

# Facilitation Guide



## Civil Disobedience Zines

Social Studies, Grade 10, Unit 2: Participating in Government

## EXPERIENCE OVERVIEW

Students will examine **civil disobedience** and how artists make zines in response to policies or human rights issues in order to create their own zine about an important issue or movement in government. Students will then complete their handmade zines on civil disobedience and share their zines using a See, Wonder, Connect peer evaluation.

### Standards

#### MSDE/BCPSS CONTENT STANDARDS AND INDICATORS

- GOV.LB.2c - Analyzing various methods that individuals or groups may use to influence laws, government policies, and elections including referendum, acts of civil disobedience, voting, boycotts, financial contributions, digital communication, and voting drives.

#### C3 STANDARDS – SKILL DEVELOPMENT

- D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

#### NATIONAL CORE ARTS STANDARDS

- VA:Cr1.2.1a: Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.
- VA:Re.7.1.1a: Hypothesize ways in which art influences perception and understanding of human experiences.
- VA:Re.7.2.1a: Analyze how one's understanding of the world is affected by experiencing visual imagery.

#### ESSENTIAL QUESTION:

- How do individuals and groups change public policies in the American political system?

#### SUPPORTING QUESTIONS:

- How do artists create work in response to human rights issues or political movements?

#### OBJECTIVE:

- Students will examine Civil Disobedience and how artists make zines in response to policies or human rights issues in order to create their own zine about an important issue or movement in government.

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### Getting Ready

#### ASSESSMENT:

- Completed zines with all pages filled with details about a movement or other form of civil disobedience.
  - [Rubric](#)

#### MATERIALS & SUGGESTIONS FOR CLASSROOM SETUP:

- [Zine Slideshow](#)
- Paper
- Color Pencils

#### KEY SOCIAL STUDIES VOCABULARY:

- Civil Disobedience, protest, boycott, sit-in, disobeying, unjust, laws / legislation, advocate, injustices

#### KEY ARTS INTEGRATION VOCABULARY:

- Zine** - A zine is typically defined as a self-published booklet or magazine with a small circulation, created to express the ideas of the publisher.
- Illustration** - a visualization made by an artist to explain information. This can be a drawing, a photograph, or even a collage, as long as it retains its purpose to visually represent facts and details.
- Self-Published** - published by the author independently and at their own expense.
- Capitalism** - an economic and political system in which a country's trade and industry are controlled by private owners for profit.

#### ACCESSIBILITY

- Larger copy paper can also be used for students who need more space to draw
- GAL students can create more than one zine if time allows

#### EXTENSION

- This project can also be adapted digitally where students can create their zines on Canva!

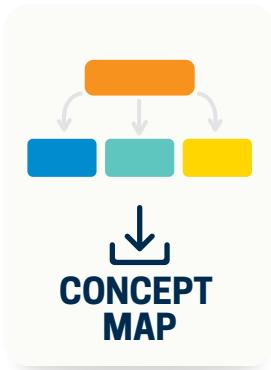
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## ARTS INTEGRATION MATERIALS



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### Opener

Project slide deck for students (slide #2)

Students will respond to the prompt:



*Are there rules at home or school that you disagree with? Do you still follow those rules, why or why not? Teachers should follow up with the question below for students who say they do not follow the rules. Ask, what do they do instead?*

### Step One

#### I DO

WATCH: Civil Obedience Zines – Setting the Stage

- Display and read aloud the MLK quote: "One has a moral responsibility to disobey unjust laws." Discuss with students.
- Prepare for the **gallery walk**. Students can either participate via the slideshow or you can print out the images so that students can circulate the room.
- Give clear instructions for the gallery walk:
  - Students will analyze five photo sets using the See-Think-Wonder protocol.
  - Each student must record at least two observations in each category per photo.
  - Students will have 15 minutes to complete the walk.



#### WE DO

- Monitor and support students as they analyze the photos.
- Call students back to their seats and show Slide #12 with debrief questions.
  - Read questions aloud and give students 2-3 minutes to write responses.
  - Facilitate a whole-group discussion, encouraging students to share their thoughts.
    - Pose a big thought question: How can civil disobedience be used to draw attention to social issues in your school or community?
- Transition into the zine introduction, explaining how zines can serve as a tool for activism.

### Step Two

#### I DO

- Present slides on Zines: What They Are & Why Artists Create Them.
- Have students read the definitions and observe examples of zines.

#### WE DO

- Ask guiding questions to help students connect zines to civil disobedience:
  - How do zines help spread ideas?
  - Why might zines be effective for activism?

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## TEACH

### Step Three

#### I DO

- Model the step-by-step process of folding a one-page mini zine.
- Show each fold while explaining the steps aloud.

WATCH: [How to Make a Zine](#)

#### WE DO

- Have students follow along with their own paper, pausing to check for understanding.

### Step Four

#### YOU DO

WATCH: [Civil Disobedience Zines – Zine Making](#)

- Students will begin designing their zines, focusing on a civil disobedience topic of their choice.
  - Encourage creativity: students can incorporate text, drawings, and symbols to express their message.
  - Teacher circulates, checking in, answering questions, and offering support.



[VIDEO TUTORIAL](#)

### Sharing

#### WE DO

WATCH: [Peer Feedback Protocol](#)

Upon completion, students will share their zines with peers.

- Students will participate in a See, Wonder, Connect activity:
  - See: What do you notice about this zine?
  - Wonder: What questions do you have about this zine?
  - Connect: How does this zine relate to the theme of civil disobedience?
- Each student will evaluate three different zines and provide valuable feedback to their peers.
- Teacher should circulate, guiding conversations and making sure feedback is constructive.



[VIDEO TUTORIAL](#)

### Self-Assessment

#### YOU DO

- After sharing and discussing their zines, students will complete a self-assessment rubric evaluating their own work.
  - The rubric should focus on aspects like creativity, clarity of message, and connection to the theme of civil disobedience.
  - Students will reflect on their process and identify areas for improvement in their work.



[RUBRIC](#)