

ZINES LESSON PLAN

I. Lesson Number, Grade Levels, Title, and Duration:

Lesson 3, Grades 11-12, Zines, 6 class periods

II. Lesson Rationale:

After this lesson, students will demonstrate the ability to create an 8-page analog single-sheet zine. The zine's content should reflect upon a topic or essential question raised in Lesson 1 concerning LGBTQ issues.

III. Key Concepts:

Zines, DIY, editions, graphic novels, storytelling, informational, analog, digital

IV. Essential Question:

Students will respond to an essential question determined during the brainstorming session in Lesson 1.

Potential Essential Questions Resulting from Brainstorming Session:

How do LGBTQ Right(s) happen and /or are enacted?

Could LGBTQ be a choice/Lifestyle? What does it mean to say this?

How is LGBTQ representation created and maintained (e.g., through visual culture)?

What does it mean to be an Ally? What does it mean to form Alliances?

How are judgments made?

How do we create inclusive/ethical policy in education in order to enact protective measures for LGBTQ youth in schools (Denton Schools)?

How is anti- violence education implemented in schools?

What impact does anti-violence education, e.g., anti-bullying policy have on LGBTQ students?

V. Lesson Objectives:

The student will be able to visually and textually relate concerns of an LGBTQ-specific topic through a series of informational or storytelling panels by designing and creating an 8-page analog zine from one sheet of paper that will be photocopied, folded, and distributed to the class for critique.

VI. Specific Art Content:

Elements and principles of design, typography, editions, 8-in-1 layout, photocopying, bookmaking, collage, appropriation

VII. Resources & Materials for Teacher:

Computer, Internet access, classroom screen, speakers, scanner/photocopier, printer, copies of "Let's Stop Transphobia" by Eun Lee (<http://analogdigitalart.weebly.com/student-zine.html>)
<http://analogdigitalart.weebly.com/lesson-2-zines.html>

Belinda Cai. (2015 May 7). Zines: The power of DIY print (short documentary) [Video file]. Retrieved from <https://www.youtube.com/watch?v=oiqQrVrW9XY>

Bemis, G. (2011 September 26). Experiment with paper: How to make a one-page zine. Retrieved from <http://experimentwithnature.com/03-found/experiment-with-paper-how-to-make-a-one-page-zine/#.V0zt9b6i4tG>

Crab McEgret. (2012 February 23). How to make a mini comic book or 'zine [Video file]. Retrieved from <https://www.youtube.com/watch?v=h4Pb5tLQ4NE>

NUA Zines Submissions. (2014 October 19). What is a zine? [Video file]. Retrieved from <https://www.youtube.com/watch?v=9INUang4oMA>

The Public. (2013). *An introduction to: Zines*. Retrieved from <http://thepublicstudio.ca/images/diy/DIY-No2-Zines.pdf>

sardonicsmile. (2009 October 1). Zine history. Retrieved from <http://www.slideshare.net/sardonicsmile/zine-history>

Recommended Resources (See below in XII)

VIII. Resources & Materials for Students:

Computer and internet access

Paper

Pencils, pens

Magazines

Scissors

Glue

Vocabulary: zine, DIY, appropriation, collage, edition, circulation, graphic novel

IX. Instruction and Its Sequencing:

1st Day of the Lesson:

Introduction/Lecture:

Discuss history and purpose of zines. (Refer to resources on <http://analogdigitalart.weebly.com/zine-history.html>)

Guided Practice

Discuss with students how they will approach the making of a single-sheet, 8-page zine that addresses an essential question raised in Lesson 1 about LGBTQ issues.

Independent Practice

Students will make a rough plan with preliminary sketches and notes of content and sequencing for their 8-page zine.

Optional: use of print materials, such as newspapers and magazines, for text to include in designs.

Formative Evaluation

Check with each student as they work to see that they have an essential question, notes, and sketches in progress.

Classroom Management Procedures

The teacher will establish clear classroom routines and procedures.

Closure

The teacher will restate the need for logical sequencing of information in the planning of page content for the zine. Toward the end of class, the teacher will give a brief introduction/preview about zine layout, which will be discussed in detail during the next class period.

2nd Day of the Lesson:

Introduction/Lecture:

The teacher will show students pages from The Public's *An introduction to: Zines*. The teacher will place emphasis on layout, design, elements and principles of design, and typography (See References & Resources Materials below and on our website under heading Lesson 3, "Zine History").

Guided Practice

Have students measure an 8 ½ x 11” paper equally into 8 sections and mark the sections with pencil guidelines to show page borders. Show students the diagram for layout of an 8-page single-sheet zine and have them label each page in a corner. Instruct students to write their essential question on the unmarked side of the paper and to sketch and make notes of content for their zines on the divided side, using the question side for an outline if needed.

Independent Practice

Students will make a rough plan with preliminary sketches and notes of content and sequencing for their 8-page zine.

Optional: use of print materials, such as newspapers and magazines, for text to include in designs.

Formative Evaluation

The teacher will monitor the development and implementation of the assignment and provide information about how best to revise and modify for improvement.

S/he will check with students one-on-one as they work to see that they have an essential question, notes, and sketches in progress.

Classroom Management Procedures

The teacher will establish clear classroom routines and procedures.

Closure

The teacher will restate the importance of formal qualities, including the Golden Mean, color scheme, and typography in composing the 8 mini pages. S/he will remind students to have preliminary sketches and notes finished by the next class period.

3rd Day of the Lesson:

Introduction/Motivation:

View zine-making video and image resources on <http://analogdigitalart.weebly.com/lesson-2-zines.html>

Guided Practice

The teacher will draw the numbered layout of a single-sheet zine on the board for student reference. S/he will show the layout of a predesigned one-sheet zine either on screen or in handout form. (An example is available on <http://analogdigitalart.weebly.com/student-zine.html>)

Independent Practice

Students will reference their rough draft of sketches and notes to begin making the final version of their single-sheet zines.

Formative Evaluation

The teacher will monitor the development and implementation of the assignment and provide information about how best to revise and modify for improvement.

The teacher will check that students have begun work on the final version of the zine and that the content addresses at least one of the essential question(s). S/he should **check that terminology and imagery is positive and inclusive of the LGBTQ community**. Refer students to technical or content resources online if necessary.

Classroom Management Procedures

The teacher will establish clear classroom routines and procedures.

Closure

The teacher will give an overview of page layout, including image and text orientation, referencing example zine(s) and diagram.

4th Day of the Lesson:

Introduction/Demonstration: n/a

Guided Practice n/a

Independent Practice

Continue zine content creation

Formative Evaluation

The teacher will monitor the development and implementation of the assignment and provide information about how best to revise and modify for improvement. S/he will check that students have made progress on the final version of the zine and that the content addresses the essential question and follows a logical sequence.

Classroom Management Procedures

The teacher will establish clear classroom routines and procedures.

Closure

The teacher will give an introduction/preview of the critique process, to be discussed in detail in the next class period.

5th Day of the Lesson:**Introduction/Demonstration:**

The teacher will introduce the Feldman's art critique model. S/he will display a work of art created by a student from a previous class.

Next, the students will be asked to observe, describe, interpret, and support their interpretation of the artwork under consideration. The teacher will model this process for only one art work.

<http://www.iup.edu/honors/for-students/freshman-core/learning-aids/visual-art-critique/>.

Following, the teacher will emphasize there are multiple art critique approaches and offer a second lens to consider, in fact trouble, the very notion of art critique. The students will be asked to read excerpts from James Elkins's (2012) book, *Art critiques: A guide*, specifically "A Sample Critique" (pp. 4-21), "Critiques Aren't Just Conversations" (pp. 22-23), and "Critique Formats" (pp. 24-25).

[http://www.academia.edu/3315720/Art Critiques A Guide the opening pages and chapters 1-7](http://www.academia.edu/3315720/Art_Critiques_A_Guide_the_opening_pages_and_chapters_1-7)

Guided Practice

The teacher will model the Feldman art critique model and introduce students to the work of James Elkins. The teacher will demonstrate making photocopies, folding and cutting of a zine.

Independent Practice

Students will make photocopies of their zines, fold, cut, and distribute their zines to the class.

Formative Evaluation n/a

Classroom Management Procedures

The teacher will establish clear classroom routines and procedures.

Closure

Given the opportunity to work in groups of 3, the students will exchange their final zines with each other.

6th Day of the Lesson:**Introduction/Demonstration:**

The teacher will review the expectations of the class critique process.

Guided Practice n/a**Independent Practice**

The students will be asked to get into the groups of 3's from the previous class period and create their own critique model (informed by Elkin's research), conduct a "critique" of their work, and report observations back to the class and instructor. The teacher will facilitate and monitor the discussion.

Formative Evaluation n/a**Classroom Management Procedures**

The teacher will establish clear classroom routines and procedures.

X. Summative Assessment and Evaluation:

The teacher will monitor the development and implementation of the assignment using the following rubric:

	Exemplary	Satisfactory	Emerging
Essential question of an LGBTQ issue	Essential question was addressed in depth and the content regarded with respect and inclusiveness.	Essential question was addressed and the content regarded with respect and inclusiveness.	Essential question was addressed in a cursory manner and the content regarded with respect and inclusiveness though some misunderstanding might be present.
Composition	All pages are well composed with regard to formal qualities .	Most pages are well composed with regard to formal qualities.	Few pages are well composed with regard to formal qualities.
Sequence	Content follows a logical sequence throughout the pages in the zine.	Most content follows a logical sequence though some information or pages in the zine are out of sequence.	Content sequence is often out of order either on individual pages or from one page to another.

XI. Interdisciplinary Connections: n/a**XII. References & Resources:**

Belinda Cai. (2015 May 7). Zines: The power of DIY print (short documentary) [Video file]. Retrieved from <https://www.youtube.com/watch?v=oiqQrVrW9XY>

Bemis, G. (2011 September 26). Experiment with paper: How to make a one-page zine. Retrieved from <http://experimentwithnature.com/03-found/experiment-with-paper-how-to-make-a-one-page-zine/#.V0zt9b6i4tG>

- Crab McEgret. (2012 February 23). How to make a mini comic book or 'zine [Video file]. Retrieved from <https://www.youtube.com/watch?v=h4Pb5tLQ4NE>
- Elkins, J. (2012). *Art critique: A guide* (2nd. Ed.). Washington, D.C.: New Academia Publishing. Available at [http://www.academia.edu/3315720/Art Critiques A Guide the opening pages and chapters 1-7](http://www.academia.edu/3315720/Art_Critiques_A_Guide_the_opening_pages_and_chapters_1-7)
- Kickstarter. (2015 February 10). How do you do: A one-page zine [Video file]. Retrieved from <https://www.youtube.com/watch?v=XZ9Jw4HnJpw>
- Mike Janik. (2015 August 18). Let's talk about zines [Video file]. Retrieved from <https://www.youtube.com/watch?v=9INUang4oMA>
- NUA Zines Submissions. (2014 October 19). What is a zine? [Video file]. Retrieved from <https://www.youtube.com/watch?v=9INUang4oMA>
- The Public. (2013). *An introduction to: Zines*. Retrieved from <http://thepublicstudio.ca/images/diy/DIY-No2-Zines.pdf>
- Salford Zine Library. (2011 September 22). Why don't you make a zine! [Video file]. Retrieved from <https://www.youtube.com/watch?v=2ujoDMiBpgI>
- Schwartz, A. (2010 August 12). Riot on the page: Thirty years of zines by women [Video file]. Retrieved from https://www.moma.org/explore/publications/modern_women/blog/riot-on-the-page-thirty-years-of-zines-by-women
- Yerba Buena Center for the Arts. (2014 November 19). Riot Grrrl activism through art and zines: Alien she at YBCA [Video file]. Retrieved from <https://www.youtube.com/watch?v=mp-VI9KUvBw>

XIII. Art TEKS covered in this lesson, indicated in * bold
<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117c.html>

§117.304. Art, Level III

§117.305. Art, Level IV

(c) Knowledge and skills covered in this lesson, indicated in * bold

* **(1) Foundations: observation and perception.** The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork.

* **(2) Creative expression.** The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.

* **(3) Historical and cultural relevance.** The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures.

* **(4) Critical evaluation and response.** The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations.

XIV. National Art Standards

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 3: Refine and complete artistic work.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

*see PDF at

<http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>



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