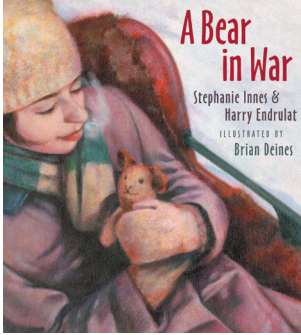


Story Summary



During World War One, a young girl slips her teddy bear into a care package for her father, a medic posted to the trenches of France. Although her father dies in the battle of Passchendaele, his belongings are shipped back to his family, along with the toy bear, which today sits in the Canadian War Museum in Ottawa.

Stephanie Innes coauthored *A Bear in War* and *Bear on the Homefront* using her great-aunt Aileen Rogers' wartime journal, photographs, hundreds of letters, and a stuffed bear named Teddy. Stephanie lives in Tucson, Arizona, where she is the senior medical reporter for the Arizona Daily Star.

Writer and editor **Harry Endrulat** is the coauthor of *A Bear in War* as well as its sequel, *Bear on the Homefront*. Among others, he has also written numerous books for the Max & Ruby series and The Adventures of Franklin and Friends collection. Harry lives with his family in Southern Ontario

Brian Deines is a fine artist and the award-winning illustrator of over 20 children's books, including *A Bear in War*, *Bear on the Homefront*, *The Road to Afghanistan*, and *Adrift at Sea: A Vietnamese Boy's Story of Survival*. *Dragonfly Kites*, part of a trilogy written by Tomson Highway, was shortlisted for the Governor General's Award for illustration and the Ruth & Sylvia Schwartz Children's Book Award. A graduate of the Alberta College of Art, Brian lives in Toronto, Ontario with his wife and daughter.

Nonfiction Picture Book Ages 6+ | ISBN: 978-1-927485-12-5 | Pages: 40

Themes:

World War I, war, Remembrance Day

BISAC Codes

JNF007030 JUVENILE NONFICTION / Biography & Autobiography / Literary

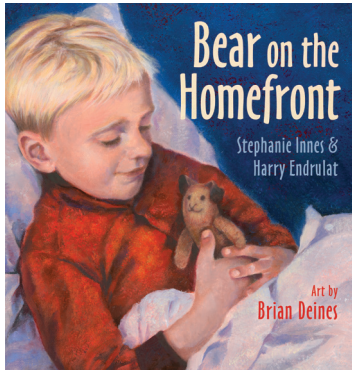
JUV013030 JUVENILE FICTION / Family / Multigenerational

JNF025130 JUVENILE NONFICTION / History / Military & Wars

JNF007030 JUVENILE NONFICTION / Biography & Autobiography / Literary

Reading Level

Fountas & Pinnell: S



Additional Resources

Pair this book with:

Bear on the Homefront by Stephanie Innes & Harry Endrulat

Websites:

Veterans Affairs: Resources for the Classroom

www.veterans.gc.ca/eng/remembrance/information-for/educators

Curriculum Connections

Comprehension skills, Character Education, Social Studies

| Activity/Activity Set | Main Subject Area | Specific Skills and Topics |
|-----------------------|---|---|
| Read-Aloud | Reading Comprehension Social Studies | point of view, elements of a narrative: characters, setting, mapping skills |
| Research | Social Studies | gathering and communicating information |
| Family stories | Social Studies | observing Remembrance Day or Veterans Day |
| Remembrance | Social Studies | observing Remembrance Day or Veterans Day |

Bibliography

<http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf>

<http://www.edu.gov.on.ca/eng/curriculum/elementary/social-studies-history-geography-2018.pdf>

<http://www.edu.gov.on.ca/eng/curriculum/elementary/math18curr.pdf>

<http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf>

The Read-Aloud

Before Reading

Read the cover. Open to the dedication page. Read the dedications. Point out the photo and button and read the explanatory notes about them at the bottom of the adjacent copyright page. Ask: Do you think this story is nonfiction (true) or fiction? Discuss any evidence for each prediction and tell students to mentally check their predictions as the story progresses.

During Reading

First spread: After reading, ask, “Who is telling the story?” If students don’t realize that it’s the teddy speaking, re-read the second sentence with emphasis. Ask, “What do you know about the characters? What do you know about the setting?” [There is a girl, a bear, a mother. The setting is a place in Quebec, called East Farnham. Students outside of Canada may need to be told that Quebec is a province in Canada.]

Second spread: After reading, if students had missed the narrator’s identity on the first page, ask again now. Point out the photo and read the caption. Ask, “What more do you know about the characters and the setting?” [Aileen wears a leg brace. It’s winter in a rural setting. Since they use horses for transportation, does the story take place long ago?]

Third spread: After reading, explain that until about 60 years ago, polio was a common and very serious childhood disease, but since a vaccine was introduced in 1955, it has become very rare.

Fourth Spread: After reading, ask if any of the students set the table at home. Ask if any fetch wood for the stove.

Fifth spread: Read the first sentence. Say, “Think about whether any of these chores are like the ones you do at home,” before reading on. Based on Aileen’s conversation with Teddy, and on the caption under the photo, your students may have predictions about what is coming.

Sixth and seventh spreads: Before reading, suggest students think about which parts of Aileen’s life are similar to theirs and which are different.

Eighth through twelfth spreads: Just read, uninterrupted, but allow some response from students.

Thirteenth spread: After reading, talk about Aileen’s decision to send her favorite toy. Why would she do that? “Teddy thought the socks were to keep him warm. What do you think?” “How do you think the daddy felt when he opened the package and saw his daughter’s teddy?”

Fifteenth spread: This page is difficult to read aloud, and difficult for students to hear. After reading, allow everyone a few moments to grieve.

Sixteenth and seventeenth spreads: After reading, discuss Aileen’s mixed emotions, and the medals awarded to her father.

Final spread: Read and invite discussion.

After Reading

Epilogue: After reading, return to the question “Is this story fiction or nonfiction?” What is meant by the phrase “Inspired by a true story?” Which parts of the story might be true? Which parts might the authors have filled in using their imaginations? [e.g. Teddy’s thoughts and words.] Read the second paragraph on the front cover flap. What would have happened if Roberta had not opened that old briefcase? Why is it important to keep telling and remembering the stories of men and women who have served their country? Read excerpts from the letters found on the endpapers.

On a world map, locate significant places in the book: East Farnham, Montreal, Valcartier, Quebec City, Atlantic Ocean, England, Belgium, France, Passchendaele, Ottawa. Note the distance from the equator and help students understand that these are places with cold winters, and connect that fact to the frozen fields, the need for buffalo blankets, playing in the snow, the need for warm socks in the trenches, etc.

Activity 1: Research

Students will learn about people who served during WWI, WWII, and other wars.

Learning Expectations

Students will:

- gather and organize information from a variety of primary and secondary sources using various technologies
- communicate the results of their inquiries

You Will Need

- A Bear in War*
- world map

How To:

- Talk about the phrase “Lest we forget.” Discuss what we can do so we don’t forget the soldiers who sacrificed so much. Students need to realize these were real people with real families who loved them very much, just like Lieutenant Rogers.
- Visit war memorials and museums in your community. Ask each student to write down the name and (depending on students’ age and skill) some information of at least one soldier commemorated there. Point out that in doing this, they are helping to keep the memory of that soldier alive.
- Back at school, have each student stand before the class and share the soldier’s name (and information, if gathered). They can finish their sharing with the words “Lest we forget.”
- Use online sources to learn and share more stories of men and women who have served. An excellent source is <http://www.veterans.gc.ca/eng/remembrance/those-who-served>, which includes diaries and letters as well as other information.

Activity 2: Family Stories

Students will use primary sources to discover the stories of family and friends, past or present, who gave the gift of military service.

Learning Expectations

Students will:

- gather and organize information from a variety of primary and secondary sources using various technologies
- communicate the results of their inquiries

You Will Need

- photo and information of someone connected to your family who either gave military service or was a child or spouse at home during war time
- “Remembering Stories” blackline master

How To:

- Consider your closest relative or family friend who was or is involved in military service, or who was a child or spouse at home during war time. Find a photograph of them and write a paragraph about their involvement, or their memories of what home life was like during war time. Tell your students that it’s important to keep telling the stories of people who have worked for peace and freedom so that they won’t be forgotten. Show them the photograph and read them the paragraph you have written.
- Tell students they will be finding out about someone among their family or friends who has a story. Keep in mind that even their great-grandparents may have been young children during WWII, so many stories have already been lost. Even if they can learn the name of someone who served, they will have been good detectives.
- Give students copies of the “Remembering Stories” blackline master to take home. Give them about a week to complete the task.
- When students return their completed task, have them tell the person’s story to the class and show the photograph, if available.
- Make a bulletin board display, with a title like “Stories to Remember.” (Display copies of any photographs and return the originals to the families.)

Activity 3: Remembrance

Work with your colleagues to plan and carry out a service of remembrance for those who won our freedom.

Learning Expectations

Students will:

- describe some significant traditions (e.g., special days such as Remembrance Day)
- locate the line of symmetry in a two-dimensional shape (e.g., by paper folding)
- use a variety of materials, tools, and techniques to respond to design challenges (Visual Arts)

You Will Need

- “In Flanders Fields” by John McCrae
- *In Flanders Fields: The Story of the Poem* by John McCrae by Linda Granfield
- *A Poppy is to Remember* by Heather Patterson
- *Bear on the Homefront* by Stephanie Innes and Harry Endrulat
- red, green, and black construction paper, crepe paper and/or tissue paper, scissors, glue

How To:

1. Collaborate with other staff to plan a school Remembrance Service. A wreath-laying ceremony can be a very meaningful component. Ask each class to prepare a wreath and select two students to carry it forward and lay it at the appointed time.
2. Invite parents and caregivers to attend the Remembrance Service. If possible, invite veterans or people currently serving to attend/participate.
3. If your staff has decided that each class will present a poem, reading, or song at the Remembrance Service, select and begin practicing.
4. Read the poem “In Flanders Fields” by John McCrae to the class.
5. Read *In Flanders Fields: The Story of the Poem* by John McCrae by Linda Granfield. Do research to learn more about Lieutenant-Colonel John McCrae.
6. Read *A Poppy is to Remember* by Heather Patterson.
7. Make poppies. Provide a variety of materials, including construction paper, crepe paper, and tissue paper. Show paintings or photos of real poppies and have students use their creativity to produce at least five poppies each. You can reinforce or introduce the math concept of symmetry by demonstrating how to fold a small square twice and then cut a petal shape on the folds. Be sure to refer often to the folds as the “lines of symmetry.” Two red flower shapes, nested, with a smaller black one at the centre, glued together and then “ruffled” with the fingers, makes a beautiful, full poppy with a windblown look.
8. Make a poppy wreath. One way is as follows: Cut a large (18”–24”) circle from sturdy cardboard or foam board. A useful tool for drawing large circles is a compass made from a pencil tied to a string. Hold one end of the string firmly to the center of the cardboard while holding the pencil (with the string taut) in the other hand to draw the circle. Draw a second circle 6” inside the large one and cut out so that you have a ring or wreath shape. Attach the students’ poppies to this. Overlap and pack as tightly as possible so the wreath is very full. Make some extra poppies and some greenery yourself to fill in any gaps.
9. *A Bear in War* was set during WWI. Begin to learn about WWII and other wars as well. Read *Bear on the Homefront* by Stephanie Innes and Harry Endrulat. Discuss what it might have been like for people, like Aileen, who experienced two world wars in their lifetime.
10. Many lesson plans for other meaningful classroom activities can be found at <http://www.veterans.gc.ca/eng/remembrance/information-for/educators>.
11. Talk to your students about the importance of being very, very quiet and respectful during the Remembrance Service. Very young children may not have been to such a solemn ceremony before. Ask them to recall if they have ever attended a wedding, funeral, graduation, or worship service and share what that was like. Explain how this service will be similar and different.
12. Give your students a poppy or poppy sticker to wear to the Remembrance Service.



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Remembering Stories

In class, we have been reading the stories of some people who served our country during war. Because it is so important to keep stories like these alive, we are asking students to find out if their family or friends have military or wartime stories to tell.

Students are encouraged to ask:

- parents
- grandparents
- other relatives
- friends
- neighbors
- military personnel

If no living person in the student's circle of acquaintances has any information, students are encouraged to do additional research to learn the story of a related or unrelated person. For example, the student might learn about a person who served in a recent conflict such as the one in Afghanistan. Students could use the

- library
- internet

Many types of stories/information are welcome, including but not limited to:

- the name, rank, battalion, etc. of someone who served in armed conflict, peacekeeping, or other military service, and where they served; the relationship to the student
- duties or stories of what the person experienced during their military service
- memories of what it was like to be a child at home during wartime, where the person lived at the time of the war, whether there were rations, air raids, a parent away, or the child was sent away to a safer place, etc.
- information about where the person or their ancestors lived at a time of war. For example, if they lived in Europe during WWII, how did the war affect their life?
- a story about coming to North America as a "war bride."
- a story about being a refugee
- the story of how someone decided to serve in the military and what their job is like now

When presenting to the class, the student may:

- read or tell the story/information
- show a picture of the person or their artifacts and tell about it
- invite the person whose story it is to visit the class and tell their story (contact the teacher to make arrangements for this)

Due Date: Please be ready to present by: _____