1. Unit overview
2. Activities
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4. Integrated Literacy and Other Academic Skills
5. References
6. Resources
   o Mask Making Vocabulary Words
   o Mask Trivia
   o A Brief History of Masks
   o Hiding Behind the Mask!
   o Full and Half Face Masks
   o Papier Maché Masks
   o Mask Concept Map, Mask Summary Sheet and Venn Diagram
MASK MAKING

Objectives:
- To understand the role of masks in various societies and historical periods
- To read and follow technical directions
- To explore personal identity through mask making and written reflection
- To create three different masks using different media
- To perform a play using masks created by the participants based on a popular children’s book

Specific Reading Activities:
- Reading books and handouts about masks
- Reading directions craft projects
- Researching information about masks from different countries.
- Reading and performing the Reader’s Script

Specific Writing Activities:
- Writing either a prewrite at the beginning of the unit or the completion of KWL chart
- Writing the detailed description of the masks they have made
- Completing the concept web about the different masks and then completing the compare and contrast worksheet
- Writing the prewrite about their experience about how wearing a mask would have helped out in a situation
- (optional) Writing a Reader’s Theater script

Culminating Events:
1. Exhibit of the masks for parents and other after-school program participants
2. Presentation of the play to elementary after-school program

Note:
1. Instructions are not included for all the different types of masks suggested in this unit. Bring craft books and check out the web with the participants for mask making instructions.
2. Provide a variety of projects that the participants can choose from. Although this process requires more materials, because you have to be prepared for different choices, it increases participant involvement and therefore interest in the activity.
ACTIVITIES

Prep:
1. Make sure you bring in maps and books about the different countries from which the masks originated to have as reference for this activity.
2. Have mask making instruction sheets for the various projects. See the listed websites and other resources for such instructions.
3. Have the materials available for making the different masks collected before beginning the unit. Most of the materials are low cost or found objects and can be used in more than one project. Check out the internet to buy such material.

Remember: On the first or second day, hold a meeting with the yearbook committee that volunteered for the unit. Discuss what they might need to take pictures of and what stories they will write for the yearbook.

Activity One
Unit Introduction

1. Provide an overview of the activities for the unit.
2. Complete the first two columns of a KWL Chart about masks with the headings “What I know about masks” and “What I would like to know about masks” (See tool kit section for direction on how to do a KWL) or prewrite (See tool kit section for directions on how to do a Prewrite) in their journal responding to the following ideas:
   - Write about when you have seen masks used in a play; or at a party or celebration of some kind; for a sport, for some kind of work, etc.
   - When and why have masks been used? What effect or role do they play?
   - What do you know about masks, based on what effect or role they play?
3. Play word games with the vocabulary listed on the sheet. You can do these games throughout the unit. Check out the types of games you can play in the tool kit. Note: If you want the participants to practice their decoding skills, have a contest between small groups to see which group can correctly pronounce the words on the list using the “Decoding Summary Sheet” and “Syllabication Rule Summary Sheet.” Make sure each person in the group can pronounce all the words independently before awarding the groups their points.
   - Papier Mâché: a technique for making sculpture from paper. Strips of paper are soaked in a thick liquid that contains some kind of hardening agent, and then applied to a form such as a balloon, face, etc. The paper dries and forms a cast around the form which after it dries is removed and can be painted or decorated.
   - Gauze: a sheer, thin, often transparent material used to make bandages or can be used in doing papier mâché
   - Mardi Gras: the carnival, festival, or parade that is held on Shrove Tuesday, the Tuesday before Lent begins. Usually characterized by dancing and mask wearing.
- **Tribal:** related to a group of people that are usually united by being descendental from a ancestor and a set of shared customs and traditions
- **Regional:** having to do with a certain area
- **Raffia:** fibers that come from the raffia palm that are used for decorating masks and other crafts. When dried, they cause a rattling sound
- **Sequins:** small pieces of shiny metal that are pasted or sewed on to fabric or other materials and provide a glittering decoration
- **Gesso:** mixture of whiting and glue often used to prepare a surface for painting
- **Sealer:** a liquid coat that seals wood, plaster, etc., and prevents the surface from absorbing paint or varnish and protects the material from disintegrating or getting scratched
- **Excess:** too much
- **Gloss:** shiny surface
- **Acrylic paints:** paints that have a plastic base. Usually they dry quickly and became permanent. Clean up of acrylic paints is quick and can be done with soap and water
- **Plaster:** mixture of lime or gypsum and another material that hardens into a smooth solid.

**Activity Two**

**Mask Making Trivia**

Break the group into teams. Have the teams compete throughout the time of the unit to find the answers to the following trivia questions. (Participant handout found in resources)

- **How did the idea of wearing masks on Halloween originate?** The ancient Celts thought that witches and ghosts roamed the countryside on the night of October 31. In order to frighten and confuse then, they wore masks and costumes while walking outside at night.
- **When was the first catcher’s mask used in baseball?** The first was invented by, Fred Thayer, who in 1876 adapted a fencing mask for Alexander Tyng, then for the Harvard baseball team.
- **What are the Southwest Pueblo and Hopi Indian dancers called who dance wearing masks?** Kachinas
- **Name three different sports that require you to wear masks?** Answers will vary but may include scuba diving, baseball, hockey.
- **What is a helmet mask?** A mask that fits entirely over the head. In Africa it usually made from a solid piece of tree trunk, hollowed to fit over the head and with carved out openings for the eyes, mouth and nose.
- **How tall can the “hevehe” masks made by the Papuans of New Guinea?** The Papuans build mammoth masks that can be 20 feet in height.
- **What is the earliest know reference to humans wearing masks?** The earliest known allusion to mask use is found in a Southern France cave. It is believed to have been painted around 20,000 BC. The art depicts a human masked in deer skin and antlers.
**Activity Three**

**Hiding Behind a MASK!**

1. Pass out books with pictures of masks in them. (See resources for suggestions)
2. Have the participants talk about what they look like and which one is their favorite? Which one is the prettiest, ugliest etc?
3. Talk about different types of physical characteristics and what they could represent or express. *Make sure to write the ideas on the board or flip chart* (see the tool kit for strategies on how to using discussions as a source of reading and writing vocabulary development.)
   - Shape of the mouth –round, tight, full
   - Nose shape
   - Hair
   - Ears
   - Marks on the face
4. Hand out the directions for making masks using construction paper. Have them work in pairs, alone or in larger groups to make the masks. *Do not give verbal directions on how to make the masks. Only clarify written directions when the participants seem confused.* (See the directions found on the “Hiding Behind the MASK!” sheet in the resources).

**Activity Four**

**Plaster Face Mask/Mardi Gras Masks**

1. Give the participants the choice in making one of the following masks (See resources for instructions):
   - Full face mask
   - Half Mask
   - Papier Mâché mask using a preformed plastic mask – this type of mask requires an extra day for drying since it is a two step process.
2. After they have finished their masks, in preparation for the exhibit at the end of the unit, have participants write on a 4 x 6 index card, an explanation about their mask on which they answer the following questions in a paragraph form: Write these questions on a chart paper and keep them up permanently throughout the unit.
   - Description of the materials and process used to make the mask
   - The reasons for the choice of colors and other objects for decorations
   - Description of the texture of the masks
   - Use of the Mask
   - An explanation of how the mask made them feel about themselves

**Activity Five**

**Masks and Cultures**

Preparation Needed: Download pictures of masks from different cultures off the web. See resources for useful links.
1. If possible, watch the video, “Masks from many cultures / director, Tom Hubbard; writer, Lorry Hubbard” Aspen, Colo.: Crystal Productions, c1992.
2. Put the participants into small groups and give them each sets of pictures of masks, one set from each different region. (Areas that are known for their masks: Africa, Asian, South America, Polynesia, Italy)
3. Using a concept web (see resources), have the participants analyze their pictures and come up with a conclusion about their masks.
4. Work as a full group filling out the summary sheet about the different regions. Underline information that the different types of masks have in common between regions.
5. Make a poster about Masks from other cultures.
   - Place the summary sheet in the middle of the poster.
   - Post the regional webs on the poster board around the summary sheet.
6. Either draw pictures of masks or if you have taken pictures off the internet they can cut the pictures out. Decorate the poster.
7. (optional) Complete the Compare and Contrast Worksheet and post by the poster.

**Activity Six**
Performing a Play with Masks

1. Choose a Reader’s Theater script. (On-line resources and suggested books with full scripts are also listed in the references included in the Drama Unit. For example, there is a script for *The True Story of the Three Little Pigs* on http://www.teachingheart.net/readerstheater.htm, or a script of *Where the Wild Things are* at http://www.timelessteacherstuff.com/readerstheater/WhereWildThings.html If a group of participants want to write their own play, let them go ahead. See the tips for writing reader’s theater scripts included in the packet. Remind the participants that they will be performing this play for elementary children.
2. Decide on the main characters and the types of mask they will need to make for the play. Options for types of masks they might consider are:
   - Paper masks.
   - Plaster masks
   - Paper Mache Masks/heads
   - Plaster Cast tape face masks
   - Paper masks and headpieces
   - Wire Frame Headdresses
3. After the masks are complete, practice the play with the masks.
4. Perform the play for the elementary children.

**Activity Seven**
Exhibit

1. Prepare the masks for the exhibit. Bring in various art exhibit catalogues, print catalogues, craft sale books and show the participants how these materials describe the products or exhibit and have them do the same for their exhibit This preparation includes:
2. Mounting the masks
3. Completion of a written description of the mask written on an index card that will be placed near the mask. The description should include
   - Description of the materials and process used to make the mask
   - The reasons for the choice of colors and other objects for decorations
   - Description of the texture of the masks
   - Use of the Mask
   - An explanation of how the mask makes them feel about themselves
   (See tool kit for suggestions on how to write short descriptions.)

4. Make invitations/posters for family members and others to come to the exhibit.
5. Hold the exhibit with refreshments. If desired, put on the play that was performed for the elementary students.

**Activity Eight**

**Reflection time**

1. Participants will gather together and do an evaluation of the club. (What went right and what they would do differently next time?) If you did a KWL chart at the beginning of the unit, you can fill the last column as part of this activity. Check the tool kit for other ideas on how to process the unit.
2. Participants will decide what they will put in their “time capsule” from this club, i.e. pictures, materials, (plaster tape, construction paper, decorations) and quietly place them in the capsule and close it.
3. Have the yearbook committee in charge of this club discuss what pictures and stories that had gathered for the yearbook.

**SUPPLEMENTAL ACTIVITIES**

1. **Stories:** Start each day of the unit by reading or having the participants read a chapter from one of the following books: *The Haunted Mask* (Scholastic, 2003) or *The Haunted Mask II* (Apple, 1995) by R.L. Stine. Both of these books are part of the Goosebump series.
2. Invite a make-up artist to come and speak. If you cannot find a professional make-up artist, many times high school or community theater drama coaches have experience in doing make-up for plays. (See the tools section for ideas on how to prepare for guest speakers or field trip.)
3. Visit a museum or shop that displays or sells masks. If the unit is being done during Halloween, most stores have sections with different kinds of masks.
4. Check on the links suggested in the resources. Have the participants make other kinds of masks such as *African masks, Wire Frame Headdresses, Papier Maché Animal Masks.*
INTEGRATED LITERACY SKILLS

Vocabulary and Concept Development
- Understand and explain “shades of meaning” in related words

Comprehension and Analysis of Grade Level appropriate text
- Understand and explain the use of a simple mechanical device by following technical directions.

Narrative Analysis of Grade-Level-Appropriate Text
- Analyze the effect of the qualities of the character
- Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions of other characters

Written and Oral English Language Conventions

Sentence Structure
- Use simple, compound, and compound-complex sentences

Listening and Speaking

Comprehension
- Relate the speaker’s verbal communication
- Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.

OTHER ACADEMIC INTEGRATED SKILLS

Corresponds with the Social Studies curriculum of Ancient History –
- Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
- Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.
- Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.
- Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.
- Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.
- Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

REFERENCE

Videos
- Masks from many cultures, Crystal Productions, c1992
- Maskmaking with paper, Crystal Productions, USA,
Web Links

- **African Art: Ceramic.** Links to pictures and ideas related to African Masks. [http://www.princetonol.com/groups/iad/lessons/middle/ceramic-mask.htm](http://www.princetonol.com/groups/iad/lessons/middle/ceramic-mask.htm)
- **Mask Making** from Earth Day in Your School and Community © 1993 published by Heartland All Species Project, Kansas City, Missouri USA: Provides directions for Plaster Cast Tape Masks, Wire Frame Headdresses, Cardboard Frame Headdresses, Paper Masks and Headpieces with an emphasis on making masks of animals. [http://www.allspecies.org/edu/maskmaking.htm](http://www.allspecies.org/edu/maskmaking.htm)
- **Mask Making:** Directions on how to make full face masks with plaster impregnated gauze. [http://www.mendels.com/mask.shtml](http://www.mendels.com/mask.shtml)
- **Mexican Folk Art - Pre-Columbian Culture: Paper Mache Masks/Heads:** Directions on how to make animal masks out of papier mâché. [http://www.princetonol.com/groups/iad/lessons/middle/mark-heads.htm](http://www.princetonol.com/groups/iad/lessons/middle/mark-heads.htm)
- **WHY DO PEOPLE WEAR MASKS?** Step by step directions for making 3 dimensional masks using papier mache. [http://home.att.net/~tisone/masks.htm](http://home.att.net/~tisone/masks.htm)
- **Plaster Masks for Halloween or Mardi Gras:** Directions in paragraph form for making plaster masks both full and half face. [http://www.make-stuff.com/projects/plaster_masks.html](http://www.make-stuff.com/projects/plaster_masks.html)
- **African Masks** – Design Step by step instructions to design an African tribal mask. Also on the website there is a copy of a design that participants can use and color. (Copy included in packet.) [http://www.artyfactory.com/africanmasks/design/design.htm](http://www.artyfactory.com/africanmasks/design/design.htm)
- **Links:** Maskmaking Lesson plans: Great Links for all different types of online resources for maskmaking and pictures of masks. [http://gallery.sjsu.edu/masks/Links/Lessons.html](http://gallery.sjsu.edu/masks/Links/Lessons.html)

Books with Mask Making Instructions

- Meryl Doney, **Masks (World Crafts)** Franklin Watts, Incorporated, 1997.
- Amanda Earl and Danielle Sensier, **Masks.** Hodder & Stoughton Children’s Division, 2001. (Written for children – Illustrates masks from around the world.)
- Carol Gelber, **Masks Tell Stories.** Millbrook Press, c1993
- Chrisine Stelzig and Fiona Elliot, **Can You Spot the Leopard?: African Masks** (Adventures in Art) Prestel USA, 1997.
- Dover Publications has a series of inexpensive Cut and Make Mask Series by A.G. Smith including

- **Cut and make Japanese masks**
  - Cut and make Indonesian masks
  - Cut and make North American masks
  - Cut and make African masks
  - Cut and make Mexican masks
  - Cut and make Egyptian masks
MASK VOCABULARY

1. Papier Mâché
2. Gauze
3. Mardi Gras
4. Tribal
5. Regional
6. Raffia
7. Sequins
8. Gesso
9. Sealer
10. Excess
11. Gloss
12. Acrylic paints
13. Plaster
MASK TRIVIA

1. How did the idea of wearing masks on Halloween originate?
2. When was the first catcher’s mask used in baseball?
3. What are the Southwest Pueblo and Hopi Indian dancers called who dance wearing masks?
4. Name three different sports that require you to wear masks?
5. What is a helmet mask?
6. How tall do the Papuans of New Guinea make the “hevehe” masks?
7. What is the earliest known reference to humans wearing masks and what did the mask represent?
HIDING BEHIND THE MASK!

Supplies:

- Heavy card stock or construction paper
- Thin (around 1/4 inch) sewing elastic
- Scissors
- Hole-punch
- Markers

Directions:

1. First, determine the distance between your eyes. The easiest way to do this is to have a friend measure from the inside of one of your eyes and then to the outside of your eyes. Transfer the distance to the paper and mark the eye space with dots. The eyes should be about a third of the way down the paper, and centered.

2. Once you have marked the location of the eyes, draw the eyes around your dots. Make them about as big as, or a little bigger than, your own eyes.

3. Draw the shape of a head around the eyes. The head should be as big as the paper, especially at the sides. Depending on the character you have in mind, you can make the head basically oval or a more fanciful shape. Remember, though, that it should use most of the paper, or your own face will show through.

4. Once you have drawn the basic shape of your mask, you can decorate it any way you like with markers. Try to make your mask a definite character.

5. If you want to, take construction paper and glue and add three-dimensional details such as a nose, ears, horns etc.

6. Once the mask has been decorated, cut it out.

7. Punch holes on the sides, around one inch below the eyes. Be sure the holes are far enough in not to just tear out.

8. Carefully tie one end of a 14" piece of elastic to each hole. If the elastic is too loose, re-tie one side.
FULL FACE MASKS

Supplies:
- plaster impregnated gauze (about 1 roll per adult face)
- bowl of water
- petroleum jelly

Directions:
1. Pull hair back away from face.
2. Thickly coat the area around the hair line, including eyebrows with petroleum jelly. This will prevent the gauze from sticking to the hair and tearing it out when the mask is removed.
3. Cut strips that are about 1" by 3".
4. Dunk the strips in the water and squeeze out any excess water.
5. Start laying down the strips at the top of the face and work around the edge of the face, overlapping the strips as you go.
6. Fill in and thicken the face by continuing to lay down wet gauze strips. You should lay down a couple of layers, one complete layer at a time.
7. Areas such as the nose and the checks should be reinforced. If needed, use smaller strips of gauze in this area.
8. After about 15-20 minutes, check to see if it is dry enough to take off. The person should be able to feel the mask pulling away from their face. At this time, the mask can be taken off.
9. Let dry for at least one day making sure it is completely dry.

Decorating the Mask

- If you want to keep the mask the natural white color, use a clear acrylic sealer.
- If you want to paint it, first prime it with gesso and then paint with acrylic paints, sealing it with a protective sealer after it has dried.
- Decorate as desired. A glue gun is very effective in securing the material to the mask.
Suggested decorating materials include
  - feathers
  - sequins
  - glitter
  - buttons
  - ribbons
  - colored, glossy paper
  - raffia for hair
  - beads

HALF MASK

Follow the same process described above but cover the face with strips to just below the nose.
PAPIER MACHÉ MASKS

Supplies:
- Newspaper to cover your working surface
- Newspaper to tear into small squares
- White glue
- Water
- A plastic mask to use as the form
- Paper towels to tear into small squares
- Paint
- Spray clear gloss paint

Directions:
1. Tear newspaper into a pile of small squares about 1" x 1". Do not cut the newspaper. Rough edges are stick better.
2. Mix some white glue with water so you have a runny mixture.
3. Cover a table with newspaper to prevent making too much of a mess. Place the plastic mask on the newspaper.
4. Picking up a piece of newspaper and dip it into the glue and then the water, placing it on the plastic mask.
5. Continue the process until there is one layer of newspaper squared covering the plastic mask.
6. If desired build up some of the features with added squares.
7. Let this layer dry over night.
8. Start the next day, by layering the newspaper squares with squares of paper towel also dipped in glue and water. The smaller the paper towel squares the smoother the mask. Cover all of the newspaper, and then let the mask dry for another night.
9. Remove the mask from the plastic mask, and decorate.

Decorating the Mask

- If you want to keep the mask the natural white color, use a clear acrylic sealer.
- If you want to paint it, first prime it with gesso and then paint with acrylic paints, sealing it with a protective sealer after it has dried.
- Decorate as desired. A glue gun is very effective in securing the material to the mask.
  Suggested decorating materials include
    - feathers
    - sequins
    - glitter
    - buttons
    - ribbons
    - colored, glossy paper
    - raffia for hair
    - beads

Reproducible
Brainstorm ideas for each circle. Write down one or two words on each line.

Name of the countries represented
1.
2.
3.
4.
5.

Materials used

Colors and Size

shapes

Uses

Things you like and dislike

Name of the countries represented
1.
2.
3.
4.
5.

Region

_______

Brainstorm ideas for each circle. Write down one or two words on each line.

Reproducible
## MASKS
### SUMMARY SHEET

<table>
<thead>
<tr>
<th>Region:</th>
<th>Region:</th>
<th>Region:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Countries where found</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Color And Sizes</strong></td>
<td></td>
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<tr>
<td><strong>Shapes</strong></td>
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<tr>
<td><strong>Materials used</strong></td>
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</tr>
<tr>
<td><strong>Uses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Things you like and do not like about them</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Group Names:** _____________________________________________
Masks
Compare and Contrast

Different things

Common Things

Different things

Reproducible