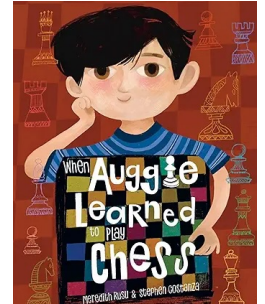
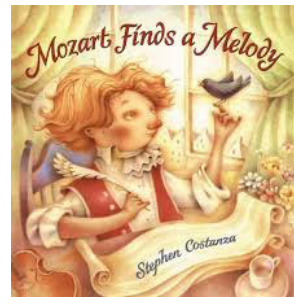
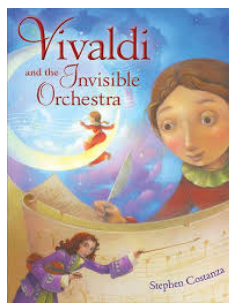
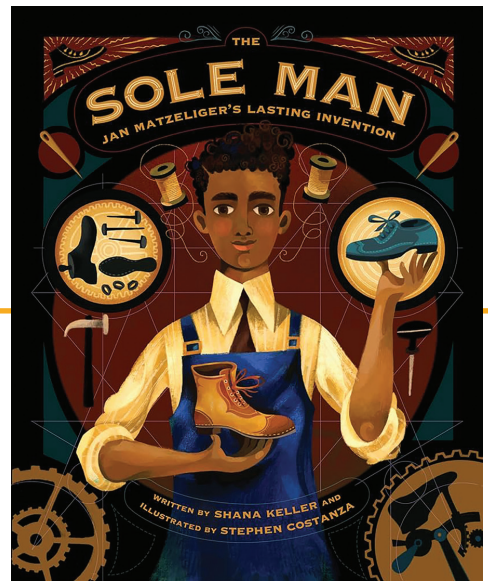


# EXPLORE MORE BOOK GUIDE



## MEET STEPHEN

Stephen Costanza has illustrated and written several books for children, including three about music, *Mozart Finds a Melody*, *Vivaldi and the Invisible Orchestra*, and *King of Ragtime*. He studied music and composition, and for a time played piano professionally, performing both ragtime and classical music. He lives on a small island in Maine. Learn more about [STEVE](#).



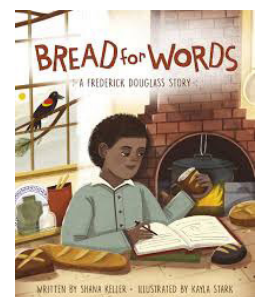
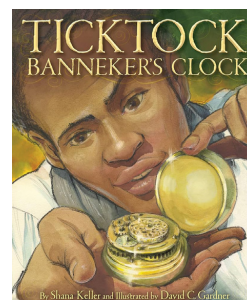
## MEET SHANA



Shana Keller grew up a middle child in Middle America wondering exactly how clouds stayed in the air. She's traveled all over the country and some parts of Europe with her family, and moved too many times to count. She is the author of multiple picture books including *Bread for Words* (Irma Black Honor), *A Frederick Douglass Story* and *Ticktock Banneker's Clock*, rated a Best STEM book by the Children's Book Council.

One of her favorite quotes is from Benjamin Banneker:  
"Every day is an adventure in learning."

Her goal is to never stop learning.  
Learn more about [SHANA](#).



# EXPLORE MORE BOOK GUIDE

LET'S BEGIN! BEFORE READING THE BOOK

Use the Visual Thinking Strategy (VTS) questions below to orient readers, and to help guide a group discussion. Begin by taking a quiet moment to look closely at the book jacket, allowing time for observation and contemplation of the images.

- *What is going on in this picture?*
- *What do you see that makes you say that? (provide evidence)*
- *What more can we find?*

Watch this [VIDEO](#) for a quick VTS demo

## HAVE QUESTIONS?

Please contact Alison Johnson at Island Readers & Writers, 207-460-6828 or [ajohnson@islandreadersandwriters.org](mailto:ajohnson@islandreadersandwriters.org).

## STANDARDS Covered throughout this Explore More Book Guide:

*SL.1. Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.*

*SL.2. Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.*

*SL.3 Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.*

*R.4. Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.*

*R.5 Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.*

*R.6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

*R.8 Analyze the structure of various texts, including how the features and components relate to each other and the whole.*

*R.9. Assess how perspective or purpose shapes the content and style of various texts.*

*R.10 Evaluate the argument and specific claims in various texts.*

## LET'S TALK! Discussion Questions

TAKING A CLOSER LOOK AT THE BOOK

# “That’s iMpoSSiBLE!”

– Not able to occur, exist, or be done.

1. The first line of the book is: “Is this a joke?” How would you feel about that reaction to something you had worked on?
2. What would you do if you moved from another country and didn’t speak the language? How would that impact your life and job opportunities?
3. What do you know about the shoes you wear? Take a look at your favorite pair or the ones you are wearing. How were they made? Where were they made? What fabrics and materials were used? Where and how could you research to find out this information?
4. Have you ever thought about what it takes to get a patent? What qualifications do you need to become a patented inventor? Can you think of anything you have made or designed that you think should be patented? (See our Dive Deeper section for more about patents!)
5. Jan Matzeliger showed great **ingenuity** and **determination** under tough circumstances and racism. How do you think you would have fared under similar circumstances?
6. Looking at the illustrations in the book, can you name all the tools on the Endpapers? Do you know what they are used for?
7. Why do you think the endpapers are in blue and white?



## LET'S CREATE (AND DO)! Book-Inspired Art

### 1. SHOE DESIGN

Make your own shoe designs from cardboard, paper, or clay.

[THE SNEAKER CHALLENGE!](#)

### 2. LEARN MORE about design and engineering:

The Engineering Design Process - [ENGINEERING FOR KIDS | EFK](#)

Engineering Design Process - [TEACHENGINEERING](#)

### 3. LACING ACTIVITY

Punch holes into a piece of cardboard or use your own sneakers and practice fancy lacing techniques.

Watch this [VIDEO](#) for ideas!

### 4. SOLE ID GAME

Everyone walks through snow, powder, cornstarch, or mud and guesses which person left the mark. Or make it a matching game, where you match shoes to the print.

### 5. SHOE PRINT ART

Use cleaned shoe soles to stamp a design using ink or paint on wrapping paper, butcher paper, or paper shopping bags.

## LET'S CREATE (AND DO)! (continued)

### 6. MAKE A GRAPH

Are you wearing loafers, flats, heels, sneakers, or boots? Make a graph of all the shoes worn by your classmates.

### 7. BRAINSTORM

What are different types of sports shoes? How many can you name? Have you ever tried [SNOWSHOEING](#)? What did you think of it?

### 8. SHOE RUBBINGS

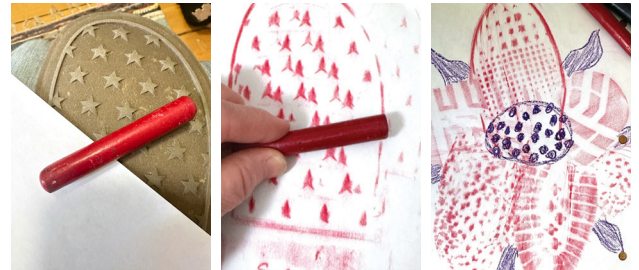
Make a [PICTURE](#) using your shoe print as the base.

### 9. ADVERTISING

Design a poster to advertise for a Maine shoe company, or a shoe company you dream up!

### 10. DREAM SHOE

Design a pair of shoes that can fly, swim, or has another unexpected function! Make a prototype from found materials.



## LET'S DIVE DEEPER! Explore More



Did you know there is an official U.S. Postage stamp with Jan Matzeliger's picture on it?

1. Learn about [SURINAME, SOUTH AMERICA](#), the country where Jan Matzeliger was born.

2. Watch a [VIDEO](#): Jan E. Matzeliger (a freed slave) the Shoe Lasting Machine inventor

**\*\*Content Warning:** This resource contains a racial slur spoken by a white character in a clip from the historical drama film Glory at 00:18, included to illustrate that enslaved soldiers recruited for the Union Army during the American Civil War were not issued shoes. The remainder of this video discusses the significance of Jan Matzeliger's invention in historical context and does not contain sensitive language.\*\*

### ALL ABOUT PATENTS:

- [TEACHING KIDS ABOUT PATENTS](#) | National Inventors Hall of Fame®
- [UNITED STATES PATENT & TRADEMARK OFFICE](#)
- [PATENT PROCESS OVERVIEW](#) | USPTO
- [KIDS & INTELLECTUAL PROPERTY](#): A Teaching Guide for Parents of Kidpreneurs
- [THE NATIONAL INVENTORS HALL OF FAME](#) includes Jan Matzeliger

### THE LASTING MACHINE:

- [HISTORY - THE LASTING MACHINE](#) - Shoegazing.com
- [JAN MATZELIGER & HIS INVENTION OF THE AUTOMATIC SHOE LASTING MACHINE](#) | Because of Them We Can
- [PBS LESSON PLAN](#) on Patenting Inventions

### THE COMPLICATED HISTORY OF THE MOCASSIN: .....

- [INDIGENOUS SHOES](#)



## LET'S DIVE DEEPER! Explore More (continued)

### MAINE SHOE COMPANIES: History & News

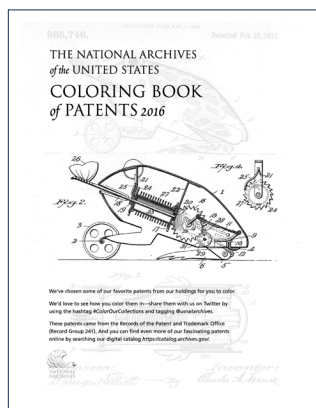
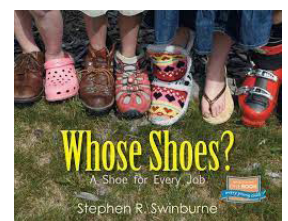
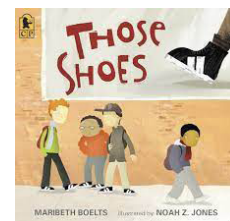
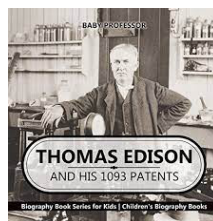
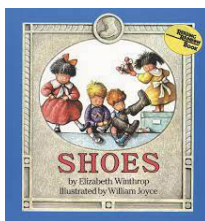
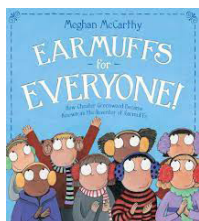
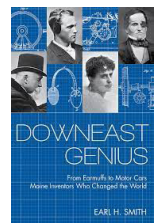
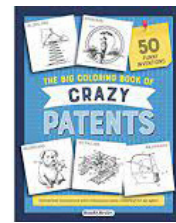
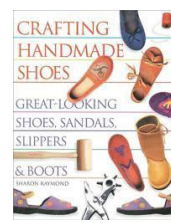
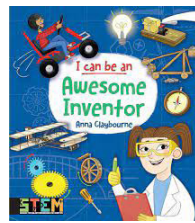
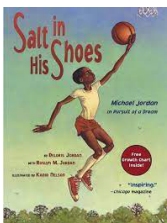
- [LAMEY WELLEHAN](#): A Maine shoe store since 1914

#### Shoe Co list:

- [Maine-Made Shoes](#) – The Maine Mag
- [Maine Sole](#) Our Story
- [Team USA to wear made-in-Maine shoes](#)
- [Rancourt & Company.com](#)
- [Sebago](#)
- [Eastland Shoe](#)
- [Easymocs](#)
- [Quoddy](#)
- [Shoe-town drive-around to find Maine shoemakers](#)
- [Timeline](#) of shoemaking in Lewiston, Maine
- [History of Shoemaking](#)
- [Bass Shoe Historical Document](#)

## LET'S READ MORE!

### Text to Text Connections



### The National Archives of the United States [COLORING BOOK OF PATENTS 2016](#)