



TEACHING GUIDE



Created by:



OVERVIEW

School's in for the super students at Super Hero High!

Whether teaming up to study for finals, figuring out how to operate a time machine, finding the lost city of Atlantis, meeting up with Zeus for a family reunion, or reading *The Odyssey* while embarking on an epic quest of their own, the students at Super Hero High are learning that fun, friendship, and teamwork are often part of the curriculum. But not all of the students make wise choices. Sometimes, the right choice is not obvious, and the students must depend on each other to find the best way forward.

At Super Hero High, well-known characters like Wonder Woman, Batgirl, Bumblebee, Supergirl, Poison Ivy, Beast Boy, Cyborg, Harley Quinn and Cheetah all live side-by-side and must get along in order to save their school and classmates from super challenges and super-villains. With easily relatable, diverse and adventurous storylines aimed at inspiring young boys and girls to discover their true potential, work together to understand their problems, and stand up for what is right, the *DC Super Hero Girls* series offers young readers an opportunity to learn what teen life is like for some of their favorite characters at Super Hero High.



KEY CHARACTERS

The students at Super Hero High are a diverse group of boys and girls from around the world and galaxy. Between classes, homework, teachers, detention, and unexpected adventures, each of the characters in the *DC Super Hero Girls* must navigate their new powers and identity.

Super Hero High School Students



SUPERGIRL is indestructible with abilities including super-strength, heat vision, flight, X-ray vision and super-speed. A leader of the *DC Super Hero Girls*, Supergirl is a noble character always ready to help others and save the day. But Supergirl isn't perfect—she is often clumsy and shy in social situations.



BATGIRL is a tech wizard who used to be the school librarian, and her intelligence and dedication earned her immediate acceptance into Super Hero High. Her intelligence coupled with her martial arts training and detective skills make her a powerful crime-fighter in the *DC Super Hero Girls* series. A team player who always fights for what she feels is right, Batgirl stands up to crime and villains.



BUMBLEBEE is a science genius who invented her own suit, which allows her to become as small as a real bee and spy on super-villains. And villains beware! She can follow the scent of honey to recharge her powers, and her sting can foil villainous plans in an instant. Bumblebee is a social butterfly and always up for an adventure with her *DC Super Hero Girls* friends.



WONDER WOMAN is a natural born leader who was born on an island inhabited only by warrior women. With a super-powered shield, bulletproof bracelets, and a lasso that demands its captives tell the truth, Wonder Woman is one of the leaders of the *DC Super Hero Girls*.




HARLEY QUINN is the Super Hero High class clown. Always ready with jokes, pranks, and puns that aren't exactly helpful, Harley Quinn tends to complicate matters for the *DC Super Hero Girls*. Upbeat and spunky, Harley provides a lot of fun (sometimes even too much fun) for her classmates.





KATANA uses her artistic viewpoint to create sleek costumes that accentuate her martial arts combat skills. An expert swords-woman, Katana sees her sword as both an extension of and a guiding force for her powers. Katana is also the resident artist of the *DC Super Hero Girls*.

Super Hero High School Faculty & Administration

 **AMANDA WALLER** is the principal at Super Hero High and is a strong leader—demanding, tough and fair—with helpful leadership skills.

 **GORILLA GRODD** is the vice principal at Super Hero High and although he's a bit intense at times, he has the students' best interests in mind.

 **PROFESSOR ETRIGAN** teaches poetry and “Intro to Epics.”

 **JUNE MOONE** is an art teacher at Super Hero High, but rumor has it that she may be an expert in the dark arts.



KEY SETTINGS

METROPOLIS is not only the home of the famed Superman, but also the city where Super Hero High is located. Metropolis is a modern city of intrigue and wonder for the young heroes as they begin to figure out their powers and venture out beyond Super Hero High's campus.

SUPER HERO HIGH educates teenagers with powers about how they can fight crime and stand up for what is right and good. Sometimes, however, some of the teenagers' more villainous tendencies get in the way and students at Super Hero High must make tough decisions between right and wrong.

CAPES & COWLS CAFÉ is a local teen hangout near Super Hero High where the characters often study and make plans with each other.



KEY THEMES

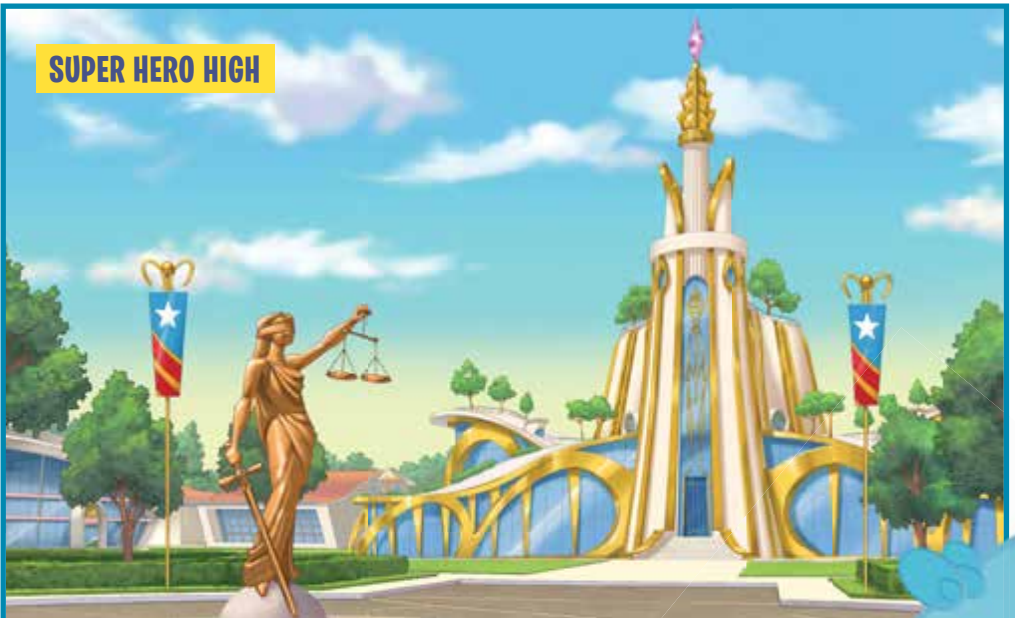
IDENTITY is a constant source of tension for students at Super Hero High. With every new adventure, each student must figure out if his or her powers should be used for good or for evil.

HEROISM is a central struggle for all students at Super Hero High. Even as they take classes to become a hero, not everyone acts like a hero 100 percent of the time. Through their adventures, they learn what makes a deed heroic and how they can become true heroes themselves.

TEAMWORK is key to solving problems at Super Hero High. The characters must find ways to work together to solve conflicts and Super Hero High, Metropolis, and even the whole world from super-villains and their evil plans.

FRIENDSHIP is vital to helping the students communicate and work together to solve problems at Super Hero High. By sharing ideas and supporting each other as friends, the characters are able to resolve their problems and maximize their super-skills.

SUPER HERO HIGH





PRE-READING ACTIVITIES

- 1. ASK** students to think about the last time they worked with their peers to address a problem at school. What happened, and how did students work together to resolve the situation? Ask students to think about what superpowers they would want to possess and why. What types of problems would they want to solve? Why? To help students explain their choices ask them to draw or create a visual representation of themselves with their new powers.
- 2. WATCH** an episode or two of the cartoon *DC Super Hero Girls* and press pause when each character is first introduced. Every time students meet a new character, ask them to take notes and discuss what they are learning about that character. By the end of two episodes, students will have collected and discussed a series of introductions to key characters from the graphic novel series.
- 3. INSTRUCT** students to take a picture walk through one of the *DC Super Hero Girls* graphic novels, telling them to leaf through the pages only looking at the images in order to predict the story. After they've looked at the pages, ask students to write down their predictions and discuss what they think might happen.
- 4. SHOW** students the key conflict resolution page from the graphic novel they are about to read and ask them to write down at least three ideas about what led up to that particular page in the story and at least three more ideas about what follows that particular page.





DISCUSSION QUESTIONS


- 1.** What traits do you believe make a “hero”? Look through the text to find examples of where the DC Super Hero Girls are acting like heroes, then compare with your classmates’. What differences or similarities did you find?
- 2.** What traits do you believe make a “villain”? Look through the text to find examples of where characters are acting like villains, then compare with your classmates’. What differences or similarities did you find?
- 3.** Are there any times in the graphic novel(s) where a hero is acting like a villain, or a villain is acting like a hero? Did this change how you felt about the character? How and why?
- 4.** Can you be a hero in different ways than people expect? If so, how? What are examples of being heroic in unexpected ways in the graphic novel(s)?
- 5.** Why is it important that the DC Super Hero Girls work as a team to solve their problems? What kind of problems have you solved with a team? What do you think makes a good teammate?
- 6.** Sometimes even heroes feel peer pressure. Have you ever felt pressured or bullied into doing something you didn’t want to do? How did that make you feel? Is there anything you can do to help make sure that doesn’t happen to other people in the future?

7. Many of the DC Super Hero Girls have conflict in their families, showing that even being a member of a super-family can be hard sometimes. How does your family make you feel? Is there anything you can learn from the graphic novel(s) to deal with issues that come up at home?
8. What traits do you believe make a “true friend”? How do the DC Super Hero Girls show, or not show, friendship to each other in the graphic novel(s)? Is there anything you can learn from their actions to help you be a better friend?
9. Everyone feels insecure sometimes, even heroes. Have you ever felt like something was out of your control or changing too fast for you to keep up? What did you do? Is there anything you can learn from the DC Super Hero Girls to better deal with this in the future?
10. Is competition good, or bad, or a bit of both? How can it help solve a problem or make it worse? What are some examples of this in the graphic novel(s)?

PROJECT IDEAS

1. **ROLL CALL/ALTER EGO:** Using the “Roll Call” section featured at the beginning of each *DC Super Hero Girls* graphic novel, have students create their own Super Hero High character description. This can be a student’s alter ego, or an entirely made-up character. Encourage them to consider the following traits when developing their hero:

- Name (real and/or hero)
- Personality
- Power and talents
- Costume and tools
- Teammates and friends
- Nemesis and villains

 Students can also draw a portrait of themselves in their imagined hero costumes. Students can use their responses and art to create mock Super Hero High ID cards.

- 2. FIRST DAY OF SCHOOL:** Have students imagine it is their first day of school at Super Hero High. Individually or in groups, have them create a schedule of classes for themselves or select from a provided list. Consider providing examples from the graphic novel, like “Intro to Super-Suits” and “Intro to Prehistory” to help with brainstorming.

Once students have created their schedules, have them select one or more courses and develop a mock “super activity” that they might expect to do in that class on the first day of school. This can be a purely imagined activity, such as taking a trip to the Jurassic period to learn about prehistoric history. Or you can require them to utilize supplies readily available in the classroom, such as building their own super-suits with basic arts and crafts materials.



Students can present on their lesson plans and course schedules, as well as trade lesson plans and participate in each other’s activities.

- 3. SUPER SOLUTIONS:** Individually or in groups, have students brainstorm problems in their school, community, or larger world that they want to solve. Then, have them select one problem that they feel needs to be solved most urgently. Using the *DC Super Hero Girls* team or a character/team of their own design, have them explore ways they might address and solve this problem. Students can share their solutions in pairs, groups, or as part of a presentation for the entire class. Teachers may also consider assigning one problem or issue to the entire class and soliciting a variety of solutions for that topic.



For further engagement, have students consider how they can translate their “super solutions” into more practical everyday acts. Students can even use these ideas to create, plan, and implement service projects that address specific issues in their schools and communities.

- 4. CREATE A COMIC/COMIC PITCH:** Individually or in groups, have students develop an original comic story, script, and/

or finished comic that incorporates the *DC Super Hero Girls* team characters and settings. This comic story can:

- A. Be left entirely up to students as a creative exercise
- B. Focus on a more relevant topic/theme they might face in high school, such as bullying, peer pressure, harder classes, new friendships, and so on
- C. Incorporate elements of assigned topics/texts from your classroom, such as having students build a DC Super Hero Girls-themed adaptation of *The Odyssey* or Greek myths



As time allows, students can design and illustrate some or all of their comics, which teachers can group into class collections. Alternatively, students can present their comics “pitches” to the class and have students vote on which one is the best option to send to DC Comics for the next issue of *DC Super Hero Girls*.

- 5. WHAT MAKES A HERO?:** Each of the *DC Super Hero Girls* is a hero in their own way, but some could argue that certain characters in *DC Super Hero Girls* are more “heroic” than others. Have students look back through the graphic novel(s) to find examples of heroism involving each of the characters, then ask them to answer the question: Is any one character in the graphic novel(s) more heroic than the others? And why?

Once students have selected a character, put them in groups and have them develop an argument as to why their specific character is the most heroic using specific, concrete examples. They should present their argument and evidence to the class with the goal of convincing their peers that their selected character displays the most heroism in the graphic novel(s).



For further engagement, students can even create flyers, advertisements, memes, and other media to support their argument and advocate for their hero to be named class president of Super Hero High.



To ensure consistent numbers in groups, consider assigning a character to students and grouping them beforehand.

6. SUPER HERO HIDEAWAYS: Each of the Super Hero High girls has a different place to call home. Wonder Woman has Themyscira. Mera has Atlantis. Supergirl has the Kent farm in Smallville. Using these and other heroic hideaways featured in the graphic novel(s) as examples, have students design their own hero world from scratch. Encourage them to think about what their hero hideaway would look like. Would it be a fortress of solitude in the arctic? A tech-filled cave beneath their family home? Would it be on a distant planet, in a spaceship orbiting earth, or something else entirely? And why?



Students can write a short description and even create a blueprint for their ideal hideaway. Afterward, students can present in groups or to the class and discuss why they chose the location(s) they did. For further engagement, encourage students to create elements of their super-home, such as a flag, anthem, constitution, laws, and other societal and cultural elements.

BRIEF SUGGESTIONS FOR PAIRING OR FURTHER READING

- *Mythology: Timeless Tales of Gods & Heroes* (book)
- *Percy Jackson & The Olympians* (series)
- *Harry Potter* (series)
- *DC Super Hero Girls* animated series
- *Amulet* (graphic novel)
- *Bone* (graphic novel)
- *El Deafo* (graphic novel)

The *DC Super Hero Girls* line of original graphic novels introduces an exciting universe of heroic storytelling, featuring DC Comics' most powerful and diverse lineup of female characters.

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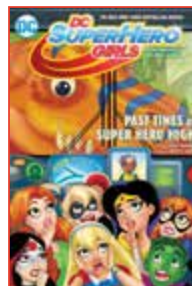
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"A youthful twist on popular characters."
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"Perfect for younger readers."
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SEARCH FOR ATLANTIS**

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