

Astronomical Zines

Interdisciplinary Subject: Storytelling/Astronomy

8th grade students will create zines based on Astronomical Vocabulary they are learning in Earth Science with inspiration from the Riot Grrrl movement and artist Alisa Golden. Students will learn the history of zines, how to construct them, and use them as a method of spreading knowledge. Students will be empowered to share knowledge through art-making.



Key Concepts

- Storytelling as a method of communication
- The creation of Zines to communicate ideas
- Knowledge as Power

Essential Questions

- How can you share information through storytelling?
- What are some different methods of spreading information?
- What can you do to empower yourself and others around you?
- How can we use art to tell stories?

Cultural Responsiveness

- Lecture on Riot Grrrl and how they used zines to empower women during the second wave feminist movement
- Zines are an easily distributed form of art that facilitate the communication of subversive information without costly publishing expenses.

Objectives

SWBAT communicate 3 facts about an Astronomical vocabulary term with a zine.

SWBAT participate in a gallery walk of their artworks

SWBAT describe the purpose of a zine

SWBAT demonstrate one zine folding/construction technique

SWBAT list three different types of folds/zine forming methods

SWBAT define the word “zine”

SWBAT utilize various art mediums through experimentation

SWBAT compose a zine with various mixed media including: construction paper, watercolor paint, brushes, magazines, crayons, newspaper, sharpies, markers

SWBAT compare and contrast technical approaches to constructing their zines

Standards of Education

- Related National Standards for Visual Arts Education: VA:Cr2.1.8a
- Related Virginia Visual Arts Standards of Learning: 8.12, 8.18, 8.20

Materials and Resources

Projector

laptop

handouts (rubric, project description, homework assignment)

Mixed media paper

watercolor paint

brushes, cups

water

scissors

magazines

crayons

newspaper

sharpies

markers

iphone, aux cord, speaker

thread

needles

glue

rulers

Day 1 (1 hour) Introduction to the history of Zines

Today the students will be introduced to the history of zines and become acquainted with Riot Grrrl. The teacher will then explain how students will be making zines inspired by an astronomical vocabulary term they have learned in Earth Science. Expectations and guidelines will be passed out on a handout with further explanation of the project. Afterwards, students will pick a number from a bowl and choose their desired term from the list on the chalkboard (number 1 getting to choose first and 17 choosing last). Students will have the remaining amount of time in class to play/experiment with materials.

Instructional Input-

The teacher will display a short video called "WHAT IS A ZINE" as well as a powerpoint on the history/definition of zines featuring the Riot Grrrl movement and how it utilized zines to empower women during the second wave feminist movement (20 minutes -also includes time for guided practice)

The teacher will designate a student to pass out the teacher made examples and a hand out that introduces the unit project with a rubric as well as a brainstorming homework assignment to aid students in planning their final artwork

The teacher will go over the handout and answer any questions students have (10 minutes)

Guided Practice-

Powerpoint with discussion questions:

1. "How can the spreading of knowledge empower people? What can you do to empower yourself and others around you?"
2. "How can you share knowledge through storytelling?"
3. "What are some different methods of spreading knowledge?"
4. "How did the Riot Grrrl movement use zines to empower women?"
5. "Can you think of reasons why small and inexpensive forms of publication are necessary?"

Independent practice- 20 minutes

After a class discussion students will experiment with materials at stations

Closure- 5 minutes

- Exit ticket: list 3 materials you experiment with, list 2 materials you enjoyed experimenting with the most, list one fact you learned about zines
- While students are completing their exit tickets the teacher will clean up -students who finish early will also be asked to aid in cleaning up (5 minutes)
- Remind students to brainstorm ideas for their zines for homework



Differentiated Instruction-

- Provide visual powerpoint as well as verbally articulate instruction
- Having one on one conversations with individual students about how they are using the materials/what they enjoy working with

Assessment-

- Exit ticket: list 3 materials you experiment with, list 2 materials you enjoyed experimenting with the most, list one fact you learned about zines and define the term “zine” in your own words
- Teacher is observing students trying out different materials

Day 2 (1 hour) How to construct Zines

Hook- The teacher will play music as students are walking in, finding their experimental artwork, and taking a seat. The teacher will stop the music when everyone is ready and begin the powerpoint.

Instructional Input- 15 minutes

Powerpoint introducing Alice Golden and her approaches to art book making

Guided Practice- 15 minutes

Demonstration on accordion fold and the 8 step fold

Independent practice- 25 minutes

Students will experiment with creating the bases for their zines by utilizing at least one of the folding techniques



Closure- 5 minutes

Students will answer the following questions and turn them in on an exit ticket:

1. List one of the folding techniques you learned from the demonstration today
2. List one technique you learned either from a classmate or on your own.

Differentiated Instruction-

- Students have a variety of choice with materials (thread or glue or no binding agent)
- The teacher reads the hand out aloud while physically performing the instructions on the handout
- The powerpoint provides visual examples of artwork/folding techniques

Assessment-

During the paper folding demonstration, the teacher will ask students to give a thumbs up, middle, or down to show whether or not they understand.

The teacher will observe students applying the folds they learned from the demonstration while they work independently.

The teacher will collect the zine bases from each student at the end of independent practice

Day 3 (1 hour) Experimentation with Materials

Hook- 5 minutes

Students will begin class by briefly walking around the room and observing each other's artwork/approaches to folding their bases.

Instructional Input- The teacher will display the plan for the day on the white board using the projector. This slide will be projected throughout the entire class period.

“Welcome! Please pick up your zines from the table in the back of the classroom and get started working!

Remember your artwork must include elements of:

1. Text
2. Collage
3. Color
4. Drawing



Guided Practice- 15 minutes

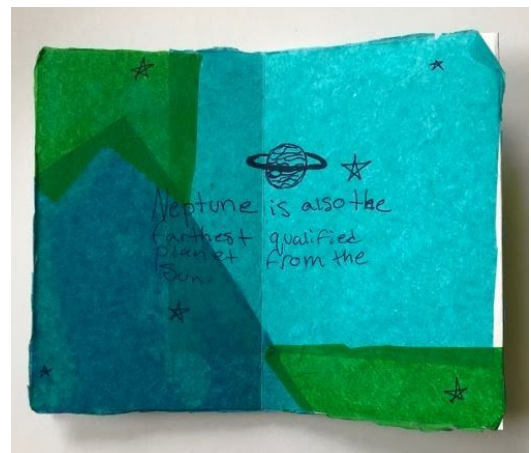
Students will perform a gallery walk at the end of class in order to work together in small groups to share ideas and respond to questions they may have for each other

Independent practice- 35 minutes

Students will utilize their understandings of the materials based off of their experimentation from lesson 1 and build onto the bases of their zines with the provided materials

Closure- 15 minutes -the guided practice is the closure

Students will perform a gallery walk again in order to work together in small groups to share ideas and respond to questions they may have for each other



Differentiated Instruction-

- Students have a variety of choice with materials
- The teacher announces the plan for the day as well as projects it onto the whiteboard

Assessment-

The teacher will observe students during their independent practice. Students will perform a gallery walk in order to work together in small groups to share ideas and respond to questions they may have for each other.

Day 4 (1 hour) Reflection

Hook- The teacher will welcome students as they enter the classroom and explains how it is the last day of the unit and invite them to continue working.

Instructional Input- 5 minutes

The teacher will display the plan for the day on the white board using the projector. This slide will be projected throughout the entire class period.

“Welcome! Please pick up your zines from the table in the back of the classroom and get started working! Remember your artwork must include elements of:

1. Text
2. Collage
3. Color
4. Drawing

Today we will:

1. Finish working on our Zines
2. Complete a Think Pair Share
3. Share our artwork with our classmates

Guided Practice- 15 minutes

Students will complete a Think Pair Share worksheet asking:

“How can you empower others through art?
What “information” or “story” are you communicating through your zine?”

Independent practice- 30 minutes

Students will continue to construct (and complete) their zines.



Closure/Assessment- 15 minutes: guided practice and closure are the same

- Students will complete a Think Pair Share worksheet asking:
“How can you empower others through art?
What “information” or “story” are you communicating through your zine?”
- In the last 5 minutes of class students are welcome to mingle with their classmates and casually reflect/discuss their artwork and experiences from the past two weeks

Differentiated Instruction-

- The verbal “share” portion of the Think Pair Share exercise is optional
- Students have a variety of choice with materials
- The teacher announces the plan for the day as well as projects it onto the whiteboard

RUBRIC

Criteria	Points	Feedback
Student communicated 3 facts about their Astronomical vocabulary term with their zine	_____ / 30	
Student demonstrated one of the following methods of folding in their final project: Accordion, 8-Step, Thread-bound	_____ / 30	
Student's zine included elements of: 1. Text 2. Collage 3. Color 4. Drawing	_____ / 20	
Student can describe the purpose and define the term “zine”	_____ / 20	
TOTAL	_____ / 100	