FREE TEACHING RESOURCE / 6–8 / 37

Many Voices Mini-Zine

TEACHER GUIDE • lesson design & facilitation

Grade band: 6–8 | 5–7 sessions, 45–60 minutes

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

The artistic problem

Make a short zine documenting a shared public question through multiple viewpoints.

Essential question: How can sequence and source labels make a fairer visual story?

Place-based cultural lens: Research public questions in Louisiana community archives using nonprivate sources.

Learning targets

- Investigate the question: How can sequence and source labels make a fairer visual story?
- Apply storyboard, spread design, captions, limited print palette in a deliberate original composition.
- Use critique evidence to improve storyboard and name one next step.

Student-visible success criteria

- The final artwork solves this problem: Make a short zine documenting a shared public question through multiple viewpoints.
- Artwork includes eight-page mock-up, three sources, and a revised caption.
- Process evidence shows three different options before selection.
- Visual decisions demonstrate storyboard and support the intended audience.
- Feedback results in at least one visible revision that the student can explain.

Standards & studio habits

Louisiana 5–8 cluster: VA-CE-M1, VA-CE-M3, VA-CE-M5, VA-AP-M1

Studio Habits of Mind: Observe, Envision, Engage & Persist, Reflect, Understand Art Worlds. 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 sequence and source labels make a fairer visual story? Give students two contrasting examples that do not dictate a finished product.

02 / Investigate Research public questions in Louisiana community archives using nonprivate sources. Gather visual evidence and note what is observed rather than assumed.

03 / Skill Studio Demonstrate storyboard, spread design, captions, limited print palette. Make thinking visible by testing two alternate solutions and identifying what each communicates.

04 / Generate Develop three possibilities for the challenge: Make a short zine documenting a shared public question through multiple viewpoints. Change the focal point, material, arrangement or viewer perspective between drafts.

05 / Plan Compare sketches to the success check (eight-page mock-up, three sources, and a revised caption); choose a direction and state why it better communicates the intention.

06 / Produce Produce an original visual response using storyboard, spread design, captions, limited print palette; conference on one technical choice and one contextual question.

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

08 / Revise Revisit the specific checkpoint: Eight-page mock-up, three sources, and a revised caption. 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 storyboard? What will you try or investigate next?

Studio sessions & evidence checkpoints

Session	Teaching move	Capture evidence
Day 1	**Frame the question** How can sequence and source labels make a fairer visual story?; Research public questions in Louisiana community archives using nonprivate sources.	Evidence/interpretation log.
Day 2	**Studio technique** Demonstrate storyboard, spread design, captions, limited print palette. Make thinking visible by testing two alternate solutions and identifying what each communicates.	Practice sheet with labels about choices.
Day 3	**Generate + commit** Sketch three meaningfully different outcomes.	Three proposals and criteria-based choice.
Day 4–5	**Sustained production** Build the work and conference about storyboard.	Process photos and source annotations.
Day 6	**Interpret + revise** Peer feedback related to Eight-page mock-up, three sources, and a revised caption.	Annotated first and revised states.
Day 7	**Present + reflect** Curate the work with evidence and ethical source credits.	Final artifact, rubric and next-step statement.

Key technique to model

storyboard, spread design, captions, limited print palette

Access without lowering the artistic goal

Use contrasting viewpoints grounded in evidence, not invented quotes assigned to groups. 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

Interviews and personal stories require consent; published words need credit.

Stretch & explore

Create a second edition responding to reader questions.

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.