An illustration of a young girl with dark hair in two buns, wearing a light purple long-sleeved top and pants, sitting on a wooden floor reading a book. She is propped up on her left hand. Behind her is a large arched window with red curtains, looking out onto a stylized blue and white castle landscape. To her right, there are several stacks of books. The overall color palette is dominated by shades of purple, pink, and blue.

USING YOUNG ADULT GRAPHIC NOVELS IN YOUR CLASSROOM

A Common Core Teacher's Guide

Making the Case for *Graphic Novels* in the Classroom

The fact is that your students are probably already reading graphic novels and have not told you because they worry, as you might, that sequential art is not “real” reading. Nothing could be further from the truth.

Educators have published a number of studies in peer-reviewed scholarly journals which offer specific data to prove that students benefit from the use of comics in their educational journey. Two such teachers are Dr. Nancy Frey and Dr. Douglas Fisher, who noticed that their students were reading manga, a Japanese comic format. When they investigated these books, their eyes were opened to a whole new world of reading that was already embraced by their pupils. In their article “Using Graphic Novels, Anime, and the Internet in an Urban High School,” they write:

We now realize the power they [graphic novels] have for engaging students in authentic writing. These forms of popular culture provided a visual vocabulary of sorts for scaffolding writing techniques, particularly dialogue, tone, and mood.

They saw that this type of storytelling had the power to help teach and reinforce the skills needed for the success of their students in the literacy-centered classroom. We invite you to do the same and to pass this knowledge on to your department chairs and administrators. If you are ready to bring these wonderful texts to your classroom, remember that you are not alone. The scholarship and the hundreds of teachers nationwide who have already effectively implemented graphic novels in their own classrooms will have your back.

The Range of *Graphic Novels*

Whether you’ve taught a graphic novel or not, there’s no need to worry. Here are five insights to help you either start teaching graphic novels or jump-start your own preexisting lesson ideas . . .

1. **Art Analysis**—The artwork and images in a graphic novel tell the story in a way that is similar to the function of text in traditional novels, and it is essential that readers know to pay equal attention to the art and images.
2. **Text Analysis**—The text in a graphic novel is like the text in a traditional novel and works with the art and images to tell the story. The text and the artwork are co-stars of the story. As in a traditional prose novel, it is important for students to understand the text in a graphic novel. Graphic novels rely on all of the same textual features found in traditional prose novels, like similes and metaphors, grammar and mechanics, tone and style, point of view and narration, and so forth.
3. **Elements of Story**—Graphic novels adopt all of the elements of story found in traditional literary novels, including but not limited to deep explorations of character, setting, theme, and plot. The key is for readers to look for each element of story in both the words and the artwork in graphic novels.
4. **Familiar Genres**—Graphic novels can be found in all the genres typically found in traditional literature. History, mystery, biography and autobiography, fantasy, science fiction, adventure, and coming-of-age are just some of the typical graphic novel genres.

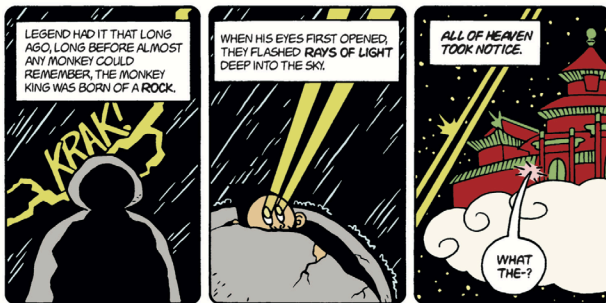
5. **Pair with Traditional Literature**—Because graphic novels operate on a literary level, they are easily paired with traditional literature, especially when the themes or plots of the two texts are similar.

With these five insights in mind, let's discuss how First Second's young adult graphic novels can offer educators an extremely wide range of teaching potential, from categorical labels and genres that are familiar (like mystery, science fiction, historical fiction and nonfiction, biography and autobiography, etc.) to content area relevancy and loaded lesson plan potential. First Second graphic novels provide an ever-growing spectrum of high-quality, literary-level texts. For your teaching convenience, this teacher's guide presents recommendations and content for individual titles.

Basic Graphic Novel Terminology

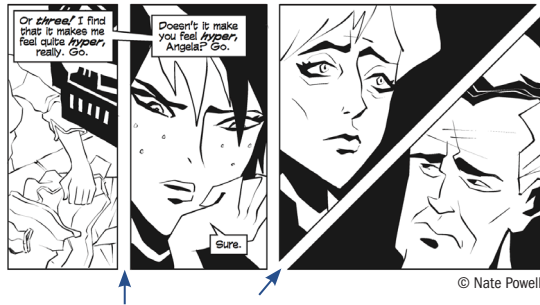
PANELS

The visual or visually implied boundaries that contain one or more of the elements of story (characterization, setting, plot, theme), panels are traditionally known to appear in square and rectangular formats but are in no way limited to those shapes. Panels can sometimes be an entire page, with the boundary and formatting limits being the literal page itself; they can also take many other types of shapes and sizes depending on the goal of the story at that moment. For instance, if a character is having a daydream the panel outline might be smooth and wavelike to intimate the free flow of thoughts and ideas that are typical of a dream. Although they can take any shape (and readers should be prepared to identify those various shapes), panels are ultimately and simply understood as visual containers of an element or elements of a story.



GUTTERS

In the space between the panels, the reader's imagination takes over and connects two panels (and their elements of story) in order to create a flowing and seamless storyline (see Scott McCloud's *Making Comics* for further explanation). When teaching about and visualizing the potential of the gutter in a graphic novel, ask students to imagine individual pieces, finding the right matches and the connection that occurs when the pieces are placed together. The gutters in a graphic novel help connect puzzle pieces in order to build and ultimately reveal the entire picture.



BALLOONS

Balloons usually contain the print or word-based elements of story. Whether spoken or narrated words, print images or sound effects, balloons convey the literary elements of story that progress the plot and enhance a reader's understanding of what is going on in each panel as well as through each gutter transitional connection. Just like panels, balloons can be contained by visual or implied boundary indicators.



American Born Chinese

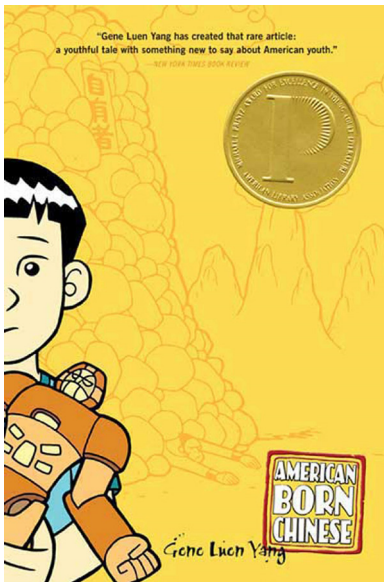
by Gene Luen Yang

About the Book

Jin Wang starts at a new school where he's the only Chinese American student. When a boy from Taiwan joins his class, Jin doesn't want to be associated with an F.O.B. like him. Jin just wants to be an all-American boy, because he's in love with an all-American girl. Danny is an all-American boy: great at basketball, popular with the girls. But his obnoxious Chinese cousin Chin-Kee's annual visit is such a disaster that it ruins Danny's reputation at school, leaving him with no choice but to transfer to another school where he can start all over again. The Monkey King has lived for thousands of years and mastered the arts of kung fu and the heavenly disciplines. He's ready to join the ranks of the immortal gods in heaven, but there's no place in heaven for a monkey. Each of these characters cannot help himself on his own, but how can they possibly help each other? They're going to have to find a way—if they want fix the disasters their lives have become.

Discussion Questions

1. What role does foreshadowing play in the book? Where does the text hint at how these stories will be resolved?
2. How does prejudice factor into this story? Pull examples from the text to illustrate your conclusions.
3. How do the main characters (Monkey King, Jin/Danny, Wei-Chen) develop and grow over the course of the book? What lesson does each of them learn?
4. Consider how the stories all converge at the end of the book. Were you expecting the ending you got? What surprised you?



Ages 12-18 • PB 9780312384487 • PB 9781596431522 • HC 9781596433731

Brief Teaching Recommendations for Educators and Readers

1. Create a carousel activity where each station contains a large sheet of poster-size paper affixed to a different wall in the classroom. Put the name of a character on each poster (Monkey King, Jin/Danny, Wei-Chan, Chin-Kee, Suzy, Wong Lai-Tsao). Divide the class into one group per poster and have each group write down questions, observations, and opinions of the character on their poster. After five to seven minutes, have the groups rotate to the next poster. Repeat until every group has seen and commented on every poster. Review their comments.
2. Assign students or pairs of students one of the Chinese gods mentioned in the story. Have them research the gods and present their findings to the class, including their opinion of how well Gene Luen Yang represents them in his book.
3. Have students look up the theological and mythological legends of their own history. Does their understanding of the god or gods that they or their ancestors worshipped change their perception of their cultures?

Suggested Common Core Standards Alignment

Because they encompass the ultimate goal for reading literature in grades 9 through 12, the most relevant Common Core Standards for 11th- and 12th-grade literature are listed here.

CCSS.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CCSS.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.

CCSS.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.RH.11-12.6 Evaluate author's differing points of view on the same historical event or issue by assessing the author's claims, reasoning, and evidence.

CCSS.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

CCSS.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Spill Zone

written by Scott Westerfeld
illustrated by Alex Puvilland

About the Book

Three years ago an event destroyed the small city of Poughkeepsie, forever changing reality within its borders. Uncanny manifestations and lethal dangers now await anyone who enters the Spill Zone.

The Spill claimed Addison's parents and scarred her little sister, Lexa, who hasn't spoken since. Addison provides for her sister by photographing the Zone's twisted attractions on illicit midnight rides. Art collectors pay top dollar for these bizarre images, but getting close enough for the perfect shot can mean death—or worse.

When an eccentric collector makes a million-dollar offer, Addison breaks her own hard-learned rules of survival and ventures farther than she has ever dared. Within the Spill Zone, Hell awaits—and it seems to be calling Addison's name.

Discussion Questions

1. How does Addison make money to support herself and her sister? How do you reconcile the risks she takes against her need to earn a living?
2. What do you think the event was that destroyed the town and created the Spill Zone? Utilize evidence from the text to piece together your own theory as to what exactly happened.
3. What do you think the wolf creature is and how does it know Addison's name? Formulate your own theories in small groups.
4. Why do you think that Tan'ea Vandersloot is such an avid collector of photos taken in the Spill Zone? What do you think she is really after?
5. Who or what is Vespertine? What is her role in the book?

Brief Teaching Recommendations for Educators and Readers

1. Offer a photography lesson, showing students some of the basics of photo composition, then have them use their phones or cameras to create a story utilizing photos that they take on their own. They can present their stories digitally or print the pictures and put them on a poster board.
2. Have students work individually or in small groups to complete a character sketch of Addison. They should consider who she is, what motivates her, who she might have been before the event that created the Spill Zone, and what her ultimate goals might be.
3. One of the themes of the book is deception. Create a deception chart and on it consider all the characters. Add points for each case of deception that is discovered. Based on this assessment, who is the most deceitful? When, if ever, is deception a good thing for the characters—or in general?



Ages 15 Up • HC 9781596439368

Suggested Common Core Standards Alignment

Because they encompass the ultimate goal for reading literature in grades 9 through 12, the most relevant Common Core Standards for 11th- and 12th-grade literature are listed here.

CCSS.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.

CCSS.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CCSS.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

This One Summer

written by Mariko Tamaki
illustrated by Jillian Tamaki

About the Book

Every summer, Rose goes with her mom and dad to a lake house in Awago Beach. It's their getaway, their refuge. Rose's friend Windy is always there, too, like the little sister she never had. But this summer is different. Rose's mom and dad won't stop fighting, and when Rose and Windy seek a distraction from the drama, they find themselves with a whole new set of problems. One of the local teens—just a couple of years older than Rose and Windy—is caught up in something bad...something life-threatening.

It's a summer of secrets, and sorrow, and growing up, and it's a good thing Rose and Windy have each other.

Cousins Mariko and Jillian Tamaki, have collaborated on this gorgeous, heartbreaking, and ultimately hopeful story about a girl on the cusp of childhood—a story of renewal and revelation.



Ages 12-18 • PB 9781596437746 • HC 9781626720947

Discussion Questions

1. What purpose does the character of Misty play in the novel?
2. Have you ever had a summer crush that seemed to make no logical sense but happened anyway?
3. What is the significance of water in the novel? Consider the beach, the rain, and any other instances when water is featured, used, or consumed.
4. There are two stories that run parallel in the book. What are they and how do they complement each other thematically?
5. The motif of the parent-child relationship is a major part of the events of the novel. What is your interpretation of the author's attitude toward the concept of the family dynamic?

Brief Teaching Recommendations for Educators and Readers

1. Write a short narrative about your most memorable summer. If possible, the story should follow a single thematic thread. Remember to focus on the most important details that relate back to your chosen theme.
2. Create a map of the major locales in the story. Include a detailed key that summarizes or indicates where major events took place, who was involved, and what happened.
3. Working in pairs or in a small group, select three to five images from the text which you find particularly compelling and which you feel are crucial to the major plot, motifs, or themes of the novel. Prepare a short presentation for the class that cover these.

Suggested Common Core Standards Alignment

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CCSS.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CCSS.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative

meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

CCSS.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.

In Real Life

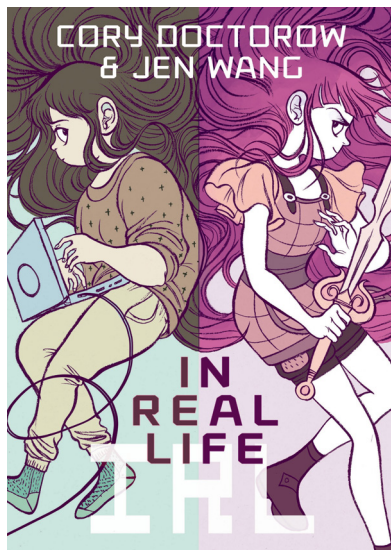
written by **Cory Doctorow**

illustrated by **Jen Wang**

About the Book

Anda loves Coarsegold Online, the massively multiplayer online role-playing game (MMORPG) that she spends most of her free time on. It's a place where she can be a leader, a fighter, a hero. It's a place where she can meet people from all over the world and make friends. Gaming is, for Anda, entirely a good thing.

But things become a lot more complicated when Anda befriends a gold farmer—a poor Chinese kid whose avatar in the game illegally collects valuable objects and then sells them to players from developed countries with money to burn. This behavior is strictly against the rules in Coarsegold, but Anda soon comes to realize that questions of right and wrong are a lot less straightforward when a real person's real livelihood is at stake.



Ages 12-18 • PB 9781596436589

Discussion Questions

1. If you had the chance to take on another persona, either via a video game or some other form of role-playing, what would your character look like and how would he/she interact with others?
2. What do you think of Kali/Anda's decision to accept money to help Sarge/Lucy take out the gold farmers? What is the reasoning for your position?
3. How does the character of Raymond change Anda's attitude toward what she has been doing?
4. The novel speaks to the controversy around women in gaming. What is your attitude about this debate? How does the novel combat the myth that gaming is primarily for men?
5. How are the themes of trust and loyalty expressed in the novel? How do these concepts come into conflict in Anda's story?

Brief Teaching Recommendations for Educators and Readers

1. Research the Gamergate scandal and Anita Sarkeesian in particular. Compare the real-life controversy over the validity of women gamers to how the novel represents the main characters and the world they inhabit. Write a short, thesis-driven essay that implements at least two informational sources (one primary, one secondary).
2. What if Raymond and Anda met in real life? Create a minicomic in which that happens.
3. Create an MMORPG and present it to the class. It can take place anywhere and anytime. Include the types of races and classes that the game would contain as well as the major plotline that holds the world together. Create a character within this world as an example. Present the game to the class.

Suggested Common Core Standards Alignment

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CCSS.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CCSS.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

CCSS.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

Anya's Ghost

by Vera Brosgol

About the Book

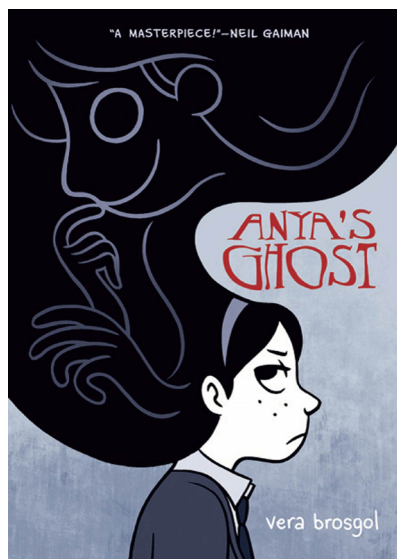
Of all the things Anya expected to find at the bottom of an old well, a new friend was not one of them. Especially not a new friend who's been dead for a century.

Falling down a well is bad enough, but Anya's normal life might actually be worse. She's embarrassed by her family, self-conscious about her body, and has pretty much given up on fitting in at school. A new friend—even a ghost—is just what she needs. Or so she thinks.

Discussion Questions

1. How does the motif of ghosts take on multiple meanings in the text? If Emily is a literal ghost, what symbolic or figurative ghosts exist in the book?
2. How does Emily's appearance and attitude change as the novel progresses? How does this foreshadow Anya's later revelations about who Emily was and what she has done?
3. How does Anya's relationship with Emily impact her other connections in the book? Consider how Anya interacts with her mother, Sasha, Siobhan, Elizabeth, and Sean.

4. How does Anya grow throughout the novel? What lessons has she learned about herself by the end of the book?
5. Why do you think Emily decides to “move on” at the end of the novel?
6. Had Emily not chosen to leave and continued to threaten and torment Anya, how could she have handled it?



Ages 12–17 · PB 9781250040015 · PB 9781596435520 ·
HC 9781596437135

Brief Teaching Recommendations for Educators and Readers

1. Anya lives in New England, a region that has a storied history of ghostly legends. Do some research and choose one that is particularly compelling and create a scrapbook of the tale. Include photos, firsthand accounts, and any historical context you dig up. This would be a great activity around Halloween!
2. What’s next for Anya? Continue her story either in comic or prose form. Explore how what she has learned would impact her future choices.
3. Emily is fascinated by how the world has changed since she died. If you had the chance to meet someone who died a century ago, what do you think they would be most fascinated by now? Create a presentation focused on the marvels of the last hundred years and how you think someone from the past might react to them.

Suggested Common Core Standards Alignment

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CCSS.RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.

CCSS.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

CCSS.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Friends with Boys

by Faith Erin Hicks

About the Book

Maggie McKay hardly knows what to do with herself. After an idyllic childhood of homeschooling with her mother and roughhousing with her older brothers, it's time for Maggie to face the outside world all on her own. But that means facing high school first. And it also means solving the mystery of the melancholy ghost who has silently followed Maggie throughout her entire life. Maybe it even means making a new friend—one who isn't one of her brothers.



Ages 12–16 • PB 9781250068163 • PB 9781596435568

Discussion Questions

1. Maggie has only been homeschooled prior to the events of the novel. How does this influence her personality and how she socializes with other students in her school?
2. What does the title of the novel mean? To which characters does it apply?
3. What is the purpose of the ghost in the novel?
4. Consider the designs of the principal characters and how we, as readers, feel about each based on how they look. What were your preconceived notions of what their personalities might have been based on how they were drawn?
5. Share a story from a time when you felt like you didn't fit in at school or in some other social situation.

Brief Teaching Recommendations for Educators and Readers

1. Write or draw this story from another character's perspective. Choose from Alistair, Lucy, or Daniel, and be sure to consider not just how these characters would be feeling during some of the major events of the novel but also where they might be and what they would be doing during the parts of Maggie's story where they don't appear.
2. The story of the Reaper is a major part of the book. Research local history and see if there is a similar legend in your hometown. Put together a short presentation of this legend to share with the class.
3. Create a "relationship tree" of all the characters in the novel and consider how they are or have been connected within the world of the book.

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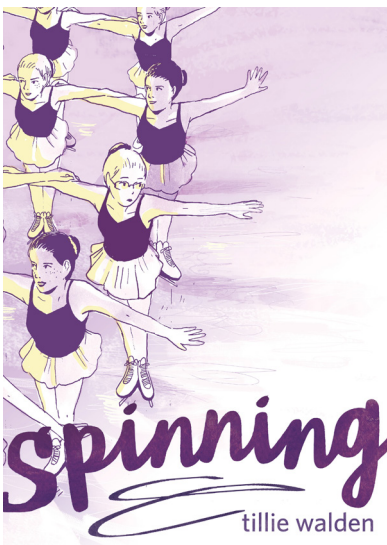
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CCSS.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

Spinning by Tillie Walden

About the Book

For ten years, figure skating was Tillie Walden's life. She woke before dawn for morning lessons, went straight to group practice after school, and spent weekends competing at ice rinks across the state. Skating was a central piece of her identity, her safe haven from the stress of school, bullies, and family. But when she switched schools, got into art, and fell in love with her first girlfriend, she began to question how the close-minded world of figure skating fit in with the rest of her life, and whether all the work was worth it given the reality that she, and her friends on the team, were nowhere close to Olympic hopefuls. The more Tillie thought about it, the more she realized that she'd outgrown her passion and that she finally needed to find her own voice.



Ages 14 Up • PB 9781626729407 • HC 9781626727724

Discussion Questions

1. What is a hobby that became a larger part of your life than you ever expected?
2. Tillie's identity has many facets. List as many as you can, making note of specific pages and panels that you can use as evidence.
3. One of the themes of the novel is trust. Who does Tillie trust and why? Why is it difficult for her to reach a point where she trusts someone else? Does she truly trust herself?
4. The novel's title, *Spinning*, has a dual meaning. Tillie is literally spinning when she is on the ice, but how is she spinning figuratively in the story?
5. Why is it important to have a friend? Why does Tillie place so much emphasis on it and what kind of friend is she to those she considers closest to her?

Brief Teaching Recommendations for Educators and Readers

1. Write a short narrative with illustrations that describes a physical activity that you love. Be as descriptive as possible, using the book as a model.
2. The poet and author Langston Hughes once asked the question: “What happens to a dream deferred?” In a short essay, answer this question using Tillie’s story, referring to specific moments, quotes, and panels from the book.
3. Make a list of all the motifs that the novel explores. For each one listed, include the page or pages where the motif is explored in the text.
4. This graphic novel is a memoir, which means it is an autobiographical story based on the events of the author’s life. Create a minicomic memoir of your own life, choosing a moment or event that was particularly impactful and “explode that moment” through images and words. The comic should only be four to eight pages in length.

Suggested Common Core Standards Alignment

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The Prince and the Dressmaker

by Jen Wang

About the Book

Prince Sebastian is looking for a bride—or rather, his parents are looking for one for him. Sebastian is too busy hiding his secret life from everyone. At night he puts on daring dresses and takes Paris by storm as the fabulous Lady Crystallia—the hottest fashion icon in the world capital of fashion!

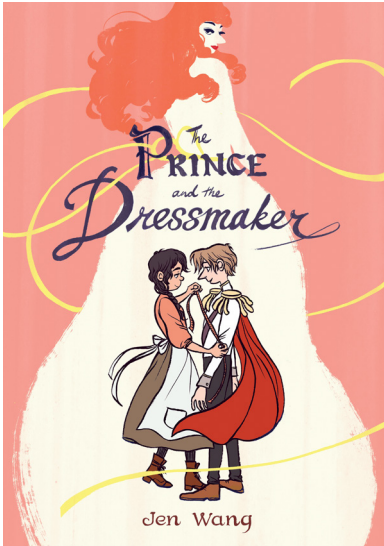
Sebastian’s secret weapon (and best friend) is the brilliant dressmaker Frances—one of only two people who know the truth: sometimes this boy wears dresses. But Frances dreams of greatness, and being someone’s secret weapon means being a secret. Forever. How long can Frances defer her dreams to protect a friend? Jen Wang weaves an exuberantly romantic tale of identity, young love, art, and family.

In this story, Sebastian is a heterosexual cis-gender male teenager who wears women’s clothing sometimes as a way of expressing his specific gender identity. This book is about a genderfluid/gendercreative character rather than a character who identifies as gay or transgender.

Discussion Questions

1. Why does Prince Sebastian want to hide who he truly is from Frances when they first meet? What is he most worried about that makes him cover his face?

2. What changes when Prince Sebastian becomes Lady Crystallia? How do the images in the book emphasize this transformation? How does fashion play into this?
3. The theme of secrets is a major part of the novel. How do secrets work for the characters and at what point do they begin to harm them?
4. Does the end of the book line up with your expectations? How did it differ from what you were anticipating? Was there any foreshadowing earlier in the book to point to the ultimate conclusion?
5. What purpose does the character of Peter serve in the novel? Why is he important?



Ages 12-18 • PB 9781626723634 • HC 9781250159854 • Winter 2018

Brief Teaching Recommendations for Educators and Readers

1. The Prince's identity is tied to his love of wearing dresses and this is something he has been struggling with revealing to his family. All he wants is to be himself in the world. Consider the question of personal identity with your class by asking them to each consider a personal quality that they have shared with very few others. This can remain confidential with each student if they are not comfortable sharing with the class or you. Have them each research a famous historical figure (a president, athlete, public servant, actor, musician, etc...) and uncover a component of that person's identity that is or was not common knowledge. Have them report their findings to the class, including their own evidence or commentary as to why each of their figures chose to try to hide this part of themselves.
2. Do some research on how the advent of the department store changed the social fabric of Europe in the 1800s, focusing on the stores Whiteleys and Le Bon Marché. Create a timeline of the major milestones in the development of the retail industry in the United States.
3. The novel is heavily focused on fashion. Design your own clothing line and in doing so, consider the purpose and target audience.
4. Look at other novels written about or during this time period as well as the historical context of the nineteenth century. Create a short presentation on one aspect of this world that connects to the novel (fashion, identity, marriage, monarchies, commerce, etc.) using the novel as a starting point and additional texts as supporting evidence.

Suggested Common Core Standards Alignment

Because they encompass the ultimate goal for reading literature in grades 9 through 12, the most relevant Common Core Standards for 11th- and 12th-grade literature are listed here.

CCSS.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CCSS.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.

CCSS.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.RH.11-12.6 Evaluate author's differing points of view on the same historical event or issue by assessing the author's claims, reasoning, and evidence.

CCSS.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Brazen: Rebel Ladies Who Rocked the World **by Pénélope Bagieu**

About the Book

With her characteristic wit and dazzling drawings, Pénélope Bagieu profiles the lives of formidable female role models, some world famous, some little known. From Nellie Bly to Mae Jemison, or Josephine Baker to Naziq al-Abid, their stories are sure to inspire the next generation of rebel ladies.

Discussion Questions

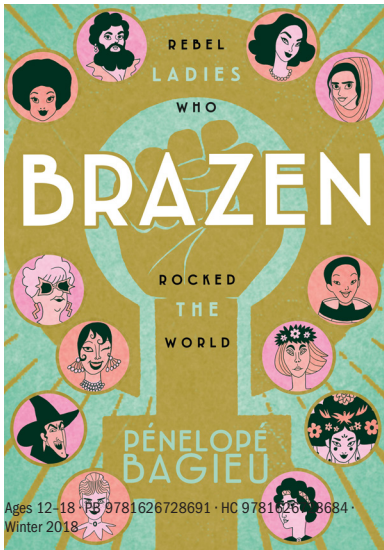
1. Which story do you find most compelling? What aspects of it are most memorable to you and why?
2. How does the art style enhance these tales?
3. Consider how Pénélope Bagieu injects humor into her book. How does it impact your perception of each subject?
4. Which woman do you find most “brazen” and why?
5. What is the meaning of “sacrifice” and what would you be willing to give up in order to support your beliefs?

Brief Teaching Recommendations for Educators and Readers

Choose three of the women featured in the book and research their backgrounds. What information is available that did not appear in the book? Create a presentation featuring this information and your thoughts on why the author chose to omit it.

1. Select a brazen woman from the list of “30 More” at the end of the book and research her. Create a minicomic in the style of the book that documents her life and accomplishments.

2. Select one of the stories and cast a film version. Choose any living actors to play the roles. Create a movie poster for your film.
3. Select one of the women featured in the book and craft ten questions you would ask her if you had the chance to interview her.



Suggested Common Core Standards Alignment

Because they encompass the ultimate goal for reading literature in grades 9 through 12, the most relevant Common Core Standards for 11th- and 12th-grade literature are listed here.

CCSS.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.

CCSS.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.RH.11-12.6 Evaluate author's differing points of view on the same historical event or issue by assessing the author's claims, reasoning, and evidence.

CCSS.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

CCSS.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

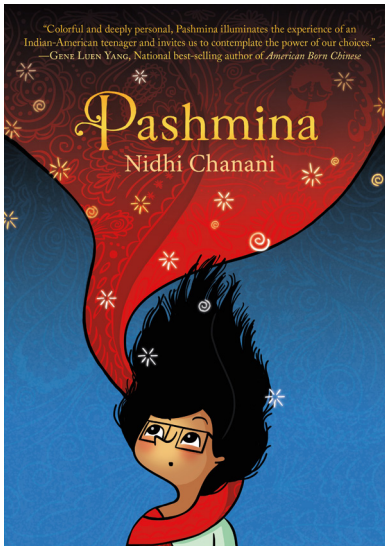
Pashmina

by Nidhi Chanani

About the Book

Priyanka Das has so many unanswered questions: Why did her mother abandon her home in India years ago? What was it like there? And most important, who is her father, and why did her mom leave him behind? But Pri's mom avoids these questions—the topic of India is permanently closed.

For Pri, her mother's homeland can only exist in her imagination. That is, until she find a mysterious pashmina tucked away in a forgotten suitcase. When she wraps herself in it, she is transported to a place more vivid and colorful than any guidebook or Bollywood film. But is this the real India? And what is that shadow lurking in the background? To learn the truth, Pri must travel farther than she's ever dared and find the family she never knew.



Ages 10-14 • PB 9781626720879 • HC 9781626720886

Discussion Questions

1. Describe the relationship between Priyanka and her mother. How does it differ from the way you and your parent or guardian interact? How is it similar?
2. What role does bullying play in the book? Have you ever felt bullied like Pri?
3. Why is Priyanka sad that her uncle and aunt are having a baby?
4. There is a lot of Indian food in the novel. What kinds of food that are specific to your culture are among your favorites?
5. Why are some panels in the book presented as black-and-white and others as color?
6. If you could visit your family's country of origin, which cities, landmarks, or locations would you most like to visit?

Brief Teaching Recommendations for Educators and Readers

1. Priyanka's culture is a major motif in the novel. Research Hinduism and connect what you learn to how the novel represents this religion, then create a scrapbook containing references to the novel (photocopied pages perhaps) and printouts or photocopies of your research.
2. Consider one major traditional component of your own cultural or religious background, research its origins, and generate a digital presentation to share with your class.
3. Create a glossary of terms from your culture, including definitions and context.

Suggested Common Core Standards Alignment

Because they encompass the ultimate goal for reading literature in grades 9 through 12, the most relevant Common Core Standards for 11th- and 12th-grade literature are listed here.

CCSS.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

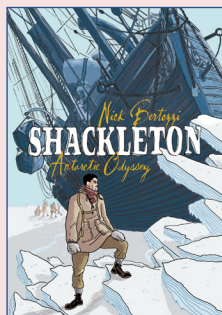
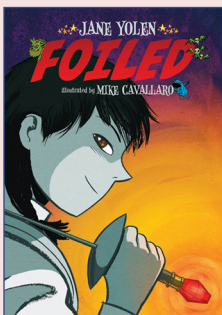
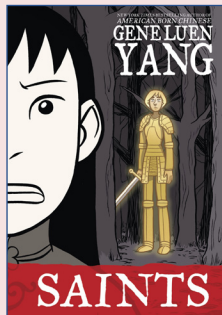
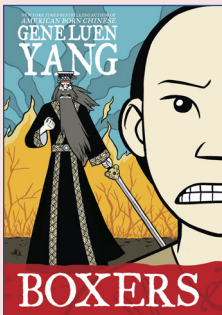
CCSS.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CCSS.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

CCSS.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

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Michael Gianfrancesco, MA
ELA Teacher, North Providence High School
Adjunct English Faculty, Johnson and Wales University
Comics Education Outreach Program, Pop Culture Classroom

