



GRAPHIC NOVEL MODULE




GRAPHIC NOVEL MODULE: INTRODUCTION

INTRODUCTION TO THE MODULE

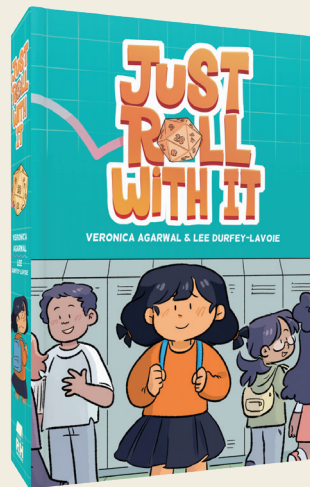
Welcome to the Graphic Novel Module from Random House Children's Books!

This module has been developed to make it easy to introduce new graphic novels into your classroom, allowing you to integrate these works into your English/Language Arts curriculum. You can choose to use all, or part, of the module to fit your classroom's needs.

For each subject, click on the YouTube logo  to watch the author video, and use the Classroom Discussion sheet and Classroom Activity sheet with your students.



**THE CARDBOARD
KINGDOM**
BY CHAD SELL



JUST ROLL WITH IT
BY LEE DURFEY-LAVOIE
AND VERONICA AGARWAL



SUBJECTS FOR EACH BOOK INCLUDE:

- Plot
- Character
- Dialogue
- Setting
- Theme
- Art

EACH SECTION INCLUDES:

- Author Video
- Classroom Discussion
- Classroom Activity

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GRAPHIC NOVELS IN THE CLASSROOM

There are many fantastic reasons to introduce graphic novels into the classroom. Here are some amazing benefits of this format:

- Children learn in different ways; graphic novels work particularly well for visual learners as they engage with the artwork and aren't intimidated by large blocks of text.
- Graphic novels help young readers develop language arts skills, including reading comprehension and vocabulary development, as well as critical-thinking and interpretation skills.
- Graphic novels help build confidence, especially for early readers, because they have less text and are a perfect bridge from picture books to prose books.
- Many graphic novels for kids are coming-of-age stories that focus on self-development. They also address current, relevant social issues for young readers, like divorce, bullying, and mental health.
- Graphic novels are good for English as an Additional Language students and students who read below grade level because the simple sentences and visual clues allow readers to comprehend some, if not all, of the story.



GLOSSARY

Here are some useful terms to keep in mind and share with your students!

Panel: A single drawing (often contained within a border, often rectangular) that consists of one moment of a comics story.

Gutter: The space between comics panels; the gutter indicates a transition between two moments in the story.

Word balloon/speech balloon: Dialogue is shown in word balloons, often oval, with a tail that points toward the speaking character's mouth.

Thought bubble: Thoughts are shown in thought bubbles, often cloud-shaped, with small cloud puffs that form a trail between the bubble and the character's head.

Text box: Narration, especially narration not done by a character present in a panel, and captions are often depicted in boxes.

Sound effect: Non-speech sounds (e.g. Crash!) are frequently incorporated into the artwork rather than being depicted in balloons or boxes.

Emanata: Symbolic icons used in comics to indicate specific emotions, moods, or movement. Examples include speed lines (indicating motion), sweat drops (indicating fear, stress, or surprise), stars (indicating injury), and lots more.

Splash page: A full-page illustration, often at the beginning of a story or chapter. Typically designed as a decorative unit, its purpose is to capture the reader's attention. These pages can be used to establish time, place, and mood.





INTRODUCING
CHAD SELL
CREATOR OF
**THE CARDBOARD KINGDOM
AND DOODLEVILLE**

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INCLUDES:

- **AUTHOR VIDEO** 
- **SERIES OVERVIEW**



GRAPHIC NOVEL MODULE: AUTHOR INTRODUCTION

THE CARDBOARD KINGDOM

Meet Chad Sell!

Chad Sell's first children's graphic novel was *The Cardboard Kingdom*, which he illustrated and cowrote with a team of ten collaborators. This same team came together again to create *The Cardboard Kingdom: Roar of the Beast*. Chad's first full-length solo project, *Doodleville*, is set in Chicago, where he lives with his husband and two cats. You can find Chad online at ChadSellComics.com.

About the Cardboard Kingdom Series

The Cardboard Kingdom is a graphic novel series about kids, creativity, and cardboard! The books follow children who live and play in the same neighborhood. Readers see their stories unfold both through reality and through the imaginations of the kids. Sell created and coordinated the project with ten amazing writers: Jay Fuller, David DeMeo, Katie Schenkel, Kris Moore, Manuel Betancourt, Molly Muldoon, Vid Alliger, Cloud Jacobs, Michael Cole, and Barbara Perez Marquez.



Other Graphic Novels by Chad Sell





INTRODUCING
LEE DURFEY-LAVOIE
AND
VERONICA AGARWAL
CREATORS OF JUST ROLL WITH IT

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- INCLUDES:**
- **AUTHOR VIDEO** 
 - **SERIES OVERVIEW**



GRAPHIC NOVEL MODULE: AUTHOR INTRODUCTION

JUST ROLL WITH IT

Meet Lee Durfey-LaVoie and Veronica Agarwal

Veronica Agarwal is a cartoonist and illustrator from NYC. She graduated from the School of Visual Arts with a bachelor of fine art in cartooning, and she loves plants, summertime, dogs, and her three cats! Her work focuses on mental health, coming-of-age stories, and friendship. *Just Roll with It* is her debut graphic novel.

Lee Durfey-Lavoie, a college dropout who was able to find a career in writing, loves role-playing games and spending time with his cat. *Just Roll with It* is his debut graphic novel.

About *Just Roll with It*

Just Roll with It is a graphic novel series featuring a young girl, Maggie, as she faces the challenges of beginning middle school. Starting school is hard enough when you're shy and don't know anyone, but We enter Maggie's life as she deals with the complexities of her anxiety and obsessive-compulsive disorder and comes to terms with identifying these issues.



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FOCUS ON: PLOT



- INCLUDES:**
- **AUTHOR VIDEO** 
 - **DISCUSSION GUIDE**
 - **ACTIVITY**



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GRAPHIC NOVEL MODULE: PLOT



FOCUS ON PLOT: CARDBOARD KINGDOM

Foundation Questions

- In your own words, what is plot?
- What is conflict?

Book Questions

- In *The Cardboard Kingdom*, what does the Sorceress want? How do you know this?
- Why is it difficult for the Sorceress to get this?
- How is this conflict resolved?
- What lesson can readers learn from this?

Discussion

- How does the author develop plot in *The Cardboard Kingdom* and *The Cardboard Kingdom: Roar of the Beast*?
- Why do you think the author chose to develop plot differently in these graphic novels?
- Describe a key conflict and how it is resolved.

Activities and Analysis

- Select three main characters from *The Cardboard Kingdom*. Use the graphic organizer to trace the plot of their story.
- Identify an important lesson from each character's story.



FOCUS ON PLOT: CARDBOARD KINGDOM

BEGINNING	MIDDLE	END
SOMEBODY	WANTED	SO
SOMEWHERE	BUT	THEN



FOCUS ON: PLOT

INCLUDES:

- AUTHOR VIDEO 
- DISCUSSION GUIDE
- ACTIVITY



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GRAPHIC NOVEL MODULE: PLOT



FOCUS ON PLOT: JUST ROLL WITH IT

Foundation Questions

- In your own words, what is plot?
- What is conflict?

Book Questions

- In *Just Roll with It*, what does Maggie want? How do you know this?
- What makes it difficult or complicated for Maggie to get what she wants?
- How is this conflict resolved?
- What lesson can readers learn from this?
- Describe the setting of *Just Roll with It*.

Discussion

- Briefly describe what happened on the field trip to the wildlife refuge. What connections can readers make between this series of events and the overall plot?
- Describe a main conflict between Maggie and her parents. How is this conflict resolved?
- Which event in the story shows that Maggie is changing? Why do you think this event is important?

Activities and Analysis

- Use the organizer to trace the plot of *Just Roll with It*.
- Maggie and the other characters learn many lessons in this story. Jot a list of three to five important things they learn.



FOCUS ON PLOT: JUST ROLL WITH IT

BEGINNING	MIDDLE	END
SOMEBODY	WANTED	SO
SOMEWHERE	BUT	THEN
LESSONS LEARNED		

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FOCUS ON: CHARACTER



- INCLUDES:**
- AUTHOR VIDEO 
 - DISCUSSION GUIDE
 - ACTIVITY



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GRAPHIC NOVEL MODULE: CHARACTER



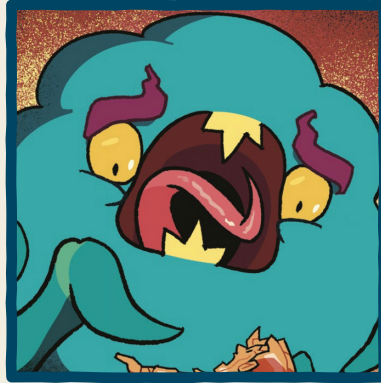
FOCUS ON CHARACTER: CARDBOARD KINGDOM

Foundation Questions

- What is character?
- How do readers learn about characters?



- Describe the Sorceress's costume. What does it tell readers about the Sorceress?



- Describe the Blob's costume. How does the Prince help with the Blob's costume? What does this tell the reader about the Blob?



- Describe the Prince's costume. What does it tell the reader about the Prince?

Discussion

- What makes a character important in a story? How are the Sorceress, the Blob, and the Prince connected in *The Cardboard Kingdom* and *The Cardboard Kingdom: Roar of the Beast*?
- How does the author help readers to get to know the characters?
- How do the illustrations of the characters and their alter egos help readers get to know individual characters?
- For the Sorceress and the Prince, what do you know about these characters that you did not learn from their appearances?

Activities and Analysis

- Use the organizer to identify textual and visual evidence about the Sorceress, the Blob, and the Prince.
- The Sorceress is identified as part of the Army of Evil. Based on the evidence, do you believe the Sorceress is evil? Why or why not?
- The Blob is bullied by others. Based on the evidence, do you believe the Blob is weak? Why or why not?
- Based on the evidence, do you believe the Prince is a hero? Why or why not?

FOCUS ON CHARACTER: CARDBOARD KINGDOM

CHARACTER	APPEARANCE	ACTIONS & WORDS	THOUGHTS & FEELINGS	ACTIONS OR THOUGHTS OF OTHERS	OVERALL CHARACTER TRAIT
TEXTUAL EVIDENCE					
VISUAL EVIDENCE					



FOCUS ON: CHARACTER



- INCLUDES:**
- AUTHOR VIDEO 
 - DISCUSSION GUIDE
 - ACTIVITY



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GRAPHIC NOVEL MODULE: CHARACTER



FOCUS ON CHARACTER: JUST ROLL WITH IT

Foundation Questions

- What is character?
- How do readers learn about characters?
- For each set of images, describe the character's appearance and body language.



Discussion

- What makes a character important in a story? What similarities and differences do you notice between Maggie and the Dragon?
- Describe each of these characters: Clara, Eli, and Alex. How would the story be impacted if any of those characters were removed?
- How does the author help readers get to know the character through the illustrations?
- How do the illustrators leverage the characters and visual representations of anxiety, obsessive-compulsive disorder, and bullying to enhance the central message of the graphic novel?

FOCUS ON CHARACTER: JUST ROLL WITH IT

Activities and Analysis

- Use the organizer to identify textual and visual data about Maggie and the Dragon.
- Maggie is having a tough time and just wanting to get through the first year of middle school. Based on the evidence, do you think this is an accurate description? Why or why not?

- *Just Roll with It* explores the complexity of anxiety and obsessive-compulsive disorder. Based on the evidence, do you think the Dragon represents these accurately? Why or why not?



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CHARACTER	APPEARANCE	ACTIONS & WORDS	THOUGHTS & FEELINGS	ACTIONS OR THOUGHTS OF OTHERS	OVERALL CHARACTER TRAIT
TEXTUAL EVIDENCE FOR MAGGIE					
TEXTUAL EVIDENCE FOR THE DRAGON					
VISUAL EVIDENCE FOR MAGGIE					
VISUAL EVIDENCE FOR THE DRAGON					



FOCUS ON: DIALOGUE



- INCLUDES:**
- AUTHOR VIDEO 
 - DISCUSSION GUIDE
 - ACTIVITY



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GRAPHIC NOVEL MODULE: DIALOGUE



FOCUS ON DIALOGUE: CARDBOARD KINGDOM

Foundation Questions

- What is dialogue?
- How is dialogue different in prose books and graphic novels?
- How else do characters communicate?

Discussion

- Based on what you see in the first frame, what do you think the dad is thinking or feeling?
- How is this dialogue connected to the overall themes in *The Cardboard Kingdom*?
- How do the characters' alter egos reflect their true identities?
- What does the absence of dialogue in the final panel (and other places throughout the book) tell you?

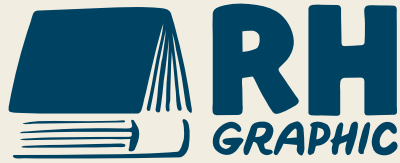
Activities and Analysis

- Which characters are involved in the dialogue?
- Looking closely at the first frame, what does the dad's body language tell readers about how he's feeling? How is this different than in the last frame?
- What do readers learn about each character through images and words in this dialogue?



FOCUS ON DIALOGUE: CARDBOARD KINGDOM





FOCUS ON: DIALOGUE

INCLUDES:

- AUTHOR VIDEO 
- DISCUSSION GUIDE
- ACTIVITY



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GRAPHIC NOVEL MODULE: DIALOGUE



FOCUS ON DIALOGUE: JUST ROLL WITH IT

Foundation Questions

- What is dialogue?
- How is dialogue different between prose books and graphic novels?
- How else do the characters communicate?

Discussion

- Based on what you see, how is Maggie feeling? How do you know?
- How is this dialogue connected to the overall theme or lessons in *Just Roll with It*?
- How does the illustrator use the images to support and enhance the dialogue?

Activities and Analysis

- Which characters are involved in the dialogue?
- Describe the different backgrounds and what each communicates to the reader.
- What do readers learn about Clara in this dialogue? What do readers learn about Maggie?



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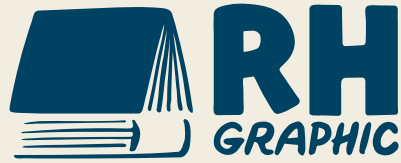
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FOCUS ON DIALOGUE: JUST ROLL WITH IT

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FOCUS ON: SETTING



- INCLUDES:**
- AUTHOR VIDEO 
 - DISCUSSION GUIDE
 - ACTIVITY



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GRAPHIC NOVEL MODULE: SETTING



FOCUS ON SETTING: CARDBOARD KINGDOM

Foundation Questions

- What is setting?
- How can readers discover clues about the setting in a graphic novel?

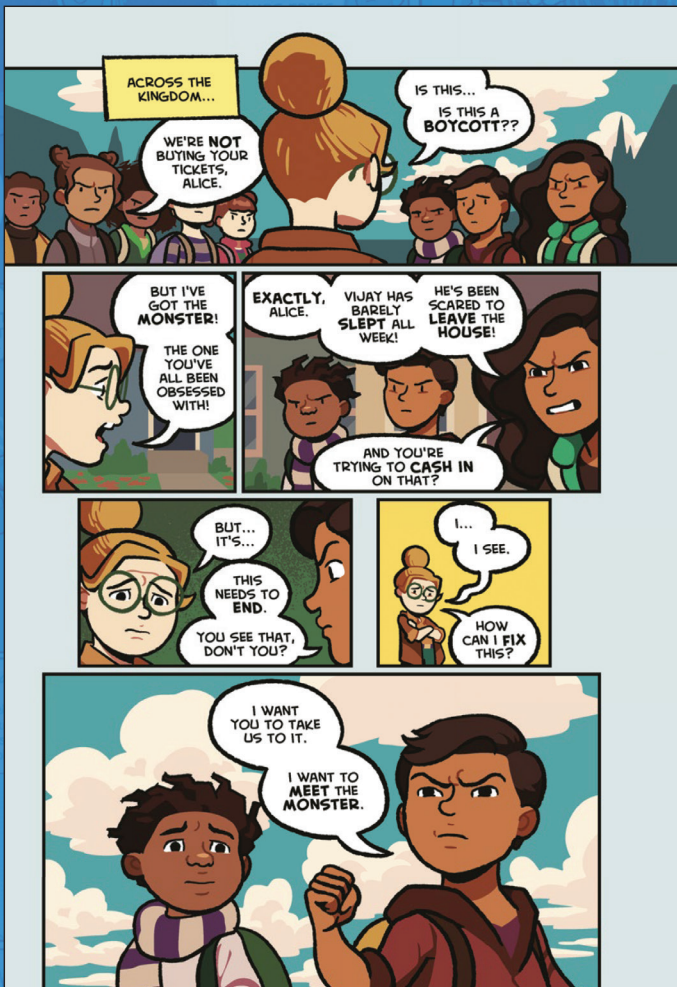
Discussion

- What does this image tell you about the setting?
- How do the illustrators use color to invoke a sense of childhood and imagination?

- How does the setting support other lessons or themes from *The Cardboard Kingdom*?

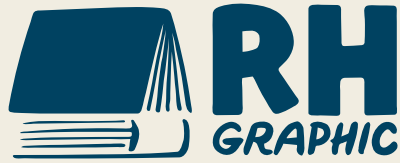
Activities and Analysis

- Use the organizer to list details about the setting.
- Based on what you see in this image, how does the cardboard reflect the possibility of imagination?
- In this image, how do readers distinguish between reality and imagination?



FOCUS ON SETTING: CARDBOARD KINGDOM

SETTING:	TIME	PLACE	ENVIRONMENT
TEXTUAL EVIDENCE			
VISUAL EVIDENCE			



FOCUS ON: SETTING



- INCLUDES:**
- **AUTHOR VIDEO** 
 - **DISCUSSION GUIDE**
 - **ACTIVITY**



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GRAPHIC NOVEL MODULE: SETTING



FOCUS ON SETTING: JUST ROLL WITH IT

Foundation Questions

- What is setting?
- How can readers discover clues about the setting in a graphic novel?

Discussion

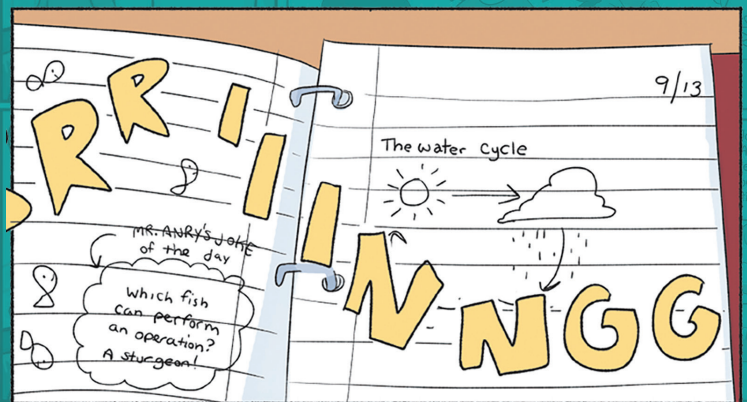
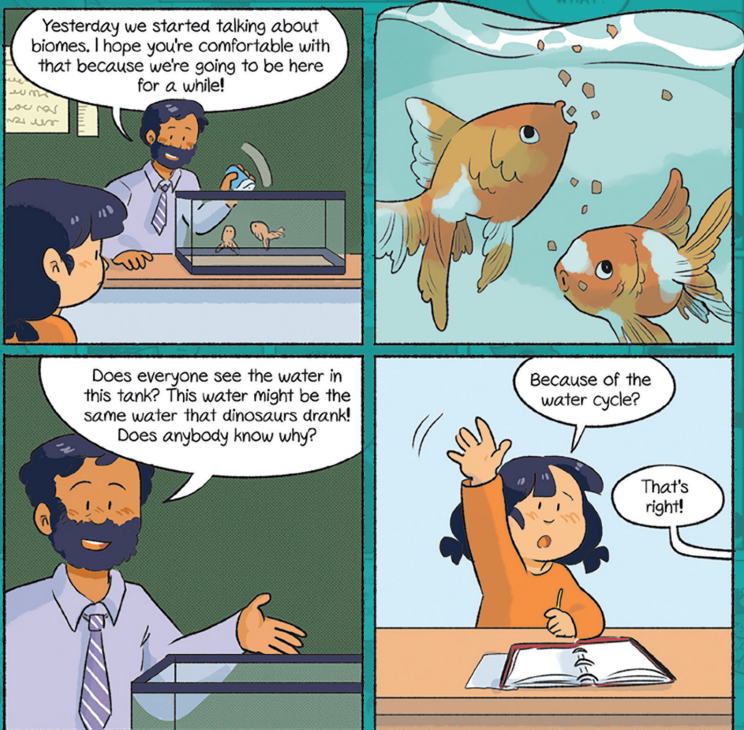
- What does this image reveal about the setting?
- How does the illustrator use color to differentiate reality from imagination? How else does the illustrator use color?

Activities and Analysis

- Use the organizer to list details about the setting.
- Based on what you see in this image, how does the setting support the central idea of *Just Roll with It*?
- In this image, how do readers distinguish between reality and imagination?

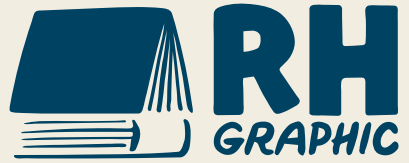
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FOCUS ON SETTING: JUST ROLL WITH IT

SETTING:	TIME	PLACE	ENVIRONMENT
TEXTUAL EVIDENCE			
VISUAL EVIDENCE			



FOCUS ON: THEME



- INCLUDES:**
- AUTHOR VIDEO 
 - DISCUSSION GUIDE
 - ACTIVITY



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GRAPHIC NOVEL MODULE: THEME



FOCUS ON THEME: CARDBOARD KINGDOM

Foundation Questions

- What is theme?
- How do readers identify themes?

Discussion

- How is theme different from topic, idea, plot, or lesson?
- What are some repeated images, ideas, and symbols in this graphic novel?

Activities and Analysis

- Use the organizer below to jot evidence of provided themes. Identify your own theme and provide evidence.



FOCUS ON THEME: CARDBOARD KINGDOM

	REPEATED SYMBOLS	REPEATED IMAGES	REPEATED CONFLICT OR LESSONS
APPEARANCES CAN BE MISLEADING			
BELONGING REQUIRES AUTHENTICITY AND COURAGE			
CONFLICT CAN BE HEALTHY			
WRITE A DIFFERENT THEME: 			



FOCUS ON: THEME

INCLUDES:

- AUTHOR VIDEO 
- DISCUSSION GUIDE
- ACTIVITY



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GRAPHIC NOVEL MODULE: THEME



FOCUS ON THEME: JUST ROLL WITH IT

Foundation Questions

- What is theme?
- How do readers identify themes?
- How is theme different from topic, main idea, plot, and lesson?

Discussion

- What are some repeated images, ideas, and symbols in this graphic novel?

Activities and Analysis

- Use the organizer below to jot evidence for various provided themes and identify your own theme and provide evidence.



FOCUS ON THEME: JUST ROLL WITH IT

	REPEATED SYMBOLS	REPEATED IMAGES	REPEATED CONFLICT OR LESSONS
APPEARANCES CAN BE MISLEADING			
BELONGING REQUIRES AUTHENTICITY AND COURAGE			
CONFLICT CAN BE HEALTHY			
WRITE A DIFFERENT THEME: <div data-bbox="147 1751 443 1965"></div>			



LET'S MAKE A COMIC!



- INCLUDES:**
- AUTHOR VIDEO 
 - DISCUSSION GUIDE
 - ACTIVITY



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GRAPHIC NOVEL MODULE: ART



LET'S MAKE A COMIC: CARDBOARD KINGDOM

FOCUS ON: TELLING YOUR OWN STORY

It's Time to Make Your Own Comic!

TASK

Now that you've become more familiar with *The Cardboard Kingdom* and *The Cardboard Kingdom: Roar of the Beast*, Penguin Random House has asked YOU to pitch your own idea for a new character for the Cardboard Kingdom.

PROCESS

First step, create your character! Think about their personality. Consider your character's costume. Think about your character's family, and what their story is. How will you incorporate all these elements into their story?

Plan the color palette. Choose at least two colors, and describe what they represent and how they support the central theme.

Second step, think about your story! What will happen in the beginning, the middle, and where is it going. What is the central theme of the story? How do your characters progress through the story?

FINAL PRODUCT

Your presentation must show your planning process, as well as the final draft of a zine with a story that has a clear plot and logical sequence. The story should have a well-developed protagonist and images that support a central theme or lesson.

KEEP IN MIND . . .

- The plot should follow a logical sequence, with a clear beginning, middle, and end.
- You must add one new character, and keep at least three of the original characters.
- A central theme or lesson should unify the story.
- Dialogue and imagery that support the central theme must be included.
- Use correct grammar, punctuation, capitalization, and spelling.



LET'S MAKE A COMIC: CARDBOARD KINGDOM

CHARACTER:

STORY PLANNING MAP

	BEGINNING	MIDDLE	END
APPEARANCE	SOMEBODY	WANTED	SO
ACTIONS & WORDS			
THOUGHTS & FEELINGS	SOMEWHERE	BUT	THEN
ACTIONS OR THOUGHTS OF OTHERS	CENTRAL THEME OR CENTRAL LESSON		
	PALETTE		
COLOR			
MEANING			



LET'S MAKE A COMIC!



- INCLUDES:**
- **AUTHOR VIDEO** 
 - **DISCUSSION GUIDE**
 - **ACTIVITY**



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GRAPHIC NOVEL MODULE: ART



LET'S MAKE A COMIC: JUST ROLL WITH IT

It's Time to Make Your Own Comic!

TASK

Now that you've thoughtfully read and analyzed *Just Roll with It*, Random House Children's Books has asked YOU to pitch your own idea for a comic that tells a story about an invisible challenge that many students in middle school may face.

PROCESS

First step, create your character! Think about their personality. Consider your character's costume. Think about your character's family, and what their story is. How will you incorporate all these elements into their story?

Plan the color palette. For at least two colors, tell what they represent and how they support the central theme.

Second step, think about your story! What will happen in the beginning, the middle, and where is it going. What is the central theme of the story? How do your characters progress through the story?

FINAL PRODUCT

Your presentation must show your planning process, as well as the final draft of the comic with a story that has a clear plot with logical sequence. The story should have a well-developed protagonist and an "invisible" challenge, with images that support a central theme or lesson.

KEEP IN MIND . . .

- The plot should follow a logical sequence with a clear beginning, middle, and end.
- Include visual representation of an "invisible" challenge or conflict.
- A central theme or lesson should unify the story.
- Dialogue and imagery that support the central theme must be included.
- Use correct grammar, punctuation, capitalization, and spelling.



LET'S MAKE A COMIC: JUST ROLL WITH IT

CHARACTER:

STORY PLANNING MAP

	BEGINNING	MIDDLE	END
APPEARANCE	SOMEBODY	WANTED	SO
ACTIONS & WORDS			
THOUGHTS & FEELINGS	SOMEWHERE	BUT	THEN
ACTIONS OR THOUGHTS OF OTHERS	CENTRAL THEME OR CENTRAL LESSON		
	PALETTE		
COLOR			
MEANING			

REFERENCE PAGE

Looking to explore more graphic novels in the classroom? Check out the below references!

Resources:

- **Random House Graphic Introduction Brochure:**
 - https://images.randomhouse.com/promo_image/9781984896766_6582.pdf
- **How to host your own comics book club:**
 - https://images.randomhouse.com/promo_image/9780593125281_7961.pdf
- **Get Graphic, Graphic Novel Guide:**
 - https://images.randomhouse.com/promo_image/9780385388412_5360.pdf
- **NCTE's ReadWriteThink:**
 - <https://www.readwritethink.org/>
- **YALSA's Great Graphic Novels list:**
 - <https://www.ala.org/yalsa/great-graphic-novels>
- **ALA Graphic Novels & Comics Round Table:**
 - <https://www.ala.org/rt/gncrt>

More Books from Random House Children's Books:

- **Magic Tree House Graphic Novel Overview:**
 - https://images.randomhouse.com/promo_image/9780593174685_7981.pdf
- **Turtle in Paradise Graphic Novel Educator Guide:**
 - https://images.randomhouse.com/promo_image/9780593126318_8060.pdf

Educator Guide Writer:

Celeste Ferguson, a school leader at Fugees Academy in Columbus, Ohio, has nearly 20 years of experience working in global majority schools in the United States and Mexico as a teacher and school leader. She is passionate about ensuring that every single kiddo around the world has access to high quality, meaningful Pre-K–12 educational opportunities. Celeste studied International Development at The Ohio State University and Education at Ashland University. Outside of school, Celeste enjoys traveling, playing the original Mario Brothers, and pretending to enjoy nature with her husband, four daughters, and a gaggle of pets.

MORE GRAPHIC NOVELS FOR K-6 READERS!

CHAPTER BOOK GRAPHIC NOVELS



MIDDLE-GRADE GRAPHIC NOVELS



AND THERE ARE EVEN MORE!
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TO DISCOVER MORE GRAPHIC NOVELS!

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