

*A Common Core State
Standards-Aligned
Discussion & Activity Guide for
Grades 4 to 8*

More Than Marmalade: Michael Bond and the Story of Paddington Bear

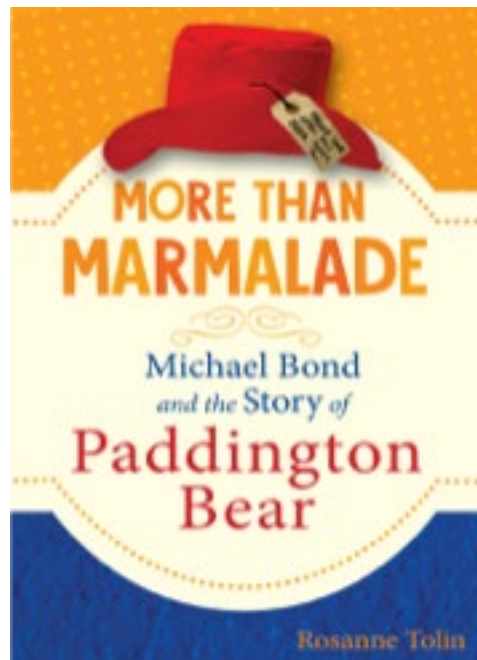
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Written by Rosanne Tolin
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Michael Bond never intended to write for children. When he dashed off A Bear Called Paddington, he poured his personal feelings about current events of his time into the story of a bear who tries very, very hard to do things right. The incredible story of More than Marmalade: Michael Bond and the Story of Paddington Bear—the first biography about the beloved series' famously humble writer—reveals how world history, Bond's life, and cultural struggles to integrate immigrants and refugees were embedded in Paddington's creation. Michael Bond was not a model student as a child, but his perseverance and persistence led him to unfathomable success as an author.

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Post-Reading Discussion

Chapter One—Trains, Books, and Bears:

- The chapter begins with Michael admiring the *Cornish Riviera Express*, one of the largest trains operating on the Great Western Railway. The author states that Michael had a lifetime fascination for trains. Consider how his passion for trains helped to prepare him to create the character of Paddington Bear.
- Michael’s mother was an avid reader. In what ways do you think her love for books influenced Michael? Explain your answer.
- As a child, Michael loved animals. Caring for his pets gave him great pleasure. Discuss how his childhood affection for animals might have inspired him to write books about a loveable bear.

Chapter Two—Mishaps and Mischief:

- In school, Michael was well known for having a clever sense of humor. Consider how his desire to keep people laughing could be problematic in the classroom, but also a benefit, by fueling his desire to be a writer.
- Michael’s father felt spending time with his child was a “gift”. Discuss what he meant by this.

Chapter Three—The World at War:

- The word *refugee* is defined as a displaced, homeless, and oppressed person. The refugee children Michael saw at the train station made a lasting impression on him. Explore how witnessing the hardship refugees endured served as inspiration for Paddington Bear’s character.
- Being that he was born and raised in Britain, Michael had many first-hand experiences with the devastation and heartache of war in the 1940’s. Discuss how witnessing such tragedies had an impact on him as a youngster and, later, as a writer.
- Remarkably, a number of the immigrant children transferred on the Kindertransport grew to become successful in adulthood. Predict why this is so. Where did these children find support for their goals?
- Though Michael was only an average student, he also found great success as an adult. Why do you think so many people who saw or felt the hardships of war expressed themselves in new, artistic ways?



Chapter Four—Unbreakable:

- Explain Michael’s resistance to attending Presentation College. What would he miss out on when he was gone? Did he gain anything by attending?
- Explore how Michael’s technical abilities working with transmitters and radios benefitted both himself and others.
- Discuss ways that Michael was, once again, affected by the horrors of war. Tell how these experiences colored his creative abilities later in life.

Chapter Five—Voyages of Adventure:

- It seems that notions of travel and adventure defined much of Michael’s life as a young adult. Identify the influential places and events he experienced up to this point in the story.
- Consider the small stuffed bear his girlfriend gave to him before traveling overseas. Examine how the gift was not only a going-away present, but a foreshadowing of things to come.

Chapter Six—A Lonely Bear:

- Consider how Michael’s purchase of a toy bear from a department store changed the world—that a small, thoughtful act could alter the course of a man’s life, as well as generations of adoring readers. Discuss how Michael’s prior experiences prepared him for this moment.
- While Michael was struggling with his writing career, his Paddington Bear served as a source of support and encouragement. Who or what encourages you after a difficult day? Do you think a stuffed animal can be as comforting as the people—or perhaps pets—in your life? Why or why not?

Chapter Seven—All About Paddington:

- A *muse* is a person or thing that is the source of inspiration for a creative artist. Do you think that Michael’s toy Paddington Bear served as a muse for his writing? Explain your answer.
- The word *persistence* means determined, steady, and resolute. Examine how Michael’s journey to publication required persistence.



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Chapter Eight–Life with Paddington:

- Find examples of how the character of Paddington Bear became a familiar part of people’s lives.
- Why did so many children considered Paddington to be real?
- Discuss the symptoms of “Paddington fever”. How did it begin? Was/is it curable? Why or why not?

Chapter Nine–Paddington Bear Rescues Mr. Bond:

- Explore how Michael’s guiding Paddington Bear through his troubles helped him learn to cope with his own woes.
- While struggling with the heavy burden of stress and obligations, with regard to Paddington, Michael remained determined not to “let him down”. Explain what Michael meant by this statement.
- Tell why Michael stated that it is important for a writer to believe in his character.
- Michael said that he wouldn’t mind being Paddington. How about you? Would you like to be Paddington Bear? Explain your answer.

Chapter Ten–Paddington Lives On:

- In this chapter, Michael mentioned that he wrote every single day. Imagine what creating a life for a beloved character on a daily basis might be like. Make a connection between Michael’s diligence and commitment to writing and Paddington’s remarkable impact on the world.
- Discuss how a polite and curious character such as Paddington Bear became a star in the movies, in the night sky, and in the hearts of readers all over the world. How did that happen? Do you think Paddington’s popularity will continue, even after the passing of Michael Bond? Why or why not? _____



Vertical Puzzle

Instructions: Use the clues listed below the solve the puzzle.

1. P _____
2. _____ A _____
3. _____ D _____
4. _____ D _____
5. _____ I _____
6. _____ N _____
7. G _____
8. T _____
9. _____ O _____
10. _____ N _____

- Not in his wildest dreams had Michael imagined that Paddington would be so _____.
- As a child, Michael enjoyed letting his pet _____ roam free in his bedroom.
- The name of the shop on Oxford Street, near Paddington Stations, where Michael purchased a lonely-looking toy bear.
- Paddington's favorite type of sandwich.
- The _____ committed unspeakable war crimes.
- The name of the type of tall rubber boots Paddington wears.
- Nazi soldiers forced Jewish people to live in _____.
- Paddington became a _____ when he sailed from Africa to London tucked away in a ship's lifeboat.
- As a child, one of Michael's teachers sent a note home stating that he suffered from a great sense of _____.
- The name of a popular game Michael played as a child.



Vertical Puzzle Answers

Instructions: Use the clues listed below to solve the puzzle.

1. P o p u l a r
2. g u i n e A p i g s
3. s e l f r i D g e s
4. m a r m a l a D e
5. N a z i s
6. w e l l i N g t o n s
7. G h e t t o s
8. s T o w a w a y
9. h u m O r
10. c o N k e r s

1. Not in his wildest dreams had Michael imagined that Paddington would be so _____.
2. As a child, Michael enjoyed letting his pet _____ roam free in his bedroom.
3. The name of the shop on Oxford Street, near Paddington Stations, where Michael purchased a lonely-looking toy bear.
4. Paddington's favorite type of sandwich.
5. The _____ committed unspeakable war crimes.
6. The name of the type of tall rubber boots Paddington wears.
7. Nazi soldiers forced Jewish people to live in _____.
8. Paddington became a _____ when he sailed from Africa to London tucked away in a ship's lifeboat.
9. As a child, one of Michael's teachers sent a note home stating that he suffered from a great sense of _____.
10. The name of a popular game Michael played as a child.



A Timeline of Key Events

Objective: To analyze the significance of key historical events.

Materials:

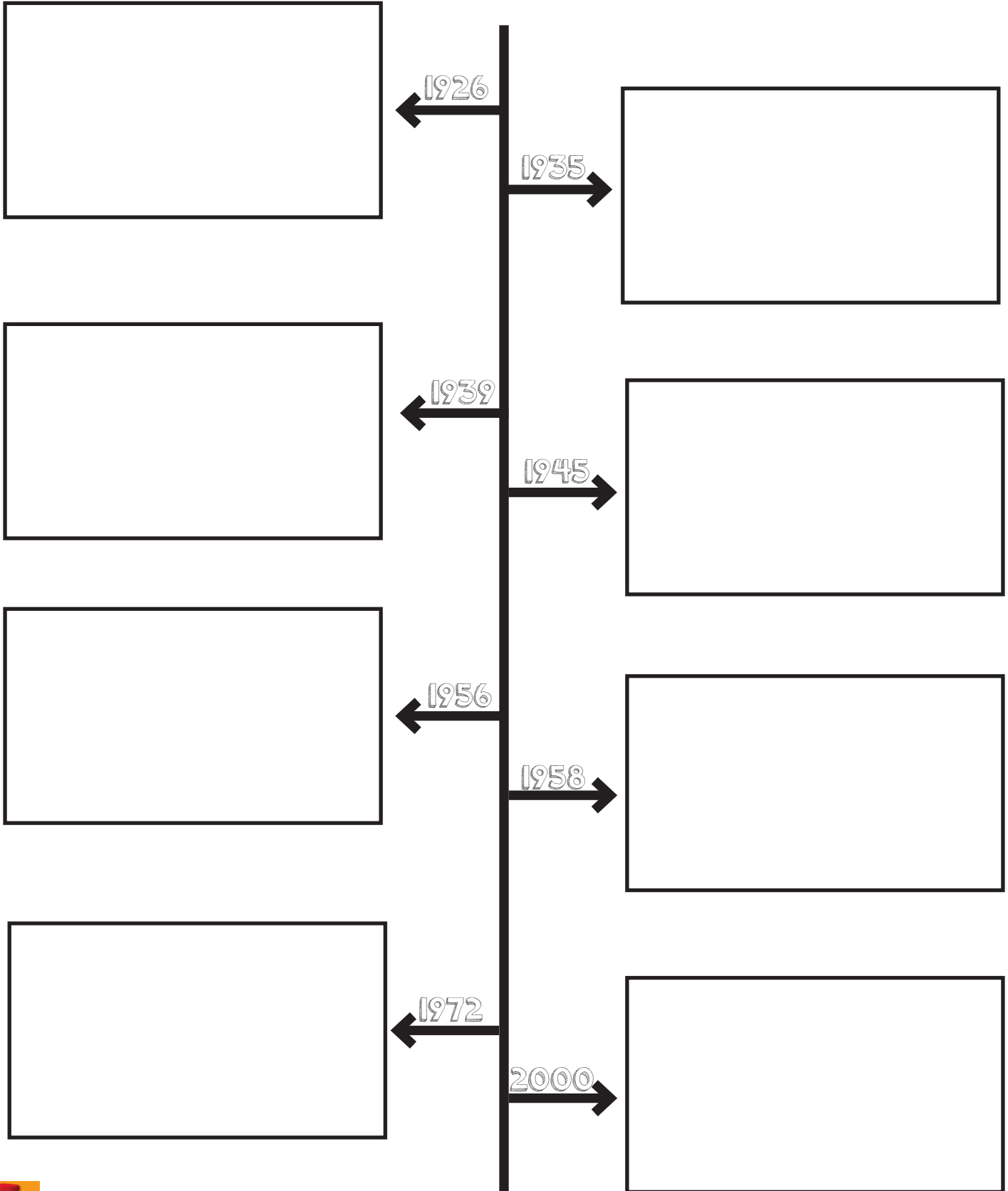
- *More than Marmalade: Michael Bond and the Story of Paddington Bear*, the book
- The Timeline Template (Guide, pg. 9)
- The Timeline Cards (Guide, pg. 10)
- The Citation & Analysis Template (Guide, pg. 11)
- A Timeline of Key Events: Answers (Guide, pg. 12)
- Scissors
- Tape

Procedure:

- Print one copy of the **Timeline Template**, **Timeline Cards** and the **Citation & Analysis Template**.
- Use scissors to trim around the borders of the **Timeline Cards**.
- Using *More than Marmalade: Michael Bond and the Story of Paddington Bear*, the book, as reference, match the **Timeline Card** in the corresponding year that the event occurred. Use the **Timeline of the Days & Times of Michael Bond: Answers** guide to verify matches.
- Instruct students to choose one event topic that they would like to explore more deeply. Have them use tape to secure its **Timeline Card** in the space provided on the **The Citation & Analysis Template**.
- Using the **Citation & Analysis Template** as a guide, instruct students to:
 - ~ Cite the pages in which the event is referenced in the book.
 - ~ Research the topic. Make notes in the space provided on the template.
 - ~ Describe the event using their own words in the space provided.
 - ~ Explain how the event had a lasting effect on Michael Bond in the space provided.
 - ~ Discuss how the event had a lasting effect on the world in the space provided.
- Instruct students to use their analysis to write an essay and share their work with the class.



The Timeline Template



The Timeline Cards

World War II ended.

The Nuremberg Laws, designed by Adolph Hitler and approved by the Nazi Party were passed.

World War II began.

A bronze statue of Paddington Bear is placed at Paddington Station.

Michael purchased a toy bear at Selfridges on Oxford Street close to Paddington Station.

The first book about Paddington Bear was published.

Michael Bond was born in Berkshire, England.

Gabrielle Designs, a toy company, expressed interest in creating a stuffed animal.



The Citation & Analysis Template

secure Chosen
Card here

Citation:



Additional Research Notes



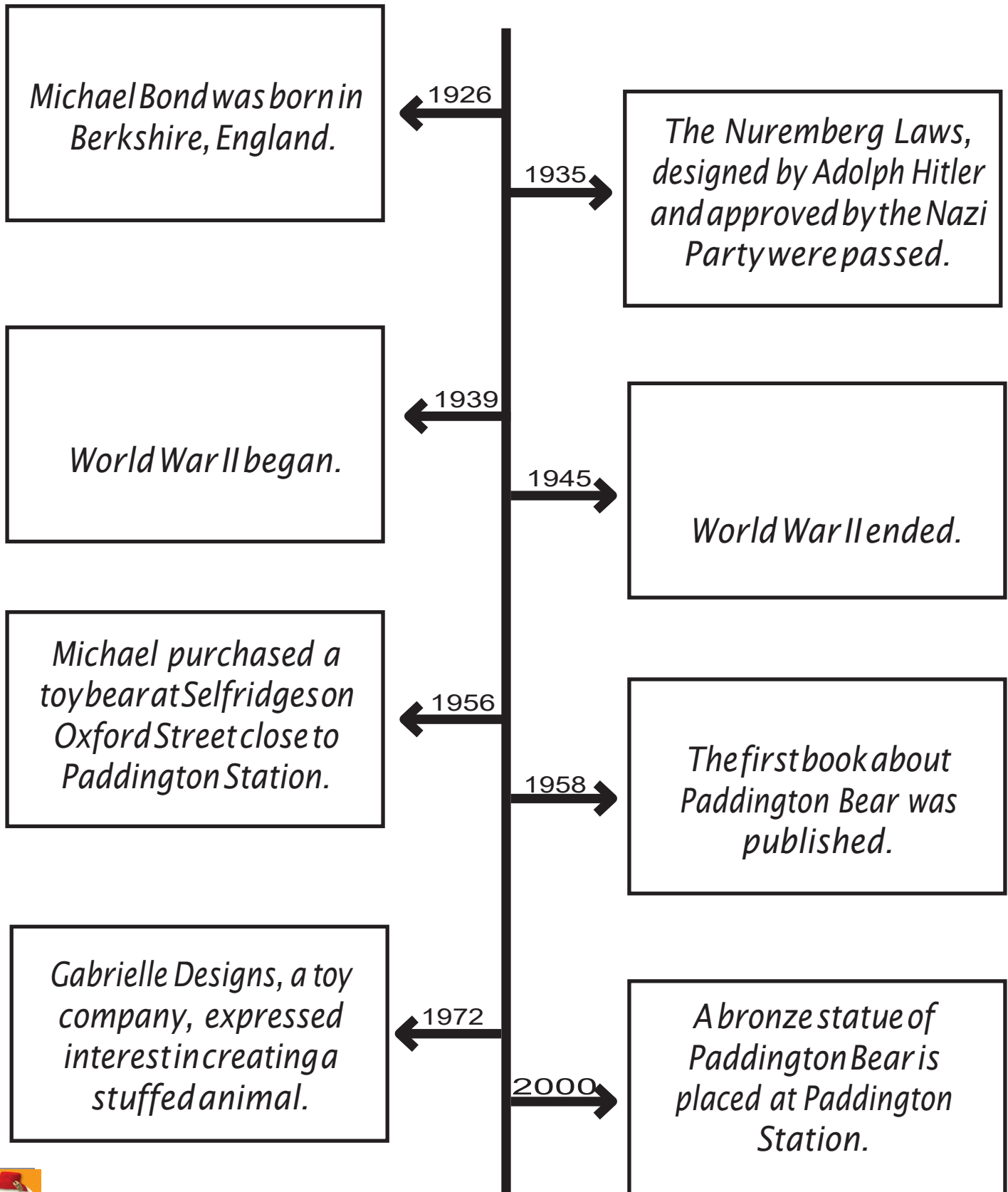
Describe the Event

*Describe the Impact on
Michael Bond*

*Describe the Impact
on the World*



A Timeline of Key Events: Answers



Historical References Of & For Paddington Bear

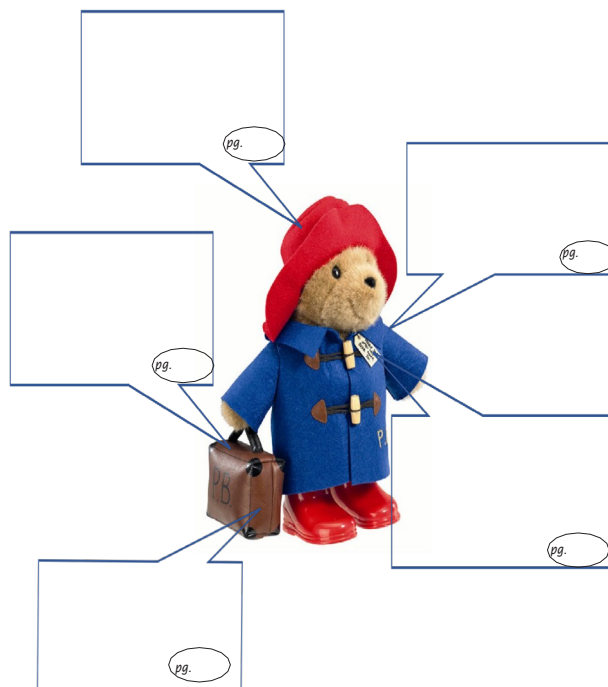
Objective: To analyze and integrate central ideas of the text by summarizing key details and themes as they relate to a primary aspect of the story.

Materials:

- *More than Marmalade: Michael Bond and the Story of Paddington Bear*, the book
- The Meet Paddington Bear template (Guide, pg. 14)
- Pencil

Procedure:

- Print and distribute copies of the **Meet Paddington Bear** template to the students.
- Identify the aspects of Paddington's outfit designated by the arrows. Discuss how each item relates to the story.
 - ~ Explain how each item represents Michael's life experiences.
 - ~ Consider how each item symbolizes Paddington's character traits.
 - ~ Describe how each item reflects how and why Paddington Bear became one of the most popular and beloved characters of all time.
- Cite pages in the book that reference where and when each item was mentioned in the ovals provided in each label.
- Encourage students to use their descriptions to introduce Paddington to the class. Instruct them to describe their interpretation of relevance of each of the items featured in the template.
- Have students choose one aspect of Paddington's outfit and write a short essay expressing a personal connection with the endearing bear.



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Meet Paddington Bear

Tell how each item labeled in the image of Paddington Bear below connects with the story. Cite references from the book for each item featured in the ovals located in each label.

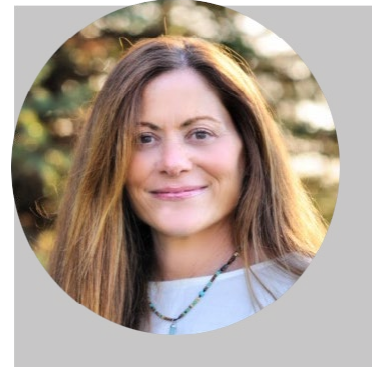
Diagram illustrating the connection of items from the image of Paddington Bear to the story. The items are labeled with 'pg.' and connected to empty boxes for writing.

- Top-left callout box: pg.
- Top-right callout box: pg.
- Middle-left callout box: pg.
- Bottom-right callout box: pg.
- Bottom-left callout box: pg.



Meet the Author: Rosanne Tolin

During her 20-year career, Rosanne has held several editorial positions including managing editor of Guideposts for Kids magazine and Guideposts for Kids website, media blogger for the Jewish Federation of St. Louis, project manager of Doorposts – a biannual publication for educators – and staff features writer for The Times Newspaper of Northwest Indiana. Her work has garnered multiple awards from respected organizations such as the Educational Publishers Association, Parents Guide, and the American Library Association.



A graduate of Indiana University and Chicago-Kent School of Law, Rosanne is also a mom of four fantastic kids (seven if you include two slobbery dogs and a horse). During the past decade, she's spent her spare time cheering her children from the sidelines of the football and soccer fields, the track, the wrestling mat, and the pool deck! While she can run a decent 5K and is contemplating a second marathon, Rosanne is just as happy curled up with a good book, her bullmastiff and Golden Retriever, and a steaming mug of coffee.

Tell us about the inspiration for the book.

I've always said that if I wasn't a writer—and trained as a lawyer—that I'd either be a veterinarian or a librarian. The latter is a profession centered on research, which I enjoy (almost!) as much as writing! So, when I stumbled across a short article three years ago, about author Michael Bond's inspiration for Paddington Bear, it intrigued me from a historical sense—but also because the storybook bear has a message of tolerance that I felt would really resonate in the here and now. I wanted (needed) to know more. Once I realized the real story behind Paddington was little known, I knew I had to share it with young readers...all readers!

What aspect of Michael Bond's life do you find to be most intriguing?

What intrigues me most about Michael's life is the contrast between his somewhat idyllic upbringing early on, before he attended preparatory school, and the world around him—which was really in a state of complete turmoil. At a certain point, even Michael couldn't be insulated. He viewed the bridge between hatred and peace to be simple acts of kindness. Having had his own share of bad luck, Paddington was often the recipient of kindness. In turn, he brought happiness to so many others.



Discuss how Michael’s sense of humor guided his life’s accomplishments.

Michael’s sense of humor was both ever-present and self-deprecating. It was a characteristic that kept him determined, even though he didn’t have much early success. I suspect his quick wit occasionally got him out of trouble, too! His ability to not take things too seriously allowed Michael to move past rejection quickly. As most writers know, that’s imperative!

Michael was doggedly persistent in his quest for publication. Have you had to be equally persistent in your writing career?

Michael knew from the time he was 20 that he wanted to be a writer. While I may not have persisted quite as long as Michael, I too loved crafting poems and stories from a young age. But it wasn’t until I realized that, although I enjoyed studying law, the legal profession wasn’t nearly as much fun for me as writing was. So, I took the more impractical turn, and went to work for a newspaper full-time. From there, I took a job as a managing editor for a kids magazine, and it was then I uncovered my dream of one day writing children’s books. It took me about ten years of writing, revising, submitting to agents, and then publishers, to move the needle—but here we are now!

What aspect of Paddington Bear’s character do you relate to? Why?

I think I relate most to Paddington’s curiosity. Paddington is inquisitive about people and unfamiliar things he encounters. Almost all of us have new experiences on a weekly basis; we should never be ashamed if we slip up on our first or third attempt to master a new skill. Life is about learning. Like Paddington, I have plenty of questions—and I like to seek my own answers—but I also consult wiser people, too. It’s okay to know that you don’t know. But it’s not okay to do nothing about it. Put yourself in uncomfortable situations, around people who look different from you and challenge your line of thinking. What you’ll ultimately gain in self-discovery may be exhilarating!



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Common Core State Standards Alignment

		Discussion	Puzzle	Timeline	References	Meet the Author
English Language Arts Standards » Reading: Informational Text						
CCSS.ELA-Literacy.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	●	●	●	●	
CCSS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text	●	●	●	●	
CCSS.ELA-Literacy.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	●	●	●	●	
CCSS.ELA-Literacy.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.		●	●	●	
CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●	●
CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	●	●	●	●	
CCSS.ELA-Literacy.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	●	●	●	●	
CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			●	●	
CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	●	●			
CCSS.ELA-Literacy.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	●	●	●	●	
CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			●	●	
CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			●	●	
English Language Arts Standards » Writing						
CCSS.ELA-Literacy.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			●	●	
CCSS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			●	●	
CCSS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.			●	●	
CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			●	●	
CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			●	●	
CCSS.ELA-Literacy.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			●	●	
CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			●	●	
CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			●	●	



		Discussion	Puzzle	Timeline	References	Meet the Author
English Language Arts Standards » Writing (cont.)						
CCSS.ELA-Literacy.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			●	●	
CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			●	●	
CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			●	●	
CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			●	●	
English Language Arts Standards » Speaking & Listening						
CCSS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	●				
CCSS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			●	●	
CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	●				
CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	●	●	●	●	
CCSS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			●	●	
CCSS.ELA-Literacy.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	●				
CCSS.ELA-Literacy.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		●	●	●	
CCSS.ELA-Literacy.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		●	●	●	
CCSS.ELA-Literacy.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	●				
CCSS.ELA-Literacy.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		●	●	●	
CCSS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	●				
CCSS.ELA-Literacy.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.			●	●	



English Language Arts Standards » History/Social Studies		Discussion	Puzzle	Timeline	References	Meet the Author
CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.	●		●	●	
CCSS.ELA-Literacy.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	●	●	●	●	
CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.		●	●	●	

