



Lesson: Making Shoes Long Ago

(To follow Amplify CKLA K, Knowledge 10: Colonial Towns and Townspeople,
Lesson 5: Dressmakers, Tailors, Hatters, Cobblers)

At a Glance

In this lesson, students will learn about the work of a cordwainer, a person who made shoes, by investigating the work of an 18th-century New Hampshire tradesperson.

Primary Focus Objectives

- Students will distinguish between a cobbler and a cordwainer.
- Students will analyze images of cordwainer's tools and finished work.
- Students will write a reflection about the materials used to make modern shoes.

Formative Assessment

- Group discussion
- Reflection

Standards

CCSS.ELA-LITERACY.RI.K.3

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCSS.ELA-LITERACY.SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Materials

- Image: [18th-century shoe](#)
- Vocabulary Card: Cordwainer
- Video: [Mason Explains: The Story of a Shoe](#)
- "Shoe Hunt" worksheet and clipboards
- "What's in a Shoe?" worksheet

Time Needed

One 30-40 minute class session

Learning Activity

1. **Examine the image.** Project or distribute copies of the image. Give students time to look closely at it and then discuss what they observe. (5 minutes)
2. **Discuss the Vocabulary Card.** Project or display the Vocabulary Card. Connect the word to the image. (5 minutes)
3. **Watch the video.** Share the video from the beginning up to the 2:30 mark to reinforce student understanding of pre-industrial shoemaking. Pause as necessary to discuss important images, words, and ideas. (10 minutes)
4. **Go on a shoe hunt.** Distribute the "Shoe Hunt" worksheet and clipboards. Support students as they examine classmates' shoes to cross off items on their board. (10 minutes)
5. **Complete the reflection.** Distribute the "What's in a Shoe?" worksheet and support students as they write, dictate, or draw to explain how their shoes are different from the one made by Ebenezer Lane. (10 minutes)



Educator Rationale and Answer Guide

Connection to Amplify	In this lesson, extend student understanding of the difference between colonial shoes and modern shoes, as presented in Amplify CKLA K, Unit 10, Lesson 5, by learning about the job of the cordwainer. Students examine a shoe made by a New Hampshire cordwainer for his daughter and then identify details in the construction of their own shoes. Finally, students illustrate and write or dictate a comparison between their shoes and the 18th-century child's shoe.
Examine the image	This baby shoe was made in 1759 by Ebenezer Lane, who lived in Hampton, New Hampshire. It was for his daughter, Huldah. If students completed the Moose x Amplify lesson, "Bartering in a Colonial New Hampshire Town," they will be familiar with Hampton, which was one of the first four English settlements in New Hampshire. This shoe is made entirely of leather. Ebenezer Lane was a tanner, in addition to being a shoemaker. This meant he had the skills to turn animal hides (e.g., cow skin) into leather that would be used for his shoes. Students may observe the holes where laces would have been threaded to keep the shoe on.
Discuss the Vocabulary Card	Explain to students that Ebenezer Lane was a cordwainer, which is the official name for someone who makes shoes. A cobbler could fix shoes, but a cordwainer was highly skilled and could make a shoe from start to finish. Look again at the image of the baby shoe and ask students to think of all the steps that would have been involved with making it. Record them on chart paper below the Vocabulary Card. In Ebenezer Lane's case, he may have started by tanning the leather. Then, he would have dyed the leather, cut the leather into different shapes, sewed the shapes together, sewed a leather sole to the bottom, and cut the holes for the laces. This baby shoe is simple. If a shoe was fancy, with buckles, heels, or other decoration, it would have taken many more steps to complete.
Watch the video	Just the first 2 minutes and 30 seconds of this video are relevant to this lesson. The images and information will help reinforce the process of colonial cordwaining. Pause to identify the steps students brainstormed while discussing the Vocabulary Card.
Go on a shoe hunt	Read the contents of the sheet together before giving students the worksheets and directing them to walk around the classroom to look at each other's shoes while crossing off features as they find them. Then, discuss which features were found and which were not. Why do they think that might be? What features do most of their shoes have? Discuss what students know about who made their shoes or where they were made.
Complete the reflection	This reflection sheet gives students another opportunity to compare the features of children's shoes long ago and the kind worn by children today. Students can draw, write, or dictate a response. Students should observe that their shoes are made of different material (synthetics, rubber), may use Velcro instead of laces, may be colorful, and may feature other decorative details.



18th-Century Shoe



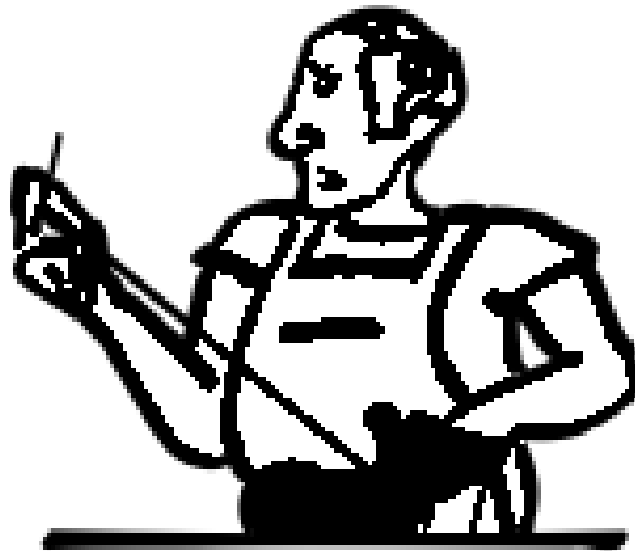
Source: New Hampshire Historical Society



CORDWAINER

Definition: A person who makes shoes

How to use it: The **cordwainer** cut leather pieces and sewed them together to make a new shoe.





Shoe Hunt

Cross off the features as you find them!

laces	lights	Velcro
zipper	nylon or other synthetic material	neon color
character or shape	sparkles	leather
cloth	rubber sole	buttons

Shoe Clues

What makes your shoe similar to the one Ebenezer Lane made for his daughter? What makes it different?

Draw your shoe below.