About the Book of the Month: This collection of featured books is from Books Matter: The Best Kid Lit on Bias, Diversity and Social Justice. The books teach about bias and prejudice, promote respect for diversity, encourage social action and reinforce themes addressed in education programs of A World of Difference Institute, ADL's international anti-bias education and diversity training provider. For educators, adult family members and other caregivers of children, reading the books listed on this site with your children and incorporating them into instruction are excellent ways to talk about these important concepts at home and in the classroom.

New Kid
Jerry Craft (Author)

Seventh grader Jordan Banks loves nothing more than drawing cartoons about his life. But instead of sending him to the art school of his dreams, his parents enroll him in a prestigious private school known for its academics, in which Jordan is one of the few kids of color in his entire grade. As he makes the daily trip from his Washington Heights apartment to the upscale Riverdale Academy Day School, Jordan soon finds himself torn between two worlds—not really fitting into either one. Can Jordan learn to navigate his new school culture while keeping his neighborhood friends and staying true to himself?

ISBN: 978-0062691194
Publisher: Quill Tree Books
Year Published: 2019
Age Range: 8–12

Book Themes
Identity, Race and Racism, Microaggressions, Acting as an Ally, Similarities and Differences

Key Words
Discuss and define these words with students prior to reading the book and remind them of the meanings as they come up in the book. See also ADL’s Education Glossary Terms.

- afford
- chameleon
- associate
- embarrassing
- blamed
- hierarchy
- body language
- overwhelmed
Discussion Questions
As students read the book in small groups or as a whole class, ask discussion questions throughout their reading to check for comprehension and engage them on a deeper level. Some of these questions can also be used as writing prompts.

When students have finished reading the book, choose from the following questions to guide a group discussion:

- What is the book about?
- When you initially meet Jordan, what do you learn about him? To what extent does your impression of him change? If so, how does it change?
- How does Jordan feel about attending the new private school? Why does he feel that way?
- How do his parents feel about Jordan attending the new school?
- When Jordan’s father says, “Don’t let anyone talk down to you,” what does he mean, and why does he say that? Have you ever felt “talked down to”?
- What happens when Jordan first meets Liam?
- What do you notice about the differences between Jordan’s neighborhood and the environment at Riverdale Academy Day School?
- When Jordan attends the first day of school, what does he notice? What is his reaction?
- What do you notice about the school?
- Why does Jordan think, “Hallelujah,” when he sees Maury for the first time? Have you ever felt similarly when you noticed someone who was like you, when most others were not?
- Why do the other kids call Maury “Maury-o?” How do you think Maury feels about that?
- Andy asks Jordan, “What are you anyway?” What does this mean? Have you ever been asked something like this? How did it make you feel?
- How does Jordan feel when he meets Drew?
- When you read Jordan’s cartoon about the cafeteria “hierarchy,” what did you think of it? What about a drawing of your cafeteria hierarchy look like?
- What stereotypes and microaggressions (see below “Extension Activity” #2 for more about microaggressions) did you notice in the book? What messages do they send to the target and others? How do you think the target feels?
- When you read “Jordan’s Tips for Taking the Bus,” what do you notice about how he portrays the different neighborhoods as he travels from home to school? Can you relate to that?
How does the book explore the importance of names? When the teacher keeps confusing Deandre with Drew, how does it make Drew feel? What do you think is going on?

In what ways do some of the characters act as allies to those who are targeted?

When Drew and Jordan have a long conversation for the first time, what do you learn about each of them? How are their experiences at home and at school similar and different?

After Jordan’s parents attend back to school night, how do they express to Jordan that they understand the challenges he faces there?

What is Jordan’s Mom’s explanation for why she wants Jordan to attend a mostly white school? What do you think about her reason?

What does Jordan reflect on when he has dinner with his Gran’pa? How does the Chinese food (learning to eat pepper steak in addition to his all-time favorite shrimp lo mein) make Jordan think about his friendships at school? How is the food a metaphor, and what does it represent?

After some of the school vacations, what does Jordan learn about his classmates’ family vacations? How does he feel about that?

When Drew receives basketball cookies, a KFC gift card and a chocolate Santa from his Secret Santa, how does he feel? When he finds out why she chose those gifts, what does he learn?

How does Jordan feel when he goes to Liam’s house for the first time? Why does Liam ask Jordan not to judge him?

In “Jordan’s Soul’ed Out” drawing, why does Jordan say his Dad thinks he’s losing him? What does he do to compensate?

When Andy and Drew have an argument in the cafeteria and Andy falls, what happens? What assumption does Ms. Rawle (the teacher) make? Who stands up for Drew and how do they do that?

When Ms. Rawle reads Jordan’s drawings about names, what is her initial reaction? What do she and Jordan talk about? What impact does that have on her? What did you learn from the conversation?

How did you feel when the book ended? What do you think will happen next?

What are the overall themes of the book? What message is the author communicating through the story?

Extension Activities
Below are activities that can be done with students in order to extend the learning from the book.

1. Reader’s Response Writing Activities

Get to know the author: Have students get to know Jerry Craft, the author of New Kid. Explain to students that they will conduct research about him that will culminate in a project. First, as a class, discuss with students what they want to know about the author such as: where he grew up, his inspiration for writing the book, aspects of his identity and their relevance to the book, other work written and illustrated by him, his interests and hobbies, family life, awards and recognitions he has received, relevant quotes, etc. Possible sources for their research can include: (1) Craft’s website (https://jerrycraft.com/), (2) his social media posts on Twitter, Instagram and Facebook, (3) interviews he has conducted and (4) other online research. The final culmination of their research may include one of the following project ideas: an extended “author bio” contact page, a timeline of his life including work he has written or illustrated, a PowerPoint presentation, or a video (or audio) simulated
采访作者和记者（一个学生扮演作者，另一个扮演采访者）。

**写下一个章节在书中：**让学生考虑在书中可能会发生什么，然后写作并插图一个他们认为书会如何继续的额外章节。提醒学生如何这本书以询问以下问题：

- 你认为这个夏天对乔丹会是什么样子？你认为他会和社区朋友、学校朋友还是两个都有？
- 你认为他离开学校时会是什么样子，他不再是“新学生”？
- 他的友谊与利亚姆、德鲁和其他人会怎么样？

指示学生写下他们想象中书会如何继续的下一个章节。该章节可以是第二天、下个月、下一年。

**两个世界**：生活在两个不同的世界的概念是书中的一个重要主题。乔丹的家社区主要是有色人种和中低收入人群。他的学校主要是白人和上中产阶级。你可以要求学生举出一些该主题被强调的例子（例如：学生在Riverdale做对他的假设，他的社区朋友把他说成“私立学校”）。问学生们：

- 你有没有感觉自己生活在两个世界中？怎么样的？那对你来说是怎么样的？你有没有把两个世界结合在一起（例如乔丹）并如何成功？

要求学生与坐在他们旁边的人讨论一个情景，他们觉得自己生活在两个世界中，并与他们分享那是什么样的。

让学生写一篇关于那次经历的作文，分享发生的事情，他们做了什么，其他人做了什么，他们感受如何等。

2. **微侵犯：意图与影响力**

在书中，我们看到许多微侵犯的例子。定义**微侵犯**为：

- 每日的轻视、不尊重、侮辱和侮辱，这些是对有色人种、女性、LGBTQ群体和其他边缘化人群在日常互动中所经历的。

微侵犯可能看起来像是恭维，但往往包含一种“隐性交流”或对目标群体的隐藏侮辱。

微侵犯往往是无意识的，这意味着它们可能是无意的。

微侵犯可以通过语言或非语言交流。

如果需要，按照（见上面颜色编码）将定义分成部分，分别讨论不同部分。问学生们：

- 书中什么是微侵犯的例子？

分享以下例子来帮助他们理解：(1) 当安迪告诉拉蒙（一个来自尼加拉瓜的拉美学生）他妈妈可能比学校食堂做的更好，(2) 当阿什利和鲁比假设乔丹和他的妈妈只住在一起。然后问：

- 你能想出书中其他微侵犯的例子吗？你能想到你自己的微侵犯吗？

强调即便微侵犯是无意的，它们仍然有影响。而且当这些微侵犯定期发生时，它会持续影响。

一起，识别书中的一些微侵犯，并创建一个T型图表，将微侵犯列在一边，隐藏的信息或假设列在另一边。然后，集思广益思考他们可以如何回应。

a. **重述或重述**（例如：“我想我没听你这么说________________。那是正确的吗？”）

b. **要求更多的信息**（例如：“你能说得更清楚一点吗？”）

c. **表达你的感受**（例如：让对方知道他们说后你感受如何，并将影响传递给你。）
d. **Challenge the stereotype** (Example: Give information, share your own experience and/or offer other alternative thinking or language.)

Show some of MTV’s [Look Different Microaggressions videos](https://www.adl.org/education/educator-resources/lesson-plans/look-different-microaggressions). Have students turn and talk with a partner after showing the videos one at a time. After each video, have students talk with their partner about what happened in the video, what was the underlying message and construct a possible response based on the suggested responses above. If you want to explore this topic in depth, see the lesson plan in the “Additional Resources” section.

3. **Write Your Own Graphic Novel Pages**

*New Kid* is a graphic novel about race and racism, microaggressions and the challenges of living in two worlds, etc. The author decides to address these topics through a graphic novel. Engage students in a brainstorming session where they consider issues in their school, community or society that they want to address through the telling of a story. Ask: *What is an issue or problem in society you want to address or help solve? What would you like to convey about that issue through a graphic novel or comic? How would a graphic novel or comic be helpful as you try to raise awareness about the issue you chose?* Explain to students that they will create their own comic strips (or a short graphic novel), which can be based on an issue they identify. They will need to decide in advance: what the issue/problem is and how it will be addressed through a comic strip or graphic novel, the characters, the words they will use for the speech and thought bubbles and how many panels/boxes are needed and what each will represent. It might be helpful to have students write out their plot, characters and dialogue in advance. Provide class time and homework time for them to complete their comic and/or graphic novel and then have students share their finished products with the class.

### ADL Resources

The following are curriculum and educational resources on ally behavior, identity, microaggressions and race and racism.

**Curriculum Resources**


**Websites**


Some simple things a student can do to be an ally to targets of name-calling and bullying. (Also, in Spanish.)
How Should I Talk about Race in My Mostly White Classroom?

Strategies for discussing race and racism in classrooms of predominately white students.

Race Talk: Engaging Young People in Conversations about Race and Racism

As a society, public conversations about race and racism have increased in volume and intensity. Here are some suggestions and strategies for having classroom conversations with young people about these issues.

Safe and Inclusive Schools for All

This resource provides information about how to promote a safe, respective and inclusive school community.

Children’s Books
Below are links to lists of recommended anti-bias and multicultural books for the indicated category.
