

"Bear and Fred: A World War II Story"

With Primary Sources

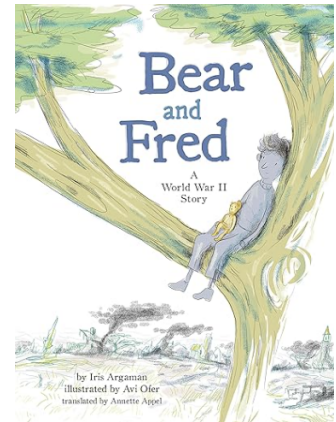
Subject:	History and Social Sciences, Language Arts
Grade Level:	Kindergarten
Topic:	The Civil Rights Movement in Virginia; Brown vs the Board of Education
Objective:	Students will understand the main events of the story, the historical context of World War II, and the importance of friendship and resilience during difficult times using primary resources.
VA SOL:	Reading K.9: The student will demonstrate comprehension of fictional texts. A. Retell familiar stories, using beginning, middle, and end. B. Discuss characters, setting, and events. History and Social Science K.1: The student will recognize that history describes events and people of other times and places by: A. Identifying examples of past events in legends, stories, and historical accounts. C. Discussing the concepts of long ago and far away.
Materials:	" Bear and Fred: A World War II Story " book by Iris Argaman Chart paper and markers Crayons, paper, and drawing materials Printed pictures of the book's characters and settings Primary resources (e.g., photographs from World War II, letters from soldiers, historical artifacts; Appendix A and B included as example of primary sources - more photographs and sources available at www.loc.gov)

Introduction (15 minutes)

- Welcome and Circle Time:**
 - o Gather students in a circle.
 - o Introduce the book "Bear and Fred: A World War II Story" and show the cover.
 - o Briefly explain that the story takes place during World War II, a long time ago.
 - Activate Prior Knowledge:**
 - o Ask students if they have any favorite toys or stuffed animals and how they feel about them.
 - o Discuss how toys can be very special and can even be a part of important stories.
 - Introducing Primary Resources:**
 - o Show students photographs from World War II and explain that these pictures were taken during the time the story is set.
 - o Display letters from soldiers or other historical artifacts and briefly explain their significance.
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Read-Aloud (20 minutes)

1. **Reading the Story:**
 - o Read "Bear and Fred: A World War II Story" aloud to the students.
 - o Pause occasionally to show pictures and ask predictive questions like, "What do you think will happen next?"
2. **Discussion:**
 - o After reading, discuss the main events of the story.
 - o Ask students to identify the main characters (Bear and Fred), the setting (World War II, a long time ago), and the key events (Fred and Bear's journey and how they helped each other).



Activity (25 minutes)

1. **Story Retelling with Primary Resources:**
 - o Divide students into small groups.
 - o Provide each group with printed pictures of the book's characters, settings, and primary resources.
 - o Ask students to work together to retell the story using the pictures and resources, focusing on the beginning, middle, and end.
2. **Art Activity:**
 - o Provide drawing materials and paper.
 - o Ask students to draw their favorite part of the story or a picture of Bear and Fred.
 - o Encourage students to incorporate elements from the primary resources (e.g., drawing a scene with historical details).

Conclusion (10 minutes)

1. **Review and Reflect:**
 - o Gather students back in a circle.
 - o Review the main points of the story and the importance of friendship and resilience.
 - o Discuss how even in difficult times, people and their special toys can help each other.
2. **Connecting to Primary Resources:**
 - o Revisit the primary resources and discuss how they help us understand the story better.
 - o Explain that these resources are like pieces of a puzzle that show us what life was like during World War II.
3. **Closing Activity:**
 - o Sing a song related to friendship or resilience (e.g., "You've Got a Friend in Me").

- o Thank the students for their participation and praise their efforts in retelling the story and creating artwork.
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Assessment:

- **Informal Assessment:**
 - o Observe students' participation during the discussion and story retelling.
 - o Assess students' understanding of the story through their drawings and explanations.
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Extension:

- **Home Connection:**
 - o Send a note home with students encouraging them to share the story and the primary resources with their families and talk about a special toy or stuffed animal they have.
 - **Classroom Display:**
 - o Create a bulletin board with the students' drawings and a summary of "Bear and Fred: A World War II Story" to reinforce the lesson and allow students to revisit their work.
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This lesson plan aligns with the Virginia Standards of Learning, incorporates primary resources, and provides a comprehensive approach to teaching kindergarten students about history, friendship, and resilience through a meaningful and engaging story.

Lesson Created by Kim Morris, Roanoke City Public Schools

Appendix A

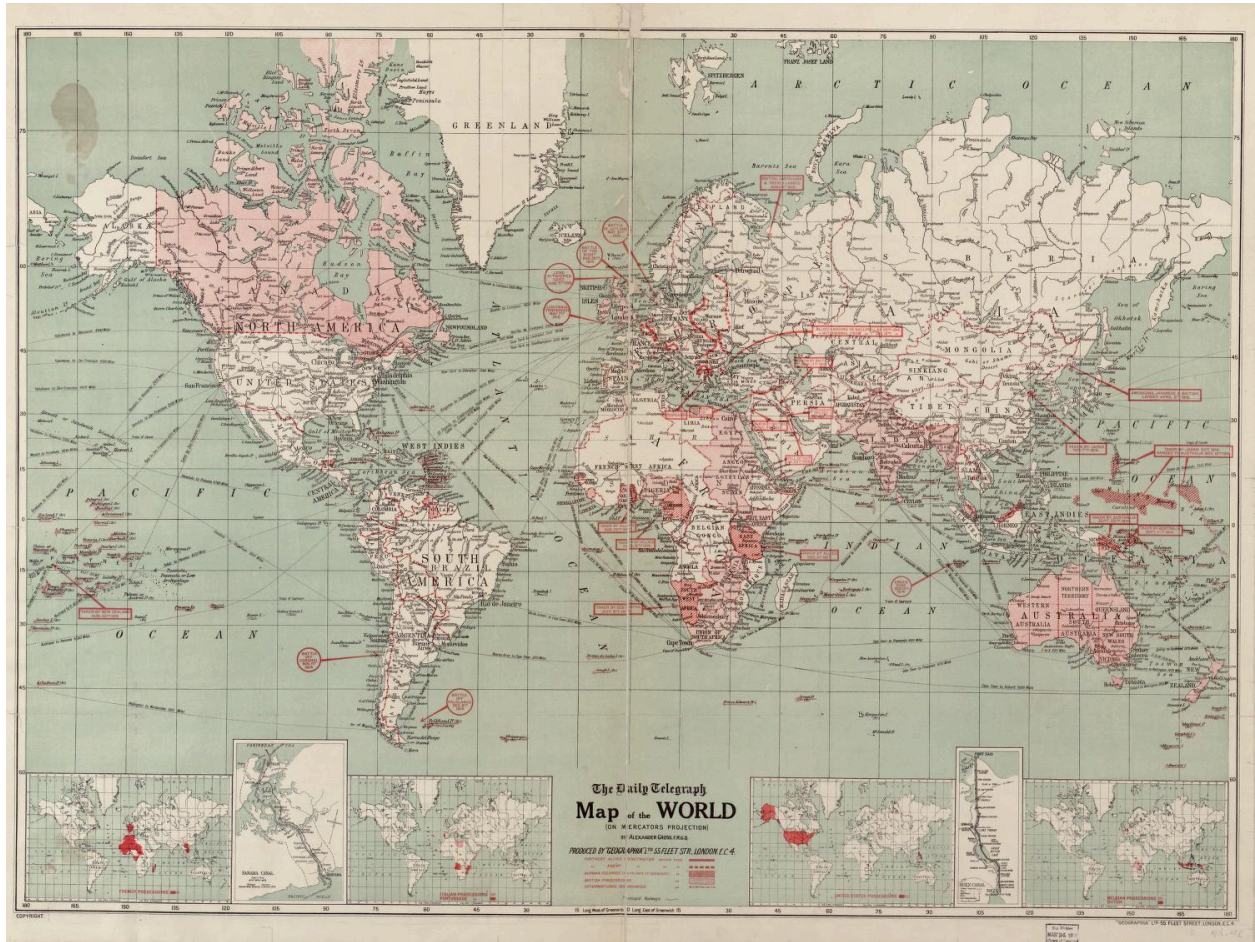


Image retrieved from <https://www.loc.gov/resource/g4203hm.gla00044/?sp=30>

Appendix B

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There's a mission today --- you're scheduled to fly..
So you wait by the ship and look at the sky,
It's cloudy up there and the wind starts to blow..
But the mission's not scrubbed--- get in and go.

Your nerves are on edge, you cuss and you sweat,
If this damn ship flies, you sure lose your bet.
But the ship takes off and you settle down,
Cast a longing glance at that lovely ground.

Well, the ship will fly, while the engines run,
So you take your post at your trusty gun,
And check to see if it's working right,
If the round is short or the head space tight.

You check your chute and try your phone,
It doesn't work and you heave a groan..
You struggle and test with the blasted thing,
And it's finally fixed, for you hear it ring.

You call the pilot and tell him you're set.
And the radioman breaks in on the set,
The rest of the ^{crew} all check in turn
Except in the nose, they never will learn!

You've joined the squadron and joined the group
And the vapor trails are as thick as soup.
Your breath comes short so you check your hose---
And cuss like hell cause the damned thing's froze.

You clean the ice and breathe again,
It's the life for the birds but not for men.
Your face is cold and your mask is too tight,
So you pull it off and fix it right.

You're climbing fast as you look behind
To see if the the squadron's all in line.
The formation looks good, it's staying tight,
So you figure everything's going right.

The hours pass slowly till you're almost there,
Your eyes smart and burn from the ceaseless glare,
From a sun thats as cold as chunk of ice-
For the temperature is far from nice.

Poem retrieved from:

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