

# Getting Graphic



Robin Brenner

# The Comics Market



In 2001

\$75 million total sales

\$32 million in bookstores

\$43 million in comic stores

In 2005

\$295 million total sales

In 2006

\$330 million in 2005

\$220 million in bookstores

\$170 million—\$200 million

manga sales in 2006

Graphic novel sales

surpassed comic book

sales for the first time

# Who's reading comics?



- ✓ Average age: 34
- ✓ Gender: 87 percent male;  
13 percent female
- ✓ Manga, teenagers: 75%  
female

# It's a format, not a genre

- ✓ Sequential art = panels, text + image



# What is literacy?

— Literacy (strict definition)  
- the ability to read and write

Literacy as a set of skills for  
interpreting information in:

- ✓ Oral or written language
- ✓ Images
- ✓ Symbols
- ✓ Sounds
- ✓ Equations
- ✓ Gestures
- ✓ Videos & animation

# 5 Steps...

- ✓ Read 5 graphic novels
- ✓ Go to your local Comics store
- ✓ See what other libraries have
- ✓ Find your “hidden” titles
- ✓ Read recommended lists & reviews

# Professional Reviews

- ✓ Booklist
- ✓ The Horn Book
- ✓ Library Journal
- ✓ LJ Graphic Novel Xpress online
- ✓ Publishers Weekly
- ✓ School Library Journal
- ✓ Voice of Youth Advocates
- ✓ ICv2 Guide

# Online Reviews

✓ Manga4kids

<http://manga4kids.com/>

✓ No Flying, No Tights

<http://www.noflyingnotights.com>

✓ Sequential Tart

<http://www.sequentialtart.com>

✓ Word Balloons

<http://www.wordballoons.net>



# Online News & Resources

✓ ICv2

<http://www.icv2.com>

✓ Graphic Novels in Libraries Listserv (GNLIB-L)

<http://www.angelfire.com/comics/gnlib/>

✓ Comic-Con's The Pulse

<http://www.comicon.com/pulse/>

✓ Mangablog

<http://www.mangablog.net>

✓ Precocious Curmudgeon

<http://precur.blogspot.com/>

# Age Ratings

## MARVEL RATING SYSTEM

- ◆ **ALL AGES**  
Appropriate for readers of all ages.
- ◆ **A**  
Appropriate for ages 9 and up.
- ◆ **T+ TEENS & UP**  
Appropriate for most readers 13 and up, parents are advised that they may want to read before or with younger children.
- ◆ **PARENTAL ADVISORY**  
15+ years old similar to T+ but featuring more mature themes and/or more graphic imagery. Recommended for teen and adult readers.
- ◆ **MAX: EXPLICIT CONTENT**  
18+ years old Most Mature Readers books will fall under the MAX Comics banner, (created specifically for mature content titles) MAX and Mature-themed titles will continue to be designed to appear distinct from mainline Marvel titles, with the "MAX: Explicit Content" label very prominently displayed on the cover. MAX titles will NOT be sold on the newsstand, and they will NOT be marketed to younger readers.

## Oni Press Ratings



**Y - Youth (7+)**  
Bring the kids! This title is entirely appropriate for your little ones. No sex, no profanity, no disturbing themes. And while there may be action, there's no violence. (Think 'G' or 'PG'.)



**T - Teen (13+)**  
This title may include mild violence and language, and may touch on mature themes. (Think 'PG-13'.)



**O - Older Audiences**  
Anything that contains strong language, graphic violence, or nudity receives our 'O' rating and is considered inappropriate for readers under the age of 17. (Think 'R'.)

## TOKYOPOP Rating System



**All ages**  
Appropriate for ages 6 and up.  
May contain cartoon violence and potty humor.



**Youth Age 10+**  
Appropriate for ages 10 and up.  
May contain mild language, fantasy violence and bullying.



**Teen Age 13+**  
Appropriate for ages 13 and up.  
May contain infrequent and mild profanity, mild violence and gore, crude humor, mild sexual language and themes, nondescript nudity, and mild fanservice, as well as references to tobacco, alcohol, and illegal drug use.



**Older Teen Age 16+**  
Appropriate for ages 16 and up.  
May contain profanity and strong language, moderate violence and gore, moderate sexual themes and sexual violence, nudity, moderate fanservice, and alcohol and illegal drug use.



**Mature Ages 18+**  
Appropriate for ages 18 and up.  
May contain excessive profanity and language; intense violence; excessive gore; explicit sexual language, themes and violence; and explicit fanservice.

## KNOW WHAT'S INSIDE

With the wide variety of manga available, CMX understands it can be confusing to determine age-appropriate material. We rate our books in four categories: EVERYONE, TEEN, TEEN + and MATURE.



**EVERYONE**  
Titles with this rating are appropriate for all age readers. They contain no offensive material. They may contain mild violence and/or some comic mischief.



**TEEN**  
Titles with this rating are appropriate for a teen audience and older. They may contain some violent content, language, and/or suggestive themes.



**TEEN PLUS**  
Titles with this rating are appropriate for an audience of 16 and older. They may contain partial nudity, mild profanity and more intense violence.

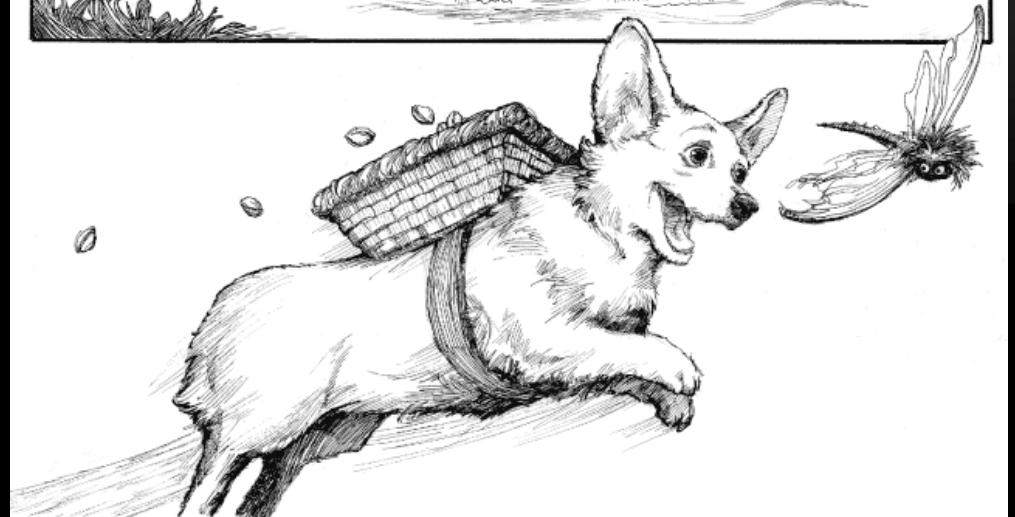
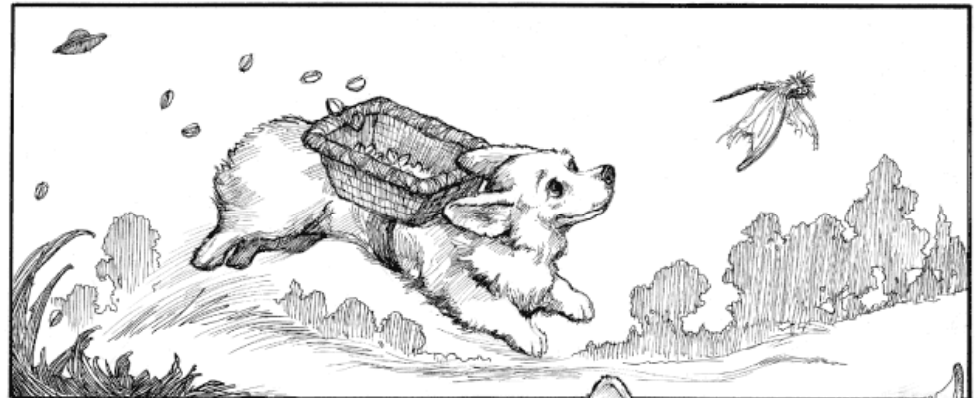
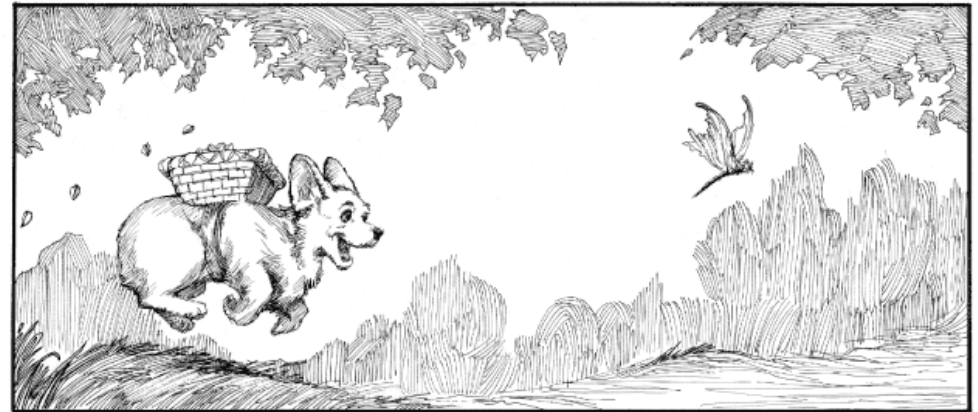
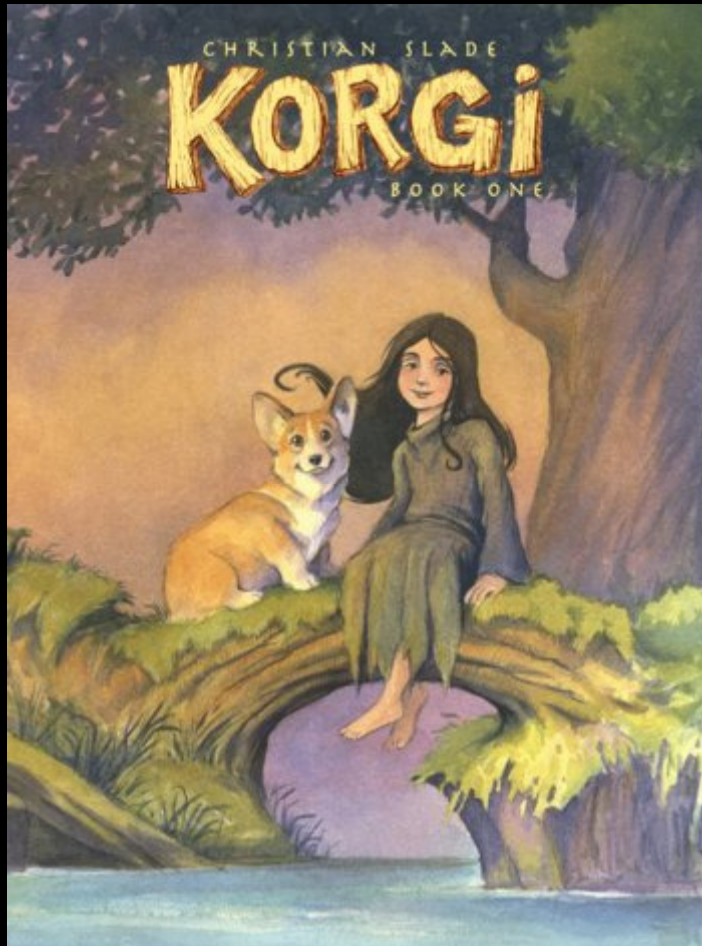


**MATURE**  
Titles with this rating are appropriate only for mature readers. They may contain graphic violence, nudity, sex and content suitable only for older readers.

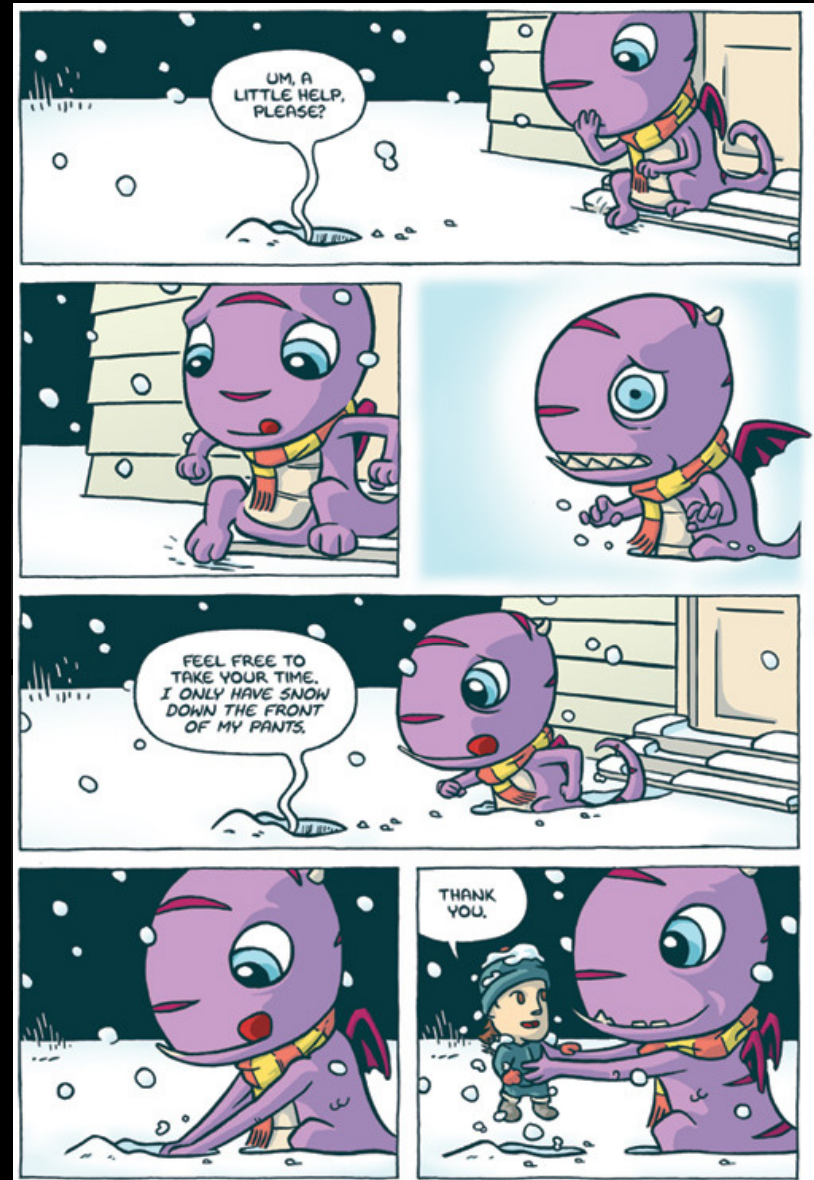
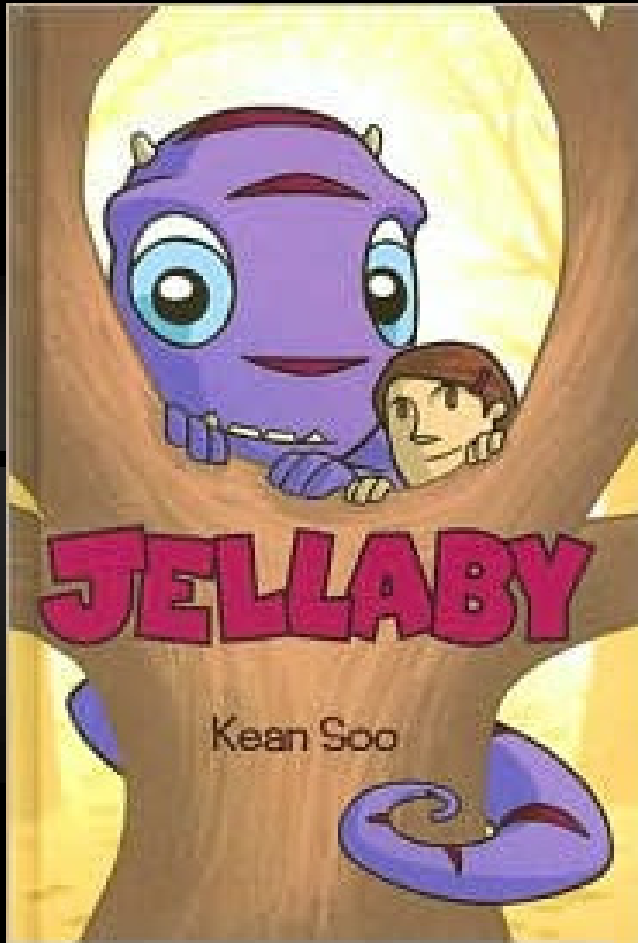
# Owly series



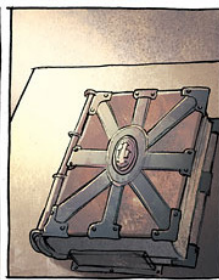
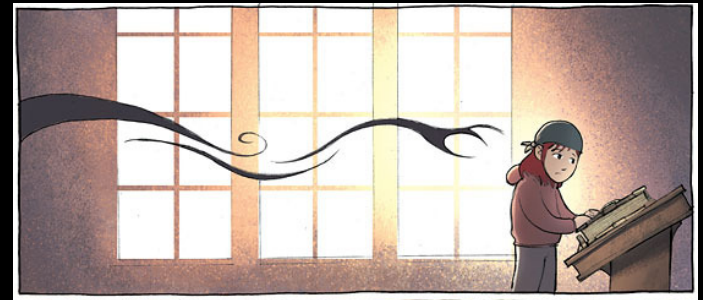
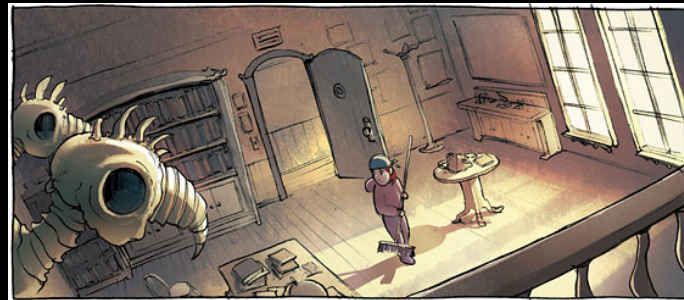
# Korgi



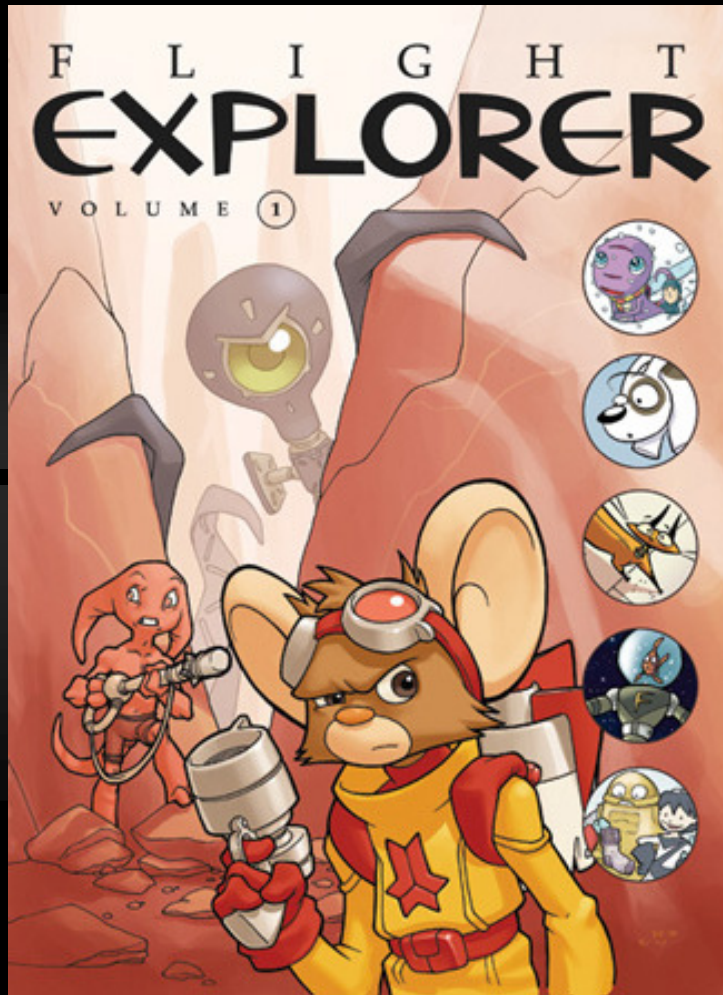
# Jellaby



# Amulet



# Flight Explorer

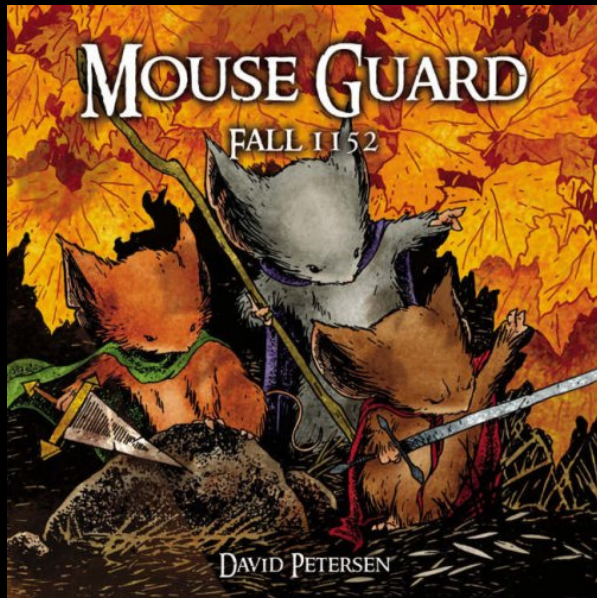


# The Arrival

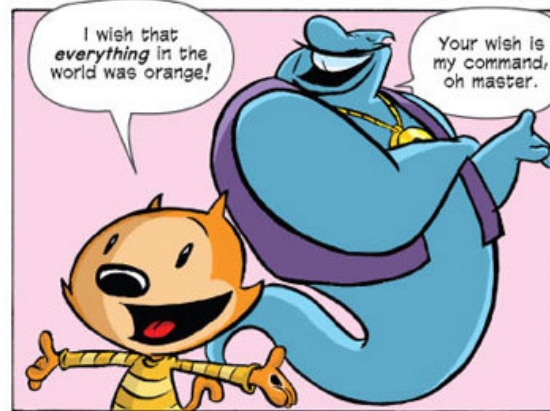
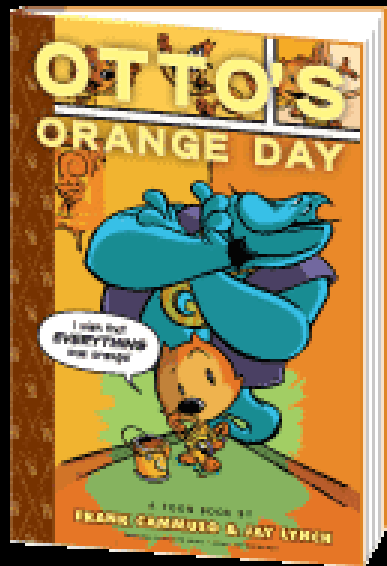




# Mouse Guard



# Otto's Orange Day

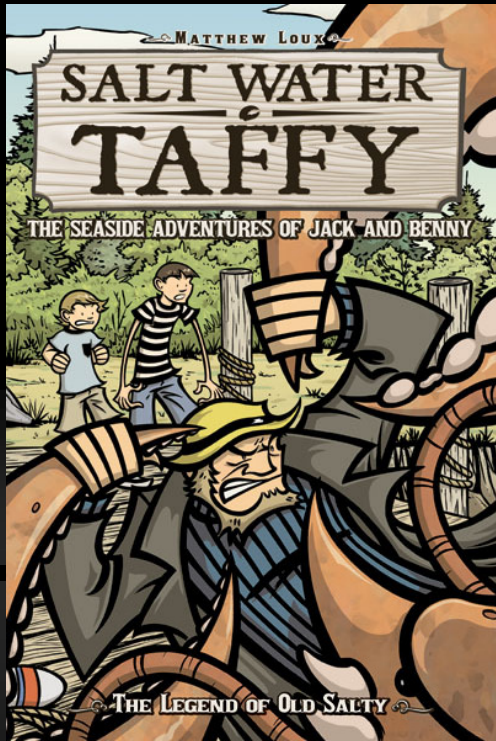


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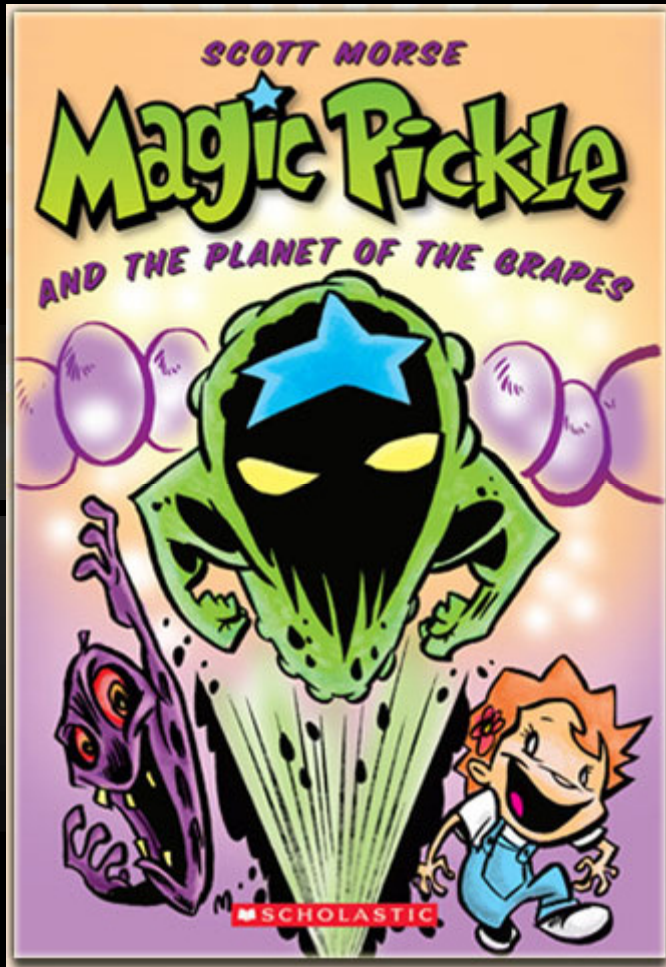


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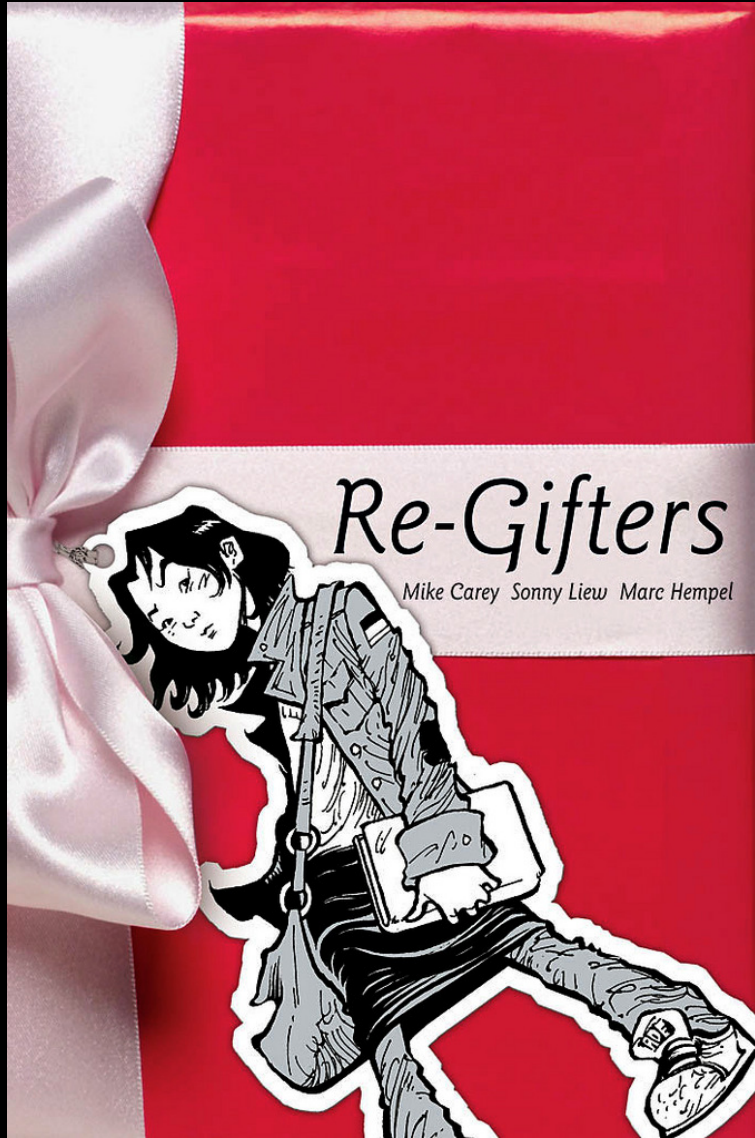
# Salt Water Taffy



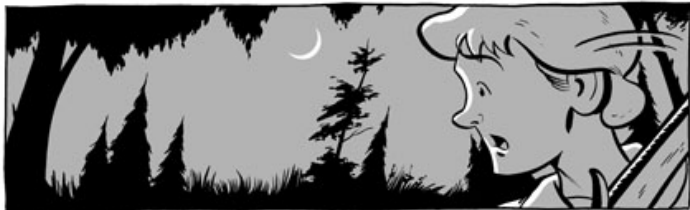
# Magic Pickle



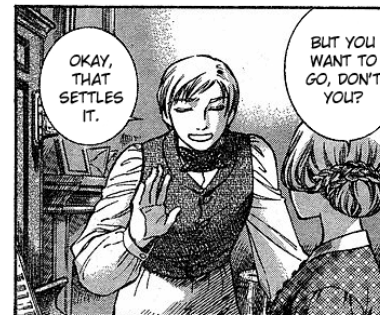
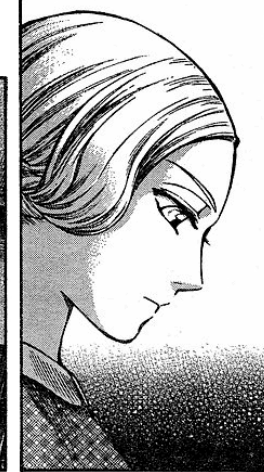
# Re-Gifters



# Annotated Northwest Passage



# Emma





Beowulf



I have, sir, a son by order of law, some year elder than this,  
Who yet is no dearer in my account. Though this knave came  
something saucily into the world before he was sent for, yet  
was his mother fair, there was good sport at his making,  
and the whorison must be acknowledged. Do you know  
this noble gentleman, Edmund?

No, my lord.

My lord of Kent,  
Remember him hereafter  
as my honorable friend.

My services to your lordship--

Gloucester, fetch my  
lords of France and Burgundy.

I shall, my liege.

MEANWHILE we will express our darker purpose  
The map there know we have divided  
In three our kingdom, and 'tis our fast intent  
To shake all cars and business of our state,  
Confirming them on younger strengths, while we  
Unburdened crawl toward death.

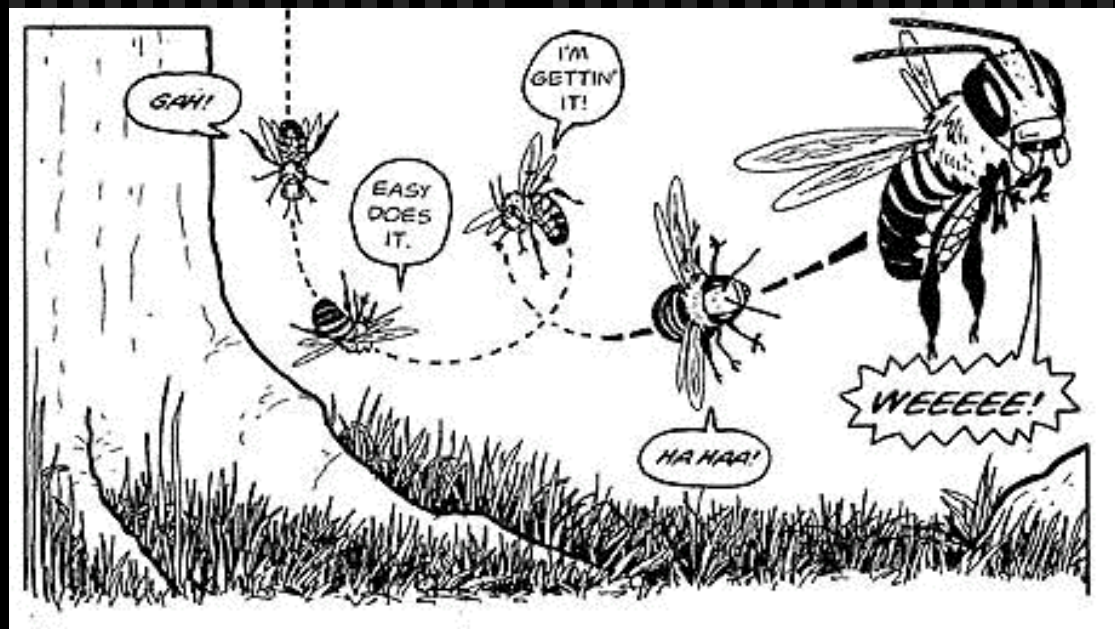
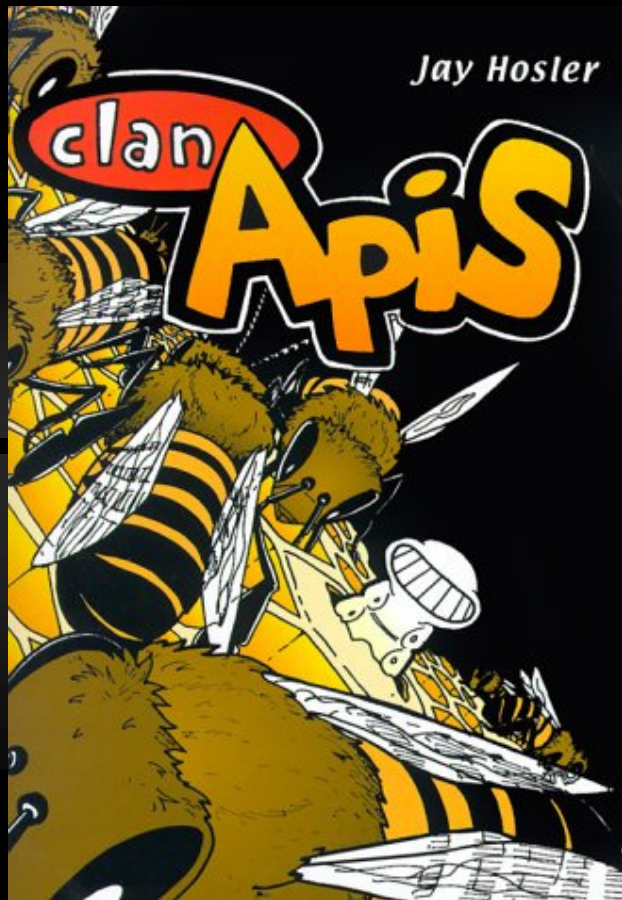
# King Lear

Which of you shall we say doth love us most,  
That we our largest bounty may extend  
Where merit doth most challenge it?  
Gouril, our eldest born, speak first.

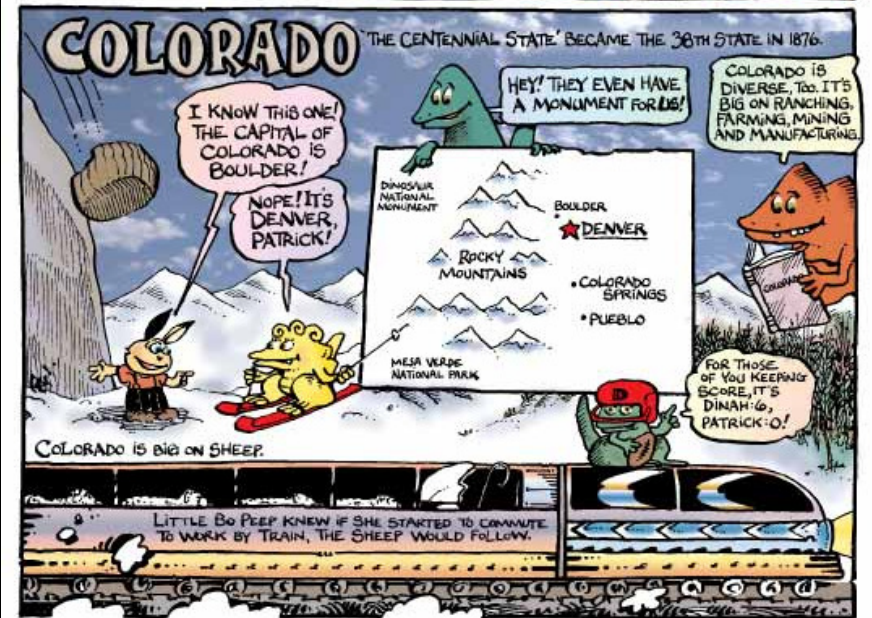
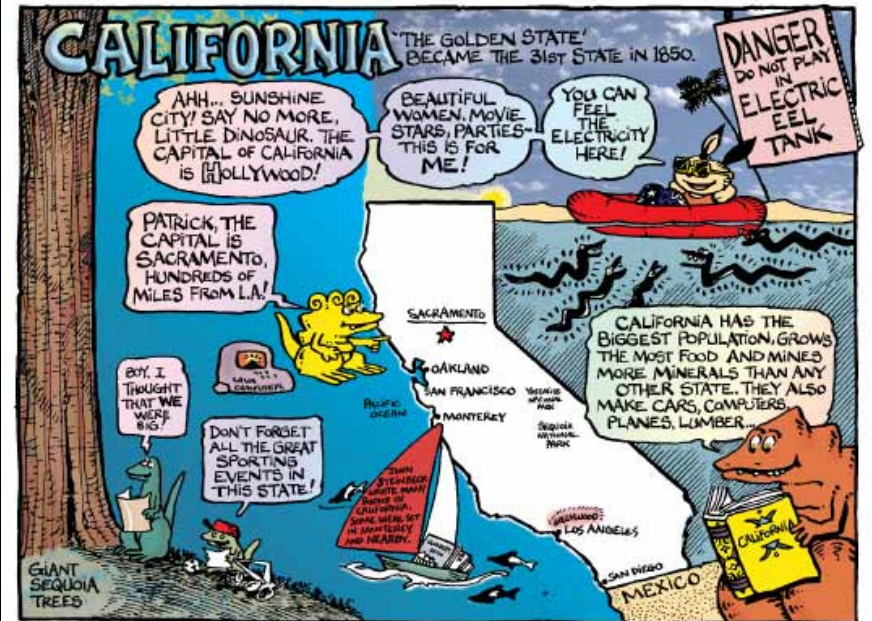
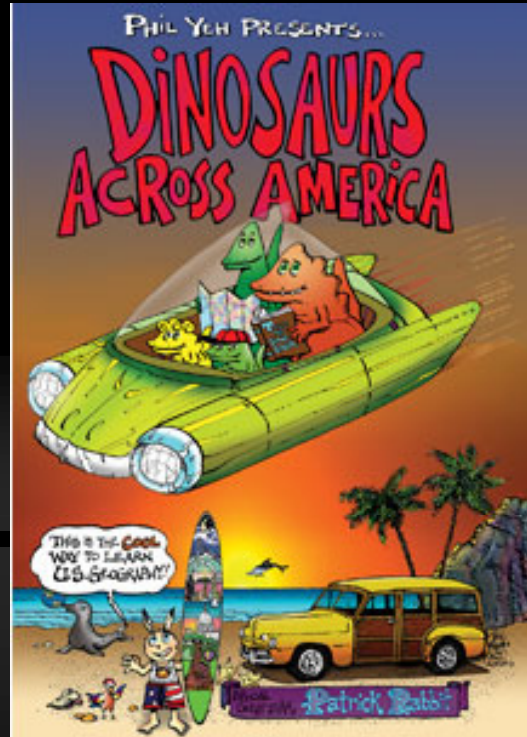
Sir, I do love you more than words can wield the matter;  
Dearer than eyesight, space, or liberty,  
Beyond what can be valued rich or rare,  
No less than life, with grace, health, beauty, honor,  
As much as child e'er loved, or father, friend,  
A love that makes breath poor and speech unable.  
Beyond all manner of so much I love you.

What shall Cordelia  
Do? Love and be silent.

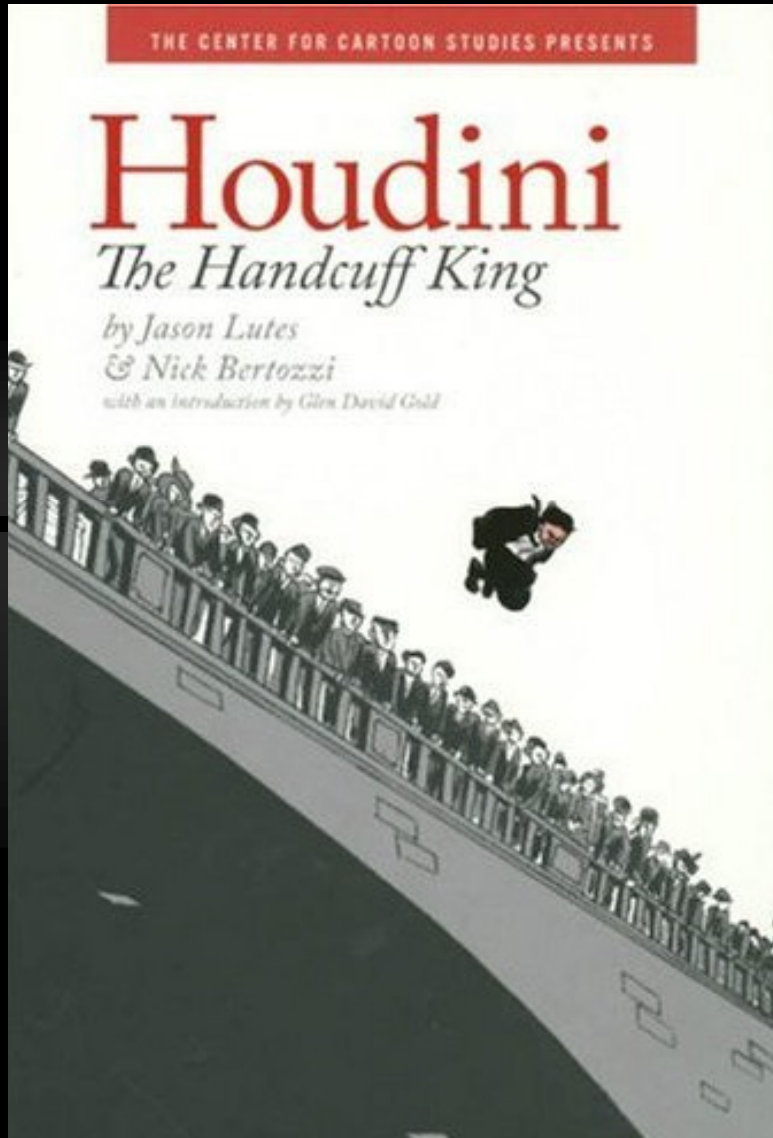
# Clan Apis



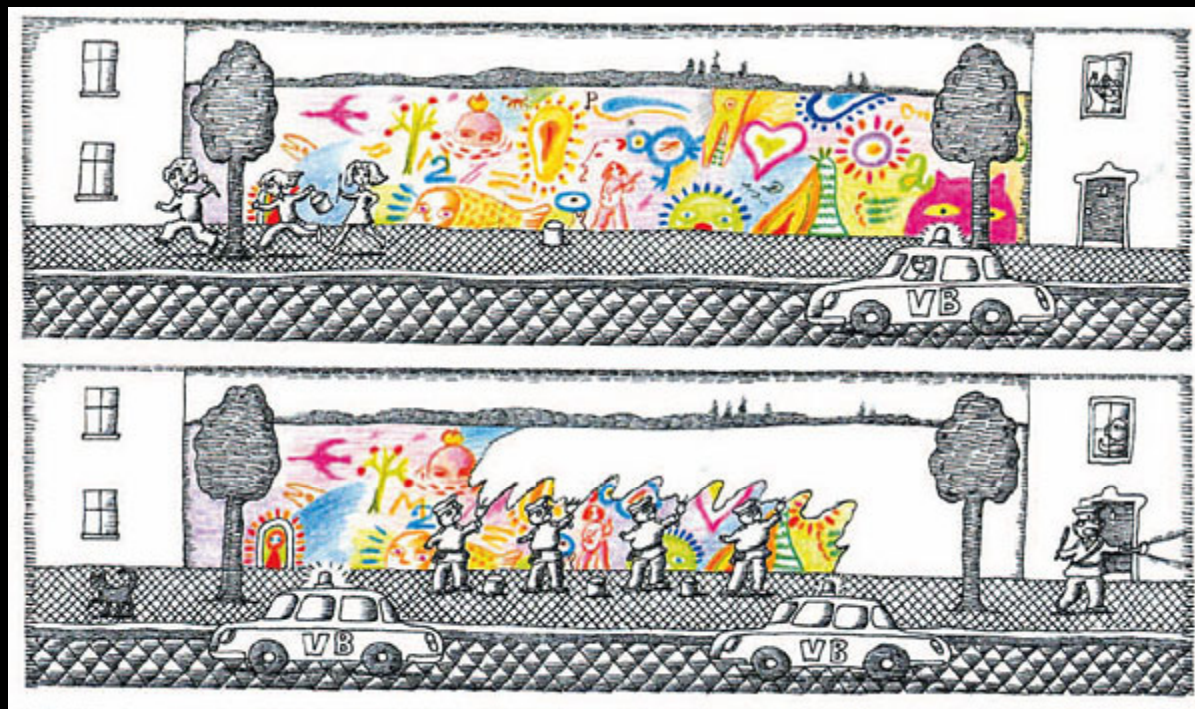
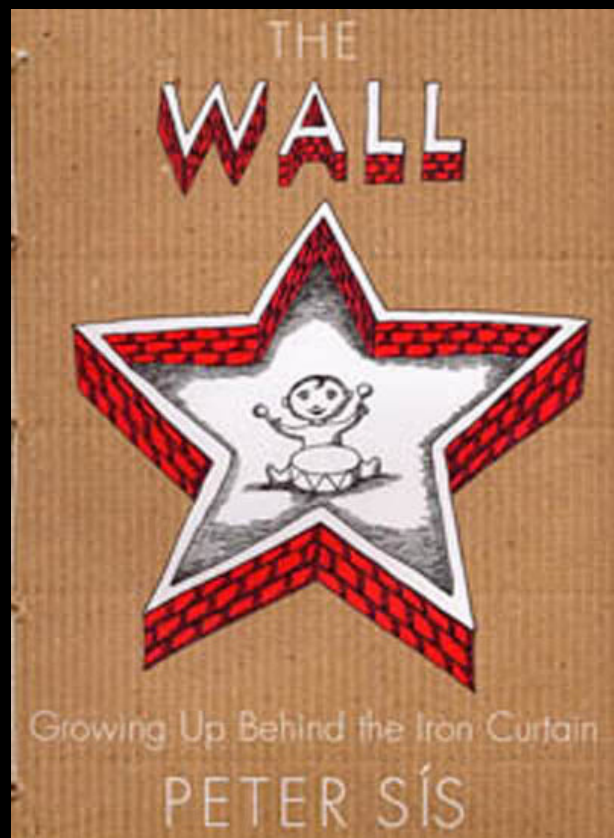
# Dinosaurs Across America



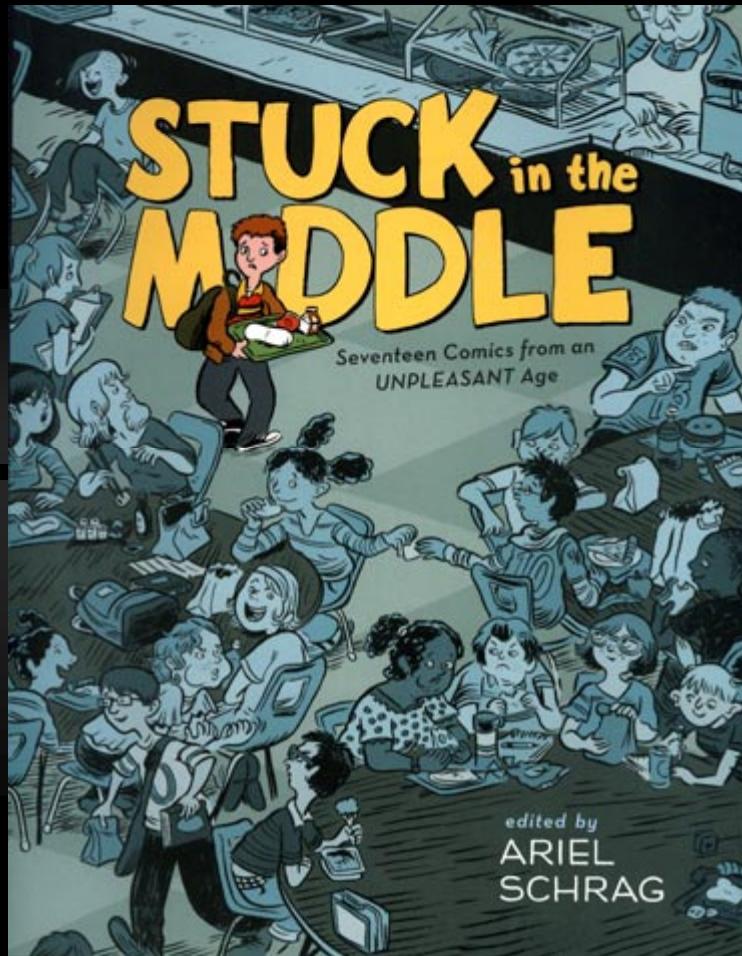
# Houdini: The Handcuff King



# The Wall: Growing Up Behind the Iron Curtain



# Stuck in the Middle: 17 Stories from an Unpleasant Age

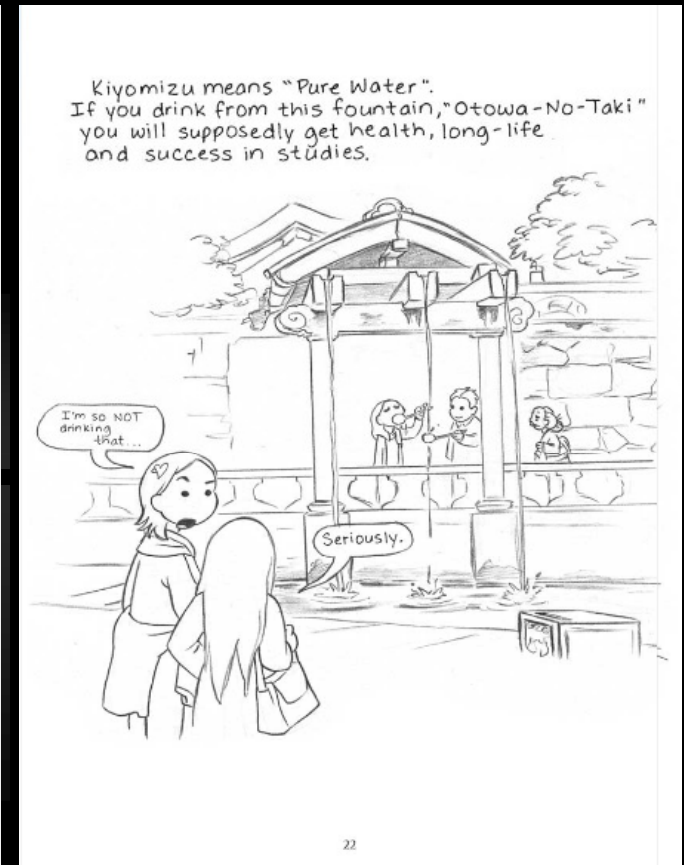
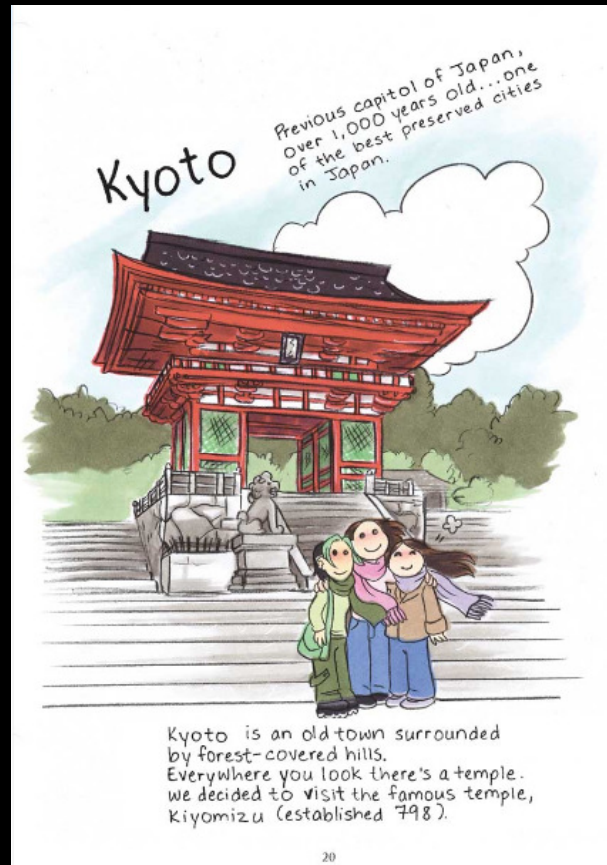


# Pyongyang

GUY DELISLE  
**PYONGYANG**  
A JOURNEY IN NORTH KOREA

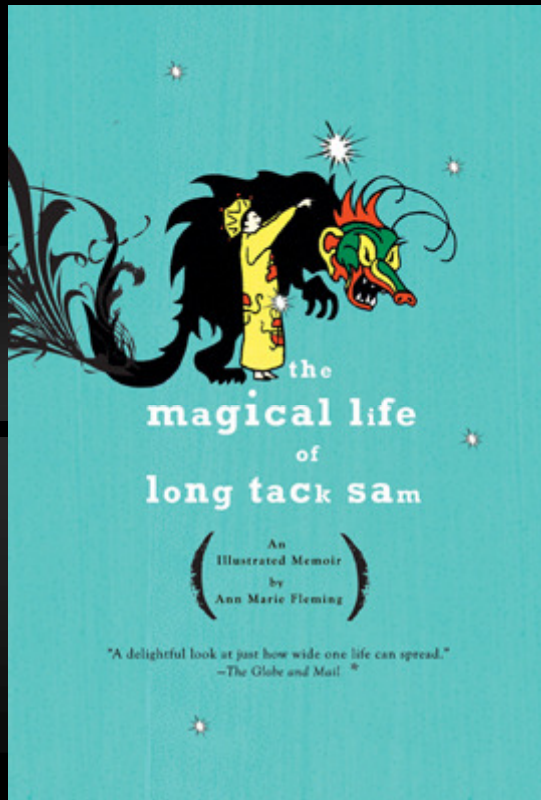


# Japan Ai: A Tall Girl's Adventures in Japan





# The Magical Life of Long Tack Sam



HIS BROTHER'S NAME WAS LONG TE SHAN.

WHAT!?

IF his brother was the real Long Tack Sam, then who is my great-grandfather? What is his real name?

I don't know. Maybe 'Hi'

So, in China, Long Tack Sam is associated with the brother we once knew he had. The one who taught him acrobatics. The one who came to this. **AND** they fought over her.

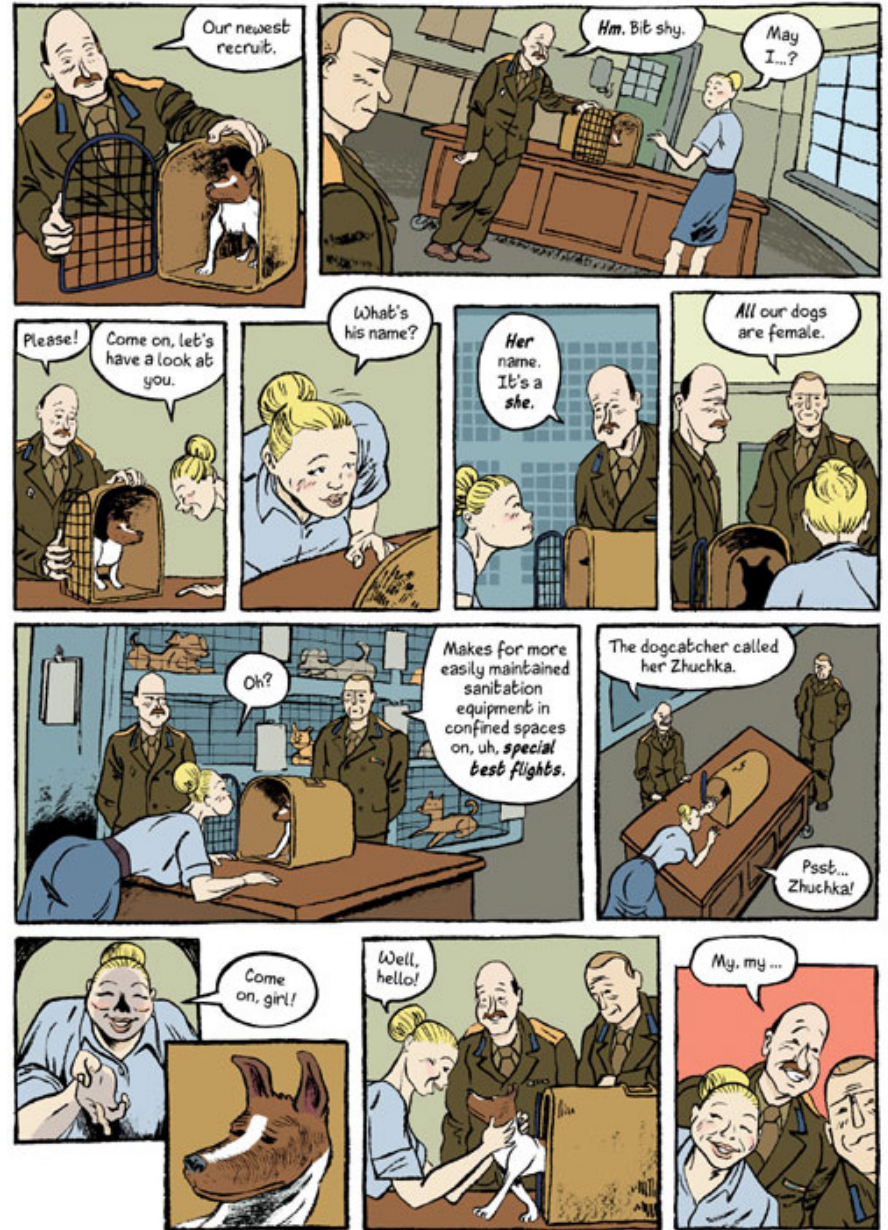
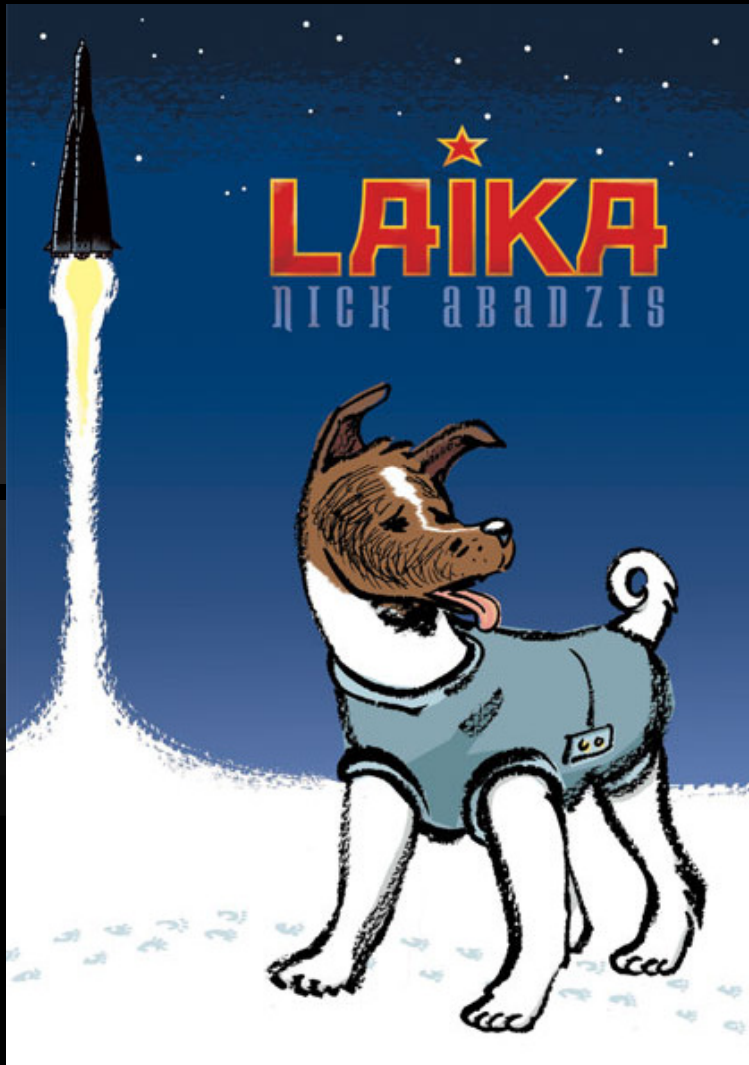
Sam's brother was either:

- He wildly jealous, and wanted to kill his brother to win his wife.
- He spent Sam married a foreigner and wanted to kill HER.

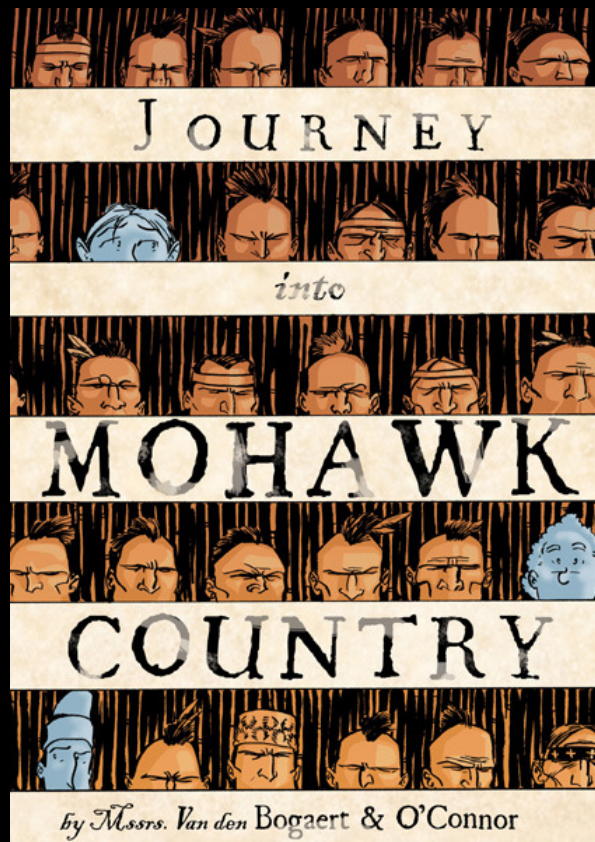
(Story always here)

© \* # ✕ †

# Laika



# Journey Into Mohawk Country



# Blue Beetle



# Civil War



# CIVIL WAR



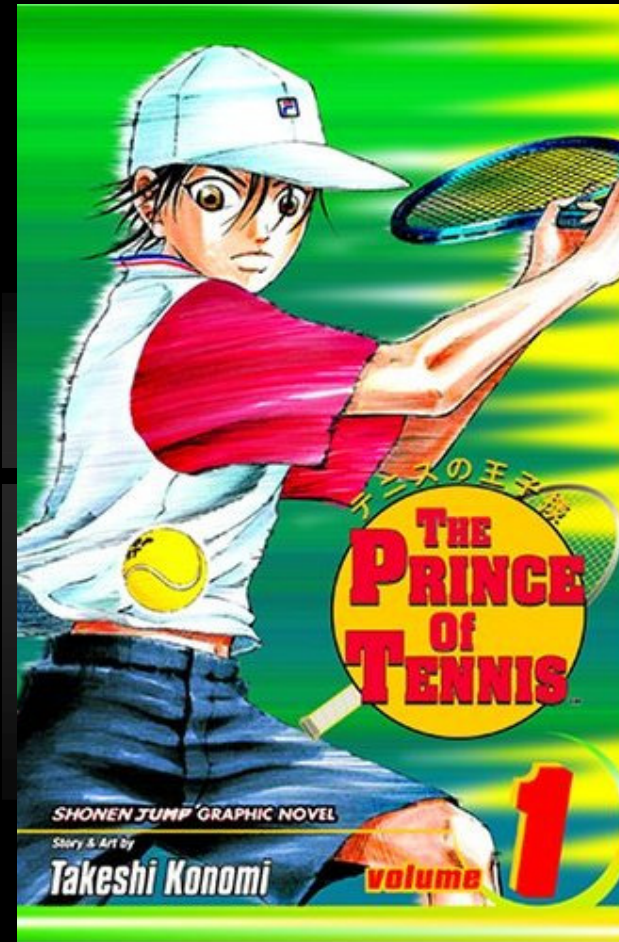
# Yotsuba&!



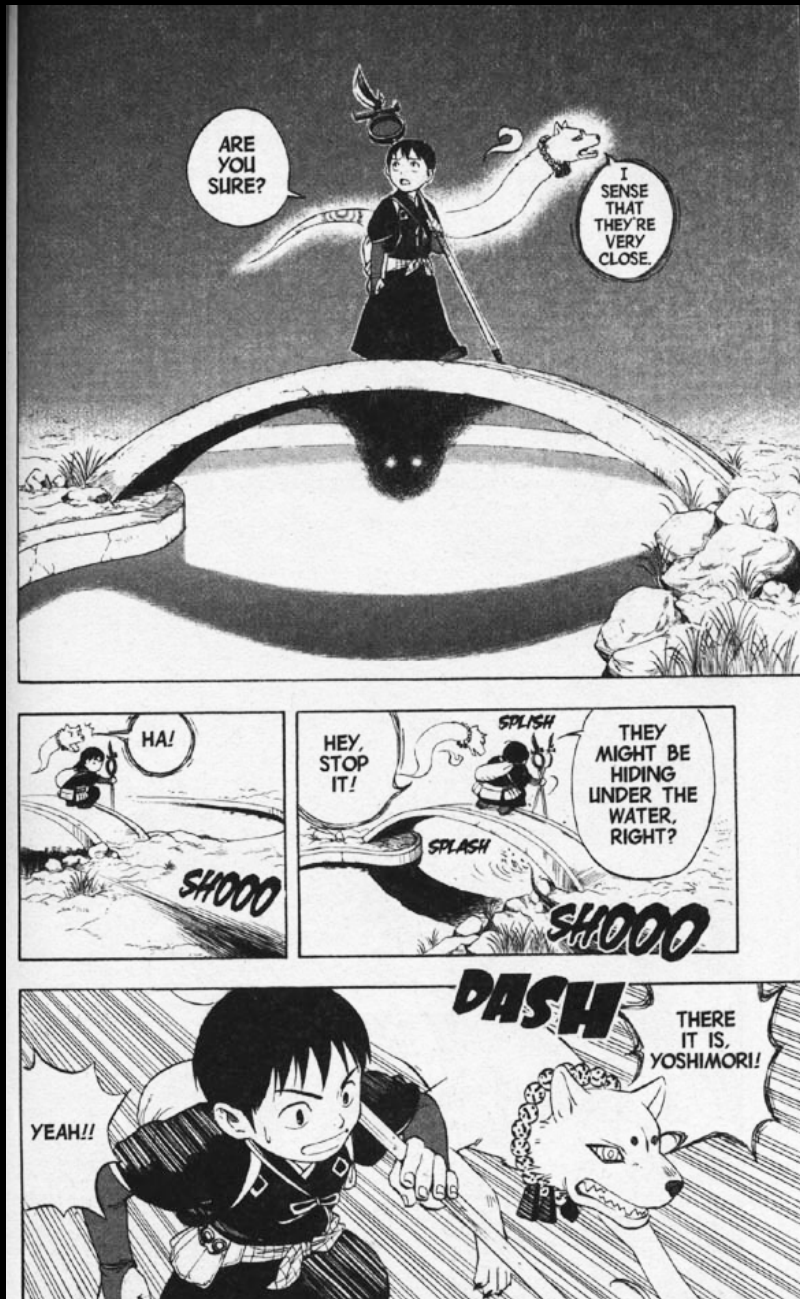
# Whistle!



# Prince of Tennis

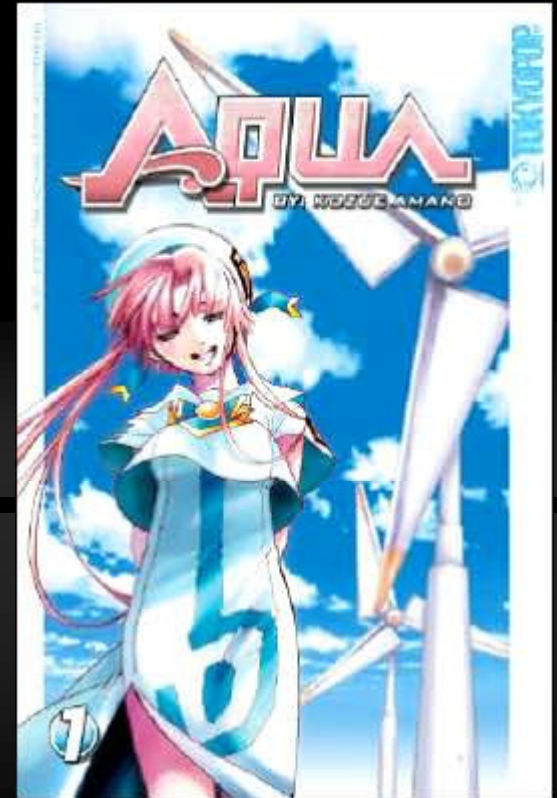
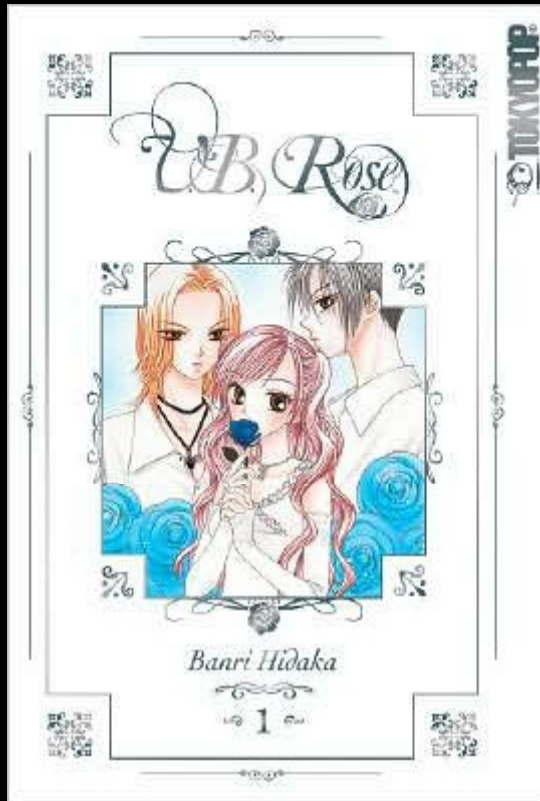


# Kekkaishi





# Shojo (girls) manga for middle school



# Translucent

1

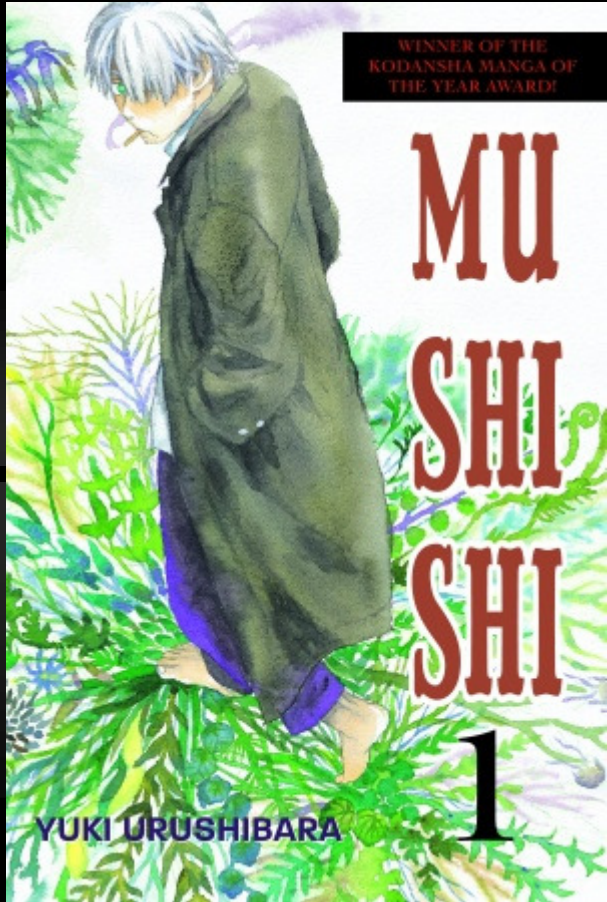
岡本一広  
Okamoto Kazuhiro



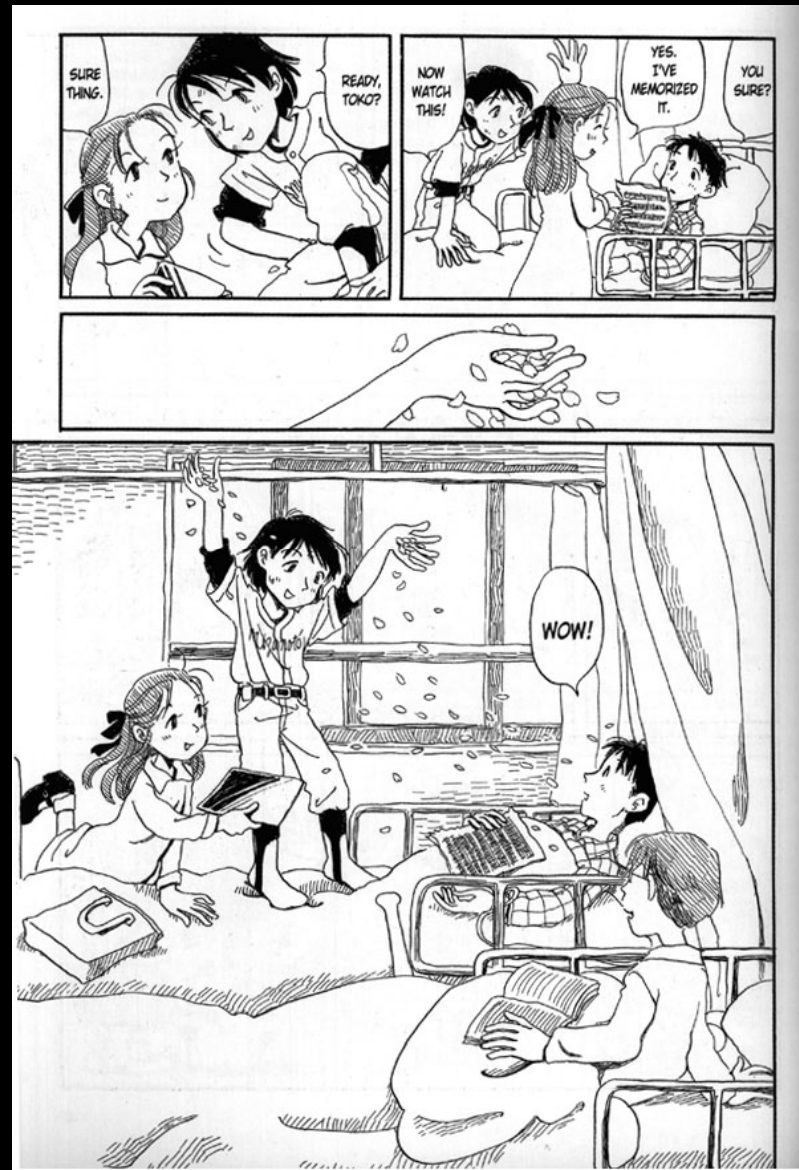
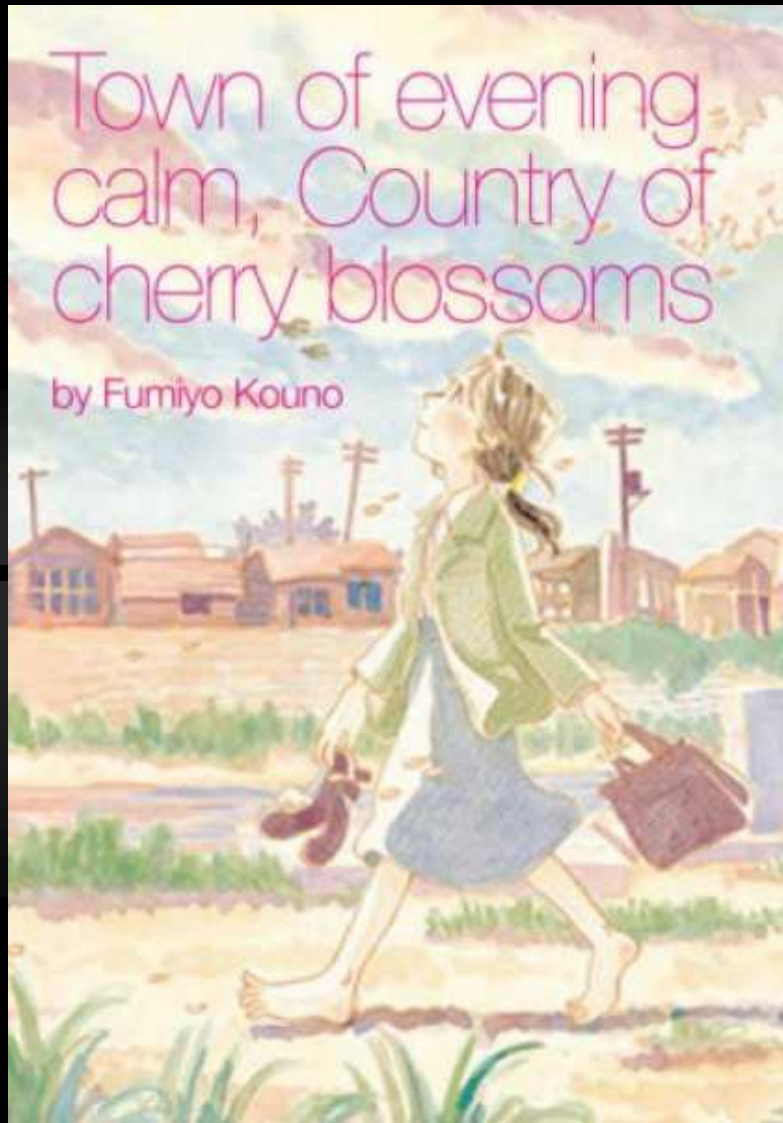
「トランスルーセント」  
Can you see right through her?  
translucent



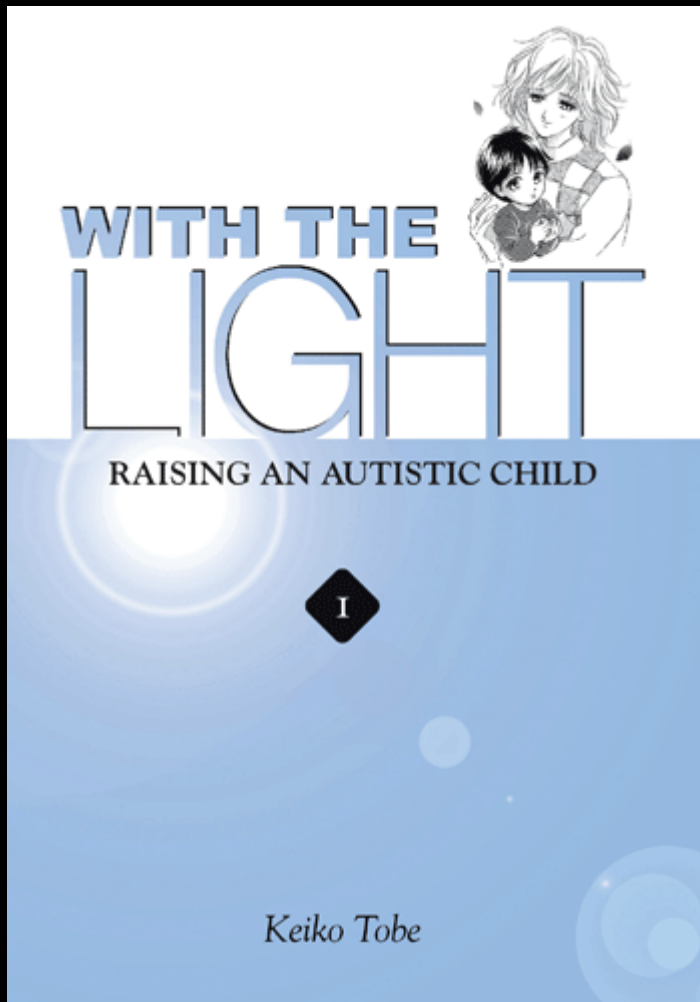
# Mushishi



# Town of Evening Calm, Country of Cherry Blossom



# With the Light



**WITH THE  
LIGHT**

RAISING AN AUTISTIC CHILD

1

Keiko Tobe



I HEARD HIM.

YEAH, I HEARD HIM.

... "MOMMY," RIGHT?

DID YOU HEAR HIM?

HE JUST SAID...

THIS DOESN'T MEAN HE CAN TALK.

ASKING HIKARU TO "SAY IT ONE MORE TIME" IS USELESS.

FLIP 110

FLIP 110

FLIP 110

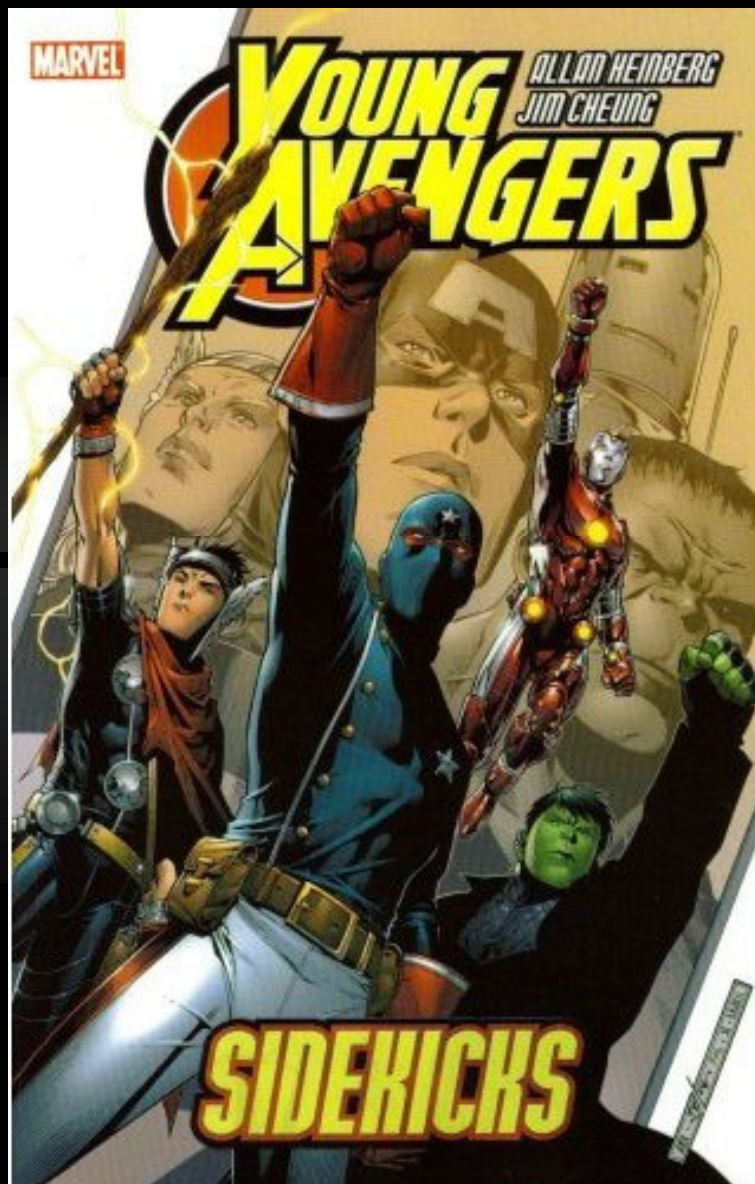
THANK YOU...

...HIKARU.

HIKARU'S LIFE IS LIKE RAYS OF LIGHT SHINING IN AND OUT DURING A STORM.

HE CAN'T DO THINGS HE WAS ABLE TO DO YESTERDAY. HE THROWS TANTRUMS.

# Young Avengers



# Programs & Lesson Plan Starters

- ✓ Getting Graphic! Using Graphic Novels to Promote Literacy with Preteens and Teens

- ✓ Graphic Novels in Your Media Center: A Definitive Guide



- ✓ Comics in the Classroom

<http://comicsintheclassroom.net>

- ✓ The Secret Origins of Good Readers

<http://www.night-flight.com/secretorigin/>

# Vocabulary with Donald Duck

## **SAMPLE LESSON PLAN 1**

Using *Donald Duck Adventures Volume: 3*  
For Reading and Vocabulary

**STORY:**  
"The First Mouse on the Moon"

**UNIT/CURRICULAR**

**CONNECTIONS:**  
Reading – Vocabulary

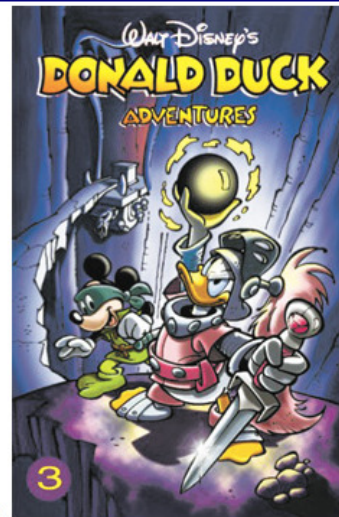
**GRADE LEVELS:**  
Elementary, grade 5

**OBJECTIVE:**  
By the end of the lesson, students will have become familiar with the illustrations and the story and will have learned the definitions for new vocabulary in the story.

**DIRECT TEACHING:**  
Depending on the number of copies of the graphic novel, share the entire book with the class or have the students share the book in pairs or trios. Depending on the length of the class, it may take two twenty-minute sessions to complete the sharing and discussion of the book. In a picture walk of the story, discuss what is happening in each panel with the students. (A panel is a separate square or rectangle of artwork.) Focus the students' attention on the facial expressions of the characters, the action in the panels, and the use of lines and shading to suggest movement and action. Generate a chart of predictions and for future reference, correlate those predictions to the page numbers of the story.

**WRITING ACTIVITY:**  
Using a dictionary, have the students identify the following vocabulary terms from the story: trajectory, mechanism, organic, sullen, stalagmite, gumption, carp(ing), and consolation. After students write the definition, have them write the word in an original sentence in their vocabulary journals.

**TECHNOLOGY CONNECTION:**  
Students may use Kid Pix to put a vocabulary word in the center of the slide and create illustrations to demonstrate their understanding of the word.





# Story Starters

NAME: \_\_\_\_\_

## story Starter

USE THIS STORY WEB TO HELP YOU ORGANIZE YOUR IDEAS.

Who?

What?

How?

IF I HAD ONE SUPER POWER, IT WOULD BE...

Where?

When?

Why?

Story Starter Panels #1-3



# Story Starters

## Comic Book Story Starters 3: A picture is worth 1000 Words

Based on a lesson plan developed by **Mike Carlin**. Modified and used with permission.

**OBJECTIVES:** Students will make predictions about what happened between the scenes depicted in the accompanying comic book panels that were specially designed for this resource book by artist and writer *Mike Carlin*, Senior Group Editor at DC Comics. Students will fill in the panels with their own illustrations to complete the sequence.

**OVERVIEW:** Using a set of comic book panels as inspiration, students will illustrate their own short works of fiction.

**GRADE LEVEL:** Elementary, but may be modified for secondary. Good for English Language Learners. No great artistic ability is necessary.

**INSTRUCTIONAL MATERIALS:** A comic book panel story starter, such as the one provided. Panels may also be created by the teacher, by the students, or chosen from a favorite comic or graphic novel.

**INTRODUCING THE LESSON:** Using a sample panel story starter, ask students to make predictions about what happened between the depicted scenes. Use the ideas generated to draw simple illustrations to complete the story.

### PROCEDURE:

1. Students will choose a story starter panel.
2. Students will brainstorm ideas about what happened between the depicted scenes.
3. Based on their ideas, students will fill in the blank panels with their own original illustrations to complete the story. Students will sign their work in the space provided.

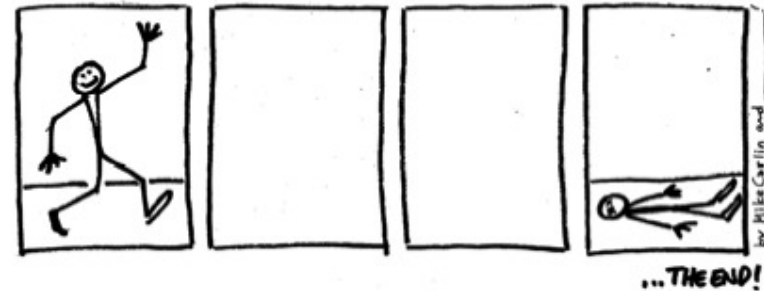
**CLOSURE:** Students will share their stories with a partner, in small groups, or with the class.

### EXTENSION:

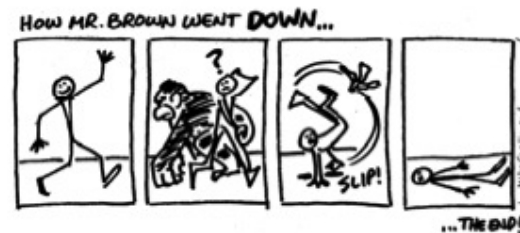
1. Students will create a class book with their completed panels.
2. Students will create their own story starter panels to be used by their peers for future writing assignments

## FOUR PANEL STORY TELLING

### HOW MR. BROWN WENT DOWN...



Example One:



Example Two:



# Comic Book Reports Creation

**COMIC CREATOR**

What is the name of your cartoon?

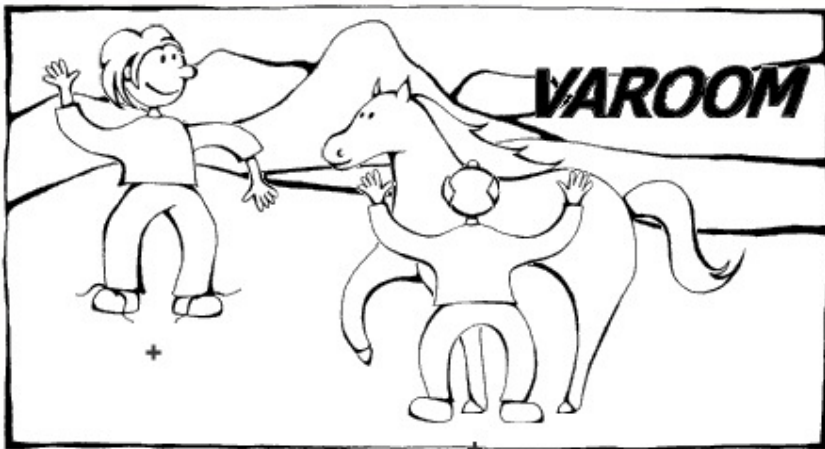
Add a subtitle below.

Who is the author or authors?

**read·write·think**  
International Reading Association NCTE marcopolo

Will meets the Rider: The Dark is Rising


◀ 1 ▶ Finish



+

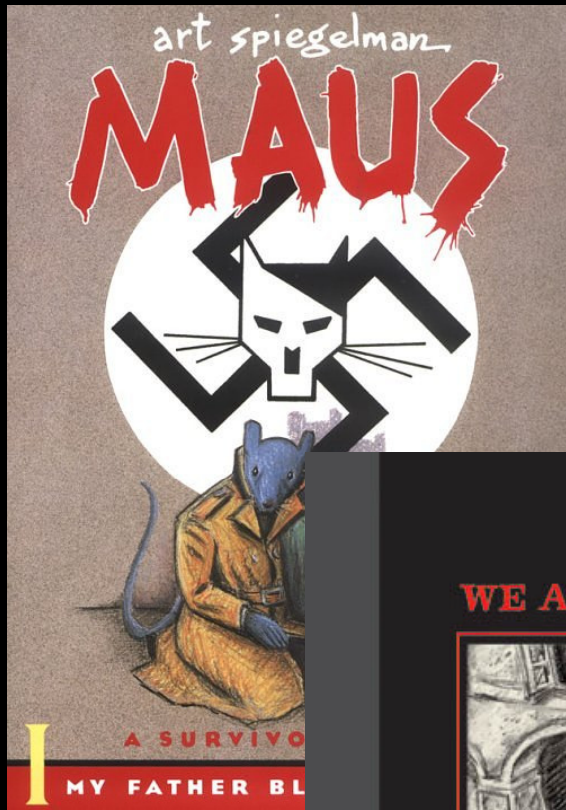
Caption:

?



**read·write·think**  
International Reading Association NCTE marcopolo

# World War II Perspectives



**WE ARE ON OUR OWN**

