THE BOYS' COMIC BOOK CLUB

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Web site: www.educationfund.org

THE BOYS' COMIC BOOK CLUB

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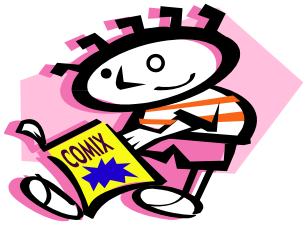
THE BOYS' COMIC BOOK CLUB



GOALS AND OBJECTIVES:

Seeking to help increase student reading skills, the Boys' Comic Book Club was formed as a pilot group in our elementary school. Specifically, the goals of the Club were to foster reading and to introduce reluctant readers to a type of literature that could possibly serve as a launching point for a pattern of lifelong reading. Students received a variety of print comic books and were exposed online sources. Individual student read-alouds and choral reading sessions were the underpinning methods for the club.

Objectives outlined that by the club's last meeting date, the students would understand the difference between a comic book and a graphic novel; students would gain new vocabulary and students would be able to define a superhero. Furthermore, students would be able to create a comic book.

Composition: The Boys' Comic Book Club consisted of a total of six students: five-fourth grade students who were a part of my *Successmaker* intervention class and one role model. *Successmakers* were students reading at the bottom 25% of their grade level. The role model was a fifth grade boy who had attained appropriate skills and was reading on level.

Meetings: The Boys' Comic Book Club met once a week for 10 sessions of ½-hour. The meetings took place as in-school club, meeting from 2 to 2:30pm on Thursdays. For most sessions, we met in the Library Media Center on the Story Rug. The special body pillows, for use only with this group, helped establish the atmosphere as informal and relaxed.

FACT: Kids who read more minutes per day have higher percentile scores on tests (Brown, 2008).

ESTABLISHING A CLUB

Definition of *Club*:

"An academic club is essentially any school-approved group of students, often with a faculty sponsor, who meet to develop activities or discussions based on their particular topic of interest" (Chen, 2008).

A club can focus on most any topic. For example, standard clubs found in many high schools included the writing club, the history club, or a book club.

High School Clubs

A random online search produced a listing from Coral Gables High School (2009) with over 40 clubs, including:

- Cavalier Singers
- Creative Writing Club
- JROTC
- JV Cheerleading
- Yearbook
- 5000 Role Models
- AIDS/HIV Peer Educators
- Best Buddies
- Bible Club
- Environmental Club

Elementary School Clubs:

Fishing in Alaska (Lowell, 2009) and photography in Arizona (Santa Clara Elementary) are just two of the types of club activities for elementary school students. In Florida a scrapbooking group and a drama club were some of the 13 clubs at Brooksville Elementary School. Also in Florida, shell gathering shaped the activities of a student club in Sanibel (Washburn, 2009). Adding a 21st-century component, one Virginia elementary school sponsored a robotics club (Forest Edge). In brief, clubs for elementary school students prove to be quite diverse.

The Brooksville Elementary School reflected a justification for sponsoring student clubs in its motto: "Do one more thing for one more child". This school's list of clubs included: a STEP Team, video club, gardening club, and chorus.

In looking at sponsorship of clubs, student clubs can be supported by teachers, by school affiliated personnel or by even another type of group. As illustration, one school's PTA sponsored all the student clubs (Roland Park).

In another state, California, an outside organization, e.g. Kiwanis (Kiwanis Club, 2009) led the club. Then still another state, Tennessee, an educational entity, i.e., a university subsidized and directed the elementary student clubs.

Club meeting times can vary. In Nashville several student clubs have been created to teach cooking, sewing, developing a school newspaper, science and drama. These clubs, called **CSI** (Clubs Students Investigate), met only twice per month. The **CSI** program partners with Tennessee State University and other community organizations in the Nashville Bordeaux area (Humbles, 2009).

PREPARATORY STEPS IN CLUB FORMATION:

- ✓ Decide what population for your club
- ✓ Consult with potential club members' teachers
- ✓ Consult your personal calendar and the District calendars to avoid conflicts in establishing your meeting dates
- ✓ Meetings: In-school meetings or Before-school or After-school
- ✓ Administrative approval
- ✓ Funding
- ✓ Purchase supplies and resources
- ✓ Send invitations to your potential club members
- ✓ Keep the club members' teachers informed.

THE BOYS' COMIC BOOK CLUB

SYLLABUS

SESSION #1:

- INTRODUCTION: Rules
- Defining a comic book: What is a comic book? How to read a comic book?
- Compare and contrast: What is not a comic book? Discussion of graphic novel, picture book, chapter book
- A glimpse of newspaper comic strips
- Comic books distributed to students: *Snoopy* and *Donald Duck*

SESSION #2:

- Review
- A look at different types of comic books
  - Parts of a comic: panel, gutter, border
  - Focus on biographical comic books: Black History
  - Focus on people used as characters in comic books: Archie And *Jughead*
- Comic books distributed: *Archie*, *Archie Digest*

SESSION #3:

- Review
- Characters speak: A look at speech balloons, thought balloons
- Action happens by: Sound effects for action/ onomatopoeia
- Comic books distributed: *Cartoon Network Digest* or *Scooby Doo*

SESSION #4:

- Review
- A look at Superheroes: What is a superhero?
- Comic book distributed: ABC Superheroes Encyclopedia

SESSION #5:

- Review
- Comic book distributed: *Wolverine and X-Men Special Edition*

SESSION #6: March 26/09

- Review
- Oral Reading
- Comic books distributed: *Superman* and *Batman*

SESSION #7: •Begin Final Project: Paper Mache

•Comic books distributed: *Spiderman*

SESSION #8:

•Continue with the Final Art Project • Comic books distributed:

SESSION #9: Guest Speaker [cancelled]:

This was ***Take Your Sons and Daughters To Work Day***. Instant parent: I took the

girls of Broadcast Team to the Boys' Comic Book Club. Two Club Members went to work with their parents.

- Comic Book distributed: *Supergirl*.

SESSION #10:

- Evaluation / Wrap-up
- Comic books distributed: *Fantastic Four*

ISSUES:

- Popularity: Once the Boys' Comic Book Club was announced many students –girls as well boys-- wanted to be a part of it. A waiting list was created--just in case.

Even boys from second and third grades even wanted to be in the Club.

- Time Constraints: ½-hour session: not enough time.
- Absences: Make up sessions
- Other:
  - ✓ Emergence of a comic book trading club
  - ✓ Motivation: Individual bagged snacks were served after each session.

RESULTS/ BENEFITS:

- Students gained: Enthusiasm for this genre of literature
- Students were reading more
- Only one student out of the six members of the Comic Book Club had ever previously owned a comic book prior to the Club. Now all the Club members have many comic books.
- Increased self-esteem and confidence in the students was a positive side effect.

RESOURCES:

- Comic books:
  - ✓ Over 120 comics were given to the members of Boys' Comic Book Club. For every session, each student received the exact same copy of the comic book. For example, if the give-away comic book was *Superman*, every student got same issue.
  - ✓ Another 50 comic books were used as lessons examples.
  - ✓ Other comic books were given away as promotional.

- Art supplies for the final project, the making of a paper Mache sculpture [newspapers, paint and special gel/glue]

- Reference sources

http://www.grammarmancomic.com

Image from Adobe Photoshop Free Tutorials

COMIC BOOK RATINGS

Comic Code Authority (CCA) Seal

Marvel Comics

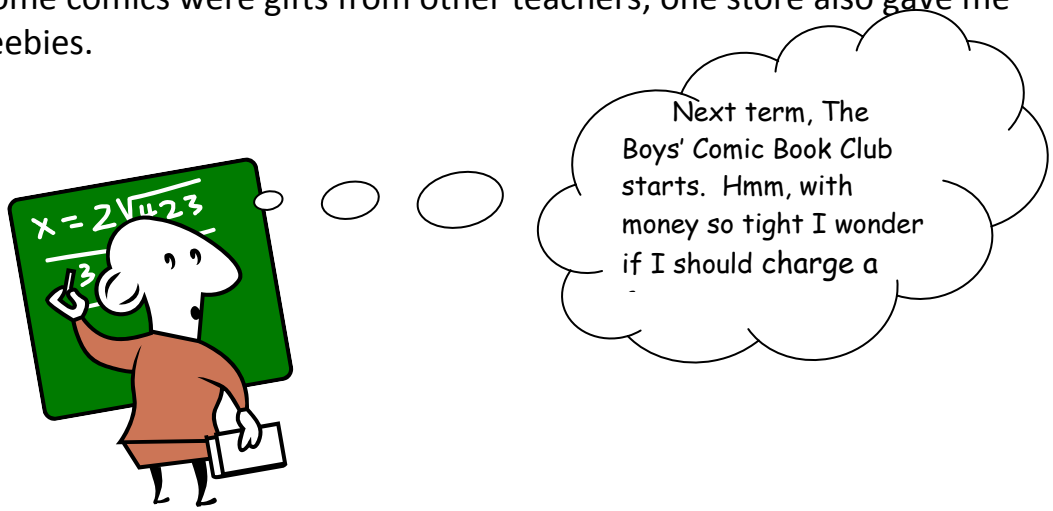
- **A** for ages 8 and above
- **T+** for Teens ages 13 years and above
- **All Ages**

It is critical to review comic books before they are given to the students.

IMPORTANT FACTORS FOR STUDENT CLUBS

• **Flexibility**: The ability to adapt is critical. The end product of the club was to produce a comic book. However, time and student skills were limiting. So we changed our goal from writing a comic book to making a "sculpture".

• **Costs**: Operating a comic book club can be an inexpensive endeavor if a teacher has access to free comic books from a personal collection, donations, and so forth. Based on the number of students in the club, the cost can range from $50 to several hundred dollars. With six students, I spent approximately $500. Some comics were gifts from other teachers; one store also gave me some freebies.



•**To Fee or Not To Fee?** Would assessing a fee to students for an elementary school club be appropriate or a consideration in your school's culture?

The Answer is based on: Individual school operations/ Administrative Approval/ Culture of the school/ Diversity

•**Considerations**: Title I school. Is your PTA really active? (Roland Park, 2009)

•**Funding Sources**: The PTA/ Grants/ Private Donors/ or Make this project an Adaptor Grant by applying to the Education Fund.

On the importance of clubs:

The "Staff realizes the importance of reaching all students by developing positive relationships both inside and outside of school. The creation of **a variety of teacher and parent sponsored after-school clubs facilitates the development of positive relationships, fosters student self-esteem, and improves academic achievement."---**

Great Seneca Creek Elementary School, Germantown, MD

For the Boys' Comic Book Club, the exclusivity of belonging to a group that every student at the school wanted to be a part, greatly boosted confidence and self-esteem of the boys in the Club.

Evaluation: Project evaluation is important. How did your club really flow? What stumbling blocks? What highlights? What are points of improvement? One school district created a generic evaluation form which worked for them

(York Catholic School District, 2009).

LESSON PLAN

Library Media Specialist/ Teacher: Dr. Jordan

Grade Level: 4th **Boys' Comic Book Club**

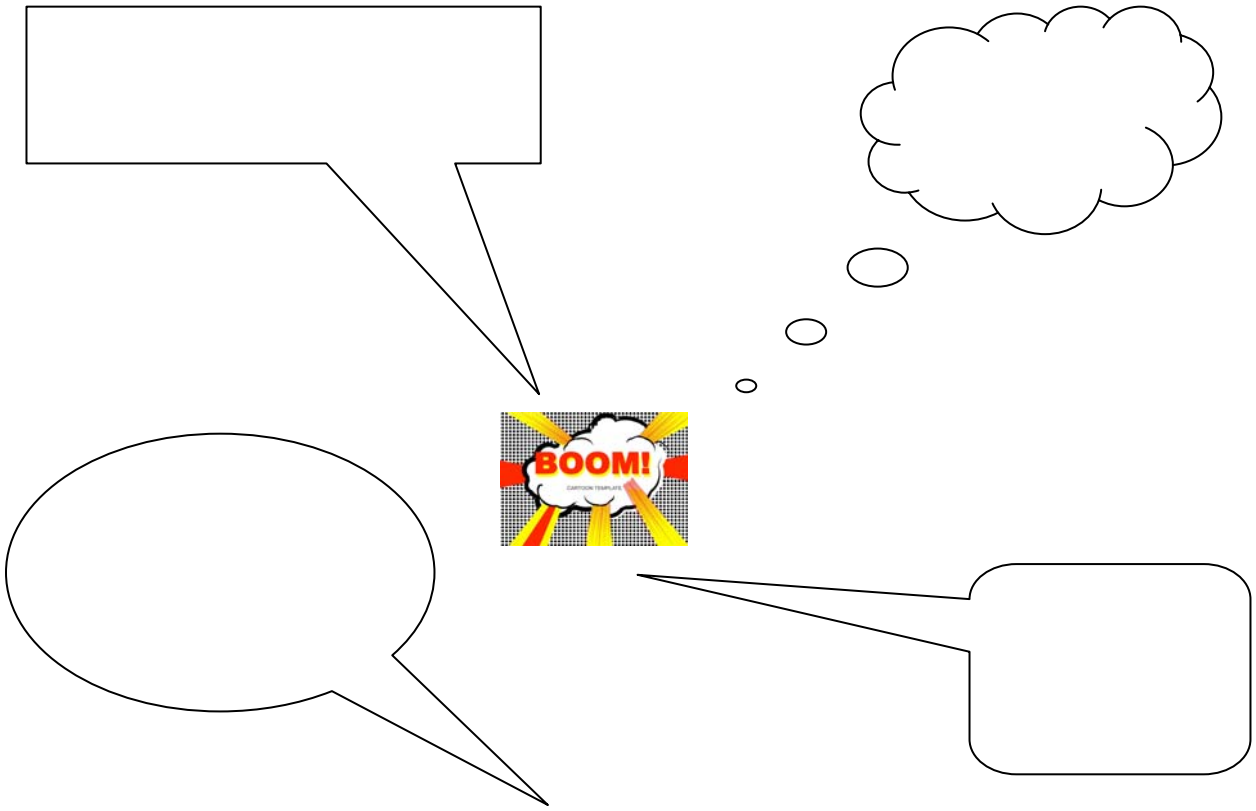
Lesson Title:	Just what is a comic book?
SSS Information and Media Literacy Skills:	LA.4.1.6.1 - use new vocabulary that is introduced and taught directly LA.4.1.7.1 - identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) LA.4.2.1.1 - read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
Curriculum Objective(s):	Students will understand the differences between a ***comic book*** and a ***graphic novel*** and between a comic book and a ***picture book***
LMC Session:	**Materials:** Books from each of the genres mentioned
Advance Preparation:	Pull different books from the shelf; make sure the students have the same comic book

Procedure:	Students will each have a copy of a *Superman* comic book and also different copies of picture books and graphic novels
Adaptations (For Students With Learning Disabilities):	Yes, can be done and will be modified to accommodate the student[s]
Extensions (For Gifted Students):	Students could draw comic strip panels and create a comic related to the differences among these books
Evaluation:	Understanding: Students can orally identify each of the three types of books and state key elements of each literature genre.
Follow-up Activities:	Review in Session #2

LESSON IDEAS

1] Give students a page with a speech balloon on it. Then ask the students to write a simple description of an object or person projected on your board. For lower grade elementary classes, the situation could involve their reaction to a story you have just read. Next after writing their one word description the kindergarten students could cut out the speech balloon and the teacher could post the speech balloons all around the room.

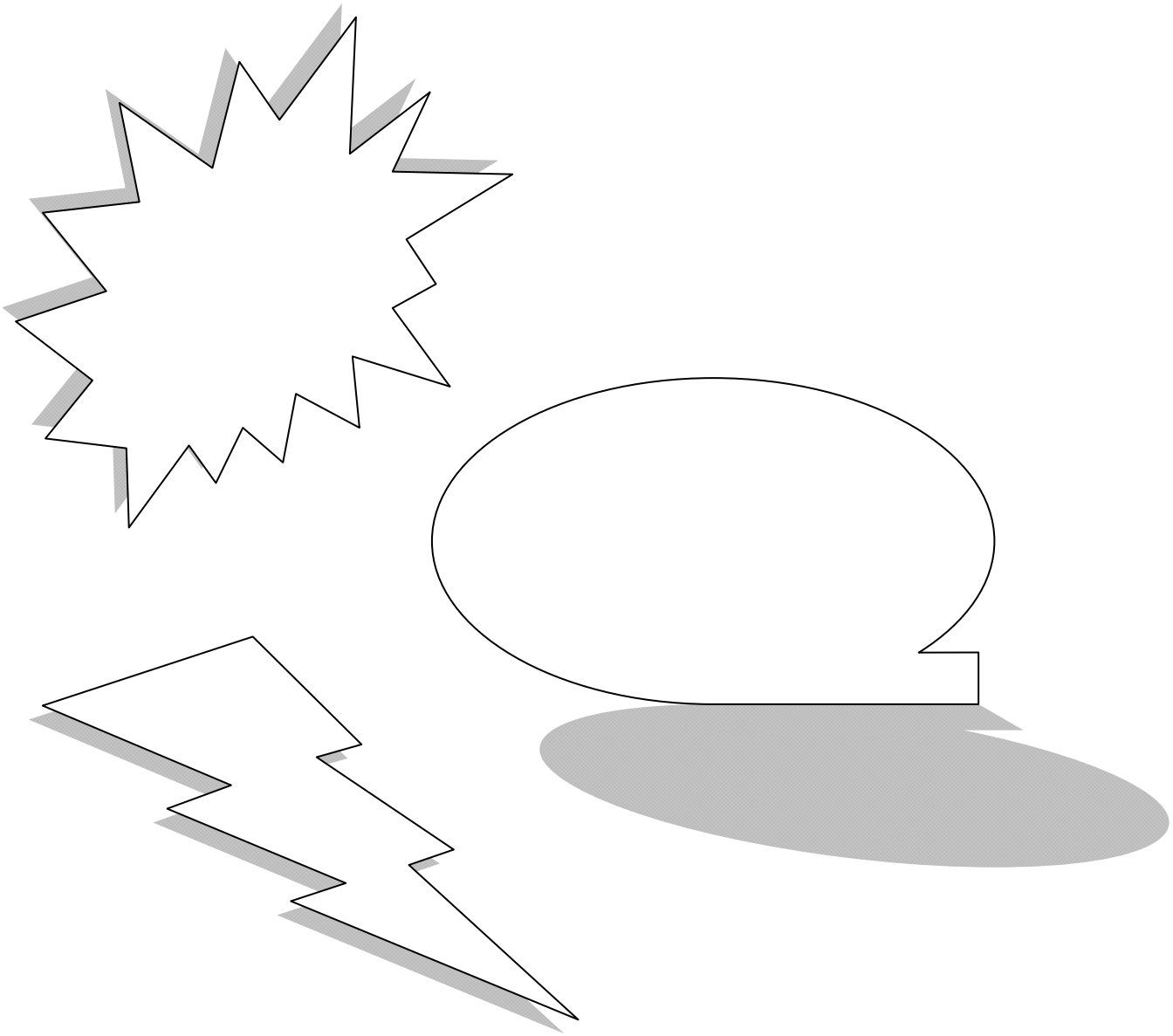
2] For Middle School classes and Bell Work activities, teachers can hand out a page with a speech balloon on it. Then ask the students to write a one word description in the speech balloon of how they feel *right now*. Next, the students could continue to write a paragraph on the reason[s] they feel this way.



3] Use of speech balloons are also a way to vary activities for ESOL students.

Speech balloons are found in Microsoft Word 2007. Go to the tool bar ribbon. Select '***Inser***t'. Then in the '***Insert***' menu find '***Shapes***' and most of the speech balloons are located in the '***Callout***' section.

These speech balloons can be enlarged and the pointer changed in length and direction. All kinds of shadow effects and colors can also be added.



SUNSHINE STATE STANDARDS:

GRADE 4: THE READING PROCESS:

Phonics/Word Analysis Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.

The student will:

LA.4.1.4.1 - recognize knowledge of spelling patterns;

LA.4.1.4.3 - use language structure to read multi-syllabic words in text

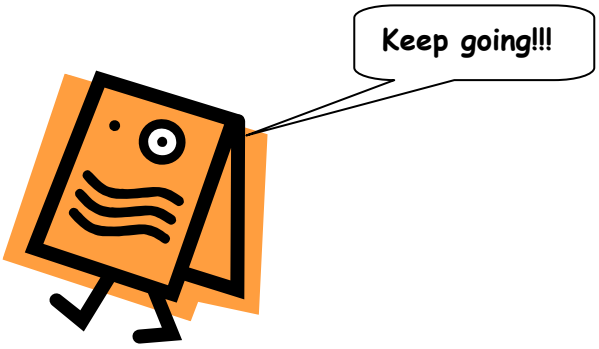
Fluency Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

The student will:

LA.4.1.5.1 - demonstrate the ability to read grade level text; and

LA.4.1.5.2 - adjust reading rate based on purpose, text difficulty, form, and style.

Vocabulary Development Standard: The student uses multiple strategies to develop grade appropriate vocabulary.



The student will:

LA.4.1.6.1 - use new vocabulary that is introduced and taught directly;

LA.4.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text;

LA.4.1.6.3 - use context clues to determine meanings of unfamiliar words;

LA.4.1.6.4 - categorize key vocabulary and identify salient features;

LA.4.1.6.5 - relate new vocabulary to familiar words;

LA.4.1.6.6 - identify “shades of meaning” in related words (e.g., blaring, loud)…

Reading Comprehension Standard: The student uses a variety of strategies to comprehend grade level text.

The student will:

LA.4.1.7.1 - identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps);

LA.4.1.7.2 - identify the author’s purpose (e.g., to inform, entertain, explain) in text and how an author’s perspective influences text;

LA.4.1.7.3- determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing;

LA.4.1.7.4 - identify cause-and-effect relationships in text;

GRADE 4: Literary Analysis

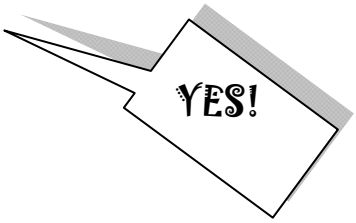
Fiction Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

The student will:

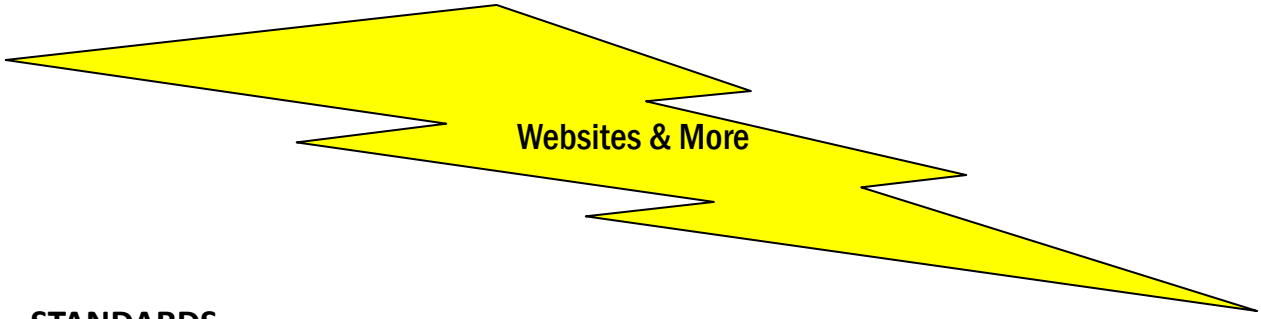
LA.4.2.1.1 - read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media;

LA.4.2.1.2 - identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction;

LA.4.2.1.3 - identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language).



THE BOYS' COMIC BOOK CLUB



STANDARDS

Sunshine State Standards [current]

http://etc.usf.edu/flstandards/la/index.html

Reading/Language Arts Standards for Florida [Fourth Grade]

UPDATED: November 2, 2007 [current]

These standards include Access Points for Students with Significant Cognitive Disabilities.

Sunshine State Standards [1996]

http://www.fldoe.org/BII/Curriculum/SSS/pdf/langart3.pdf

Language Arts Standards 1996

These standards "remain in public view until new standards are adopted for the Arts and World Languages".

COMIC BOOKS SOURCES AND LOCAL VENDORS

- A & M Comics
  6650 SW 40th Street
  Miami, FL 33155
  Phone: 305.661.3406
  A veritable bookstore filled with comic books, artifacts, and much, much more

- Amazon.com

- Barnes and Noble

•Borders Book Stores

•BJ's –Has Jughead, Archie, Betty and Veronica comic books

•Earley Learning Systems
1743 Banks Road
Margate, FL 33063
Phone Number: 800.255.0965
Local sales representatives can show various resources: bound comic books, graphic novels, etc. for schools. Can provide Accelerated Reader labels.

•Follett Library Resources
1340 Ridgeview Drive
McHenry, IL 60050
888.511.5114 ext. 3750
Fax: 800.852.5458
Local sales representatives can show various resources: bound comic books, graphic novels, etc. for schools. Can provide Accelerated Reader labels.

REVIEWS AND GRAPHICS

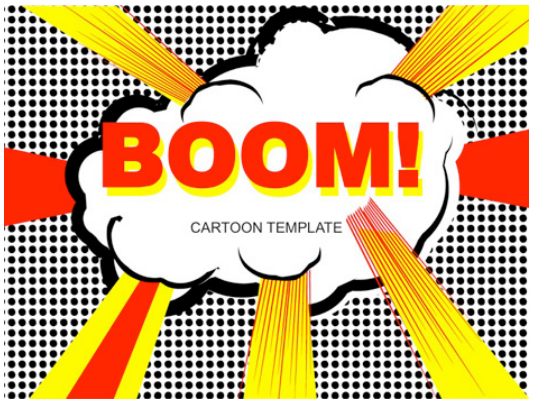
•Top 20 Children's Comics
By Aaron Albert, About.com Guide [2009?]
http://comicbooks.about.com/od/buyingcomics/tp/toptenkids.htm

•Out of This World Comics
http://outofthisworldcomic.com/comics.php
Has been recommended for children with ADD/ADHD.

•The United states government produced comic books at one time. Here is the site for the Social Security Administration's comic books issues.
http://www.ssa.gov/history/pubaffairs.html
This site is government Social Security Administration which wrote a series of comic books in the 50's and 60's. These comic books are online at this site and are in PDF format. A look back to those were the days…

•The Weekly Comic Book Review
http://weeklycomicbookreview.com/2010/07/10/avengers-the-childrens-crusade-1-review/ [posted July 10, 2010]
A site reviewing comic books, some reviews are about children's comic books. Most reviews are for adult comics.

•Graphics:
Presentation Magazine has produced several **free** graphics for work with PowerPoint presentations. One free template [below] uses a cartoon motif.
http://www.presentationmagazine.com/cartoon-pop-art-template-510.htm



Also Adobe Photoshop offers Free Tutorials for use with ***Illustrator*.**

COMIC BOOKS

•The Official Site for Red and Rover
http://comics.com/red&rover/

•The Official Garfield Site
http://www.garfield.com/comics/todayscomic.html

•The Official Peanuts Site
http://comics.com/peanuts/

COMIC BOOKS: ONLINE LEARNING

•THE BEST COMICS FOR YOUR CLASSROOM: A LIST FOR ALL GRADE LEVELS
http://graphicclassroom.blogspot.com/2008/01/best-comics-for-your-classroom-list-for.html
101 Tips for classroom teachers

•Brian Boyd is www.Grammarmancomic.com
This site contains many FREE things for teachers. One of the best is the **free** e-book, 20 Clip Art Ideas. www.Grammarmancomic .com also has a component for ESL students. [Retrieved July 1, 2010]

Alpha-bot character

•Comic Creator
http://www.readwritethink.org/materials/comic/index.html
From the National Council of Teachers of English
Watch out Gary Trudeaux here we come!

•Make Beliefs Comix: Online Educational Comic Generator for Kids of All Ages
http://www.makebeliefscomix.com/Comix/
Fun! Fun! Fun!

•Comic Lesson Plan for grades 3-5
http://www.readwritethink.org/lessons/lesson_view.asp?id=867

•Comic Book Lesson Plan for Grades 6-8
www.teachchildrenesl.com/filez8932/**lesson**%20**plans/comic**_strip.pdf

•Empower Your Students With Comics
http://www.childrensmuseum.org/special_exhibits/comics/comic-book-heroes-uos.pdf
From the Children's Museum of Indianapolis: 64-pages of information which includes lessons plans for ages K-8

•Introducing Comic Books
http://www.diamondbookshelf.com/lessons/CIC_Lesson_1.pdf
A lesson plan based on Walt Disney's Donald Duck

•Pre-Writing Skills
http://www.diamondbookshelf.com/lessons/CIC_Lesson_8.pdf
A sample lesson plan based on Walt Disney's comic characters and students are given a writing map to plan writing a cartoon

•Use of a novel to create a comic strip lesson Grades 4-8
http://english.byu.edu/novelinks/reading%20strategies/tuck%20everlasting/Pg.%2016%20Comic%20Strip%20lesson%20plan.pdf

Grammarman's character: *Syntax*

•Middle School Art Lesson
http://www.princetonol.com/groups/iad/lessons/middle/Jennie-cartoon.htm

•Contest Winner: Teacher's Use of a DiamondBookShelf--Toon Book
http://www.diamondbookshelf.com/lessons/book_lilly_lesson_plan.pdf
http://www.diamondbookshelf.com/lessons/book_lilly_activity_sheet.pdf

•Contest Winner: Teacher's Use of a DiamondBookShelf-- Toon Book
http://www.diamondbookshelf.com/lessons/book_benny_lesson_plan.pdf
http://www.diamondbookshelf.com/lessons/book_benny_activity_sheet.pdf

•Contest Winner: Teacher's Use of a DiamondBookShelf-- Toon Book
http://www.diamondbookshelf.com/lessons/book_otto_lesson_plan.pdf
http://www.toon-books.com/book_otto_activity_sheet.pdf

INTERNATIONAL

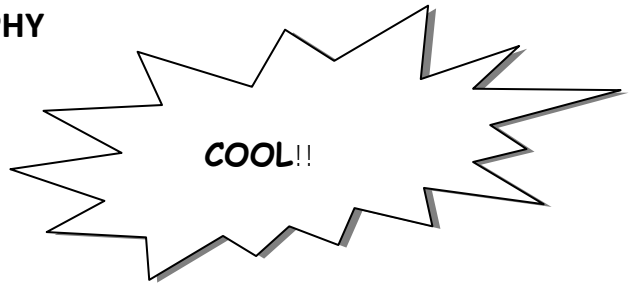
•Canadian Media Comic Book Characters
http://www.media-awareness.ca/english/resources/educational/lessons/elementary/gender_portrayal/comic_book_characters.cfm

This lesson plan looks at the differences in treatment of men and women in comic books. Grades 6-8

COMIC BOOK AND GRAPHIC NOVELS

•Comics and Graphic Novels
http://www.readwritethink.org/beyondtheclassroom/summer/grades6_8/Comics/

THE BOYS' COMIC BOOK CLUB
BIBLIOGRAPHY



SCHOOL CLUBS

"All the right moves". (2003, March 28) *School News*. (popularity of chess on rise in elementary schools) Weekly Reader, Edition 4 (including Science Spin), March 28, 2003
http://www.accessmylibrary.com/article-1G1-99987734/all-right-moves-school.html

Bafile, Cara. (Originally published 2006, February 6. Last updated 05/25/2009). "Together We Can" Motto Spurs Columbia Elementary's Success.
http://www.education-world.com/a_admin/admin/admin439.shtml

Brooksville Elementary School of Global Studies, Brooksville, FL
http://www.hcsb.k12.fl.us/bes/studentactivities.htm
This school list 13 clubs for students that were after school or enrichment activities.

Brown, Mary Daniels. (2002, June 24. Last updated 05/28/2008). "School Book Club Gets Kids and Adults Involved" by Mary Daniels Brown
http://www.educationworld.com/a_admin/admin/admin255.shtml
This article presents facts and tips on forming a club and the value of reading. A parent volunteer began a school-wide book club for parents and students.

Chen, Grace (2008, July 31) Academic Clubs in Public Schools by Grace Chen
http://www.publicschoolreview.com/articles/36
This article appears in Public School Review, magazine discussing issues related to public elementary, middle and high schools. This general article is about clubs in high schools.

Coral Gable High School, Miami Dade County Public School
http://cghs.dadeschools.net/Activities/clubs/ [Retrieved July 5, 2010]
Coral Gable High School lists over 40 clubs.

Forest Edge Elementary School for Communications and Technology
101 Beacontree Lane, Reston, VA 20190
http://www.fcps.edu/ForestEdgeES/aboutourschool.htm
Students are involved in many after-school clubs and activities to strengthen their self-development. Forest Edge is a school for children. Students are taught to value themselves and others while preparing themselves, through a strong vigorous Program of Studies, for the world of the future.

Great Seneca Creek Elementary School, Germantown, MD
http://www.montgomeryschoolsmd.org/schools/greatsenecacreekes/pdfs/
A new school which opened in 2008 and has a variety of after school clubs including debate, chess, and Lego clubs.

Humbles, Andy. (2009, August 31. "Nashville Elementary Schools Have Lots to Offer". In the Tennessean.
http://www.tennessean.com/apps/pbcs.dll/article?AID=/20090831/COUNTY010302/909020321/1195/Nashville+elementary+schools+have+lots+to+offer&template=printart
Discusses the various clubs including cooking, sewing, and school newspaper writing and editing.

The Kiwanis Club of Windsor, California
http://kiwaniswindsor.org/node/22
"K-Kids is a student-led community service club for elementary students that teaches members the value of helping others through participation in community service projects and club activities."

Lowell, Abby. (2009, May 29). *ELEMENTARY SCHOOL CLUB TAKES TO FISHING: HOOK, LINE AND SINKER STUDENTS WRITE ESSAYS FOR A OPPORTUNITY TO FISH AT SCHOOL* Juneau Empire
Gastineau Elementary School students write essays as a part of belonging to the fishing club and learning to fish in Southeast Alaska. These club meetings were only for three successive Tuesdays.

Roland Park Elementary and Middle School, 5207 Roland Avenue, Baltimore, MD 21210
http://pta.rolandparkpublic.org/after-school-clubs/
The school's PTA operates clubs and afterschool activities. "Students are chosen to participate through a lottery system, limiting ***one club per child*** due to the high demand for afterschool clubs". Most of the clubs had a fee ranging from $10 to $30 and are staffed by volunteers.

Santa Clara Elementary School 6910 S. Santa Clara Ave. Tucson, AZ, 85706
http://www.sunnysideud.k12.az.us/school/santa-clara-elementary-school
Describes the clubs at this Arizona elementary school. Extracurricular clubs include photography, folklorico, cheerleading and basketball.

York Catholic District School Board. *Form*. 320 Bloomington Road West, Aurora ON, Canada, L4G 0M1 Tel. 905.713.1211, 416.221.5051, Fax. 905.713.1272
http://www.ycdsb.ca/departments/ACE_old/pdf/ARC/GSVF_Elem.pdf
Presents a generic Valuation Framework ranging from school activities to school bus sites with space for rating "Good, Fair or Poor".

Washburn, M. M. (2009, January 12). *The Sanibel School: Elementary Education Excellence*. Retrieved September 19, 2009, from http://ezinearticles.com/?The-Sanibel-School---Elementary-Education-Excellence&id=1874303
Gives information about the shell club and other unusual clubs on Sanibel Island, Florida.

NATIONAL EFFORTS: CLASSROOMS USING COMIC BOOKS

The Maryland Comic Book Initiative
http://www.marylandpublicschools.org/MSDE/programs/recognition-partnerships/md-comic-book
The purpose of the initiative is to introduce and encourage the use of award-winning and other credible graphic novels and comic book materials in classroom instruction.

Publishers Weekly: "Comics in the Classroom" (December 22, 2008)

Time Magazine for Kids: "Comics in Class" (April 25, 2008)

New York Times: "Superman Finds New Fans Among Reading Instructors" (December 26, 2007)

Publishers Weekly: "Disney Comics Goes to School" (May 7, 2007)

CBS News: "Newest Teaching Tool: Comic Books" (May 25, 2005)

WYPR's Maryland Morning Show: "Teaching With Comic Books in Maryland" (March 5, 2008)

REFERENCE BOOKS

Batman: The Complete History. (1999, 2004). Chronicle Books, San Francisco, CA. 206 pages.

Beatty, Scott, et. al. The DC Comics Encyclopedia: The Definitive Guide to the Characters of the DC Universe, updated and expanded. (2008). 399 pages.

Walker, Brian. The Comics: The Complete Collection. (2002, 2004). Abrams, New York. 668 pages.

GLOSSARY

"A Comic Book portrays a story through a series of sequential illustrations that incorporate short bits of text containing dialogue, sounds, or narratives. The story may be humorous, or it may present a world of adventure, mystery, or fantasy. Most comic books are printed on a regular basis and have one or more central characters who appear in each issue. A particular story may be told in a single issue, or it may continue from one issue to the next over a period of time. The artistic style of a comic book is often attributed to a single artist, although most comics are produced by a team of artists and writers working together." Source: http://www.answers.com/topic/comic-book [Retrieved September 21, 2009]

Graphic Novel
n. "A novel whose narrative is related through a combination of text and art, often in comic-strip form.

graphic novel. (n.d.). *The American Heritage® Dictionary of the English Language, Fourth Edition*. Retrieved September 21, 2009, from Dictionary.com website: http://dictionary.reference.com/browse/graphic novel

Manga
"Main Entry: man·ga; Pronunciation: \□mäŋ-gə\; Function: noun; Etymology: Japanese, comic, cartoon, from man- involuntary, aimless + -ga picture **...**"
manga. (2009). In *Merriam-Webster Online Dictionary*. Retrieved September 21, 2009, from http://www.merriam-webster.com/dictionary/manga