

Comics in Education:

Who's using comics, how they are being used, and the opposition they face



A survey by
the Comic Book
Legal Defense Fund

2019 Report

Summary

We've understood for a while now that comics are immensely popular with kids. Students almost universally embrace the format, and educators praise the ways in which it facilitates engagement, improves student success, and empowers English language learners, reluctant readers, and autistic and special needs students. But we frequently don't have the numbers to back up these claims.

With this survey, CBLDF provides measurable evidence for the use of comics in the classroom, not merely anecdotal evidence. The results of the survey show widespread enthusiasm for the format and a broad spectrum of engagement, from pre-K to higher education and rural to urban communities nationwide. More than 30% of respondents use comics in their classrooms daily. More than three quarters of respondents are using comics for independent reading, and about half use them to supplement the main lesson. Almost 40% of respondents incorporate comics into their main teaching track, a higher-than-expected result that indicates the format has made significant gains in educational settings. Finally, the survey proves what we already knew: profound student interest in the format. Less than 3% of respondents indicate student resistance to comics.

Educators rely on a variety of resources to support their use of comics, such as fellow teachers and administrators, librarians, and the internet. Nearly half of respondents called upon resources from the comics community, including comics retailers, CBLDF, comics conventions, comics websites and media, comics publishers, and more.

The results of the survey prove that barriers to the use of comics in the classroom are crumbling, but some remain. Educators note persistent misconceptions about the validity and rigor of comics as educational tools, opposition to a handful of images (especially those depicting violence or nudity) and specific types of content (notably LGBTQ+), a general lack of familiarity with the format, and financial hurdles. Much of the opposition is internal, coming from fellow teachers and administrators, but a handful of teachers have encountered resistance from parents, special-interest groups, and on very rare occasions, the students themselves. Some respondents also point out that there continues to be a lack of resources specifically supporting the use of comics in educational settings.

It's time to move the conversation about comics in the classroom from the intangible to the tangible and to provide handholds for future work that can be done with greater deliberation, design, and intelligence. CBLDF's survey provides a groundwork for that effort.



Why did CBLDF release an educator survey?

In general, there is a lack of data-based consensus about the use of comics in the classroom, with much of the literature centered on anecdotal evidence or relatively isolated or difficult-to-replicate success stories. Few studies and surveys have examined the broad application of comics in classroom settings, and none have specifically examined the censorship of the format, so CBLDF undertook an effort to identify:

- ▶ whether teachers are using comics in the classroom.
- ▶ how comics are being used in the classroom.
- ▶ whether teachers are encountering resistance to the use of comics in the classroom.

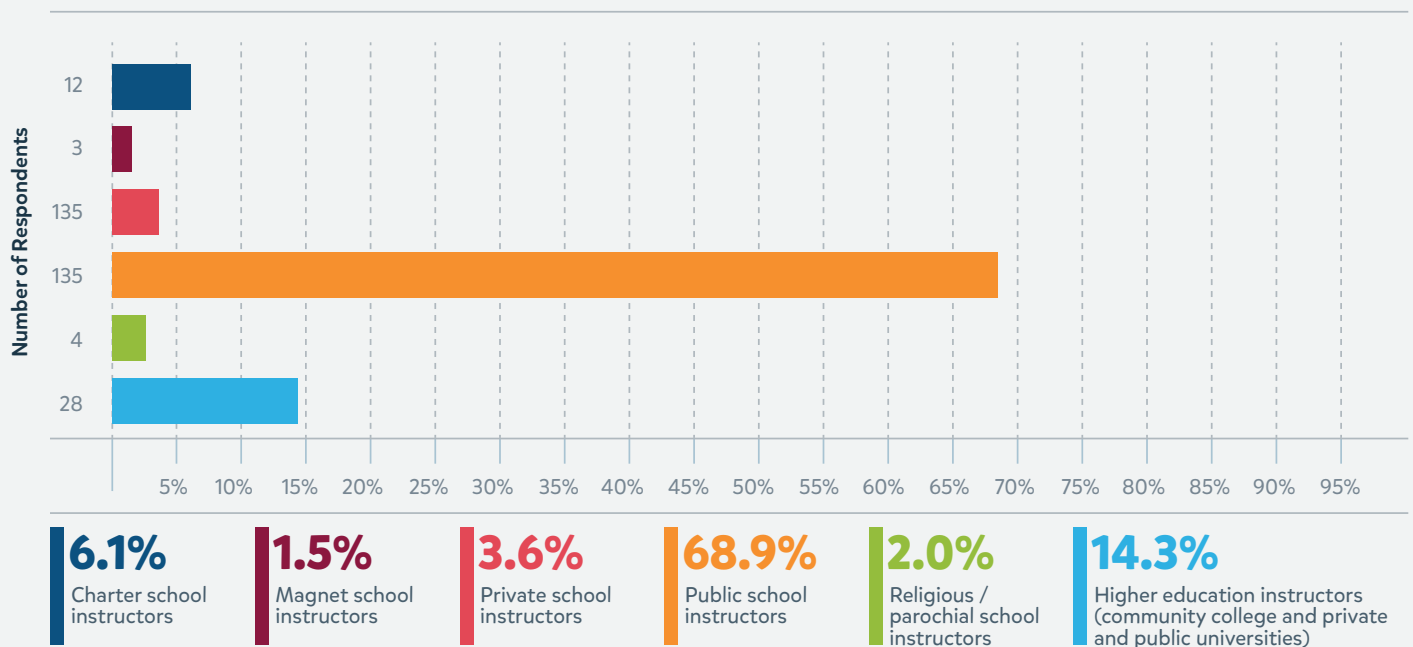
Who responded to the survey?

A total of 223 people participated in the 27-item survey, but several did not respond to the entire survey, as the responses to some items determined whether the user was presented with additional items (for example, respondents who indicated that they had not faced attempts to challenge or ban comics were not shown queries collecting information about the incidents).

At a glance:

- ▶ 73% of respondents work in schools with enrollments of 500 or more students.
- ▶ 30% of respondents teach grades 9–12
- ▶ an average of 22% of respondents teach grades 6–8
- ▶ an average of 15% of respondents teach grades 3–5
- ▶ an average of 16% of respondents teach grades K–2
- ▶ approximately 8% of respondents teach pre-K

Type of institution (196 respondents)



Subject Areas

The majority of respondents, 53%, teach in language arts. About 27% teach in social sciences, 26% teach English language learners, 17% teach special education, and 14% teach alternative education. Of STEM categories, 13% teach life sciences, 12% teach mathematics, and earth and physical sciences accounted for 9% each.

The Other category accounted for 35% of responses, with 29% of those indicating they are librarians or librarian teachers; 20% indicating they teach technology / media courses (information technology, media, robotics, etc.); and 18% indicating that they teach creative arts (art, art history, music, etc.).

Experience

The largest percentage of respondents have been teaching for 6–10 years or 11–15 years (about 20% each). Respondents teaching for 1–5 years accounted for just shy of 19%, 16–20 years and 20–25 years of experience each accounted for 14% of responses. About 10% had been teaching for 25+ years, and about 3% for less than a year.

Community

Comics are being used in pretty much any type of community: rural to urban; politically conservative to politically liberal; a range of ethnicities, religious beliefs, and socioeconomic status; and everything in between. Several respondents reported that their communities were diverse with regard to ethnicity and socioeconomic status. A few noted that their communities weren't very diverse, but that was changing and causing some friction within the local population.

At about 39%, a plurality of respondents reported low socioeconomic status and / or poverty among students and the wider community, with around 19% of respondents specifying that their schools offer free or reduced price lunches to some or all of their students. Hispanic / Latinx student populations were specified more frequently any other ethnic group, with about a quarter of respondents indicating a large number of students from this group in their communities.

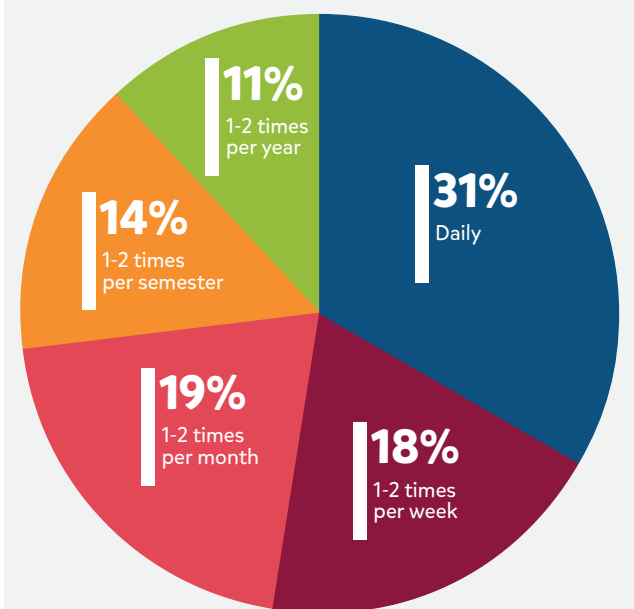
Several respondents reported that their communities include a large number of first-generation Americans and immigrants, with some noting that their programs are bilingual (generally English–Spanish) or are centered on English language learners.

Respondents who reported higher economic status for their community also generally described a less diverse, more politically conservative, and more religious community. Respondents from rural communities also noted the same general characteristics, but with less frequency.

How are comics being used in classrooms?

About 77% of respondents use comics for independent reading in classrooms. About 54% of respondents use them

Frequency of comics use (159 respondents)



for supplemental instruction, and 40% — a higher than expected number — use them as main unit assignments.

Several respondents indicate that they use comics in comics-specific elective courses, for comics-making and art activities, and to support reluctant or struggling readers, ELL students, social-emotional learning, and verbal-visual literacy.

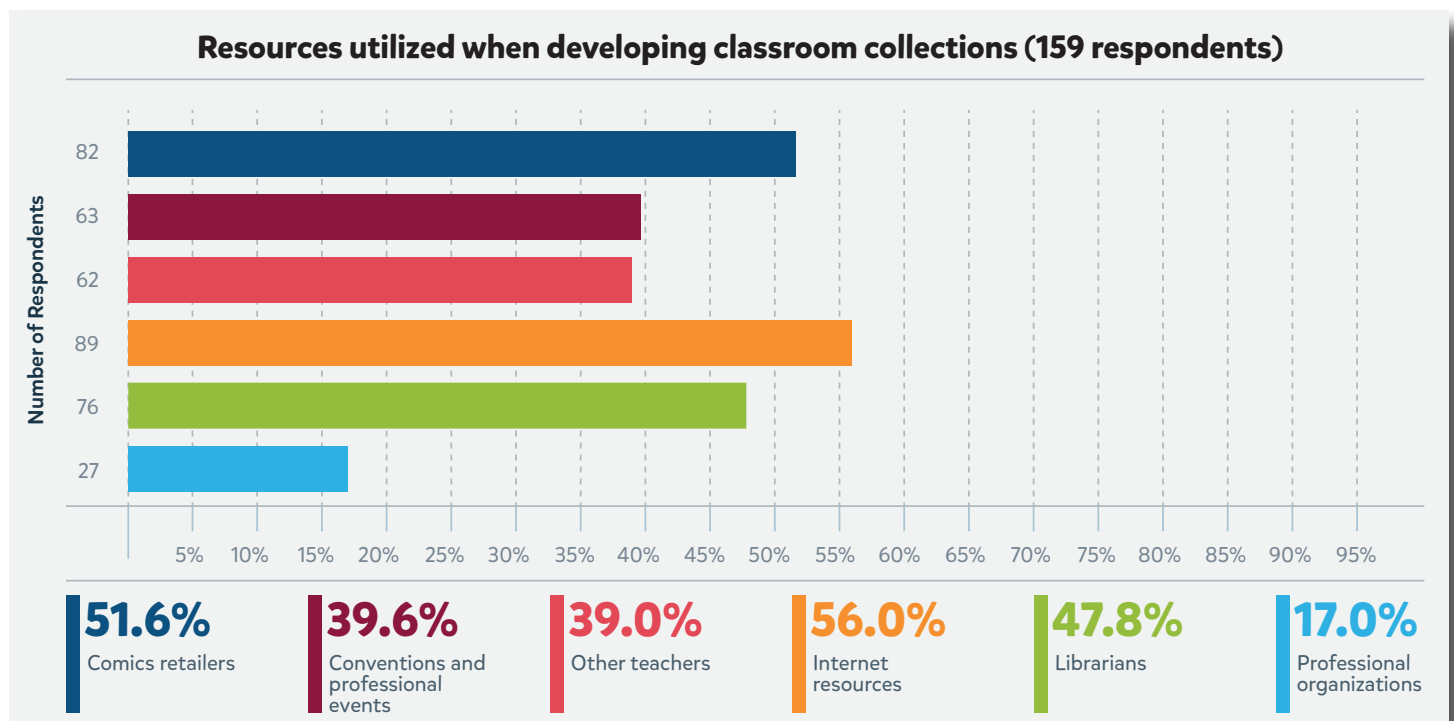
Which comics are being used in classrooms?

Respondents are using several titles to support instruction. The following titles were cited most frequently. For a more complete list, please see Appendix A.

1. *Maus* by Art Spiegelman (Pantheon)
2. *March* (trilogy) by John Lewis, Andrew Aydin, and Nate Powell (Top Shelf Productions)
3. *Persepolis* by Marjane Satrapi (Pantheon)
4. *American Born Chinese* by Gene Luen Yang (First Second)
5. *Amulet* (series) by Kazu Kibuishi (Scholastic)
6. *Bone* (series) by Jeff Smith (Scholastic)
7. *Understanding Comics* by Scott McCloud (William Morrow Paperbacks)
8. *Ms. Marvel* (series) by G. Willow Wilson et al (Marvel Comics)
9. *Smile* by Raina Telgemeier (Scholastic)
10. (tie) *Dog Man* (series) by Dav Pilkey (Scholastic) and *Watchmen* by Alan Moore and Dave Gibbons (DC Comics)

What resources facilitate the use of comics in classrooms?

Most respondents relied on internet resources and comics retailers in developing their classroom collections. Librarians came in a close second to retailers. Conventions and other teachers were also cited.



When asked to identify specific resources that they felt were most useful in supporting the use of comics in classrooms, respondents provided a number of answers, including:

- ▶ “best of” lists
- ▶ bestseller lists
- ▶ bookstores
- ▶ CBLDF
- ▶ colleagues
- ▶ collection development policies
- ▶ comic book conventions (panels and booths)
- ▶ comics journalism
- ▶ comics retailers
- ▶ comiXology
- ▶ Diamond Comic Distributors
- ▶ education and library conferences
- ▶ educational organizations focused on comics
- ▶ Eisner Award nominees and winners
- ▶ following academics, comics scholars, and other teachers on social media
- ▶ librarians
- ▶ literacy curricula
- ▶ observing students’ personal preferences
- ▶ online retailers (Amazon and Barnes & Noble)
- ▶ online reviews
- ▶ personal familiarity with the format
- ▶ professional organizations
- ▶ publishers
- ▶ scholarly essays
- ▶ spouses
- ▶ Teachers Pay Teachers
- ▶ *Understanding Comics* by Scott McCloud

Nearly half of respondents listed resources specific to the comics community, including comics retailers (13%), CBLDF (9%), comics conventions (8%), comics websites and media (5%), comics publishers (4%), Scott McCloud’s *Understanding Comics* (2%), Diamond Comic Distributors (1%), the Eisner Awards (1%), and comiXology (1%).

Several respondents (10%) cited personal knowledge of the format as a resource. Much of that knowledge was likely influenced by comics retailers, publishers, librarians, educators, and other individuals who play a role in the wider comics community.

A few respondents noted that they had difficulty finding resources and support for the use of comics in the classroom and expressed the sentiment that they felt isolated. Several also mentioned that expense is a barrier to developing classroom comics collections, so they seek out free or heavily discounted methods of obtaining books, such as soliciting donations from friends and family, thrift store shopping, garage sales, library discards, and so on.

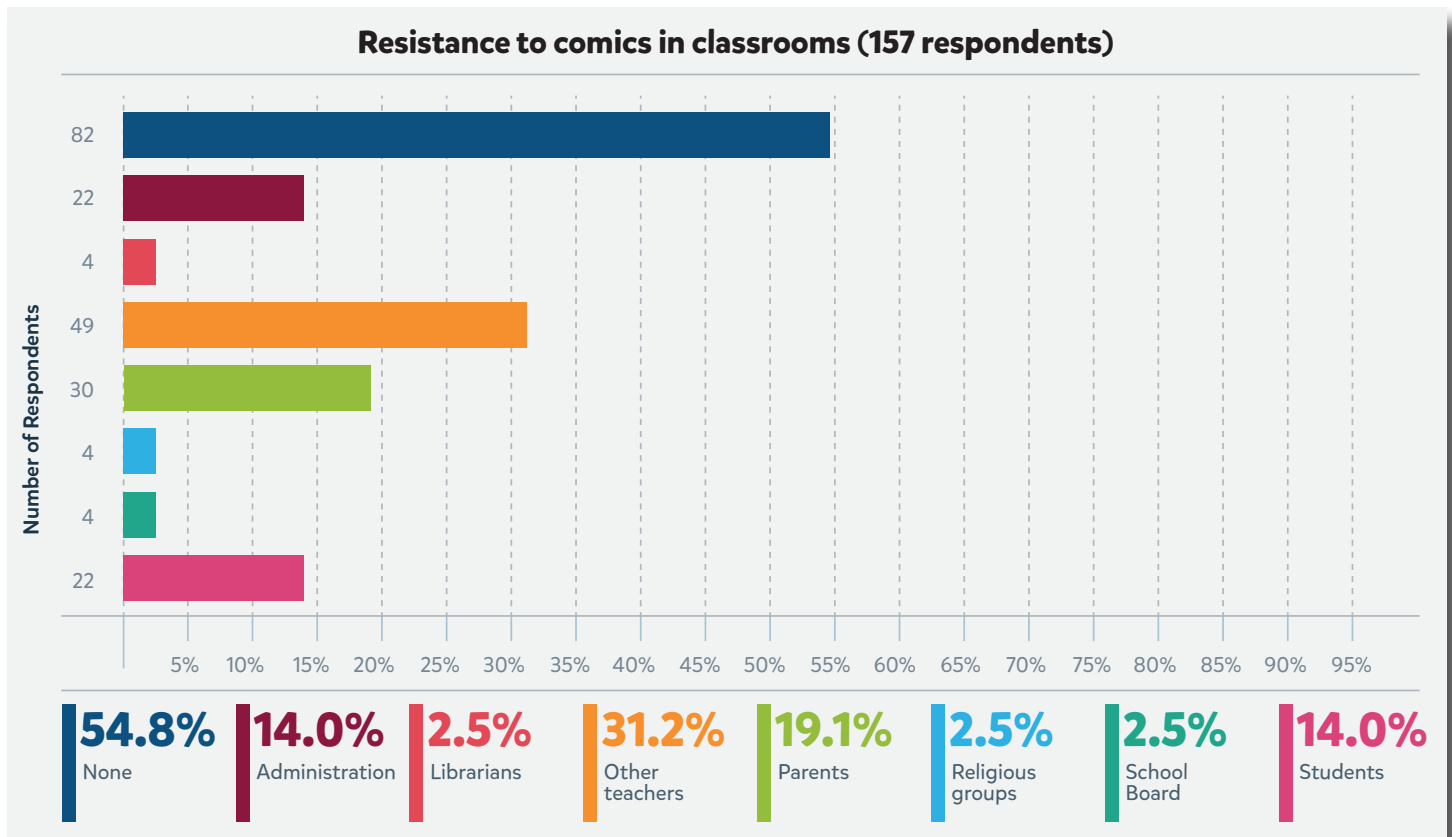
How have students responded to the use of comics in the classroom?

Respondents indicate overwhelming student support for the inclusion of comics in classrooms. Respondents relayed that comics have facilitated engagement and discussion; increased vocabulary; broadly improved comprehension, including among autistic students and English language learners; and increased enthusiasm for reading. Respondents who teach comics courses have noted that they are wildly popular and often have wait-lists. Several noted that comics are the most popular books in their classrooms / libraries and difficult to keep in inventory due to their popularity.

A very small number of respondents (less than 3%) noted a mixed response to comics, with some students expressing indifference to the format or a preference for prose.

What kind of opposition do instructors face with regard to the use of comics in the classroom?

Most respondents have so far faced no opposition to the introduction of comics into the classroom. Of those who did encounter resistance, most of it came from other teachers, followed by parents and school administration. Teachers also encountered opposition from librarians, religious groups, the school board, and students.



Respondents noted opposition from other teachers and a few parents who do not perceive comics as valid literature and expressed concern about administrative apathy, copyright infringement, and the cost of books. A few respondents noted that they took their own measures when selecting and shelving their comics to avoid controversy. At least one separated mature comics from other titles and created their own parental permission slip.

How are instructors overcoming opposition to comics?

Few respondents encountered resistance, but those that did cite the following as ways they overcame it:

- ▶ allowing the medium to speak for itself
- ▶ being persistent
- ▶ benefitting from department policy to include comics in curricula

- ▶ citing research and academic coursework
- ▶ communicating proactively
- ▶ correlating comics to educational benchmarks and standards
- ▶ demonstrating outcomes with data, such as scholastic reading inventory scores and rubrics
- ▶ demonstrating professional expertise
- ▶ demonstrating the ways in which comics benefit the learning environment
- ▶ describing the different skills engaged in reading comics, including verbal and visual learning
- ▶ engaging opponents in discussion about how their preferred materials differ from comics
- ▶ engaging the support of school librarians
- ▶ enlisting administrative support
- ▶ explaining how comics save teachers time while allowing struggling readers to keep up with the rest of the class
- ▶ explaining that comics get students reading
- ▶ inviting other teachers to observe comics instruction
- ▶ participating in public and campus lectures
- ▶ pointing out student success stories
- ▶ pointing out traditional literary awards that cartoonists have received, including the Pulitzer
- ▶ preparing a binder of research to show administrators and parents
- ▶ promoting the importance of choice in reading
- ▶ providing text alternatives
- ▶ purchasing graphic novels that are based on historical events
- ▶ reiterating benefit to students
- ▶ relabeling comics as YA to assuage fears
- ▶ relying on student enthusiasm to sell the idea to opponents
- ▶ sharing links to web resources that explain the value of comics
- ▶ using comics less than preferred

In what ways are comics being challenged and banned in educational settings?

Only eight respondents faced an official challenge to a comic book or graphic novel.

The responses included cases of censorship:

- ▶ Lucy Knisley's *French Milk* was challenged in a high school by a teacher who was opposed to the drawn depiction of nudes that reside in the Louvre. The challenge escalated to the department chair, who had the book removed from the summer reading list and school library.
- ▶ A community college instructor decided not to use Ivan Brunetti's *An Anthology of Graphic Fiction, Cartoons, and True Stories: Volume 2* because it included a Phoebe Gloeckner story that depicted transgender characters and drug use. The instructor showed the work to the dean of their school, who examined it with an assistant and another faculty member and informed the instructor that the department would

not stand behind them in the event of controversy. The instructor does use excerpts of the story in an optional digital slide show about comics and sex.

Other challenges failed or did not result in a total ban:

- ▶ Two respondents cited challenges to *Persepolis* by Marjane Satrapi. One was part of the attempt to remove it from Chicago Public Schools. In the other case, a school literacy coach and principal wanted to remove the book over a scene that was deemed “too harsh and graphic for students to read.” The instructor asked the principal to read the entire book, and after doing so, the principal allowed it to stay on the shelf.
- ▶ In one case, a school superintendent challenged the use of Alison Bechdel’s *Fun Home* as “pornographic.” The respondent reported the attempt to remove the book to ALA and CBLDF / NCAC, who successfully battled the challenge.
- ▶ A parent considered a challenge to Dav Pilkey’s *Captain Underpants*, but she relented after the instructor explained that she could keep her own child from reading the book, but could not do the same for the rest of the school population.
- ▶ One instructor encountered opposition to Art Spiegelman’s *Maus* from grade 8 students, one of whom was upset that Jews were portrayed as mice. The instructor explained that the student did not have to read the book, but the student never accepted that the work should be available to others or that the creator had a right to make it.



In one case, a graphic novel course was denied due to persistent misconceptions that comics are low-value speech (and their popularity):

- ▶ One instructor tried to start an elective comics course at their school, but the school board disallowed the course due to concerns over a lack of rigor and the course being so popular that it would take students away from district classes on career and technical education.

Of the eight individuals who encountered a challenge to comics material, half turned to librarians for assistance, three enlisted fellow teachers, and two had the help of administrators. Comics retailers were consulted in at least one instance.

The American Library Association, CBLDF, the National Coalition Against Censorship, and National Council for Teachers of English were consulted in the *Fun Home* challenge, and these organizations also assisted with the *Persepolis* challenge in the Chicago Public School system.

Where do we go from here?

Teachers and students love using comics in the classroom. Educators are facing much less opposition to the format than they have in the past. However, many teachers must still take steps to erode barriers. Educators are taking it upon themselves to create tools that prevent controversy and have on occasion limited their comics use (self-censored) to avoid it. CBLDF and other advocates must continue developing tools that facilitate the introduction of comics to classroom settings, enable proactive and preventive response to opposition, support instruction, and prevent or respond to challenges in schools.

Increasingly, educators are citing financial barriers to using comics in classrooms. A few organizations, such as the Will and Ann Eisner Family Foundation and the American Library Association, offer some monetary support, but the demand far exceeds supply (and many grants benefit librarians more than educators). Efforts toward establishing more financial aid, classroom collection grants, and so forth would widely benefit both educators and the comics industry. Further, comics use would be facilitated by programs that put comics and associated teaching resources into classrooms, such as corporate / publisher donations, deeper educator discounts, free or low-cost exchanges, and so on.

Despite persistent issues, the use of comics in classrooms is increasing, and the format is thriving. The ongoing support of the comics community itself is no small part of the format's success in classrooms, and there is mutual benefit in developing more tools that facilitate cooperation among educators and comics retailers, publishers, and creators.

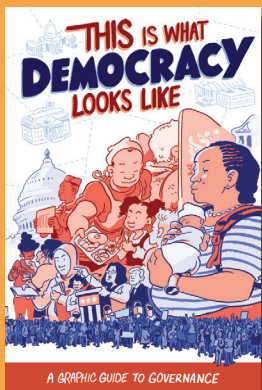
CBLDF Resources

PUBLICATIONS

Comics - Start Here! is a resource that provides an introduction to developing a graphic novel collection, including brand new research on cataloging graphic novels. <http://cblddf.org/library/>

Panel Power provides an introduction to comics and background on why they're good for kids. It is filled with information about the benefits of comics, activities, and reading recommendations. <http://cblddf.org/panel-power/>

Raising a Reader! How Comics & Graphic Novels Can Help Your Kids Love To Read! provides information about how comics work and practical knowledge about comics in the Common Core. <http://cblddf.org/resources/raising-a-reader/>



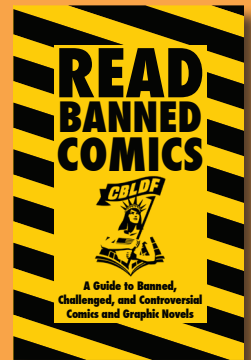
This is What Democracy Looks Like maps out how the U.S. government was designed to foster democracy and encourages readers to become more informed and engaged citizens. Produced by the Eisner Award-winning Center for Cartoon Studies, this comic is part of a major campaign promoting civics that will appeal to readers in and out of classrooms! <http://cblddf.org/this-is-what-democracy-looks-like/>

The Comic Book Club Handbook, made in collaboration with Comic-Con International, provides proven strategies for getting started, selecting books, and much more! <http://cblddf.org/resources/comic-book-club-handbook/>

The Manga Book Club Handbook, made in collaboration with VIZ Media, lays out the basics of manga and provides the tools you need to start a book club for manga! <http://cblddf.org/resources/manga-book-club-handbook/>

Read Banned Comics and **CBLDF Banned Books Week Handbook** are free resources about which comics are banned, how to report and fight censorship, and ways to celebrate Banned Books Week. <http://cblddf.org/banned-books-week-handbooks/>

She Changed Comics profiles more than 60 women comics creators who transformed the landscape of free expression and expanded the comics artform. <http://cblddf.org/she-changed-comics/>



WEB RESOURCES

Graphic Novels: Suggestions for Librarians provides an introduction to graphic novels, collection development, and handling challenges. <http://cblddf.org/graphic-novels-suggestions-for-librarians/>

Using Graphic Novels in Education is an ongoing column that provides teaching suggestions for graphic novels, including books targeted by censors. <http://cblddf.org/using-graphic-novels/>

Adding Graphic Novels to Your Library or Classroom Collection is an ongoing feature that provides specific resources to justify and defend the inclusion of comics in library and classroom collections. <http://cblddf.org/adding-graphic-novels/>

CBLDF Discussion Guides can be used to lead conversations about challenged graphic novels and to help allay misconceptions about comics. <http://cblddf.org/cblddf-discussion-guides/>

WEBINARS

Join the creators, teachers, and librarians on the cutting edge of using comics in schools and libraries with CBLDF's monthly webinars! Find out about the latest webinars and view past webinars at <http://cblddf.org/cblddf-webinars/>

Appendix A: Comics Used in Classrooms

TITLE	CREATOR(S)
300	Frank Miller, Lynn Varley
A.D.: New Orleans After the Deluge	Josh Neufeld
Abstract Comics	edited by Andrei Molotiu
Acme Novelty Library	Chris Ware
Action Philosophers!	Fred Van Lente, Ryan Dunlavey
Adventure Time (series)	various
Adventures of Johnny Bunko	Daniel H. Pink, Rob Ten Pas
Adventures of Mr. Obadiah Oldbuck, The	Rodolphe Töpffer
Akiko	Mark Crilley
Amazing Fantastic Incredible	Stan Lee, Peter David, Colleen Doran
American Born Chinese	Gene Luen Yang
Amulet (series)	Kazu Kibuishi
An Anthology of Graphic Fiction, Cartoons, and True Stories	edited by Ivan Brunetti
Animal Jam (series)	various
Any's Ghost	Vera Brosgol
Ariol (series)	Emmanuel Guibert, Marc Boutavant
Arrival, The	Shaun Tan
Asterix (series)	Rene Goscinny, Albert Uderzo
Avatar: The Last Airbender (series)	various
Avengers, The (unspecified series)	various
Awkward	Svetlana Chmakova
Axe Cop (series)	Malachai Nicolle, Ethan Nicolle
Aya of Yop City	Marguerite Abouet, Clément Oubrerie
Babymouse (series)	Jennifer L. Holm, Matthew Holm
Babysitters Club, The (series)	Raina Telgemeier
Backstagers, The (series)	James Tynion IV, Rian Sygh, et al.
Barefoot Gen (series)	Keiji Nakazawa
Batman (unspecified series)	various
Batman by Neal Adams	Neal Adams, et al.
Batman Volume 1: I Am Gotham	Tom King, David Finch
Batman Volume 8: Cold Days	Tom King, Tony S. Daniel, et al.
Batman: Arkham Asylum	Grant Morrison, Dave McKean
Batman: Dark Night: A True Batman Story	Paul Dini, Eduardo Risso
Batman: Detective Comics #27	Bob Kane, Bill Finger
Batman: Li'l Gotham	Derek Fridolfs, Dustin Nguyen
Batman: The Dark Knight Returns	Frank Miller, Klaus Janson
Batman: The Long Halloween	Jeph Loeb, Tim Sale
Batman: White Knight	Sean Murphy
Batman: Year One	Frank Miller, David Mazzucchelli
Battling Boy	Paul Pope
BB Wolf and the Three LPs	JD Arnold, Rich Koslowski
Be Prepared	Vera Brosgol
Believe Me, Goldilocks Rocks!	Nancy Loewen, Tatevik Avakyan
Benjamin Franklin: An American Genius	Kay Melchisedech Olson, Gordon Purcell, Barbara Schulz
Beowulf	Gareth Hinds
Berliner Mythen (German)	Reinhard Kleist
Best We Could Do, The	Thi Bui
Big Nate (series)	Lincoln Peirce
Bill the Boy Wonder: The Secret Co-Creator of Batman	Marc Tyler Nobleman, Ty Templeton
Billy y las botas (Spanish)	Señor Wooly, Juan Carlos Pinilla
Birth of a Nation: A Comic Novel	Aaron McGruder, Reginald Hudlin, Kyle Baker

TITLE	CREATOR(S)
Bitch Planet (series)	Kelly Sue Deconnick, Valentine DeLandro
Black Butler (series)	Yana Toboso
Black Hole	Charles Burns
Black Panther (series)	Ta-Nehisi Coates, et al.
Black Panther: Killmonger	Bryan Hill, Juan Ferreyra
Black Panther: Long Live The King	Nnedi Okorafor, Andre Araujo
Black Panther: World of Wakanda	Ta-Nehisi Coates, Roxane Gay, et al.
Blankets	Craig Thompson
Bloom	Kevin Panetta, Savanna Ganucheau
Bolivar	Sean Rubin
Bombing Nazi Germany	Wayne Vansant
Bone (series)	Jeff Smith
Book Love	Debbie Tung
Boondocks, The (series)	Aaron McGruder
Boston Tea Party, The	Matt Doeden, Charles Barnett III, Dave Hoover
Bow-Wow Bugs a Bug	Mark Newgarden, Megan Montague Cash
Boxers and Saints	Gene Luen Yang
Brave	Svetlana Chmakova
Brick by Brick: Principles for Achieving Artistic Mastery	Stephen McCranie
Building Stories	Chris Ware
Calvin and Hobbes (series)	Bill Waterson
Camp Midnight	Steven T. Seagle, Jason Adam Katzenstein
Captain Marvel (series)	various
Captain Underpants (series)	Dav Pilkey
Cardboard	Doug TenNapel
Cardboard Kingdom	Chad Sell
Carry Me	Dan Berry
Cartoon Guide to Genetics, The	Larry Gonick, Mark Wheelis
Cartoon Guide to Physics, The	Larry Gonick
Cartoon Guide to the Environment, The	Larry Gonick, Alice Outwater
Cartoon History of the Universe, The	Larry Gonick
Cartoon Introduction to Statistics, The	Grady Klein, Alan Dabney
Cat Person	Seo Kim
Cells at Work! (series)	Akane Shimizu
Chi's Sweet Home (series)	Konami Kanata
Civil War (Marvel)	Mark Millar, Steve McNiven
Cleopatra in Space (series)	Mike Maihack
Colorful History #12: Hattie McDaniel	R. Alan Brooks, Zak Kinsella
Colorful History #37: Nat Love	R. Alan Brooks, Cody Kuehl
Comic Book History of Comics	Fred Van Lente, Ryan Dunlavey
Comics Squad (series)	various
Compass South (Four Points series)	Hope Larson, Rebecca Mock
Contract with God, A	Will Eisner
Coraline: The Graphic Novel	Neil Gaiman, P. Craig Russell
Crecy	Warren Ellis, Raulo Caceres
Crush	Svetlana Chmakova
Daredevil (series)	various
Daytripper	Gabriel Bá, Fábio Moon
DC Bombshells (series)	Marguerite Bennett, Marguerite Sauvage

Comics in Education (a CBLDF Survey)

TITLE	CREATOR(S)
DC Comics Secret Hero Society #3: Detention of Doom	Derek Fridolfs, Dustin Nguyen
DC Super Hero Science	Jennifer Hackett
DC Super-Pets (series)	various
DC: The New Frontier	Darwyn Cooke, Dave Stewart
Dead Weight: Murder at Camp Bloom	Terry Blas, Molly Muldoon, Matthew Seely
Deadpool (series)	various
Death Note (series)	Tsugumi Ohba, Takeshi Obata
Der siebente Bruder (German)	Øyvind Torseter
Der Traum von Olympia (German)	Reinhard Kleist
Diary of a Wimpy Kid (series)	Jeff Kinney
Dog Man (series)	Dav Pilkey
Dragon ball Z (series)	Akira Toriyama
Dragonbreath (series)	Ursula Vernon
Drama	Raina Telgemeier
Drawing Lesson, The	Mark Crilley
Drawing Words and Writing Pictures	Jessica Abel, Matt Madden
Drawn Together	Minh Lê, Dan Santat
Drei Steine (German)	Nils Oskamp
Economix: How and Why Our Economy Works (and Doesn't Work)	Michael Goodwin, David Bach, Joel Bakan, Dan Burr
Edgar Allan Poe Graphic Novels (series)	various
El Deafo	Cece Bell
ElseWhere Chronicles, The (series)	Nykko, Bannister
Essex County	Jeff Lemire
Fairy Tale Comics	edited by Chris Duffy
Far Side, The (series)	Gary Larson
Fire!! The Zora Neale Hurston Story	Peter Bagge
First Moon Landing, The	Thomas K. Adamson, Terry Beatty, Gordon Purcell
Flash, The (series)	Geoff Johns, et al.
Flight (anthology series)	edited by Kazu Kibuishi
Flintstones, The (series)	Mark Russell, Steve Pugh
Fly Guy (series)	Tedd Arnold
Frank Book, The	Jim Woodring
Frankenstein: The Graphic Novel	Jason Cobley, Mary Shelley, et al.
Friends With Boys	Faith Erin Hicks
From Hell	Alan Moore, Eddie Campbell
Fullmetal Alchemist (series)	Hiromu Arakawa
Fun Home	Alison Bechdel
Garfield (series)	Jim Davis
Garfield Minus Garfield	Jim Davis, Dan Walsh
Gettysburg: The Graphic Novel	C. M. Butzer
Ghostopolis	Doug TenNapel
Ghosts	Raina Telgemeier
Girls' Last Tour (series)	Tsukumizu
God Country (series)	Donny Cates, Geoff Shaw
Gone to Amerikay	Derek McCulloch, Colleen Doran
Grant Vs. Lee	Wayne Vansant
Graphic American History (series)	various
Graphic Modern History: World War 1 (series)	Gary Jeffrey
Graphic Warfare (series)	Joeming Dunn
Graveyard Book, The	Neil Gaiman, P. Craig Russell
Great War, The	Joe Sacco
Green Lantern / Green Arrow	Denny O'Neil, Neal Adams
Guts	Raina Telgemeier
Hansel & Gretel	Neil Gaiman, Lorenzo Mattotti

TITLE	CREATOR(S)
Hard Boiled	Frank Miller, Geoff Darrow
Harlem Hellfighters, The	Max Brooks, Caanan White
Harley Quinn	various
Hawkeye Volume 1: My Life as a Weapon	Matt Fraction, David Aja
The Awkward Yeti Presents: Heart and Brain	Nick Seluk
Hellboy (series)	Mike Mignola, et al.
Here	Richard McGuire
Hey, Kiddo	Jarrett J. Krosoczka
Hilo (series)	Judd Winick
Honestly, Red Riding Hood Was Rotten!	Trisha Speed Shaskan, Gerald Claude Guerlais
How to Be Happy	Eleanor Davis
Huck Finn (German, French, Spanish)	Olivia Vieweg, Mark Twain
Hulk, The (unspecified series)	various
Hungry Ghosts	Anthony Bourdain, et al.
I Am Alphonso Jones	Tony Medina, Stacey Robinson, John Jennings
I Kill Giants	Joe Kelly, J.M. Ken Niimura
I Saw It: The Atomic Bombing of Hiroshima	Keiji Nakazawa
Illegal	Eoin Colfer, Andrew Donkin, Giovanni Rigano
Imaginary Voyages of Edgar Allan Poe, The	Dwight L MacPherson, Luis Czerniawski, et al.
Incal, The	Alexandro Jodorowsky, Moebius
Infidel	Pornsak Pichetshote, Jose Villarrubia, Aaron Campbell
Inhuman Traffick: The International Struggle Against the Transatlantic Slave Trade	Rafe Blaufarb, Liz Clarke
Invincible (series)	Robert Kirkman, Cory Walker, Ryan Ottley
Ironheart (series)	Eve Ewing, Kevin Libranda
Joe the Barbarian	Grant Morrison, Sean Murphy
John Constantine, Hellblazer (series)	various
Jonah Hex: Welcome to Paradise	various
Jungle Scout, The: A Vietnam War Story	Tim Hoppey, Ramon Espinoza
Kamandi: The Last Boy on Earth	Jack Kirby
Kamisama Kiss (series)	Julietta Suzuki
Kill Shakespeare (series)	Conor McCreery, Anthony Del Col, Andy Belanger
Kindred: A Graphic Novel Adaptation	Damian Duffy, Octavia E. Butler, John Jennings
Kingdom Come	Mark Waid, Alex Ross
Kiss Number 8	Colleen AF Venable, Ellen T. Crenshaw
Krazy Kat (series)	George Herriman
L'eau des collines (French)	Jacques Ferrandez, Marcel Pagnol
La Borinqueña	Edgardo Miranda-Rodriguez, et al.
Laika	Nick Abadzis
Las casa de la dentista (Spanish)	Señor Wooly, Juan Carlos Pinilla
Last Kids on Earth, The (series)	Max Brallier, Douglas Holgate
Leave It to Chance	James Robinson, Paul Smith
LEGO / DC Universe Super Heroes: Save the Day	Trey King, Kenny Kiernan
Les Enfants de la Résistance (series) (French)	Vincent Dugomier, Benoît Ers
Liebe schaut weg (German)	Line Hoven
Life of Frederick Douglass, The	David F. Walker, Damon Smyth, Marissa Louise

Comics in Education (a CBLDF Survey)

TITLE	CREATOR(S)
Lissa: A Story about Medical Promise, Friendship, and Revolution	Sherine Hamdy, Coleman Nye, Sarula Bao, Caroline Brewer
Little Mouse Gets Ready	Jeff Smith
Little Robot	Ben Hatke
Lowriders in Space	Cathy Camper, Raul the Third
Luke on the Loose	Harry Bliss
Lumberjanes (series)	Noelle Stevenson, Grace Ellis, Shannon Watters, Brooke A. Allen, et al.
Lunch Lady (series)	Jarrett J. Krosoczka
Macbeth: A Graphic Classic	Trina Robbins, William Shakespeare
Macbeth: Original Text: The Graphic Novel	John McDonald, William Shakespeare, et al.
Madaya Mom	Rym Momtaz, Dalibor Talajic
Maker Comics (series)	various
Making Comics	Scott McCloud
March (trilogy)	John Lewis, Andrew Aydin, Nate Powell
Martin Luther King and the Montgomery Story	various
Maus	Art Spiegelman
Maximum Ride: The Manga	James Patterson, NaRae Lee
Metamorphosis, The	Franz Kafka, Peter Kuper
Mighty Jack (series)	Ben Hatke
Missile Mouse (series)	Jake Parker
Monstress (series)	Marjorie Liu, Sana Takeda
Moon Girl and Devil Dinosaur (series)	Amy Reeder, Brandon Montclare, et al.
Mouse Guard (series)	David Petersen
Mr. Wolf's Class (series)	Aron Nels Steinke
Ms. Marvel (series)	G. Willow Wilson, et al.
MWD: Hell is Coming Home	Brian David Johnson, Jan Egleson, et al.
My Favorite Thing Is Monsters	Emil Ferris
My Friend Dahmer	Darf Backderf
Naruto (series)	Masashi Kishimoto
Narwhal and Jelly (series)	Ben Clanton
NASA Comics (series)	NASA
Nat Turner	Kyle Baker
Nathan Hale's Hazardous Tales (series)	Nathan Hale
Néandertal (French)	Emmanuel Roudier
New Avengers, The (series)	Brian Michael Bendis, et al.
New Kid	Jerry Craft
New Teen Titans, The	Marv Wolfman, George Perez
Nimona	Noelle Stevenson
Nnews (series)	Doug TenNapel
Nothing Can Possibly Go Wrong	Prudence Shen, Faith Erin Hicks
Nursery Rhyme Comics	edited by Chris Duffy
Oddly Normal (series)	Otis Frampton
Odyssey, The	Gareth Hinds
Olympians (series)	George O'Connor
On a Sunbeam	Tillie Walden
One! Hundred! Demons!	Lynda Berry
Owly (series)	Andy Runton
Palestine	Joe Sacco
Paper Girls (series)	Brian K. Vaughan, Cliff Chiang
Pashmina	Nidhi Chanani
Paul dans le Nord (French)	Michel Rabagliati
Peanuts (series)	Charles Schulz
People's History of American Empire, A	Howard Zinn, Paul Buhle, Mike Konopacki

TITLE	CREATOR(S)
Percy Jackson and the Olympians (series)	Rick Riordan, et al.
Perla La Loca	Jaime Hernandez
Persepolis	Marjane Satrapi
Phoebe and Her Unicorn (series)	Dana Simpson
Plants Vs. Zombies	Paul Tobin, et al.
Prez	Mark Russell, Ben Caldwell
Pride of Baghdad	Brian K. Vaughan, Niko Henrichon
Primates	Jim Ottaviani, Maris Wicks
Prince and the Dressmaker, The	Jen Wang
Puerto Rico Strong	various
Punk Rock Jesus	Sean Murphy
Quick & Easy Guide to They/Them Pronouns, A	Archie Bongiovanni, Tristan Jimerson
Quince	Kit Steinkellner, Sebastian Kadlecik, Emma Steinkellner
Rapunzel's Revenge	Shannon Hale, Dean Hale, Nathan Hale
Ray Bradbury's Fahrenheit 451	Tim Hamilton, Ray Bradbury
Reading With Pictures: Comics That Make Kids Smarter	Josh Elder
Real Friends	Shannon Hale, LeUyen Pham
Relish: My Life in the Kitchen	Lucy Knisley
Ring of the Nibelung	P. Craig Russell
Riverdale (series)	Roberto Aguirre-Sacasa, et al.
Roller Girl	Victoria Jamieson
Rosalie Lightning	Tom Hart
Runaways (series)	various
Safe Area Gorazde	Joe Sacco
Saints	Gene Luen Yang
Sandman, The (series)	Neil Gaiman, et al.
Sandman: Death	Neil Gaiman, et al.
Saturday Morning Breakfast Cereal	Zach Weinersmith
Saving Xenos	Cara J. Stevens, Walker Melby
Scheherazade: Comics About Love, Treachery, Mothers, and Monsters	edited by Megan Kelso
Science Comics (series)	various
Scott Pilgrim (series)	Bryan Lee O'Malley
Sculptor, The	Scott McCloud
Secret Coders (series)	Gene Luen Yang, Mike Holmes
Seriously, Cinderella is SO Annoying	Trisha Speed Shaskan, Gerald Claude Guerlais
Shadow Hero, The	Gene Luen Yang, Sonny Liew
Shazam!	Geoff Johns, Gary Frank
Shirley Jackson's "The Lottery"	Miles Hyman
Silence of Our Friends, The	Matt Long, Jim Demonakos, Nate Powell
Simpsons, The (series)	various
Sisters	Raina Telgemeier
Skeletons	Alison Zai, Will Penny
Smile	Raina Telgemeier
Smithsonian Collection of Newspaper Comics	edited by Bill Blackbeard and Martin Williams
Solution Squad	Jim McClain
Sparks!	Ian Boothby, Nina Matsumoto
Speak: The Graphic Novel	Laurie Halse Anderson, Emily Carroll
Spider-Man (unspecified series)	various
Spider-Man: Blue	Jeph Loeb, Tim Sale
Spider-Man: Life Story	Chip Zdarsky, Mark Bagley
Spider-Man: Miles Morales	Brian Michael Bendis, Sara Pichelli, et al.

Comics in Education (a CBLDF Survey)

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Spider-Man: Spider-Verse	Dan Slott, Christos Gage, et al.
Spider-Man: The Amazing Spider-Man #121 - #122	Gerry Conway, Gil Kane
Spider-Man: The Amazing Spider-Man #36	J. Michael Straczynski, John Romita
Spider-Man: The Amazing Spider-Man: Spirits of the Earth	Charles Vess
Spider-Man: Ultimate Spider-Man	Brian Michael Bendis, Mark Bagley
Steven Universe (series)	various
Stitches	David Small
Story of Monetary Policy, The	The New York Fed
Strange Boarders (series)	Jake Maddox, et al.
Strange Case of Dr. Jekyll and Mr. Hyde, The	Robert L. Stevenson, Daniel Ferran
Strange Planet	Nathan W. Pyle
Stranger, The	Albert Camus, Jacques Ferrandez
Such a Lovely Little War	Marcelino Truong, David Homel
Sunny Side Up	Jennifer L. Holm, Matthew Holm
Super Indian	Arigon Starr, Janet Miner
Superman (unspecified series)	various
Superman #1	Jerry Siegel, Joe Shuster
Superman: All-Star Superman	Grant Morrison, Frank Quietly
Superman: Red Son	Mark Millar, Dave Johnson
Syllabus	Lynda Barry
Take What You Can Carry	Kevin C. Pyle
Teen Titans Go! (series)	various
Terminal Lance	Maximilian Uriarte
They Called Us Enemy	George Takei, Justin Eisinger, et al.
Things to Do in a Retirement Home Trailer Park	Aneurin Wright
This One Summer	Mariko Tamaki, Jillian Tamaki
Thor (series)	various
Through the Woods	Emily Carroll
Time Machine, The	H.G. Wells, Terry Davis, Jose Alfonso Ruiz, et al.
Tiny Titans (series)	Art Baltazar, Franco Aureliani

TITLE	CREATOR(S)
To Kill a Mockingbird	Harper Lee, Fred Fordham
To Teach: The Journey, in Comics	William Ayers, Ryan Alexander-Tanner
Trickster: Native American Tales	Matt Dembicki
Truly, We Both Loved Beauty Dearly!	Trisha Sue Speed Shaskan, Amit Tayal
Unbeatable Squirrel Girl, The (series)	Ryan North, Erica Henderson, et al.
Understanding Comics	Scott McCloud
Understanding Rhetoric: A Graphic Guide to Writing	Elizabeth Losh, Jonathan Alexander, Kevin Cannon, Zander Cannon
Underwater Welder, The	Jeff Lemire
United States Constitution, The	Jonathan Hennessey, Aaron McConnell
Unstoppable Wasp, The (series)	Jeremy Whitley, et al.
Upgrade Soul	Ezra Clayton Daniels
V for Vendetta	Alan Moore, David Lloyd
Vater und Sohn (German)	E.O. Plauen
Voyage of the Mayflower, The	Allison Lassieur, Peter McDonnell
Walking Dead, The (series)	Robert Kirkman, Charlie Adlard
War Brothers	Sharon E. McKay, Jennifer A. Bell
War of the Worlds, The	H.G. Wells, Katherine McLean Brevard, Davis Worth Miller, et al.
Warriors Manga (series)	various
Watchmen	Alan Moore, Dave Gibbons
Witch Boy (series)	Molly Knox Ostertag
Wonder Woman (unspecified series)	various
Wonder Woman Volume 1: The Lies	Greg Rucka
Wonder Woman: Sensation Comics #1	William Moulton Marston, Harry G. Peter
Wonder Woman: The True Amazon	Jill Thompson
Wrinkle in Time, A	Madeleine L'Engle, Hope Larson
Wytches (series)	Scott Snyder, Jock
X-Men (unspecified series)	various
X-Men: Magneto Testament	Greg Pak, Carmine Di Giandomenico
Your Black Friend	Ben Passmore
Yummy	G. Neri, Randy Duburke
Zita the Spacegirl (series)	Ben Hatke



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CBLDF's education program is made possible with the generous support of the Gaiman Foundation and supporters like you!

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