the grandma in *Grandma's Treasured Shoes* fled from her village. Was it a stable democracy? Discuss the sort of government that we have in Australia compared to governments in other parts of the world.

### Activity

- Using the internet and other library resources, make a list of the elements that make up a democracy.

## YEAR 4

**Content description:** Locate and collect information and data from different sources, including observations ([ACHASSI074—Scootle](#))

### Elaborations

- exploring stories about the groups people belong to, for example, about cultural groups (such as groups that value Aboriginal, Torres Strait Islander or Asian heritage), from interest and community groups (such as recreational and volunteering organisations) and from gender or religious groups.

### Discussion/Inquiry Question

- Discuss what it would have been like to be a 'boat person'. How have refugees been treated in Australia over the years? How should we treat them?



### Activity

- When she arrived in Australia, the grandma in *Grandma's Treasured Shoes* was what is called a 'boat person'. Using the internet and other library resources, find out the size of the fishing boats used to transport boat people to Australia during the Vietnam War and how many people were usually carried in one boat.
- In the playground, mark out the size and shape of a fishing boat, and see how many children can comfortably fit into the space marked out.

**Content description:** Sequence information about people's lives and events ([ACHASSI076—Scootle](#))

### Elaborations

- creating a timeline by accurately placing information about key events or people in chronological order and explaining the sequence
- recounting and sequencing events associated with a particular history (for example, developing an annotated map to describe the sea route of the First Fleet and the timing of its passage).

### Discussion/Inquiry Question

- Discuss the effect wars have on the people who fight in them and the people who live in the countries where wars are fought.

### Activity

- Using the internet and other library resources, research the Vietnam War. When did it occur? Who fought in it? Why did it start? How did it end? Who was affected by it?
- Create a timeline showing the major events in the Vietnam War.

**Content description:** Draw simple conclusions based on analysis of information and data ([ACHASSI079—Scootle](#))

### Elaborations

- describing risks in past times (for example, for those involved in sea travel, exploration and colonisation) and making inferences about similar risks today (for example, the risks of space and deep sea exploration, colonising other planets, adapting to life in a new environment).

### Discussion/Inquiry Question

- Discuss what could go wrong on a journey like the one Grandma took from Vietnam (accidents, running out of food and water, sickness, being attacked by pirates, boat sinking or breaking down, being turned back, etc.). Why might people take such risks?

### Activity

- Use a world map to trace the route Grandma and her family and other boat people would have taken to get to Australia in their flimsy, overloaded fishing boats.

**Content description:** The different cultural, religious and/or social groups to which they and others in the community belong ([ACHASSK093—Scootle](#))

### Elaborations

- identifying diversity through the different social, cultural and religious groups students belong to
- describe real, virtual or vicarious experiences with other cultures and groups.

### Discussion/Inquiry Question

- Discuss the differences that Grandma would have encountered between her life in Vietnam and her new life in Australia. What would have made the transition from one lifestyle to the other easier for her?

### Activity

- Using the internet and other library resources, explore the culture of Vietnamese people. What are their beliefs? What traditional clothes do they wear? What are their main celebrations? What jobs do they work at? What sorts of houses do they live in? What do they eat?
- Write a poem, story or play about a day in the life of a Vietnamese person like the grandma in *Grandma's Treasured Shoes*.

## English

### FOUNDATION

**Content description:** Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words ([ACELA1439—Scootle](#))

#### Elaborations

- recognising and producing rhyming words when listening to rhyming stories or rhymes, for example 'funny' and 'money'.

#### Discussion/Inquiry Question

- Author Coral Vass uses rhyme, rhythm and alliteration to create the text for *Grandma's Treasured Shoes*. It is a prose poem. Why has the author chosen to write the text in this way? Look at things like audience, appeal to children and dealing with a difficult subject.

#### Activity

- Write a short prose poem of your own using words that rhyme with 'shoe'.

**Content description:** Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences ([ACELT1575—Scootle](#))

#### Elaborations

- comparing experiences depicted in stories with students' own
- engaging with texts that reflect the social and cultural groups to which students belong.

#### Discussion/Inquiry Question

- Discuss where shoes can take you to or from. Discover who in the class has travelled to Australia from another country. Find out what they brought with them and what they left behind.

#### Activity

- Draw a picture of yourself wearing your favourite shoes. Use speech balloons to indicate where you have worn them and what you like best about them. Include place words like shops, school and party, and descriptive words like shiny, comfy and colourful.

**Content description:** Share feelings and thoughts about the events and characters in texts ([ACELT1783—Scootle](#))

#### Elaborations

- talking about people, events and ideas in texts, enabling students to connect them to their own experiences and to express their own opinions about what is depicted.

### Discussion/Inquiry Question

- Do your grandparents have special shoes or a special thing in their house that they brought from or purchased overseas? What is it and why is it special to them?

### Activity

- The first page of *Grandma's Treasured Shoes* shows a portrait of Grandma and her granddaughter. Draw a picture of yourself and your grandma or grandpa. Write a caption under the picture describing what is special about your grandpa or grandma.

## YEAR 1

**Content description:** Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning ([ACELA1453—Scootle](#))

### Elaborations

- talking about what is 'real' and what is imagined in texts, for example 'This is the section about platypuses in the book about mammals'.

### Discussion/Inquiry Question

- Discuss how people show their personality or express themselves through what they wear.

### Activity

- Some of the pictures in *Grandma's Treasured Shoes* are based on photos of real people, however the illustrator has also had lots of fun depicting different sorts of shoes.
- Draw the outline of a pair of shoes and use collage materials to make them into really special shoes (e.g. sequins, bows, buckles, colours, glitter, stars, patterned origami paper, etc.)

**Content description:** Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences ([ACELT1582—Scootle](#))

### Elaborations

- discussing characters from books and films and whether these are life-like or imaginary (for example talking animals)
- comparing characters and events in texts to students' own experiences.

### Discussion/Inquiry Question

- Discuss the role of grandparents in your life. How do they help you? What do you do with them that is special?

### Activity

- Write a story about or draw a picture of your grandma. In what ways is the grandma in *Grandma's Treasured Shoes* similar to or different from your grandma?
- Does your grandma come from a different country? What kind of shoes, clothes and jewellery does she wear? What stories does she tell you about her childhood? What do you like best about her?

**Content description:** Respond to texts drawn from a range of cultures and experiences

[\(ACELY1655—Scootle\)](#)

### Elaborations

- using drawing and writing to depict and comment on people and places beyond their immediate experience.

### Discussion/Inquiry Question

- How do the pictures of Vietnam in *Grandma's Treasured Shoes* differ from what you see around you? Consider clothes, landscape, houses, animals, etc. Discuss how books can take you to every country in the world and help you learn about how people live in other countries.

### Activity

- The grandma in *Grandma's Treasured Shoes* comes from Vietnam in Asia. On a map, trace the journey grandma took from Vietnam to Australia.

## YEAR 2

**Content description:** Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created [\(ACELT1587—Scootle\)](#)

### Elaborations

- discussing moral and teaching stories from varied cultures, identifying and comparing their central messages.

### Discussion/Inquiry Question

- Discuss why the author has used shoes as the central image in this book, including the concept of 'walk a mile in my shoes'.

### Activity

- *Grandma's Treasured Shoes* explores how it feels to leave your country and seek safety in a new country.

- Write a story about an Australian animal that loses its home in a bushfire and has to find somewhere new to live. Show how it feels, how it finds a new home and how it adapts.

**Content description:** Discuss the characters and settings of different texts and explore how language is used to present these features in different ways ([ACELT1591—Scootle](#))

### Elaborations

- describing features of text settings including time, colours used to portray year, season, and place (country or city) and how this impacts on the characters.

### Discussion/Inquiry Question

- Read *Grandma's Treasured Shoes* and Anh Do's *The Little Refugee*. Discuss how both books tell the same story in different ways—one in narrative prose and the other as a prose poem. How does this affect the way you respond to the story? Which approach do you think would appeal to a younger audience and why?

### Activity

- Both *Grandma's Treasured Shoes* and *The Little Refugee* tell the story of a child escaping with their family from Vietnam during the Vietnam War. Retell the story of Anh Do's journey from the point of view of his shoes, in the same way that Grandma's story is told.

**Content description:** Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs ([ACELT1592—Scootle](#))

### Elaborations

### Discussion/Inquiry Question

- Discuss the effectiveness of using poetry to tell stories. In what ways is it easier or harder to write than narrative prose?

### Activity

- Write a story based on a trip you have taken to another part of Australia or overseas from the point of view of the shoes you wore on that journey.
- Use the prose poem style used in *Grandma's Treasured Shoes*, with descriptive words about your shoes and what they are doing.

## YEAR 3

**Content description:** Draw connections between personal experiences and the worlds of texts, and share responses with others ([ACELT1596—Scootle](#))

### Elaborations

- discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in the text
- exploring texts that highlight issues and problems in making moral decisions and discussing these with others

### Discussion/Inquiry Question

- Discuss the differences between visiting other places on holiday and going to another country as a migrant or a refugee.

### Activity

- Write a story based on a trip you have taken to another part of Australia or overseas. Include where you went, how you got there and how you felt when you arrived. What was the same as your home town? What was different?

**Content description:** Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative ([ACELT1599—Scootle](#))

### Elaborations

- identifying and discussing the use of descriptive adjectives ('in the middle of a vast, bare plain') to establish setting and atmosphere ('the castle loomed dark and forbidding') and to draw readers into events that follow
- discussing the language used to describe the traits of characters in stories, their actions and motivations: 'Claire was so lonely; she desperately wanted a pet and she was afraid she would do anything, just anything, to have one to care for'.

### Discussion/Inquiry Questions

- Discuss how words and images in picture books work together to impart information about the story in different ways.
- Examine some of the picture books in the Further Reading list and discuss the different ways in which the setting is presented in both the words and the images.

### Activity

- Discuss how the setting in *Grandma's Treasured Shoes* is portrayed in the illustrations (rather than the text).
- Write a description of a village in the Vietnamese countryside. Base your description on the images in the book and on other images of Vietnam found on the internet or in other library resources.

**Content description:** Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle ([ACELT1601—Scootle](#))

### Elaborations

- drawing on literary texts read, viewed and listened to for inspiration and ideas, appropriating language to create mood and characterisation.

### Discussion/Inquiry Question

- Discuss how the author and illustrator have evoked Grandma's homeland. How does the combination of the text and images make you feel?

### Activity

- Examine the page in *Grandma's Treasured Shoes* which contains the text: But her favourite shoes/Are her worn and torn shoes,/From a time long ago,/And a land far away.
- Write a short descriptive text or create a landscape image like this of a place that is special to you.

**Content description:** Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue ([ACELT1791—Scootle](#))

### Elaborations

- creating visual and multimodal texts based on Aboriginal and Torres Strait Islander or Asian literature, applying one or more visual elements to convey the intent of the original text
- creating multimodal texts that combine visual images, sound effects, music and voice overs to convey settings and events in a fantasy world.

### Discussion/Inquiry Question

- Discuss how you can create a character using information based on what they do, how they react in certain situations, who they interact with, what they wear and how they act.
- Identify favourite book characters and discuss how the author and/or illustrator have made that character into someone you like, empathise with and respond to.

### Activity

- The author and illustrator of *Grandma's Treasured Shoes* show Grandma's personality and life story through the shoes she wears.
- Write a descriptive piece about Grandma. What sort of person is she? What are her hobbies? What does she enjoy doing? What sort of work does she do?

## YEAR 4

**Content description:** Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts ([ACELA1496—Scootle](#))

### Elaborations



- examining visual and multimodal texts, building a vocabulary to describe visual elements and techniques such as framing, composition and visual point of view and beginning to understand how these choices impact on viewer response.

### Discussion/Inquiry Question

- Discuss metaphors and the use of symbolism in illustrations. Why did illustrator Christina Huynh respond to the text in this way? How does it help to carry the narrative?

### Activity

- Study the double-page spread in *Grandma's Treasured Shoes* with the text: They were fearful shoes,/Racing shoes, chasing shoes,/Escaping shoes.
- The illustrator has drawn shoes rather than boats to accompany this text. Draw your own response to this text, with realistic rather than symbolic imagery.

**Content description:** Discuss literary experiences with others, sharing responses and expressing a point of view ([ACELT1603—Scootle](#))

### Elaborations

- drawing comparisons between multiple texts and students' own experiences. Commenting orally, in written form and in digital reviews on aspects such as: 'Do I recognise this in my own world?'; 'How is this text similar to or different from other texts I've read?'; 'How common is it to human experience in the real world?'; 'What new ideas does it bring?'; 'How do they fit with what I believe?'

### Discussion/Inquiry Question

- How do Grandma's experiences compare with your own? Discuss in terms of the concept of 'walk a mile in my shoes', which underpins the author's approach to telling this story.

### Activity

- Create your own version of the story of Grandma's escape from her country and voyage to Australia. It could be a written, oral, theatrical or artistic response. The main character could be you, or someone you know, or an animal or an imaginary creature.

**Content description:** Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension ([ACELT1605—Scootle](#))

### Elaborations

- identifying pivotal points in the plot where characters are faced with choices and commenting on how the author makes us care about their decisions and consequences.

### Discussion/Inquiry Question

- Read a selection of the picture books on refugees listed in the Further Reading section. Discuss the different ways in which the authors and illustrators engage the reader in the plight of the main character of the book.

### Activity

- Create a story about a character escaping from some terrible circumstance (war, bushfire, flood, hurricane etc.), using an element of clothing (hat, scarf, coat, pants, cloak, etc.) as the central image or motif.

## Concluding Activities

### Creative Responses

Using a range of materials, create a collage of shoes of different designs.

Create a play retelling the experiences of a refugee.

Write a story about a treasured object.

Write a story about the experiences of a family member.

### Group Discussion

Discuss the experiences of other people:

- find a story from the community and research it (e.g. early settlers, Indigenous people, postwar migrants)
- invite someone with a moving story to share it with the class.

Choose a special day of the year (birthday, holiday, etc.) and ask students about the different ways they celebrate/spend it.

Bring in a treasured object and share why it's special:

- What objects are similar? Which are different?
- Create a mind map/Venn diagram. Which are toys? Which are clothes? Which are from childhood?

Research the story of postwar migrants to Australia.

Discuss the concept of multiculturalism. What does it mean? Why is it important? How can we celebrate and recognise the contribution of members of our diverse population?

### Further Reading

- Books
  - *The Arrival* by Shaun Tan, Hachette Livre, 2006
  - *An Aussie Year* by Tania McCartney and Tina Snerling, EK Books, 2013
  - *Hello!* by Tony Flowers, NLA Publishing, 2016
  - *Home* by Narelle Oliver, Omnibus/Scholastic, 2006
  - *Home and Away* by John Marsden and Matt Ottley, Lothian, 2008
  - *I'm Australian Too* by Mem Fox and Ronojoy Ghosh, Omnibus, 2017
  - *The Island* by Armin Greder, Allen & Unwin, 2007
  - *The Little Refugee* by Anh and Suzanne Do and Suzanne and Bruce Whatley, Allen & Unwin, 2007

- *My Dog* by John Heffernan and Andrew McLean, Margaret Hamilton Books, 2001
- *My Two Blankets* by Irena Kobald and Freya Blackwood, Little Hare, 2014
- *The Peasant Prince* by Li Cunxin and Anne Spudvilas, Random House, 2007
- *Refugees* by David Miller, Lothian, 2004
- *Ziba Came on a Boat* by Liz Lofthouse and Robert Ingpen, Penguin, 2007
  
- Websites
  - [Refugee Council of Australia](#)
  - [Australian Bureau of Statistics](#)
  - [Department of Immigration: Community Information Summary](#)