

Correspondence Art Related to Tale Type #510 1/3

High School Lesson Plan Two: Zines

Marginalized folk voice activated via network artists who produce multiples.

Objectives/Student Outcomes:

- ◆ Students will (as prerequisite homework) access <http://www.zinebook.com/> for an overview of the Zine culture.
- ◆ Instructor will provide an overview of zines including history, typical contents, production techniques etc. (For background, refer to Correspondence Art document.)
- ◆ Instructor will lead critical discussion about the history of storyteller's marginalization (review Oral Tales document.)
- ◆ Students will critically examine the freedom of expression offered to various groups within society today reflecting on societal beliefs. Under what circumstances (if any) is censorship acceptable? Is it appropriate to pirate other's words, music and/or artworks? Why? Why not? How does a free society make those determinations?
- ◆ Students and teachers will analyze their own freedom of expression within society. Do student's feel as if they are not heard or in fact silenced?

State Goals/Benchmarks

- ◆ **Fine Arts State Goal #25** Know the language of the arts.
A - Understand the sensory elements, organizational principles and expressive qualities of the arts
B - Understand the similarities, distinctions and connections in and among the arts.
- ◆ **Fine Arts State Goal #26** Through creating and performing, understand how works of art are produced.
A - Understand processes, traditional tools and modern technologies.
B - Apply skills and knowledge necessary to create and perform in one or more of the arts.
- ◆ **Fine Arts State Goal #27** Understand the role of the arts in civilizations, past and present.
A - Analyze how the arts function in history, society and everyday life.
B - Understand how the arts shape and reflect history, society and everyday life.
- ◆ **Language Arts Goal # 1** Reading with understanding and fluency.
Language Arts Goal # 2 Reading of literature representative of various societies, eras, and ideas.
Language Arts Goal # 3 Writing to communicate for a variety of purposes.
Language Arts Goal # 4 Listen and speak effectively in a variety of situations.

Motivation/Anticipatory Set (Two Class Periods)

- ◆ Students as a class will select two *tale type #510 characters* to “speak for” via a zine..
- ◆ Students will individually select the character they choose to speak out for.
- ◆ Two collaborative work groups will be formed. (One zine for each of the characters.)

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- ◆ Each character's group will collaborate to produce a zine, each individual taking responsibility for one of the following elements of publication (review Zine information in Correspondence Art doc.): editorial, rant, interview, review (e.g. faux author interview of “indigenous” published/celebrated versions of tale type #510.)
- ◆ Each individual will be responsible for providing an accompanying image for the text which they produce.
- ◆ Each group will produce multiples (via photo copy) and exchange will publications.
- ◆ Students will share the responsibilities of providing text and images that represent an a solid point of view. The instructor will serve as copyeditor.
- ◆ Students will collaborate under a deadline. The final publication will be zexed and distributed within the group(s) network.

Art Activity (Two-Three Class Periods)

- ◆ Within each Zine group:
 - ◆ Students will discuss/negotiate what the content of the zine will be and determine the responsibilities of each group member.
 - ◆ Students will produce agreed upon text/images by deadline.
 - ◆ Students will submit their work (image/text) to the copyeditor for approval.
 - ◆ Students will work together to design the layout Zine and submit to copyeditor.
 - ◆ Students will copy and collate their Zine in preparation for distribution.
- ◆ Reunited Class:
 - ◆ The two groups will exchange Zines.
 - ◆ The class will discuss the content, style, and quality of each of the Zines.

Materials

- ◆ Sketch paper, pencils, markers, copy machine, and computer.

Assessment

- ◆ Did the student make the connection between freedom of expression in society and freedom of expression mediated through artwork?
If so, how was that demonstrated?
- ◆ Did the student openly participate in the discussion?
- ◆ Did the student collaborate with others in the group?
- ◆ Did the student’s writing represent the (tale type #510) character’s voice?
- ◆ Did the student’s image support the written text?
- ◆ Was the intent of text and image accomplished?
- ◆ Is the student's voice and/or cultural perspective evident in their Tale Type #510 zine? If so, in what way that is unique from classmates?
- ◆ Did the student incorporate symbols, codes or other cultural images developed earlier in the unit, within the zine design?

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- ◆ What impression does the finished zine give to the viewer? Was there an attempt to communicate to the correspondent (students in the alternate group) who received the zine?
- ◆ How did the groups respond to the zines they received through the exchange?