

# PAGE MAGAZINE MAKERS

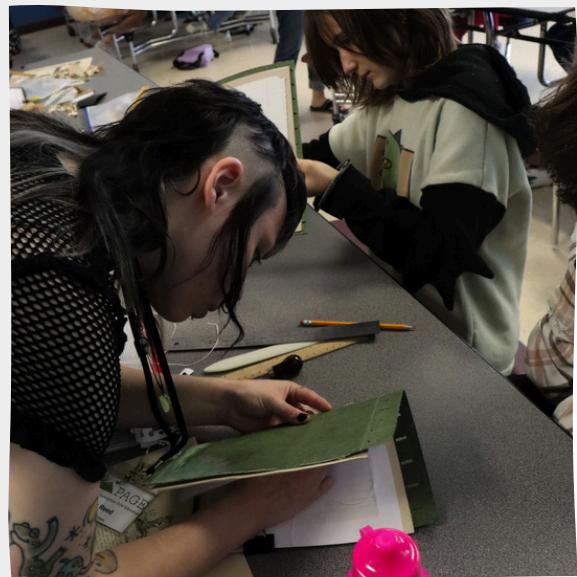


June 2024 \* Marshall, North Carolina

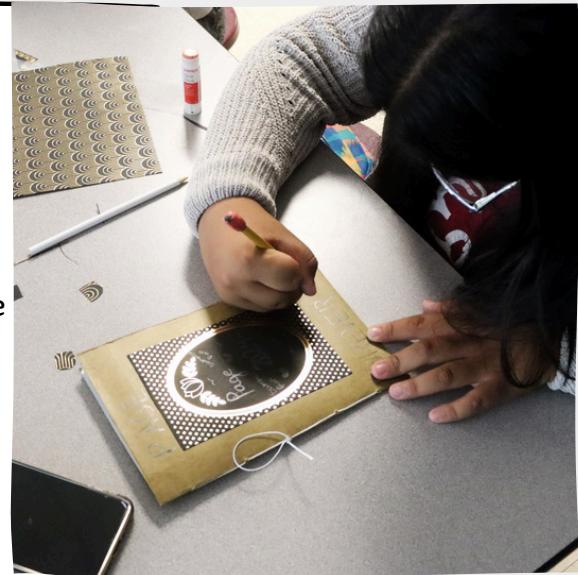
## WHAT IS A BOOK?



What is a book? How do we tell stories? These are questions that guided PAGE's work during the Magazine Makers' session. Led by Madison Middle School teacher Amy Stemann, bookmaking expert Lauren Ruttan, and 4 fabulous college interns, girls learned how to make a book "from scratch" and explored how to tell stories through different genre mediums



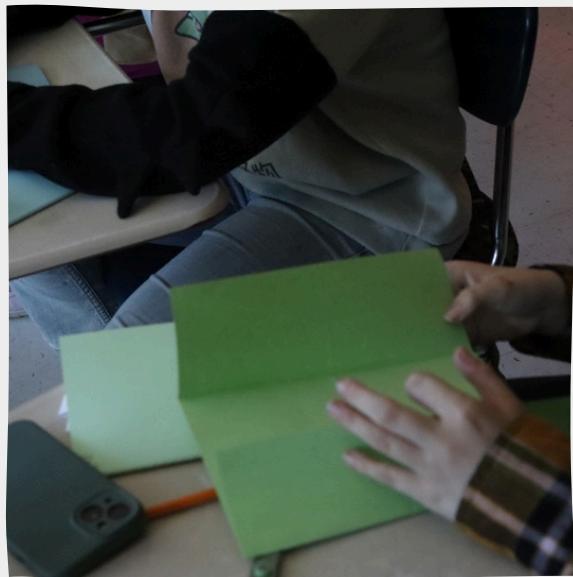
Girls practiced creating a variety of books both big and small. To start, they constructed several "mini books" where they completed short assignments within four genres; Narrative, Science Writing, Poetry, and Oral History. Next, they combined the skills they had learned to make a larger book where they could collect their mini books and other projects.



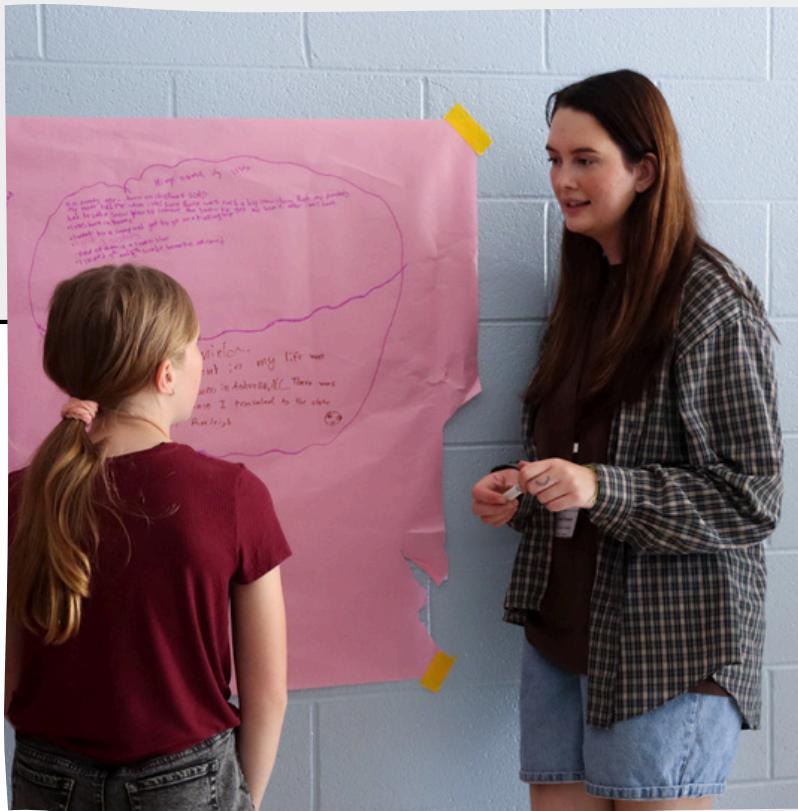
## GENRE EXPLORATION



Along with presenting PAGE participants with the opportunity to create books, another goal of this session was to teach about the many writing genres. During Week One, girls explored four genres including; Science, Poetry, Narrative, and Oral History. Exploring these genres would help girls choose what genres they would want to explore in further detail during the next two weeks.



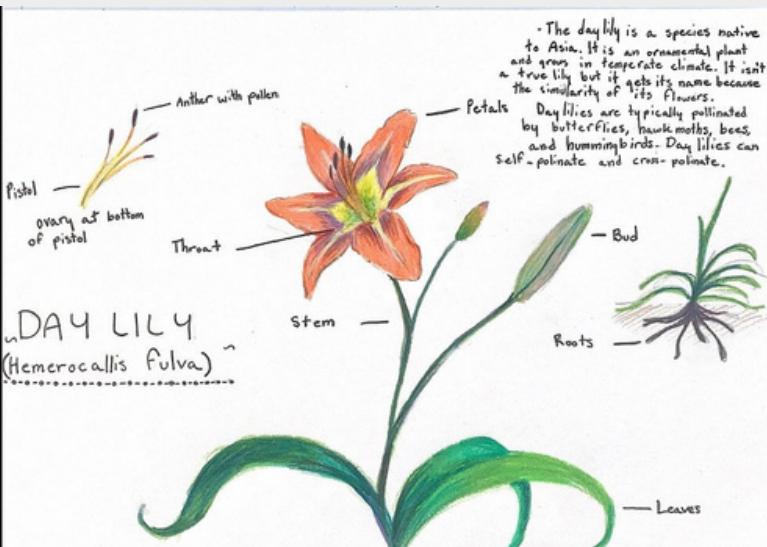
For instance, as an introduction to narrative, students wrote about their "Lives up to Middle School" on a collaborative and movement-oriented timeline, noting stories about formative life events



# SCIENTIFIC ILLUSTRATION

In week 2 and week 3, girls chose a genre path to delve into more deeply. Girls worked on scientific illustration and descriptive informational writing with college intern Jaq Reed.

Girls learned by example by reading scientific texts and viewing scientific illustrations that Jaq had published in a book during their undergraduate studies.



The main project the girls worked on was drawing an organism they selected from the natural surroundings around the middle school.

They first made drawings of their organism by hand as can be seen above. Girls learned about the value of details and how to accurately sketch something that is ever-changing. They also explored how the organism interacted with its environment.

Next, girls turned their illustrations into professional presentation posters where they included their original drawings plus information they had researched independently.



# Day lily

## Hemerocallis Fulva

**Characteristics:**

1. Day lilies have long, stalked clusters of funnel shaped flowers that range in color from yellow to red. They have fleshy roots and narrow sword-shaped leaves that are grouped at the base of the plant.

**Range:**

2. The day lily is a species native to Asia. It is an ornamental plant and grows in temperate climate. It isn't a true lily but it gets its name because of the similarity of the two flowers. Day lilies are typically pollinated by butterflies, hawkmoth bees, and hummingbirds. Day lilies can self pollinate and cross-pollinate.

**Interactions:**

3. Day lilies work well with most plants like ornamental grasses, asters, and other plants. Many animals and bugs also like to eat day lilies, especially deer.

**Resources:**

- 1. Britannica
- 2. North Carolina Extension Gardener Plant Toolbox
- 3. The National Gardening Association

Above you can see a poster made of the Day Lily flower and below, a poster of the Eastern Fence Lizard. Both of these are organisms that one can find frequently around Western North Carolina.

**Eastern Fence Lizard** Sceloporus Undulatus (2)



- EATS: Beetles, Ants, Moths, Grasshoppers, Stink Bugs, and other invertebrates (3)
- EATEN BY: Snakes, Birds, Cats, and other reptiles. (3)

**Name Meaning**

Its name comes from its tendency to crawl on wooden fences. (1)

**Blue Scales**

- Males have bright blue scales on their bellies and throats, the scales are used to attract mates and intimidate intruders. They flash their blue scales by doing push ups and head bobbing. (3)(4)

**Range**

Found in New York- Florida- South Dakota- Colorado- Mexico- Utah- Arizona (2)

**Cool Fact**

- Were vulnerable to fire ants but adapted in areas with fire ants to have longer legs, elevated levels of IgM antibodies, and higher levels of a type of white blood cell that neutralizes venom toxins (4)

**Sources**

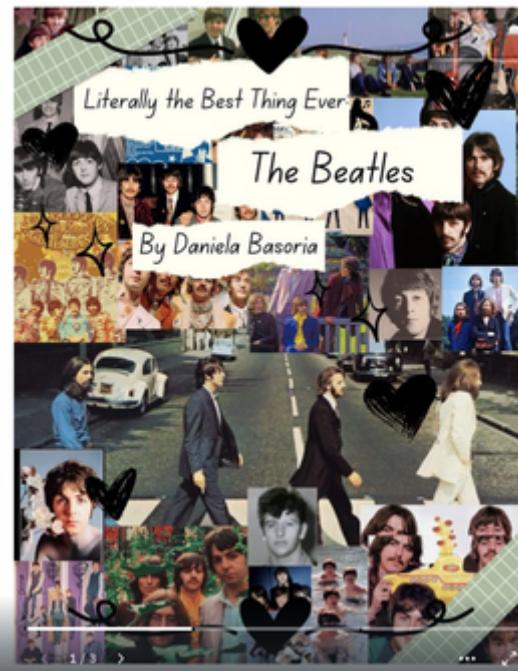
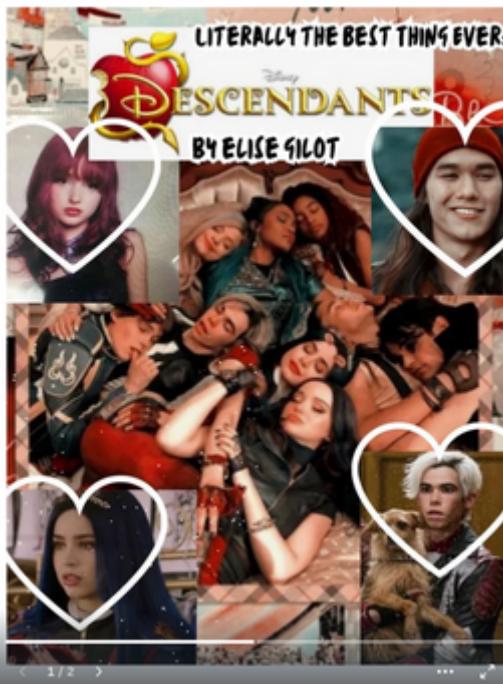
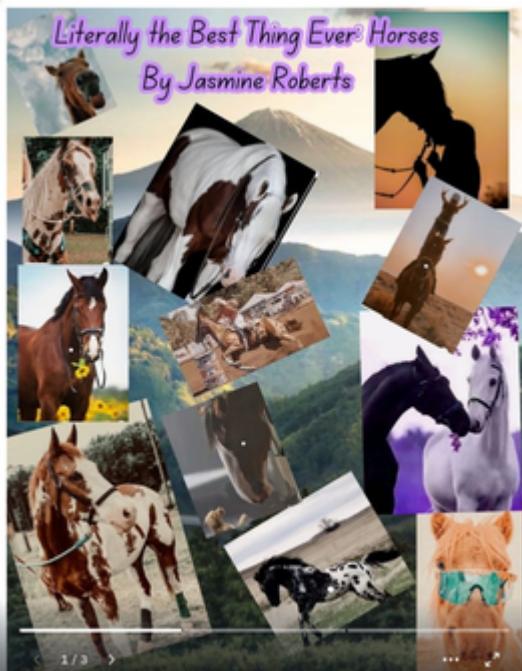
WebMD (1)  
NCwildlife (2)  
National Wildlife Federation (3)  
The Conversation (4)



# NARRATIVE WRITING



With college intern Josie Fields, PAGE girls crafted narrative stories through the theme of “Literally The Best Thing Ever”. Inspired by the popular teen magazine “Rookie”, girls took something they loved deeply, such as The Beatles, Disney’s Descendants, and horses, and weaved in personal stories about how and why those things mean so much to them. Below are some of the amazing stories written by girls this summer!



# STORY KEEPERS

## ★ I WANT TO BE A DANCER" ALL ABOUT MS. FATIMAH' ★



**EARLY SCHOOL YEARS**  
"AT THE AGE OF FOUR, FATIMAH' WENT TO THE MARS HILL ANDERSON ROSENHOLD SCHOOL. HER MOTHER, MARY H. WILSON, WAS A TEACHER AND PRINCIPAL THERE. WHEN FATIMAH' GOT OLDER, SHE ATTENDED SCHOOL IN ASHEVILLE."



### LATTER SCHOOL YEARS

"AS A TEEN, FATIMAH' ATTENDED A SEGREGATED SCHOOL IN ASHEVILLE CALLED STEPHENS-LEE HIGH SCHOOL. INTEGRATION HAPPENED DURING HER SENIOR YEAR. ONE OF HER FAVORITE TEACHERS, MS. GLORIA HOWARD FREE, BECAME HER FRIEND AS AN ADULT."



### BIGGEST REGRETS

HER NOT SPENDING ENOUGH TIME WITH HER GREATGRANDMOTHER WAS A BIG REGRET IN HER LIFE.



### HER GREAT GRANDMOTHER

SHE WAS A SMALL POWERFUL LADY WITH LONG HAIR SO LONG SHE COULD SIT ON IT SHE WAS REALLY GOOD WITH PLANTS AND NATURE SHE COULD ALMOST HEAL ANYONE



### HER INTERVIEWEE TIMES

HER INTERVIEWEE TIMES WERE TIMES THAT SHE COULD TELL HER STORIES TO OTHER PEOPLE SO THEY COULD KNOW ABOUT HER. ALL YOU NEED TO DO IS LISTEN, CARE, AND SHOW THAT YOU HAVE A OPEN HEAT FOR THEM, SHE SAID.

UNCA student and college intern Jo'el Longacre loves preserving generational stories and thinking about the impact they have on history. In this genre exploration group, girls asked what it meant to be an "Appalachian Girl", explored stories from prominent regional writers, and interviewed community members.

Girls learned about what it meant to conduct an oral history interview and got to put those skills into practice as they interviewed locals such as Fatimah' Shabazz (to the left), a fashion designer with a love for art, and Donna Ray Norton (below), an award-winning ballad singer.

## Donna Ray's Story



### Home in Sodom -

Donna Ray's family has been there since the 1700's. When she was little she could walk everywhere and everyone was related

01.

### Fun in Sodom

Donna Ray liked to walk on the roads with her friend Monica. They would go to a store and listen to tapes.



### Family Music

Ballads, banjo and fiddle

02.



### Knee to knee to learn ballads

Donna Ray learned to sing ballads in highschool.

03.

# POETRY



Adrianna Souto created a warm and welcoming creative space with their Poetry exploration group. In their project group, girls read and wrote poems of all kinds - turning the books that they had made in the beginning of the program, into a scrapbook of ideas. In it, they collected musings on the poems they read together as a group - such as those by George Ella Lyon and Frank X. Walker. Girls also wrote poems of their own, using what they had read for inspiration. They showcased their completed works at a poetry slam and turned their written poems into interactive digital projects!



## My Star

By iris

*Searching for years and years  
But in the end it caused me tears He was like a star fell from the sky Starting a bond between him and I  
We took long hikes to mountains high Its hard to say goodbye A does toe he brought to me Such a precious memory Ran away one day to play Said goodby that very day I loved We loved him But we had to say goodbye*





# Happy PAGE Summer!



Partnership for Appalachian Girls' Education

