Distance Learning at the Cleveland Museum of Art

African Masks

Grades 2-5

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Teacher note:
Please have students bring pencils to the distance learning program, along with the folded copies of the Passport to Africa and stickers. Students will complete this activity sheet during the lesson.
How to Prepare Your Class for the Distance Learning Presentation

Teacher Information will be sent or made available to you prior to the program.

Please familiarize yourself with the materials and discuss them with your class.

Have the Teacher Information Packet (T.I.P.) materials on hand in the classroom, ready for the program. These materials may be used during the videoconference.

Be prepared to facilitate by calling on students yourself during the lesson. Students are sometimes initially shy about responding to questions during a distance learning lesson.

Explain to students that this is an interactive medium and encourage them to ask questions.

Reinforce topics discussed in the program by asking students to complete some of the suggested pre- and post-conference activities in the Teacher Information Packet.

We ask teachers, after the program, to please fill out the Evaluation Form and return it to:

Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106

Thank You!
Teacher Information Guide

Distance Learning at the Cleveland Museum of Art

African Masks

Grades 2-5

Program Objectives:
Students will learn and understand...

1. Why African artists use animals in some of their masks and how those masks are used in African ceremonies.
2. How African masks are similar to and different from contemporary American masks.
3. The many roles that masks play in African culture.

Common Core Standards:

2nd Grade:
CCSS.ELA-Literacy.W.2.7
Participate in shared research and writing projects
CCSS.ELA-Literacy.SL.2.1
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CCSS.ELA-Literacy.SL.2.2
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.SL.2.3
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

3rd Grade:
CCSS.ELA-Literacy.RI.3.5
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
CCSS.ELA-Literacy.W.3.7
Conduct short research projects that build knowledge about a topic.
CCSS.ELA-Literacy.SL.3.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.3.2**
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-Literacy.SL.3.3**
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**4th Grade:**
**CCSS.ELA-Literacy.W.4.7**
Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**CCSS.ELA-Literacy.SL.4.1**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.4.2**
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

**5th Grade:**
**CCSS.ELA-Literacy.W.5.7**
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**CCSS.ELA-Literacy.SL.5.1**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.5.2**
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**National Education Standards:**

For Fine Arts - Visual Arts (grades K-4, 5-8):
- Understanding the visual arts in relation to history and cultures.
- Making connections between visual arts and other disciplines.
- Choosing and evaluating a range of subject matter, symbols, and ideas

For Language Arts - English (grades K-12):
The Cleveland Museum of Art houses many masks from West Africa; magnificent objects that form the core of this lesson. We appreciate these masks and headdresses for their symbolism and the abstract beauty of their design. However, the African art of the mask extends far beyond the mask itself. It is also the performance of music, dance, and storytelling that come together in the masquerade. Both the distance learning lesson and the suggested extensions encourage the students to participate in elements of the masquerade. Movement, song, and storytelling put the objects in context.

West Africa is home to a great variety of cultural groups, each with its own folklore and religion. While it is impossible to examine each of these cultures in detail, we discuss their common assumptions. This lesson emphasizes African cosmology, which sees an essential division between the village and the bush, or wilderness. The village is the human world of law, family, and agriculture. The bush is the domain of wild animals and powerful, unruly spirits. Masquerades allow the villages to temporarily harness the power of the bush spirits, to use for the purposes of civilization.

**Museum objects included in the program:**

1. Snake Headdress, Guinea, Baga people
2. Female Antelope Headdress (Chi Wara), Mali, Bamana people
3. Buffalo Mask, Burkina Faso, Bwa people
4. Kponyugu Helmet Mask, Ivory Coast, Senufo people
5. Epa Orangun Headdress, Nigeria, Yoruba people
Prior to the Program:

1. Ask students to locate Africa on the map. Discuss its size and location in relation to the United States. How is it alike and different from where they live?

2. Discuss the role of masks in our culture, by asking questions such as, "What is a mask? Have you ever worn a mask? How does wearing a mask make you feel? Can you think of ways that we use masks in everyday life?"

3. Have students fold the Passport to Africa sheets into booklet form. Cut each of the three sticker sheets into individual stickers. Pass out the Passport to Africa booklet and one each of the three stickers to every student in the class immediately before the program, along with pencils to fill in the information during the lesson.

Selected Vocabulary:

Africa – a large land (continent) between the Atlantic and Indian Oceans.
Mask – a covering for the face or head that disguises or protects the person wearing it.
Headdress – a covering or decoration for the head.
Ceremony – a special time or event such as a wedding, funeral, or prayer for harvest.
Art – anything made beautiful by a person or people instead of by nature.
Spirit – a supernatural being, or soul of an ancestor.
Costume – a style of dress worn for a special occasion or during a particular time in history.

Teaching Extensions:

1. Language Arts

Read African Folk Tales aloud to students, or have students read aloud. (Web links included below, or see the books listed in the Suggested Reading section of this packet) Ask for volunteers to dramatize the story in their own words. Other students can design simple masks from construction paper, reflecting the characters in the story.

http://www.worldoftales.com/African_folktales.html
http://ccs.clarityconnect.com/NRiggs/AfricanFolktales.html
http://africa.mrdonn.org/fables.html

Materials needed: folk tales from Africa, pencil and paper, construction paper in different colors, scissors, and glue.

2. Math
Photocopy the enclosed Where in Africa? sheet for each student to complete after the lesson. Review how to find map coordinates with younger students.

**Materials needed:** map photocopies, pencils, erasers, crayons.

### 3. Visual Arts

Using the enclosed pattern, students can make their own bird antelope headdress and decorate it. Have them identify which part of the headdress represents the bird and which parts represent the antelope. Discuss: What characteristics would the animals represented bring to the wearer? What shapes and patterns could be drawn on their headdress to represent these animals?

**Materials needed:** headdress pattern, Manila tagboard, markers in black, brown, red, blue, yellow and green, scissors, glue.

### 4. Social Studies

A. Research and discuss village life in Africa (see website suggestions). Students can prepare brief reports on village life such as living spaces, the raising of children, village leaders, and common occupations.

B. Find out how life in Africa has changed since these masks were made, 50 to 100 years ago. Students can plan an imaginary visit to a modern African city, such as Dakar, Abidjan, or Kinshasa.

### 5. Science

Have students research and make brief presentations on animals in the lesson: the python, oryx, alligator, warthog, chameleon, and hyena. Discuss: What qualities make these animals significant to humans? What powers are people trying to assume when they make and wear animal masks?

**TEACHER RESOURCE LIST:**

**Websites of Interest:**

*For students...*

**Africa for Kids**  [http://www.pbs.org/wonders/Kids/kids.htm](http://www.pbs.org/wonders/Kids/kids.htm)
PBS web site for kids to explore Africa with Anansi the spider. Treasure hunt and offline activities available.
Clickable map featuring art from Africa. (Guggenheim Museum)

African Voices [http://www.mnh.si.edu/africanvoices/index.html](http://www.mnh.si.edu/africanvoices/index.html)
Smithsonian Institution website lets students explore Africa’s past on an interactive timeline, as well as what it’s like to live in Africa today.

Odyssey Online: Africa [http://www.carlos.emory.edu/ODYSSEY/AFRICA/ahomepg.html](http://www.carlos.emory.edu/ODYSSEY/AFRICA/ahomepg.html)
Interactive website for students on daily life, rituals and ceremonies, communication, geography.

For teachers…

K-12 Electronic Guide to African Studies on the Internet
[http://www.sas.upenn.edu/African_Studies/K-12/AFR_GIDE.html](http://www.sas.upenn.edu/African_Studies/K-12/AFR_GIDE.html)

Art & Life in Africa Online [http://africa.uima.uiowa.edu/](http://africa.uima.uiowa.edu/)
Information and CD on African Life and Culture; select “Key Moments in Life”

Metropolitan Museum of Art  [www.metmuseum.org](http://www.metmuseum.org)
Select Collection : Arts of Africa, Oceana and the Americas : highlights #1-16

CD ROM:

Suggested Reading:

African Folk Tales:

*Note: This is a small sample of the available works. Most of these authors have published many other titles. In addition, look for any stories about Anansi the spider (also spelled “Ananci” and “Anancy”).*


African Art and other References:

This Teacher Information Packet and Distance Learning lesson were developed with the assistance of Jean Graves, Educator, The Cleveland Museum of Art, Ohio.
Selected Images:

*Serpent Headdress*, late 1800s – early 1900s
Guinea Coast, Guinea, possibly Baga people
Wood and pigment
1960.37

*Antelope Headdress (chi wara)*, early – mid 1900s
Western Sudan, Mali, Bamana people
Wood, beads, shell, metal
1965.325
**Bush Buffalo Mask**, early – mid 1900s
Africa, Western Sudan, possibly Bwa people
Wood, fibers
1969.2

**Helmet Mask**, c. 1940s
West Sudan, Ivory Coast, Senufo people
Wood
1972.336
Passport to Africa Activity Sheet:

Mask name: Epa Orangun Headdress
Country: ____________________________

Mask is made of: ____________________________

When mask is performed: ____________________________

People and animals found in this mask:
__________________________
__________________________
__________________________

What type of costume is used with this mask:
__________________________
__________________________

Mask is made of: ____________________________

When mask is performed: ____________________________

By: ____________________________
Sticker Sheets for Passport to Africa Activity:

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Where in Africa? Map Extension Activity:

**WHERE IN AFRICA?**

Find the country where each mask came from on the map, color in the country, then write each country's map coordinates on the lines below.

- **Buffalo Mask**
  - Burkina Faso
  - Map location:

- **Chi Wara Headress**
  - Mali
  - Map location:

- **Snake Headress**
  - Guinea
  - Map location:

- **Kpomyugu Headress**
  - Ivory Coast
  - Map location:
Make an African Mask Extension Activity:

**Materials needed**
- Biré/a ntelope mask pattern
- 11 x 17” manila tagboard (3 sheets per student)
- Pencils for tracing
- Color markers
- Scissors
- Glue or stapler
- Photos of antelope and birds common to West Africa
- Web resource for photos: http://africa.focus.library.wisc.edu
- Search: antelope, birds, hornbill, hawk

**Preparation**
Make a photocopy of the two pattern pages onto manila tagboard, enlarging each to fit on an 11 x 17” sheet (or to an appropriate size to fit your students’ heads). Cut out the three enlarged pattern pieces. These will be the templates for the masks.

**Classroom discussion**
This mask combines the features of a bird and antelope (horns, beak, crest). What special qualities or powers could these two animals bring to the mask wearer?

After looking at images of common African birds and antelopes, ask students to think about what type of patterns could be used on their mask to symbolize the bird’s feathers and beak, the antelope horns and hide. What type of materials would an African artisan use to make and decorate this mask?

**Making the mask**
1. Students will trace around templates onto 11 x 17” manila tagboard to make two copies of each mask pattern piece.
2. Using scissors, they will cut out each of their six pattern pieces then decorate with color markers.
3. With decorated sides facing out, students can glue or staple the two main headpieces together along the curved edge to form the helmet of the mask.
4. Position one horn on each side of the helmet and glue in place.
5. Glue beak pieces together, with one piece on each side of the main headpiece.

**After completing the mask**
In Africa, this mask would be part of a larger costume used to change the identity of the wearer. Discuss what type of body covering could accompany this mask. What type of body movement could the wearer make to activate the mask?

Mask design by Debbie Apple-Presner, The Cleveland Museum of Art Education Dept.
Pattern Pieces for Bird/Antelope Mask
enlarge each page to fit 11 x 17" paper

- beak
  make 2 copies

- horn
  make 2 copies
main headpiece
make 2 copies

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The Cleveland Museum of Art Distance Learning Evaluation Form

Your Name______________________________________________________________
Your School_____________________________________________________________
School Address (with zip code) _____________________________________________
E-mail Address __________________________________________________________
Grade/Class of students (e.g. 10th grade French) ____________________________
Program Title ___________________________________________________________
Program Date ___________________________________________________________

Thank you so much for your participation in our distance learning program. We would appreciate your response to these questions by circling the appropriate answer and returning the survey. Please Mail or Fax to Dale Hilton at 216-707-6679

5= Strongly Agree   4= Agree   3= Neither Agree nor Disagree
2= Disagree        1= Strongly Disagree

1. The teacher information packet was helpful for preparing my class and me for the distance learning lesson.
   5  4  3  2  1

2. The teaching style of the on-camera instructor was interesting, engaging and fostered interaction.
   5  4  3  2  1

3. The Teacher Information Packet was helpful in providing interdisciplinary extension activities that I did use or plan to use.
   5  4  3  2  1

4. The distance learning lesson successfully taught its objectives.
   5  4  3  2  1

5. The distance learning lesson was not interrupted by technical difficulties.
   5  4  3  2  1

6. The pre-requisites the distance learning lesson and extensions are aligned with The National Education standards.
   5  4  3  2  1

7. I plan to register for another distance learning lesson.
   (circle one)
   Yes  No
   If no, why?______________________________________________________________

8. I would like more information about The Cleveland Museum of Art’s Teacher Resource Center.
9. Why did you choose The Cleveland Museum of Art Distance Learning?
   (circle one)
   a.) Price Point
   b.) Quality of lessons
   c.) Selection of lessons
   d.) Ease of working with CMA
   e.) Other

10. How did you hear about The Cleveland Museum of Art Distance Learning program?
    (circle all that apply)
    a.) CMA inservice
    b.) CILC
    c.) TWICE
    d.) Conference
    e.) Brochure
    f.) The Cleveland Museum of Art website
    g.) The Teacher Resource Center
    h.) Other

11. Do you have any additional comments about the distance learning lesson?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please return the completed teacher evaluation form to:

Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106

Or fax to Dale Hilton at 216-707-6679