**TEACHING THE COVER STORY**

**COMIC CRAZE!**

Graphic novels are a spin on traditional comic books. Instead of featuring superheroes, they often feature realistic, relatable characters and stories. These books are growing in popularity as people start to see the value in the stories they tell.

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**FAST FACTS**

- In 1842, *The Adventures of Mr. Obadiah Oldbuck* was the first comic book to be printed in the United States.
- In 2018, sales of graphic novels were $650 million.
- The Golden Age of Comic Books took place from 1938 to 1956. During this time, many classic comic books about famous superheroes, such as Superman, Batman, Captain America, and Wonder Woman, were first published.
- Seventy-four percent of children and parents agree that reading helps them understand the world.

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**WITHIN THIS GUIDE**

**PAIRED TEXT**

**INTEGRATE INFORMATION**

IN THE MAGAZINE: “SOCIAL DISTANCING,” P. 2

IN THE MAGAZINE: “FLATTENING THE CURVE,” P. 6

- **Lesson Overview:** Students will read “Social Distancing” and “Flattening the Curve” in the magazine. They’ll discuss what social distancing is and its effectiveness in an outbreak.
- **Lesson Materials:** Class set of this week’s magazine; online access to read paired text

**WRITING**

**MAKING CONNECTIONS**

IN THE MAGAZINE: “WEAR IT PROUD,” P. 7

- **Lesson Overview:** Students will read “Wear It Proud” and analyze who is being discriminated against, and why. They will then craft their own opinion about school dress codes.
- **Lesson Materials:** Class set of this week’s magazine; class set of “Don’t Discriminate” resource, on page 5 of this guide

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**PUBLISHING BREAK**

*time for Kids* will be on a two-week publishing break. Your next issue will be dated April 17, 2020.

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**LESSEE LEVELS**

- Main: 830L
- Alternate: 670L, 970L

**CONTENT-AREA STANDARD**

(NCSS) Culture

**COMMON CORE STANDARDS**

RI.1, RI.3, RI.5, SL.1, SL.3

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INTEGRATING INFORMATION
LESSON
Warm-Up and Vocabulary
• Take a class poll: Ask students to raise a hand if they’ve read a graphic novel. Use the results to drive a conversation about the rise in popularity of this type of book. Ask students to think about what makes it different from a traditional novel, or chapter book. Discuss this as a class. (Graphic novels include pictures, sound effects, dialogue, and thought balloons to tell the story instead of relying solely on expository text.) Have students think about a graphic novel they’ve read. Then have them share whether they enjoyed reading it and whether they found it more interesting or engaging than a traditional novel, and why.

Engage the Reader
• Show students this week’s magazine. Read the cover text aloud. Then have them preview the cover story on pages 4 and 5.
• Explain that while they are reading the article, students should pay attention to the similarities and differences between comic books and the graphic novels mentioned in the article.
• Provide students with a piece of paper. Have them draw a line down the middle. On one side, have them write “similarities” and on the other, have them write “differences.” Explain that while they read, they should write down their ideas.

Read the Text
• Have students read the article with a partner. Then have them discuss what they noted about the similarities and differences between comic books and graphic novels.

Respond to the Text
• Bring students back together to discuss the text. Ask:
  What was the first original graphic novel that Raina Telgemeier wrote? (It was Smile.) How is Smile different from traditional comic books? (Traditional comic books tend to be shorter. They tend to be comic in tone or to feature superheroes or action stories. Smile tells a story that kids might relate to. Today’s graphic novels also reach a wider audience by addressing both kids and adults.)

Extension Idea
• Tell students that today they are going to have a chance to make a comic book. Have them watch the video at the bottom of “Comic Craze!” at timeforkids.com. It is a time-lapse video from TIME for Kids art director Stephen Blue, showing how he made the illustrations for this week’s cover story.
• Provide students with the reproducible “Comic Creation,” on page 4 of this guide. Ask them to think about a memorable moment in their life. List examples to get the discussion started (e.g., first day at a new school, winning or losing a championship, learning how to make a special family dish, dealing with a bully, and so on).
• Give students time to work on the activity. Remind them that comic books have detailed pictures as well as descriptive language to engage the reader. You might provide additional copies of the reproducible for students who wish to create a longer comic book or graphic novel.
• When students are done with this, bring them back together to share their comic books with the class or in small groups.

COVER STORY POWER WORDS
Here are all the words you might teach in this lesson. Select the words that are most appropriate for your students for direct instruction within the lesson.

*confiscate verb: to take something away from someone

memoir noun: a story about the writer’s experiences

genre noun: type; a category, such as realistic fiction, science fiction, or mystery

prestigious adjective: important; respected

*impact noun: the effect something has

*Power Words not highlighted and defined in student magazine
PAIRED TEXT & WRITING

INTEGRATE INFORMATION

ARTICLE: “SOCIAL DISTANCING,” P. 2
ARTICLE: “FLATTENING THE CURVE,” P. 6

• This week’s paired-text lesson uses two articles featured in the magazine instead of linking to one at timeforkids.com. Have students read “Social Distancing” and “Flattening the Curve” in this week’s magazine (in print or onscreen). The first article introduces them to the topic and the second explains the importance of social distancing.

• As a class, discuss the following: What is social distancing? What are some examples listed in the article? How should people practice social distancing? What does it mean to “flatten the curve”? Why is it important to flatten the curve?

• If there’s time, have students write a paragraph explaining what social distancing is and what effect it could have on the outbreak.

POWER WORDS
Go to timeforkids.com for definitions and to hear the words read aloud in a sentence.

“Social Distancing,” p. 2: *mass, *transfer
“Flattening the Curve,” p. 6: pandemic, scenario, surge
“Wear It Proud,” p. 7: champion, discrimination

OPINION WRITING

ARTICLE: “WEAR IT PROUD,” P. 7

Open the lesson by asking students to weigh in on the following question: Why is it important for people to be able to represent themselves with their clothing, accessories, or hairstyle? Tell students that they’re going to read “Wear It Proud,” an article about hair discrimination. When they’ve finished reading, analyze the article as a class by asking the following: 1) Which students are experiencing hair discrimination? 2) Why are some schools enforcing these rules? Do you agree with their reasoning? Why or why not? 3) How do these rules make people feel? Use textual evidence to support your answer. 4) What are people doing to end hair discrimination? 5) What is motivating them to end it?

Next, ask students to express an opinion about one of these dress-code policies: banning headwear, requiring girls and boys to wear specific types of clothing, or banning jewelry. Have students complete the “Don’t Discriminate” resource, on page 5 of this guide, to rewrite one of these policies and explain their reasoning for why it is important to do so.

ANSWER KEY

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Comic Creation

Read “Comic Craze!” (March 27, 2020). Then think about a memory to write about. Use the back of this page to draft a scene of that memory for a graphic novel. Then sketch it in the panels below.

SCENE 1:

INIDES
Don’t Discriminate

Read “Wear It Proud” (March 27, 2020), about hair discrimination. Then take a look at potentially discriminatory dress-code policies below. Choose one and explain how it could be rewritten to be more inclusive.

### Policies:
- [ ] No headwear will be permitted.
- [ ] Girls must wear a skirt or dress, and boys must wear pants.
- [ ] No jewelry may be worn during the school day.
- [ ] Other: ____________________________________________

Think about why the policy is discriminatory. Rewrite it to be inclusive of all genders, religions, and races.

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How I would respond to people who disagree:

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EDITION 5–6: MAGAZINE QUIZ

Name: ................................................................. Date: .................................................................

Use all articles from the March 27, 2020, issue of TIME for Kids to answer the questions.

SOCIAL DISTANCING: Make an Inference (RI.5.1; RI.6.1)

1. Which of the following would be the best alternative title for this article?
   A. “Let’s Party!”
   B. “Stay Away”
   C. “Do the Best You Can”
   D. “COVID-19”

FOR THE RECORD: Read for Information (RI.5.1; RI.6.1)

2. Why is Heaven Fitch significant?
   A. She helped set the record in France.
   B. She is the first girl to wrestle in North Carolina.
   C. She is the first girl to win a wrestling competition.
   D. She is the first girl to win an individual state championship in her state.

DATA DEEP DIVE: Analyze Graphic Features (RI.5.7; RI.6.7)

3. How have kids’ preferences changed since 2016?
   A. They are less interested in humorous books.
   B. They’re more interested in learning something new.
   C. They no longer enjoy reading for pleasure.
   D. They don’t have strong preferences anymore.

COMIC CRAZE!: Identify Cause and Effect (RI.5.3; RI.6.3)

4. According to the article, what most likely caused the rise of graphic novels for kids?
   A. Publishers priced them more competitively.
   B. More authors started writing graphic novels for kids.
   C. Telgemeier’s graphic novel Smile was a Number 1 best-seller.
   D. Sales of children’s books increased by more than 50%.

COMIC CRAZE!: Identify Point of View (RI.5.6; RI.6.6)

5. Which of the following most likely describes the author’s opinion of graphic novels?
   A. She is uninterested in them.
   B. She thinks they should be confiscated.
   C. She thinks they are humorous.
   D. She thinks they are impactful.

FLATTENING THE CURVE: Analyze Graphic Features (RI.5.7; RI.6.7)

6. According to the chart, what will happen without protective measures?
   A. The number of cases will increase and last longer.
   B. The number of cases will increase but drop at a faster rate.
   C. The number of cases will decrease to match the health-care system’s capacity.
   D. The number of cases will remain the same with or without protective measures.

FLATTENING THE CURVE: Identify Claims and Evidence (RI.5.8; RI.6.8)

7. Why is the goal “to spread out infections over time”?
   A. to allow the medical industry to take care of those who are sick
   B. to give governments more time to boost the economy
   C. to encourage social distancing
   D. to decrease the negative effects on small businesses

WEAR IT PROUD: Identify Cause and Effect (RI.5.3; RI.6.3)

8. The CROWN Act is intended to
   A. increase graduation rates.
   B. decrease suspension rates.
   C. encourage discrimination.
   D. empower children.

ROCK ON: Read for Detail (RI.5.1; RI.6.1)

9. What kind of troll is Cooper?
   A. funk
   B. pop
   C. Snack Pack
   D. rock

ANOTHER LOOK: Define Words and Phrases (RI.5.4; RI.6.4)

10. Which word most closely means the same as celebrated, as it is used in the first sentence?
    A. observed
    B. performed
    C. admired
    D. criticized
In this week’s cover story, writer Shay Maunz is featured reading Jerry Craft’s graphic novel *New Kid*. The book is about a boy who grapples with being one of the few kids of color at a prestigious school. It follows him through his first year as he learns about friendship and identity.

**NEW KID**

*BY JERRY CRAFT*

Graphic novelist Jerry Craft has a lot in common with Jordan Banks. Jordan is the main character in Craft’s latest book, *New Kid*. In the story, Jordan is crazy about cartooning and wants to go to art school. Instead, his parents enroll him in a fancy private school known for academics, where he’s one of the only students who isn’t white. Craft went through something similar, and he knows what it’s like to be one of the few African Americans in class. He told TFK Kid Reporter Maria Suarez that for him, the experience was like “being thrown in a cold swimming pool.”

Growing up, Craft wasn’t a big reader. But *New Kid*, with its imaginative drawings and relatable characters, is a book he would have liked. “A graphic novel is something between a book and a movie,” he says.

— By Maria Suarez, TIME for Kids Kid Reporter

**QUICK TIPS TO GET STARTED**

**ABOUT THE BOOK**

- **Released in February 2019**
- **256 pages**
- **Ages 8 and up**
- **Lexile Level: 320L**

**ABOUT THE AUTHOR**

JERRY CRAFT is an author and illustrator who has worked on numerous picture books, graphic novels, and middle grade novels, including *The Zero Degree Zombie Zone*, by Patrik Henry Bass. Jerry’s books have been Junior Library Guild selections, and he has won five African-American Literary Awards. He is a cofounder and coproducer of the Schomburg Center’s annual Black Comic Book Festival, which has drawn close to 50,000 fans since its inception in 2013. Jerry was born in Harlem, in New York City, and grew up in nearby Washington Heights.

**QUICK TIPS TO GET STARTED**

1. **Read the book.** Before introducing the book and leading your class in a discussion about it, you should be prepared. Questions will arise, and you’ll want to be able to answer them.
2. **Mark up the text.** While reading, annotate the text to help you go chapter by chapter, deciding what questions to ask and how they connect to the overall theme.
3. **Set ground rules.** Establish a set of rules with the class to determine what strong habits of discourse should look and sound like in your classroom. Post them for the year.
4. **Teach students how to read a graphic novel.** Graphic novels are read from left to right, from the top of the page to the bottom, like a regular book. However, you may want to read the first chapter as a class to accustom students to the organization of speech bubbles in the frames.
5. **Invest your readers.** Remember, part of your role is to hype the book before, while, and after students read it. This will secure their investment in it and ensure their ability to think critically and answer questions about it.

**ILLUSTRATE IT!**

In his book *New Kid*, Jerry Craft uses similes and metaphors about friendship. Use the thought cloud to write words and phrases about friends. Then come up with your own simile or metaphor below.

**Friends are...**

My simile/metaphor about friends.

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