



# Identity Zine Lesson Plan

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## Anticipatory Activity

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Students will participate in an anticipatory activity to familiarize themselves with idea of identity and identity words.

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<https://youtu.be/dHtcprlYLIw>

# Art History

- Students will be presented a lesson discussing the definition of identity and how it can be expressed in art. They will be shown examples of various self portraits from artists like Frida Kahlo and Vincent Van Gogh. They will also be given a brief timeline of zines throughout history.




# Worksheet


# How to Make a Zine

Students will be given step by step instructions on how to construct their zine


**HOW TO MAKE A SINGLE-SHEET ZINE!**

- 


1

Fold paper in half long ways
- 


2

Open & fold in half the other direction
- 


3

Fold edge back to center fold
- 


4

Flip over & fold other edge back to center fold, making an M shape
- 


5

Cut the crease in the center fold
- 

6

Fold center pages downward & together
- 

7

Wrap pages around to form covers & pages
- 

8

All done, now create your content!

Rachel Curry, 2021

Lesson Plan	
<p><b>Title:</b> Exploration of identity through the making of zines</p>	<p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>• Create original work of art through paper making</li> <li>• Handle Materials effectively</li> <li>• Describe, analyze, and interpret work of art</li> <li>• Understanding of how to roughly navigate through the complexity of identity</li> </ul>

### Rectangular Snip

<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• Brainstorm- consider the different elements in which one person can identify as</li> <li>• Observe the teacher as they prepare the making of a zine</li> <li>• Choose from a range of drawing techniques to create the zine</li> </ul>
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<p><b>Vocabulary:</b>  <u>Culture:</u> the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.  <u>Identity:</u> the fact of being who or what a person or thing is.  <u>Zine:</u> some sort of publication, usually mass-produced by <b>photocopying</b> (in some cases, scanned, put on the 'net, or copied via <b>fax</b>) on any range of topics, but usually filled with passion. a means of telling one's story, sharing thoughts, and/or artwork/comics/<b>doodles</b>.</p>	<p><b>Materials:</b> Scissors, paper, pens or preferred writing/drawing instruments</p>
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# Lesson Plan

- After participating in an anticipatory activity and art history presentation, students will go on to create their own hand made zine using their ideas of identity. Each section of the zine will contain an aspect of their identity, and the whole thing will unfold to reveal a self portrait. They will then participate in a peer-review activity.

# Grading Sheets

- The teacher will evaluate student progress and achievement through the use of a rubric. However, the added twist is that students will peer-review each other's work and assign a grade based on the outlined criteria. Students will know who's work they're reviewing, students will need to peer-review 3 or 4 of their classmate's work. Afterwards the teacher will use this information as a baseline and adjust the grade if needed. The reasoning behind this evaluation is to give students a sense of trust and responsibility for the work they provided. When students take on the role of a teacher, it gives them a clearer sense of what they will be graded on and how they can improve the quality of their work for the upcoming assignments and projects in the semester.



## Art Student Self-Evaluation

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Project: \_\_\_\_\_

### Point system:

20/10 - Excellent, Outstanding, Best possible

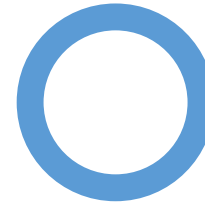
16/8 - Above average, Good, Acceptable

12/6 - Average, Not quite acceptable, Needs more work

8/4 - Below average, Needs much improvement

4/2 - Unsatisfactory, Poor, Unacceptable

Grading On:	Student Score					Teacher Score
Creativity, use of original ideas, self-expression	20	16	12	8	4	
Art skills and techniques, use of media, use of design elements and principles	20	16	12	8	4	
Craftsmanship, control of media, care taken for work	10	8	6	4	2	
Use of class time and personal time outside of class	20	16	12	8	4	
Effort given to project, prepared for class, responsibility	20	16	12	8	4	
Completion of Self-Evaluation	10	8	6	4	2	
<b>TOTAL:</b>						



## Art Rubric

Student- \_\_\_\_\_ Grade- \_\_\_\_\_  
 Assignment- \_\_\_\_\_ Date/Quarter \_\_\_\_\_

Excellent 9-10    Good 8-8.9    Average 7-7.9    Needs Improvement 0-6.9

### CRAFTSMANSHIP

Appearance  
 Concern for excellence

### CREATIVITY

Unique solution  
 Personality incorporated

### WORK HABIT

Use of time  
 Seeks help/ considers advice

### ATTITUDE/ ATTENDANCE

Considerate  
 Assumes Responsibility

### ASSIGNMENT FULFILLED

Carried assignment to completion

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

	Excellent 9-10	Good 8-8.9	Average 7-7.9	Needs Improvement 0-6.9
CRAFTSMANSHIP				
CREATIVITY				
WORK HABIT				
ATTITUDE/ ATTENDANCE				
ASSIGNMENT FULFILLED				



# Teacher Samples