

**Lesson Title: The Anatomical Structures of the Foot/The Effects of Foot binding**

**Class and Grade level(s) 9<sup>th</sup> Grade Pre-IB Biology**

**Goals and Objectives: The student will be able to:**

1. Draw and label the anatomical parts of a normal foot and one that was bound
2. Describe five disabilities, deformities, or medical conditions that result from footbinding
3. Identify on a map regions in which footbinding took place
4. Describe the history of footbinding:
  - a. Who was subjected to foot binding and why including the primary class that practiced it most
  - b. Its origin
  - c. Why the practice persisted for over 1000 years
5. Discuss the painful “practices” of “beauty” in other cultures including our own

**Time required/class periods needed:  
Three Block Classes**

**Primary Source Bibliography:**

1. First Hand accounts of foot binding (<http://www.npr.org/templates/story/story.php?storyId=8966942>)
2. Videos (<https://www.youtube.com/watch?v=DTKyAJMIKE> <https://www.youtube.com/watch?v=P56LAPIFgk>)
3. Map of Areas where foot binding took place (<http://individual.utoronto.ca/goldenshoe/originpopularity2.html> )
4. Pictures of Feet and shoes ([https://www.buzzfeed.com/hayleycampbell/lotus-feet?utm\\_term=.su1Ob7w5j9#.xrzA2J3mON](https://www.buzzfeed.com/hayleycampbell/lotus-feet?utm_term=.su1Ob7w5j9#.xrzA2J3mON))
5. Chinese girl with bound feet (<http://anthromuseum.missouri.edu/minigalleries/chineseshoes/intro.shtml>)
6. Chinese Bound Foot (<http://www.kidzworld.com/site/p2142.htm>)

**Other resources used**

1. <http://emedicine.medscape.com/article/1922965-overview>
2. <http://asiasociety.org/countries/traditions/women-traditional-china>
3. Principles of Anatomy and Physiology, 10th Edition by Gerard J. Tortora, Sandra R. Grabowski
4. <http://www.sfmuseum.org/chin/foot.html>
5. Bernadine Z. Paulshock, MD, "Chinese Footbinding", Journal of the American Medical Association, August 12, 1992, Vol.268, No.6: 736.
6. <http://www.csuchico.edu/~cheinz/syllabi/asst001/spring99/wise/>
7. Splendid Slippers: A Thousand Years of Erotic Tradition, by Beverly Jackson The Vanishing Lotus Director(s): Tang Yuen Mei Joani, Fung Wing, Chuen Tely

**Required materials/supplies**

Anatomy Textbook, Diagrams of Normal feet, Copy of Video, Copies of Article.

**Vocabulary:**

Tarsals, Metatarsals, Phalanges, Forefoot, Mid foot, Hind foot, Names of 26 bones, Names of major joint and muscles

**Procedure:****Day 1 (110 mins)**

Assign readings about bones and joints of the foot

Notes on parts of the foot

Share pictures of feet and shoes Share personal stories

Pass out excerpt and discussion questions for the article, "Splendid Slippers: A Thousand Years of Erotic Tradition" by Beverly Jackson

**Video Chinese Foot Binding: The Vanishing Lotus Director(s): Tang Yuen Mei Joani, Fung Wing, Chuen Tely**

Released: 2004

Running Time: 52 min

Format(s): VHS

Language(s): English

**Foot binding:** National Geographic

**Day 2 (110 mins)**

Collect answers to article discussion questions

Class discussion

Library research Time

Students will have one week from Day 2 to research and put footbinding projects together

**Day 3 (110 mins)**

Students will display posters in the classroom.

Students will view posters and collect information from five other students posters

Classroom discussion on information presented on posters

**Assessment/evaluation:**

1. Students will present their finding, diagrams and maps in poster form
2. Students will gather data from other students posters