

MAKE A ZINE

Objectives (what will students take away from this lesson that they can use in the real world?):

Create a foldable one-page (eight-section) informational zine to educate and promote a specific topic or idea, share this zine with your peers and learn something from each other

Essential Questions (what questions can you ask students to get them thinking about the objectives?):

What is zinemaking?

How can zines serve as an effective and accessible community resource?

Factual Knowledge (think)	Procedural Knowledge (make)	Conceptual Knowledge (act)
<i>What should participants hear, read, view, explore or otherwise encounter?</i>	<i>What knowledge and skills should participants master?</i>	<i>What big ideas and understandings should participants be able to act on?</i>
Look at examples of the kinds of zines that exist and how they are used and distributed	Apply the foldable one-page technique to format an informational zine about a specific topic or idea	Create an original informational zine that can be distributed in order to educate others and promote important topics or ideas

Performance tasks (what will students do and how will I know if students have achieved my desired results?)

Factual (think)	Procedural (make)	Conceptual (act)
Look through several examples of zines and then share either something they observed about the technical or aesthetic aspect of the zine, or something they learned from it	Select a topic or idea for a zine and sketch or jot-down the content that will go in it on a separate sheet of paper, use the one-page eight-section format to design the zine	Cut and fold a set of at least five zines to distribute amongst friends, family, classmates, or other community members in order to spread the information in the zine

Evidence of learning (what will I accept as evidence of student understanding and proficiency?
DATA):

- Sketch or plan of content for the zine on a separate sheet of paper
- Master design for zine on 8.5" x 11" paper
- Minimum of (5) zines printed and folded, with correct page order and colophon (title, author, year printed, edition)
- 1-paragraph artists' statement
- Photos of students distributing their zines (optional)
- Discussion of some things learned from the process or others' zines (optional)

STOP...before doing stage 3...what are some possible problems for the diverse learners I will encounter?

Fine motor skills required for working small-scale, cutting, folding
Care and focus must be applied to complete the project by the end of the week

Stage 3:

BEFORE YOU PLAN ANSWER THESE QUESTIONS:

What enabling knowledge (facts, concepts, principles) and skills (processes, procedures, strategies) will students need in order to perform effectively and achieve desired results?

Elements of art and principles of design, eight-section zine template format, how to write a colophon, what is an edition in printing, knowledge and use of mixed materials and techniques, cutting, using a bone folder

What activities will equip students with the needed knowledge and skills? What will need to be taught and coached, and how should it best be taught in light of performance goals?

Sharing examples of zines by former students and instructor
Following template for eight-section zine
Demonstration of cutting and folding zines
How to write a colophon

What materials and resources are best suited to accomplish these goals?

8.5" x 11" paper, ruler, pencil, assorted materials, copy machine and printer

[Zinemaking handout](#)

The Learning Plan (this can be a bulleted list)

Brief description of the learning plan (think of this as how you will scaffold students through the answers to the questions above) - include divisions for days/times as you see fit:

- DAY ONE
 - Introduce zinemaking project: Explain what a zine is and pass around examples while explaining the assignment. Students will be creating their own one-page (eight section) zine on 8.5" x 11" paper. Their zines should be informational, with the purpose of teaching the reader something. Students should pick a topic, subject, or idea to make their zine about and plan to use a blend of text and imagery. The medium is open, but students are encouraged to use mixed media.
 - Go over the format, pass around the template examples, bring attention to the colophon on the back cover, demonstrate folding the zine so that students can see how the sections will work as pages when they fold their zines at the end of the project.
 - Students can spend the remaining time this class period planning the content of their zine on a separate sheet of paper, they may use the computers or their phones to research information to include.
- WORK DAY(S)
 - During workdays students should enter class and begin working on their zine design. The instructor should remind students of the template for the zine format and that they will need a colophon, and demonstrate how to fold the paper or use a ruler to create guide lines. Students may use the computers or their phones to research information for the content of their zines. They should spend no more than two days creating their master zine and then move to scanning their template.
 - On the last day of the work week, students should have their zines photocopied and a minimum of five printed and folded. Students will watch a demonstration of how to properly cut and fold their zine so that their pages are in order. Students only need to turn in one of their zines to their class bin along with a 1-paragraph artist statement, but must seek out teacher approval that they have made at least five before submitting.
 - Remaining free class time can be spent exchanging and reading zines, sharing things learned from the content of the zines



