

One, Two, Look at Your Shoe

This activity sets the stage for the entire curriculum by inviting students to take a new and different look at something which is very familiar to them: **their shoes**. By looking at, and then drawing, their shoes from different viewpoints, students will practice observation and gain an understanding of perspective.

What You Need:

for each student:

- colored pencils, crayons or writing utensil
- a couple of pieces of paper

To Get Ready:

This activity requires no preparation.



To Start, Ask:

How does your house look to a bird flying above it? In what ways does the bird's view differ from a dog's view when the dog is sitting across the street from your house?

Now, Try It:

- Let the students know that this activity is designed to help them think about how the same thing looks different when it's viewed from different angles or perspectives.
- Invite all of the students to stand up and look down at their shoes. Ask them to share what parts of the shoe they can actually see. What parts are they unable to see? They are taking a look at their shoes **from above**, as a bird might see them.
- Pass out the paper and colored pencils.
- Each student should draw a representation of his or her shoes from above. Be sure that they look closely and draw only what they can see from above. (Children may have a tendency to draw even those things they can't see, but know are there.)

- When they've finished the first view, ask each student to take off one shoe and take a look **from the side**, as a mouse or squirrel might see the shoe.
- Draw this perspective as well.
- Finally, invite students to look at and draw their shoes from the perspective of an ant which is about to be stepped on. What does the ant see as the shoe is suspended above it?

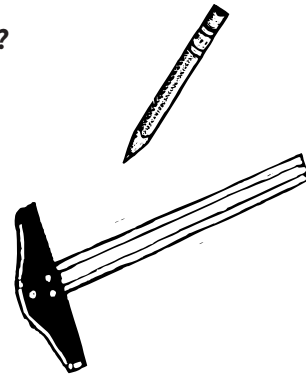


Ask Students Again:

What are some other perspectives from which we view?

Scientist Spotlight:

Architects are scientists who design buildings, homes, and other structures. As they work, they conscientiously take a look from many perspectives, always representing the building as it looks from above, from the side, from the inside and three-dimensionally.



Assess What Happened

The three pictures created for this activity can be students' first entries in a scientific field journal. Designed to encourage further reflection, the journals can include both the work of the activity, and a short writing piece which students can complete afterward. Each of the following activities will include a question to prompt students to reflect about what they've learned or noticed during the activity.

What was the hardest part about drawing your shoe from above? Why?

