FREE TEACHING RESOURCE / 9–12 / 50

Artist-Led Oral History Zine

TEACHER GUIDE • lesson design & facilitation

Grade band: 9–12 | 6–8 sessions, 50–70 minutes

Media: folding paper, drawing tools, approved reproduction, staples used by adults as appropriate

The artistic problem

Develop a visually compelling zine about listening, consent, and community knowledge.

Essential question: How can a designer make clear whose voice is present and whose is not?

Place-based cultural lens: Use oral histories from community-approved and museum collections as models of attribution.

Learning targets

- Investigate the question: How can a designer make clear whose voice is present and whose is not?
- Apply interview storyboard, type-image relationships, pacing, source note in a deliberate original composition.
- Use critique evidence to improve interview storyboard and name one next step.

Student-visible success criteria

- The final artwork solves this problem: Develop a visually compelling zine about listening, consent, and community knowledge.
- Artwork includes an interview-use plan, three spread studies, and a corrected credit line.
- Process evidence shows three different options before selection.
- Visual decisions demonstrate interview storyboard and support the intended audience.
- Feedback results in at least one visible revision that the student can explain.

Standards & studio habits

Louisiana 9–12 cluster: VA-CE-H1, VA-CE-H2, VA-CE-H3, VA-CE-H7, VA-AP-H6

Studio Habits of Mind: Understand Art Worlds, Develop Craft, Express, Engage & Persist, Reflect. These habits are developed interactively, not in a fixed rank or sequence.

Instructional alignment: Louisiana benchmark codes are official broad grade-cluster benchmarks; specific expectations are developed locally. The ten instructional stages come from the supplied Artistic Investigations framework.

Preparation & materials

- Drawing paper or sketchbook for idea studies
- folding paper, drawing tools, approved reproduction, staples used by adults as appropriate
- Samples and images from reliable sources, with attribution

- Tools appropriate to local safety rules and grade level
- Choice of visual, oral, or written reflection tools

10-stage teaching sequence

01 / Engage Present the artistic question: How can a designer make clear whose voice is present and whose is not? Give students two contrasting examples that do not dictate a finished product.

02 / Investigate Use oral histories from community-approved and museum collections as models of attribution. Gather visual evidence and note what is observed rather than assumed.

03 / Skill Studio Demonstrate interview storyboard, type-image relationships, pacing, source note. Make thinking visible by testing two alternate solutions and identifying what each communicates.

04 / Generate Develop three possibilities for the challenge: Develop a visually compelling zine about listening, consent, and community knowledge. Change the focal point, material, arrangement or viewer perspective between drafts.

05 / Plan Compare sketches to the success check (an interview-use plan, three spread studies, and a corrected credit line); choose a direction and state why it better communicates the intention.

06 / Produce Produce an original visual response using interview storyboard, type-image relationships, pacing, source note; conference on one technical choice and one contextual question.

07 / Critique Partners identify where the artwork communicates the intended idea and locate evidence of interview storyboard in the work.

08 / Revise Revisit the specific checkpoint: An interview-use plan, three spread studies, and a corrected credit line. Make one visible change after critique and preserve the initial view for comparison.

09 / Present Present with a title, medium, one key artistic decision and any needed credit or contextual limitation.

10 / Reflect Reflect: What evidence proves you improved interview storyboard? What will you try or investigate next?

Studio sessions & evidence checkpoints

Session	Teaching move	Capture evidence
Day 1	**Locate the problem** How can a designer make clear whose voice is present and whose is not?; Use oral histories from community-approved and museum collections as models of attribution.	Initial inquiry and positionality check.
Day 2	**Source and context audit** Evaluate evidence, stakeholders, permission or material constraints.	Source log with known/uncertain claims.
Day 3	**Investigate technical options** Demonstrate interview storyboard, type-image relationships, pacing, source note. Make thinking visible by testing two alternate solutions and identifying what each communicates.	Material trials and design comparison.
Day 4	**Generate + plan** Three robust concepts with intended audience and criteria.	Annotated concepts and rationale.
Day 5–6	**Build and document** Develop work with dated process notes and ethical checks.	Progress photos, source credits, technique notes.
Day 7	**Critique + substantive revision** Test with peers for communication and context; revise interview storyboard.	Feedback and before/after comparison.
Day 8	**Present + evaluate** Curate for audience and acknowledge limitations.	Rubric, portfolio record, and next investigation.

Key technique to model

interview storyboard, type-image relationships, pacing, source note

Access without lowering the artistic goal

Work with published permission-cleared testimony or fictional training material instead of recruiting interviewees. Offer physical samples, captioned images, accessible demonstrations, flexible planning modes, and alternate materials while retaining the common visual learning target.

Teacher coaching questions

- What is the visual problem you are solving?
- Which decision communicates your intended meaning most clearly?
- What does your reference prove, and what are you still imagining?
- What could a viewer misunderstand?
- What visible revision will strengthen your next version?

Cultural care

Do not solicit, record, publish, or transform private testimony without consent.

Stretch & explore

Create a digital companion with accessible captions and transcripts.

Design provenance: Original Studio Fieldnotes investigation developed for the 50-lesson library; informed by the teacher-supplied ten-stage Artistic Investigations architecture and reflective Studio Habits framework.