



## GeoCivics Lesson: *Zines & Voting*

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<b>Teacher(s):</b> Anna Naranjo	<b>Lesson Title:</b> Zines & Voting	<b>Grade Level:</b> 3-4th
<b>Notes:</b> This lesson can be spread out into multiple sessions.		
<b>Pre-existing Knowledge:</b> Students should have awareness of the importance of literacy. They should have experience with writing and writing for a specific target audience or knowing that writing is often created with an audience of readers in mind (they have had exposure to opinion, narrative, and informational texts). Students will bring their cultural and social backgrounds and interests to the learning space, allowing them to create their own unique expression.		
<b>Overview of Content:</b> Before social media and the information age, where consumers can expect to receive immediate and mostly accurate news about the world and communities around them, there were radio reports and newspapers/magazines. At a grassroots level, there were zines. Zines provided an accessible format for creators to share news, art, and writing. Political organizations, like the Black Panthers, used zines to share their ideas and connect their community, something that was not granted to them by larger newspaper facilities. Today, zines continue to be a popular method to share news, writing, and art. Zine creation is an art form full of historic value and rich expression.		
<b>Purpose: <i>What will students learn?</i></b> Students will be introduced to the creation and use of zines and be able to create their own by the end of the lesson. Their zine will need to express an opinion, a story, or information about voting- centering the importance for it for this election year. This lesson can also be a jumpstart to use zines in the classroom for a variety of purposes (using them for book reports, research reports, poem writing, etc.)		
<b>National &amp; State Social Studies Standard(s):</b> <b>Colorado state standards:</b> <ul style="list-style-type: none"><li>SS 3.1.1: Compare primary and secondary sources when explaining the past. Students Can:</li></ul>		

- a. Compare primary sources with works of fiction about the same topic.
- b. Use a variety of primary sources such as artifacts, pictures, oral histories, and documents, to help determine factual information about historical events.
- c. Compare information from multiple sources recounting the same event.

**National Standard**

- Theme 9: Global Connections. Through exposure to various media and first-hand experiences, young learners become aware of how things that happen in one part of the world impact other parts of the world. Within this context, students in early grades examine and explore various types of global connections as well as basic issues and concerns.

**National & State Geography Standard(s):**

Colorado state standard:

- SS 3.2.1: Use geographic tools to develop spatial thinking skills. Students Can:
  - a. Read and interpret information from geographic tools and formulate geographic questions.
  - b. Locate oceans and continents, major countries, bodies of water, mountains, urban areas, the state of Colorado, and neighboring states on maps.
  - c. Describe the natural and man-made features of a specific area on a map.
  - d. Identify geography-based problems and examine the ways that people have tried to solve them.

**National Standard:**

- Theme 6: How culture and experience influence people's perceptions of places and regions.

**ELA Standards:** (To teach/review and support emergent multilinguals (EMLs) English language development):

- CCSS: W.3.1a-d : Write opinion pieces on topics or texts, supporting a point of view with reasons.
- CCSS: W.3.2a-d: Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement
- CCSS: W.3.3a-d: Write real or imagined narratives that use descriptive details, have a clear sequence of events, and provide closure.
- CCSS: W.3.4-5, 10: Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

**ISTE Teacher and/or Student Standard:**

- 1.1 The Empower Learner :Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

**Language Functions:**

- Creating an opinion: Students use language to express their understanding of a relevant event and their thoughts on the matter.
- Creating a description: Students use language to express their interpretation of a relevant event.
- Informing: Students use language to express factual information to share news.

**Culturally Responsive Lesson Strategies:**

- Connection: This lesson provides students with real-life connections made or represented from a variety of cultures and life experiences.
- Equity/Decolonization: This lesson emphasizes minimizing dominant discourses, deficit perspectives, and possible biases/microaggressions in instruction/language/expectations so students from non-dominant backgrounds (e.g. English language learners, students from poverty, students with special needs, students of various genders/sexual orientations) have access and can participate as readily as those from dominant backgrounds.

**Objective(s):** (Explicit & Measurable - suggested one per standard in each category.):

- I can write an opinion piece with reasons to support my opinion.
- I can write an informational/explanatory piece using facts, definition, and details.
- I can write a real or imaginative narrative with descriptive details, sequence, and closure.

**SIOP**

SIOP Elements		
<b>Preparation</b> Adapting content Linking to background Linking to past learning Strategies used	<b>Scaffolding</b> Modeling Guided practice Independent practice Comprehensible input	<b>Grouping Option</b> Whole class Small groups Partners Independent
<b>Integrating Processes</b> Reading Writing Speaking Listening	<b>Application</b> Hands-On Meaningful Linked to objectives Promotes engagement	<b>Assessment</b> Individual Group Written Oral

**Evidence of Mastery**

**Formative**

Students will be involved in whole-group and small-group discussions. In the “Explore” session, students are to engage with the text and provide features that they see in the text. Then, in the “Explain” session, students are to create a list of topics for their zine creation demonstrating an understanding of how their message could be designed in this format.

**Summative**

Students will create their zine on the topic of their choice (or if you as the teacher decide to make it election year themed, they could create zines about voting or presidents). Their zine will be photocopied and students will be responsible to distribute to at least 3 people and record their verbal or written response to their zine (mini-interview on what the reader thought about the zine). Through this action, students will engage with the process of sharing news/art and the immediate impact it can have on their community.

Exceeds Expectations	Student create one thoughtfully planned and designed zine, using all features of a zine (described within the lesson plan). The zine must center the idea of voting and its importance (especially during an election year as a civic duty). Students must have distributed the zine to 3 people and completed 3 mini-interviews with each of them (recorded verbally or through writing).	4
Meets Expectations	Student creates one zine, using all features of a zine (described within the lesson plan). The zine must center the idea of voting and its importance (especially during an election year as a civic duty). Students must have distributed the zine to 2-3 people and completed 2-3 mini-interviews with each of them (recorded verbally or through writing).	3
Approaches Expectations	Students create one zine, using some of the features of a zine (described within the lesson plan). The zine must center the idea of voting and its importance (especially during an election year as a civic duty). Students attempted to distribute zine and were able to receive 1-2 mini-interviews from readers(recorded verbally or through writing).	2
Fails to Meet Expectations	Students create one zine. The zine is not centered on the topic of voting. The student was not able to receive mini-interviews/responses from readers.	1

**Key vocabulary:**

- Zine: form of magazine.
- Political organization: is any organization that involves itself in the political process, including political parties, non-governmental organizations, and special interest advocacy groups.
- Publication: the preparation and issuing of a book, journal, piece of music, or other work for public sale.
- Distribution: the action of sharing something out among a number of recipients.

**Materials:**

- Variety of pre-selected zines (tangible or digital, check lesson plan for link to digital editions that can be printed)
- Youtube videos spread and linked throughout the lesson (explanation of zine history, instructions to make a zine)
- 2-3 pre-selected picture books read alouds about voting. *Check out this list:*  
<https://www.pbs.org/parents/thrive/9-picture-books-about-voting-and-elections>

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| <ul style="list-style-type: none"> <li>● Voting: give or register a vote.</li> <li>● Civic duty: a responsibility that a citizen of a town, state, or country has because they live and benefit from the services provided to them there.</li> </ul> | <ul style="list-style-type: none"> <li>● Supplies for making zines: one 8.5x11 blank white paper for each student, scissors, writing/coloring utensils</li> <li>● Optional: additional decorative pieces to use in the construction of zine-making (stickers, glitter, ribbon, etc).</li> </ul> |
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**Sources:**

- <https://lva-virginia.libguides.com/c.php?g=1332410&p=9812968>
- <https://www.loc.gov/collections/zine-web-archive/about-this-collection/>

**Engage**

<p><b>Teacher Will:</b></p> <ol style="list-style-type: none"> <li>1. Prepare and set out a variety of zine texts around the room for students to investigate. Zine texts can be borrowed from a local library, or then can be printed from online archives. Collect a variety of student-friendly zines covering a variety of themes and topics and structures (opinion, informational/explanatory, narrative). Online zine archive you can look through: <a href="https://archive.org/details/zines">https://archive.org/details/zines</a> &amp; <a href="#">online archives</a>.</li> <li>2. Teacher provides “I notice...I wonder...” note-catcher (graphic organizer for students to use while they are researching) and instructions for students as they rotate around to the different zines, telling them to pay close attention to the features of a zine.</li> </ol>	<p><b>Student Will:</b></p> <ol style="list-style-type: none"> <li>1. Students will rotate throughout the room to different areas to read and look at zines. Each station should highlight opinion, informational/explanatory or narrative structures of zines.</li> <li>2. Students will be using an “I notice... I wonder...” note-catcher for each station of zines, paying close attention to the features of the zines.</li> </ol>
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**Explore**

<p><b>Teacher Will:</b></p> <p><b>IQ 1# <i>What are zines and how are they effective in their spread of information?</i></b></p> <ol style="list-style-type: none"> <li>1. Provide students with history and more detailed explanation of zines. Youtube videos that can be used in the classroom: <a href="https://www.youtube.com/watch?v=jxKBIMN9dgU">https://www.youtube.com/watch?v=jxKBIMN9dgU</a> and/or</li> </ol>	<p><b>Student Will:</b></p> <ol style="list-style-type: none"> <li>1. Watch and observe videos about the history and purpose of zines.</li> <li>2. Then, they will pull out their note-catchers from the previous session and share dialogue with a partner/group about what they noticed and wondered about the zines and what they</li> </ol>
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<https://www.youtube.com/watch?v=updWqxLyC9g>

2. Have students pull out their note-catchers from the previous session and allow students to have a partner share about what they noticed and wondered about the zines they read and what they learned from the video (or other selected texts/media you have chosen to explain the history and purpose of zines).
3. Bring students back together and create an anchor chart about what stood out to them about the zines they saw in person and explained in the video and what features they may have noticed many of them shared. Reorient observations to outline these common characteristics: self-published, DIY, physical or digital, low-budget, portable, community-oriented, creative. Leave this anchor chart posted as a reference for criteria for students to use as they create their own zine in the later part of this lesson. Zine common characteristics list sourced from

<https://guides.lib.purdue.edu/loudonpaper/what-is-a-zine>

**(NOTE)** Share with students that by the end of this lesson/unit, students will need to create a zine. Introduce the idea of civic duty to students, and explain how this year is an election year, and the importance of voting. And although they are not of age to be able to vote, they can still take part in the process by sharing information. Education is power. Explain to students that they will be creating zines to share information and stories about voting.

4. Choose a Read-Aloud to further explain the importance of voting.

<https://www.pbs.org/parents/thrive/9-picture-books-about-voting-and-elections>

learned from the video. Making connections as they share conversation with others.

3. Then, they will engage in whole-group discussion to create an anchor-chart with the teacher to outline what stood out to them about zines and to create a general consensus on the common characteristics/features of zines.
4. Students listen to read-aloud(s).

### Explain - Formative Assessment

<p><b>Teacher Will:</b></p> <ol style="list-style-type: none"> <li>1. Read another picture book to students for more exposure to voting description and process.</li> <li>2. Tell students that at this point, after learning about zines and reading multiple examples, they will be creating their own zine on the topic of voting. Students are to create a list of topics for their zine creation demonstrating an understanding of how their message could be designed in this format.</li> </ol> <p><b>(NOTE)</b> (If your students are struggling to come up with ideas, you can also broaden the topic to anything related to elections - presidents, systems within the government, etc.)</p> <ol style="list-style-type: none"> <li>3. Explain to students that they will be following the writing process to produce their zines. The first step is to draft multiple ideas of what the students' zines will be about. Tell students that they need to draft at least 3 different ideas and each idea should be able to be expressed as an opinion, information, or as a story.</li> <li>4. Have students check in with you after they have come up with their 3 ideas and advise students on how they can strengthen their idea (if needed). This is a formative assessment to determine if students are understanding the purpose of the creation of their zine.</li> <li>5. Allow time for partner/group conversation, especially if students are in need of support in brainstorming.</li> </ol>	<p><b>Student Will:</b></p> <ol style="list-style-type: none"> <li>1. Receive and process information about voting through read-alouds.</li> <li>2. Listen to directions.</li> <li>3. Draft 3 possible ideas for their zine about voting. They must have an idea written to reflect the structures of an opinion, information, and narrative. (One of each, equaling three.)</li> <li>4. Check in with the teacher to receive feedback on their ideas.</li> <li>5. Collaborate with others to talk about their ideas.</li> </ol>
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**Elaborate**

<p><b>Teacher Will:</b></p> <p><b><i>IQ #2: How can you effectively convey your message about civic duty in your final product?</i></b></p> <ol style="list-style-type: none"> <li>1. Explain to students that now they are to choose one of their ideas, after having checked in with you and received your feedback, and they will create a storyboard.</li> </ol>	<p><b>Student Will:</b></p> <ol style="list-style-type: none"> <li>1. Choose one of their ideas for their zine.</li> <li>2. Complete a storyboard graphic organizer to plan and design their 8-page zine.</li> </ol>
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<ol style="list-style-type: none"> <li>2. Explain to students that their zine will consist of 8 pages, including their cover page and their back page. They will need to storyboard their plan and design for their zine and carefully think about how they can convey their message in this amount of limited pages.</li> <li>3. Provide instructions and supplies for students to start creating and completing their zines once their storyboard design has been checked off by the teacher. <a href="https://www.youtube.com/watch?v=ab4O9S-WN19g&amp;t=7s">https://www.youtube.com/watch?v=ab4O9S-WN19g&amp;t=7s</a></li> </ol>	<p>Understanding that the zine is small and they must fit their message throughout the zine.</p> <ol style="list-style-type: none"> <li>3. Create their zine after having their storyboard checked off by the teacher.</li> </ol>
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**Evaluate**

<p><b>Teacher Will:</b></p> <ol style="list-style-type: none"> <li>1. Allow space for students to view all of the zines that were created by classmates (gallery walk) to celebrate their hard work and final product.</li> <li>2. Explain to students that now their task is to spread their message by distributing at least 3 copies of their zines to people outside of this classroom (if they need help with this, that can be arranged). Help students create photocopies and keep original zine in the classroom for display.</li> <li>3. Explain to students that after their reader reads their zines they must record their response verbally through a digital recorder or through a written response (written by the reader). They must complete these 3 mini-interviews and submit their responses to you.</li> </ol>	<p><b>Student Will:</b></p> <ol style="list-style-type: none"> <li>1. Observe and celebrate their hard work and that of their peers' through a gallery walk of all completed zines.</li> <li>2. Distribute 3 copies of their zine to 3 different readers.</li> <li>3. After the reader has read the zine, the student will record their response either verbally (through a recording device) or will ask the reader to write out their reflection.</li> <li>4. Turn in these mini-interviews to the teacher.</li> </ol>
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**Extensions:**  
Additional photocopies of all student zines can be made and distributed throughout the school. As a class or small student groups, students can share what they learned about voting and the election year and distribute their zines.