

No. 52023

# Masquerade Glasses

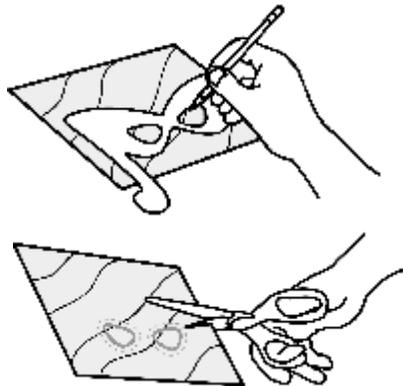
Glamorize literacy classes, play guessing games or add some pizzazz to a Parent-Teacher night! The die cut blank Masquerade glasses come in 10 different frame styles that are diverse enough for every unique personality in your classroom! We've made sure that our economical Masquerade glasses are comfortable to wear so that your students can reuse their glasses for a variety of self-expression activities or for drama and literacy classes. Explore a range of identities and discover a new way of seeing the world with Masquerade glasses!

Color in your Masquerade glasses with markers or pencil crayons. Divide parts of the glasses by different colors or color the entire piece with a bright bold base color. Provide a range of materials for your students to decorate their glasses. Make them as outrageous as possible! Use smaller decorative pieces such as beads, sequins, pieces of string, paper shreds, pompoms, glitter and mosaics! Check out our R75419 Sensory Collage Kit for a wide range of interesting materials. Use white school glue to paste all materials onto the glasses. Tip: Pour white school glue into our R5519 plastic classroom bowls to keep workspaces clean and organized. Use our R5725 Goo Spreaders to apply the glue. Hint: Make sure to cover work areas with newspaper.



Give your students some decorating tips! Try decorating the edges around the lens openings with sequins or glue beads straight across the top rim of the glasses. Glue feathers to the corners of the glasses frames and paste some sequins or bead jewelry to the bottom of each lens opening. Cut out shapes from shiny gift-wrap or construction paper and paste over top of the glasses. Paste on collage shapes. Try our R15335 Spring & Autumn Leaves or R24560 Bouquet Paper. Alternatively, lay the glasses down on sheets of newspaper. Pour some glitter paint into a plastic bowl and dip a painting sponge into the paint. Press the sponge onto the glasses. Check out our R55005 Super Value Favorite Shapes sponges to decorate your glasses with snazzy art prints!

Add some extra flair with colored cellophane lenses! Take a sheet of cellophane and trace the inside of the eyehole. Make sure that when you cut out the cellophane lens, cut out a circle that's bigger than the traced line. Turn the Masquerade Glasses over so that the front part is facing down. Put a thin layer of glue around the edge of the eye



hole and lay the cellophane on top. Now you can view the world through rose-colored glasses!



## CURRICULUM CONNECTIONS

- "All About Me" craft
- Build confidence with performances
- Explore a range of literacy activities
- Identify narratives through point of view
- Develop group discussion techniques
- Learn active listening techniques
- Read passages from workbooks
- Practice speech clarity, evenness of tone and other proper speech techniques
- Transform English or literacy readings into dramatic performances
- Develop fine motor skills
- Explore identities and characteristics
- Learn the history of masks and masquerades

Masquerade glasses are a fun way to transform your appearance without having to get dressed in an elaborate costume. Ask your students how they feel when they wear their glasses. Do they feel excited? Ask them why they feel this way. Most likely the answer will be that they feel like a different person! This is why masks were worn in ancient times and are even worn in recent times for celebrations such as Halloween in North America. When you put on a mask, you cover up your face and can then pretend to be anyone you want! Other people won't recognize you, or at least might not be sure about your real identity. Are you really yourself? Wearing a mask really is like being a different person. Your masquerade glasses will allow you to be glamorous, goofy, fun and exciting all at once!

Exercise your students' literacy with opinion pieces. Opinion pieces are pieces of writing that discuss a particular topic and why it is important to the author. Students can write about the design of their Masquerade Glasses. Why did they choose their design? Does it represent something? What do they like best about their design? If they were to enter their Masquerade Glasses into a Mask competition, students can discuss why they think their design should be chosen as the winner.

The word masquerade comes from the French word "masque" which is the same as the English word "mask." In the French medieval court, many masquerade balls were held in honor of special events such as royal weddings or birthdays. Everyone was required to dress up in a fancy costume and wear

a mask to hide their identities. This way, even the King of France himself could mingle with his guests. Usually, medieval courts required that the Royal Family stay separate from common people and even aristocrats. Masquerade parties helped bend the rules. The Royal Family could still stay separate even while having some fun, because no one was quite sure who was who during these parties!

In Venice, Italy every year around the time of Mardi Gras in February, almost everyone in the city dresses up with a mask or a costume for a celebration called the Venetian Carnevale. People visit from all over the world to experience the spectacle and take part in the annual contest for best mask. The masks are usually made as elaborately as possible and come in a range of styles such as bauta which covers all of the face yet protrudes about 2 inches away from the bottom cheek, chin and mouth areas or the volto which is the most popular and covers the entire face. Each is modeled to look like a perfect face with smooth, dainty facial features. Some masks are made to look more grotesque or animal-like with elongated noses (also called the medico della peste mask), slit eyes and large chins. Most masks are decorated with a variety of gems and feathers and are handpainted for extra-special glam effects. Tip: Bring in some library books for children to look at that depict the Venetian Carnevale and the famous Venetian Masks!

Hold a Mask competition just like the one in Venice, Italy! Get your students to make the zaniest, most outrageous mask ever using a variety of decorative materials! Once the masks are finished, each student should write the words SUPER, GOOD and OK (or any other combination of words) in a column on the left margin of a sheet of lined paper. Copy down a row of the same words beside each word in the column and cut a circle around each word to make a token. These will be placed beside the masks when students go to rate them. They may wish to make more or less of a certain word when they go to rate the masks. Lay all the completed masks out onto the desks and have students circulate around. Each student must place a token with a rating of SUPER, GOOD or OK beside each mask. Once the rating is finished, tally up the results for the mask with the most ratings of SUPER.

Around the world, masks are used as a way to "role-play" or take on another identity. What's it like to be another person? Choose an "easy-readers" book from the library. Look for stories that have different narrative structures, or ways of telling the story. A narrator is an important part of the story; the narrator is the one speaking the words. A storyteller is someone like a teacher or a parent who reads and speaks the words from the book aloud. Sometimes the words are read and spoken like the person him/herself is actually in the story. They may use "I" a lot, as in, "I went to the beach today." Does this mean they actually did go to the beach? Not necessarily! Instead, the person is role-playing as the narrator of the story! Other times, the person reading and speaking may talk about certain characters in a story as if they know them very well. For instance, the speaker may say something like, "Gretel told Hansel she saw a Gingerbread house." This indicates that the narrator is speaking in third-person or about someone else. When Hansel or Gretel talk, the narrator role-plays as those characters!

Play this exercise during your next reading buddies class or when your students are reading in groups together. Each student brings along their Masquerade Glasses. Find out how many characters are in the story; each child must pick a character. When it is their character's turn to speak, they must put on their Masquerade Glasses and read out the lines for the character (in

a reading buddies class, the reading buddy can narrate the story while the students read the dialogue aloud). If there is only one narrator or no dialogue for the characters, divide the story into parts. Each person puts on their Masquerade glasses when it is their turn to read and must continue wearing them until they finish reading.

At the end of the story, talk about the different types of narrations, about what was said and how. Why was the narration important? Would it have been better said in a different way? Hint: Wearing the Masquerade Glasses while speaking a part helps to isolate the reader as an individual storyteller and will help his or her classmates pay attention to the speaker. Children will feel like they are being respected during their discussions with their classmates as the audience practices proper active listening skills.

Masks differ from country to country as each culture has its own unique heritage and history that contributes to the different styles of masks. Research the different types of cultural masks with a group project. Divide your students into groups of 3 or 4 and provide them with books about culture and mask-making. Each group researches the masks of a particular country or continent and why the masks are significant to that culture. Students can also research the festivals that the masks are used for. Each group can present their findings while wearing their chosen cultural masks. For a great reference, look for our R5967 Masks of the World Poster and Mold Set. Alternatively, they may decorate their Masquerade glasses in the style used to decorate the cultural masks and wear those instead. Some groups may choose to make a historical performance for their presentation! For example, to demonstrate a masquerade ball in a French court, one student would pretend to be the King of France while the other two people act as the guards or the partygoers. Students can write up their own scripts and perform the scene for the class.

Try this literacy activity while using Masquerade Glasses as a tool for active listening! Many classrooms choose to read an entire children's novel during the year or within a few months' time. Divide your students up so that they each get to read a part from the story. Each child can practice their part at home before they present in class. When you assign the parts, be sure to stress the types of speech techniques that are important for making an effective performance such as varying the types of voices used, knowing when to pause and staring above people's heads to eliminate stage fright. In order to help your students get over their shyness, get all students in the class to wear their Masquerade Glasses; this will help conceal people's facial expressions and make it easier for your performing students to gain confidence!

Get your students engaged with the following activities for Masquerade Glasses!

Play a game of Who Am I Masquerading? This game is a bit similar to charades except the roles are reversed; in this version of charades, the audience will attempt to get the player to guess the correct identity. Divide your students into groups of 3-4. Each child gets one pair of Masquerade Glasses to decorate. On strips of paper, write down different types of identities such as "pirate," "princess" or "fireman." Place the strips of paper into a hat or a box and circulate to all the groups. Each child picks a strip of paper out of the box to choose an identity. Once they are finished reading what's on the paper strip, they hand back the strip of paper. Keep the chosen paper strips in hand until all children in one group have

picked their identities.

Each child must then decorate their pair of Masquerade Glasses to resemble the identity. Note: For this activity, do not use colored cellophane or feathers that may stick outside of the mask edges because this will be easy to remember when playing the game. Have some books or internet clipart printouts ready for children to reference. Once the students are finished decorating their Masquerade Glasses, gather all the completed pieces into one pile. Each group must pick one person to be the Masquerader. The Masquerader must close their eyes while the other students in the group pick one pair of Masquerade Glasses to place on the Masquerader. Hide the remaining Masquerade Glasses. When that's finished, the Masquerader may open their eyes. The other students in the group must try to get the Masquerader to guess their identity while performing charades. Younger grades may use words to communicate with the Masquerader but must NOT say the actual name of the identity (i.e. pirate) until the Masquerader guesses the identity him/herself. For older grades, challenge students to play actual charades with the Masquerader.

Try out an advanced version of Who Am I Masquerading? Create about 3-4 strips of paper with identities written on them. On the last strip of paper, write "King of the Masquerade Ball" and a random identity beneath it. Fold all the strips of paper in half so that the students can't see them as they pick them from your hand. Go around to each group and hold out the paper strips. The person who receives this strip of paper must NOT tell anyone that he or she is King. Once everyone has finished picking an identity, the group may then proceed to decorate their Masquerade Glasses.

Once the decorating is finished, EVERY person in the group must close their eyes except for the King. The King goes around and places a different pair of Masquerade Glasses on each person's face. Once that's done, everyone can open their eyes. Each person must then interact with one another to help each other guess what their identities are. Remember, nobody can say the actual identity name EXCEPT for the wearer when they guess correctly! Everyone must finish guessing before completing the final challenge. The final challenge will determine who the winner of the game is. The winner of the game will be the first person to guess who the King is.

For art class, ask your students to partner up with someone. One person will wear their pair of Masquerade Glasses while the other student illustrates them on a large sheet of paper. Tip: Challenge older grades with instructions to draw the entire illustration with one continuous line. This means the artist will need to start from one point, and not lift up the pencil until she/he has completed the whole drawing. Once the drawing is finished, the artist must then decorate the Masquerade Glasses in the drawing with similar materials that were used to decorate the actual Masquerade Glasses. Use sequins, beads or feathers or color in each decoration onto the drawn mask.

Use Masquerade Glasses for holidays or cultural celebrations like Mardi Gras!

Masquerade Glasses can also be worn during a fun activity for Parent-Teacher Night. Younger children can make several pairs of Masquerade Glasses with similar designs—one for themselves and for their parents/guardians to wear during Parent-Teacher Night. Before Parent-Teacher Night, decorate and complete the Masquerade Glasses. Make sure that each child's desk has a small display of important All About Me items, such as a stand-up portrait (R52905 Stand Up Self Portrait), poem or book that the child has written or drawn. Parents will get to see

their child's work and will be glad to get a glimpse into what their children are learning in the classroom.

Instead of indicating the child's desk area with a name tag, place a Stand Up Self Portrait on each desk. Place a pair of Masquerade Glasses that each child has created onto the Stand Up Self Portrait. When each child's parents enter the classroom, give them the Masquerade Glasses that the child has created for them. Tell the parents that they'll be attending a Masquerade Ball for the night. After the initial introductions, instruct the parents to search for their child's desk using the Stand Up Self Portraits and the Masquerade Glasses as clues. Once they have correctly located their child's desk, they may have a look at the All About Me materials and view their child's accomplishments.

Masquerade Glasses are a great tool for self-expression and developing awareness about identities.