

Archie and the Bear

By Zanni Louise & Illustrated by David Mackintosh

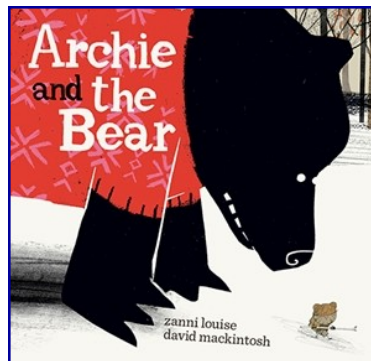
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Archie has something to say, but no one is listening. So Archie leaves home... and discovers someone else with something to say. And because they both know how that feels, they both listen.

This is a quirky story about being who you are (even when you're not), by Zanni Louise and with illustrations by the inimitably wonderful David Mackintosh.



Teacher notes have been based on those supplied by the publisher. A full version is available on our website.

Themes:

- Acceptance
- Imagination
- New friendships

Discussion Questions:

- Zanni Louise has written a delightful, quirky story about a boy who insists he is a bear and a bear who insists he is a boy. Discuss how the story is both real and not real.
- Illustrations in picture books often tell us more about the story than the words do. Choose a page from *Archie and the Bear* and describe what the picture is telling us about Archie and the bear's friendship and their journey together. What are your favourite activities to do with your friends?
- On a deeper level, *Archie and the Bear* is about children's feelings of frustration when they feel no-one is taking them seriously. Why is Archie so upset at the beginning of the story? Why is his friendship with the bear so important?
- The story ends with Archie and the bear realising they both like warm quilts and a warm fire. Discuss the theme of acceptance that runs throughout the story.

Activities:

- Read *Archie and the Bear* closely and find all the ways where Archie is shown to be a 'bear' and the bear is shown to be a 'boy'. What techniques have the author and illustrator used to do this?
- Archie and the bear accept each other's make-believe identities. Have your class use their imaginations to come up with their own different identities. Encourage your students to share their different identities with classmates and to 'wear' them all day.
- David Mackintosh contrasts Archie and the bear through his illustrations. Following on from the activity above, have your class draw two self-portraits: the first as they are when they look in the mirror, and the second as their make-believe identity. How are the two portraits different, and why?