

## Traveling Sock Puppets

**Companion Text:** I Lost My Sock, by Lin Jakary & Ryan Olson

**Subject Area & Grade Level:** Social Studies, 2<sup>st</sup> Grade

**Materials:** Old socks, markers or paint, scraps of cloth or other small objects that could be used for decorating the sock puppets, classroom or school library

### **Objectives**

After this lesson, students will be able to:

- Identify foreign places mentioned in the story
- Describe the relationship between the clothes people wear and what their lives are like
- Explain what can be gained by learning about how people live in other places

### **Introduction**

Read the story once through without stopping. Then, ask students if they can tell where most of the story takes place. (Probably a neighborhood similar to many U.S. neighborhoods.) A big clue to the location of the story is that the boy is dressed similar to how boys dress where we live. Tell students you are going to read the story again and they should look for any references to other places, paying particular attention to the clothing shown in the illustrations. Read the story a second time, pointing out the “Hawaiian” shirts and bathing suits in the Cays, the hat on the boat to China, and the toga and head wreath in Rome.

### **Procedure**

Explain that in different places in the world, people dress differently, and that the clothes they wear reflect how they live. Assign each group of students one of the following locations, and help them to find pictures of how people dress there in classroom or school library books:

- Scotland (kilt)
- Germany (leiderhosen)
- Japan (kimono)
- Afganistan (burka)
- Guatemala (huipil)
- India (sari)

Then, give each student a sock, markers, and decorations (or do this lesson over a few days and have students bring small items from home), and demonstrate how to make a sock puppet that reflects the culture of clothing of their location.

### **Discussion**

Have each student present their sock puppet, saying where it is from and how the clothes reflect aspects of life there (i.e., weather, the kind of work people do, social class, the fabric they have available, etc.). Lead students to seeing the learning about how people live in other places can help us to appreciate life where we live because we can see what is unique about our home.

