

## CELEBRATIONS: RAVEN MASK GR: PREK-2 (LESSONS 6-7)

**Elder Quote/Belief:** Sally Ash of Nanwalek was told by her mother that “Cacat nangluteng sungqeutut” – “All things have [a] suk,” describing a universe that is completely alive and in which every part of nature is conscious of human thought and action.<sup>1</sup>

**Grade Level:** PreK-2

**Overview:** Traditional masks were used to help tell a story. Masks were considered very powerful and had strong spiritual powers that were created and used by a shaman to signify the suk (spirit) of those being honored. These masks were used during dance ceremonies and usually worn only once and then destroyed in a fire, given away or buried.

**Standards:**

<i>AK Cultural:</i>	<i>AK Content Science:</i>	<i>CRCC:</i>
<b>A3:</b> Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.	<b>F3:</b> Cultural, Social, Personal Perspectives and Science: A student should understand the dynamic relationships among scientific, cultural, social and personal perspectives.	<b>CE4:</b> Students should have knowledge of traditional dance attire: dance regalia, bentwood visord, head dresses, and masks

**Lesson Goal:** To create a raven mask that will help emphasize the dance/story of bashful eyes.

**Lesson Objective(s):** Students will:

- Make the connection on how masks help to tell the story or emphasize a dance.
- Learn about how traditional masks were considered very spiritual and used in ceremonies to show respect to the human or animal.

**Vocabulary Words:** Sugt'stun Dialects

English:	Prince William Sound:	Lower Cook Inlet:	<a href="#">Eyak:</a>
Mask	maskaq	maskaq	
Face	ginaq	ginaq	ndaa'
Spirit		suk	

**Materials/Resources Needed:**

Elder or Recognized Expert to share expertise on traditional masks and ceremonial usage  
 File folders  
 Black construction paper  
 Scissors  
 Glue Sticks  
 Pencils, black markers  
 Staplers  
 String  
 Heavy tape  
 Chugach Region mask posters

### Books:

*Looking Both Ways*

*Giinaquq: Like a Face, Sugpiaq Masks of the Kodiak Archipelago*

*Two Journeys- A Companion to the Giinaquq: Like a Face Exhibition*

### Teacher Preparation:

- Invite an Elder or Recognized Expert to share their TEK on masks and traditional use.
- Review ways to show respect for guest.
- Display the books and posters around the classroom.
- Gather supplies to make the raven mask (listed above).
  - *Optional:* To save time, cut out the mask bases from file folders, feathers from black construction paper and 2 strands of string with knot on each end for each student.
- Make a copy of the step-by-step instructions (attached). If desired, make a copy for each student.
- Create a mask ahead of time to show as an example.

**Opening:** Have you ever told a story to someone? What if you wanted the audience to concentrate on the story rather than you? How would you become someone or something else to emphasize the story? Traditionally, masks were used to help tell a story. Have you ever used a mask? When? How did you feel? Did others know who you were? Today, we are going to discuss how the traditional masks were considered very powerful and had strong spiritual powers that were created and used by a shaman to signify the suk (spirit) of those being honored. These masks were usually only used during a dance ceremony and then destroyed in a fire, given away or buried. Today we will be making a raven mask that we will use during the celebration, but you don't have to destroy it when we're done, you can take it home to remind you of the lesson.

### Activities:

#### **Class I:**

1. Hold discussion with students regarding masks, when are they used today? How does it make them feel? What about the traditional masks, when were they used? Who made them? What did they do with them?
2. Show the example raven mask.
3. Hand out the supplies to each student
4. Display or hand out the Step-By-Step Directions to make a raven mask.
5. Follow the directions.
6. Allow time to finish the mask.
7. Take a classroom photo of students posing with their raven masks.
8. Have the students practice the "Bashful Eyes" dance wearing the raven masks.

### Assessment:

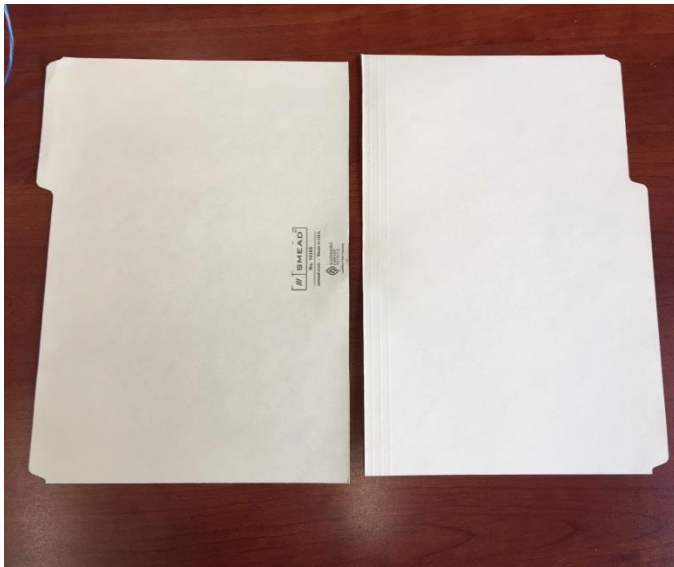
- Students can explain what the traditional masks represented and when they were used.
- Students successfully made a raven mask and used it during a celebration dance.
- Students can successfully say and know the meaning of the Sugt'stun/Eyak vocabulary words.

## ***STEP-BY-STEP DIRECTIONS FOR THE RAVEN MASK***



### **Materials list for Raven Mask:**

- File folders (one folder can be used for 2-4 students depending on size)
- Black construction paper
- Glue sticks
- Scissors
- Pencil
- Black Markers
- Staplers
- String
- Heavy tape (masking or package)



### **FOR MASK SHAPE:**

#### **Step 1:**

Using the file folder-  
Cut the file folder in half along  
crease.



#### **Step 2:**

Fold one side of the file folder in  
half.

NOTE: If desired, cut the folder in  
half so it will make two masks.

**Step 3:**

Draw an eye shape about ½ inch from fold (depends on space between eyes)

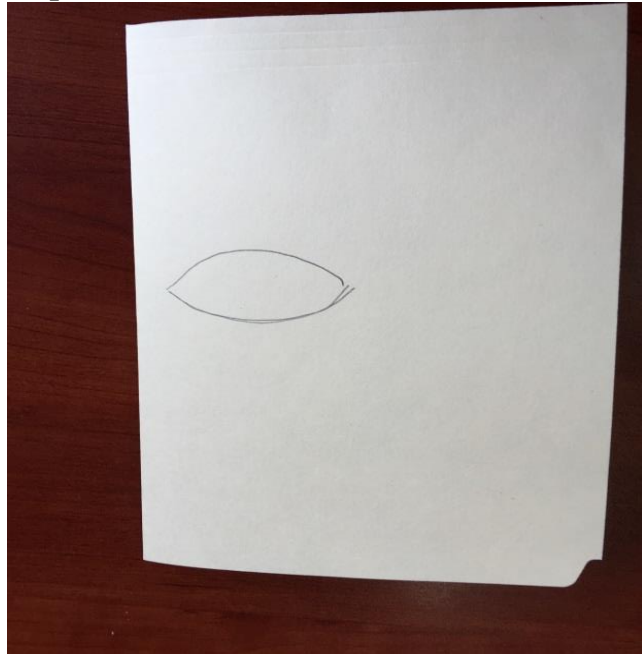
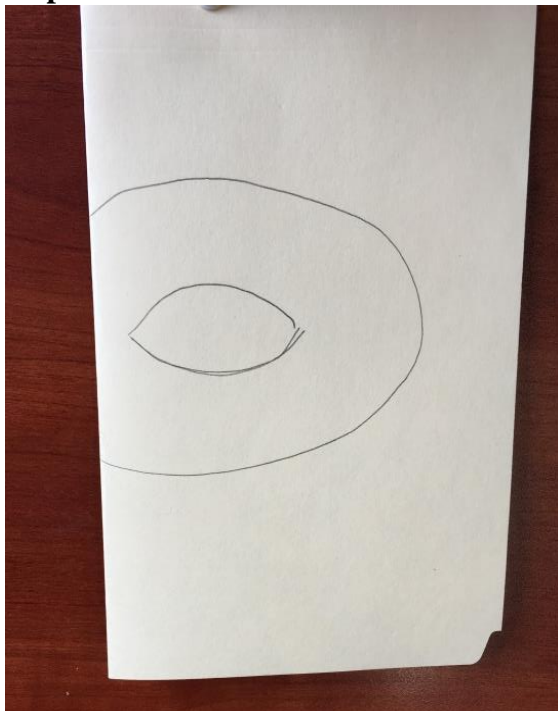
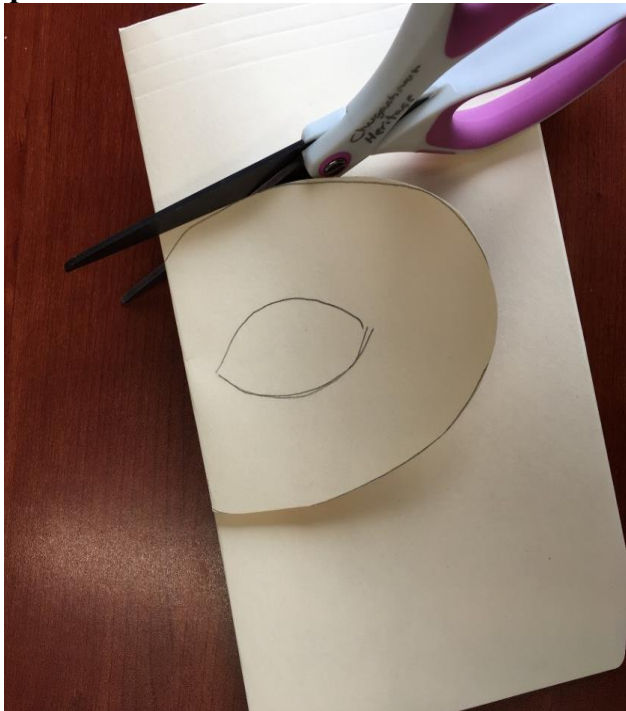
**Step 4:**

Draw the shape of eye mask desired

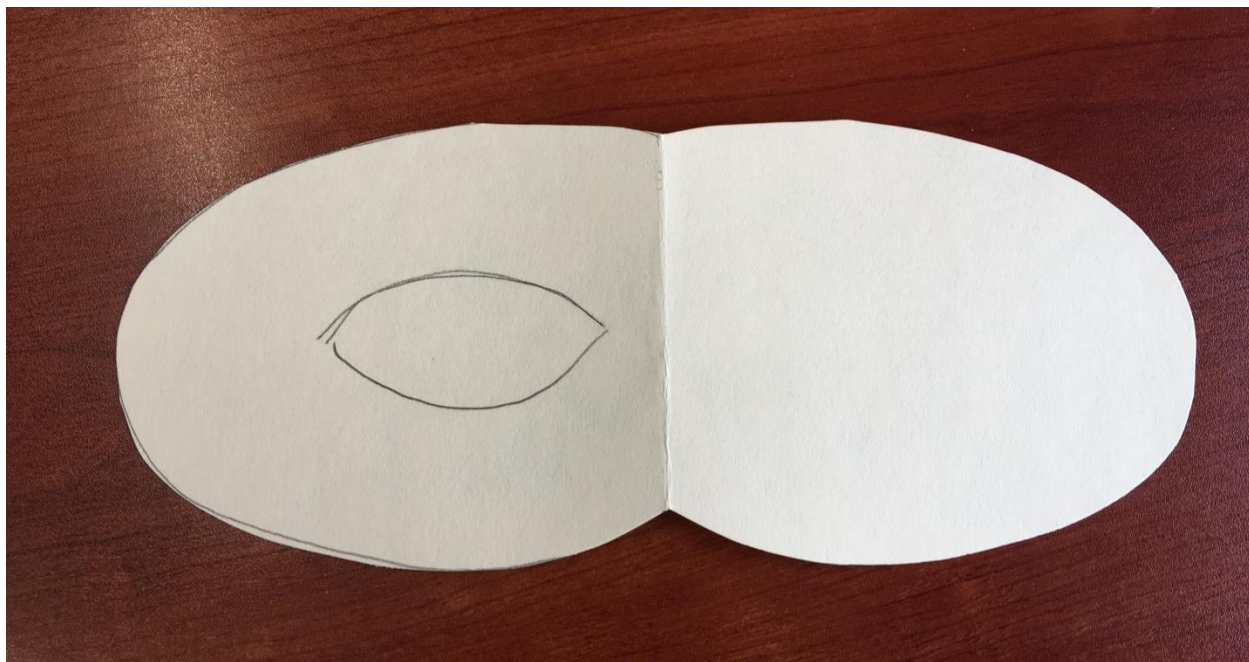
**Step 5:**

Cut out the shape of mask

**NOTE:** If desired to make two masks from the folded folder, draw two eye shapes one above the other- leaving plenty of space above and below each eye for two mask shapes. Cut across between each eye.

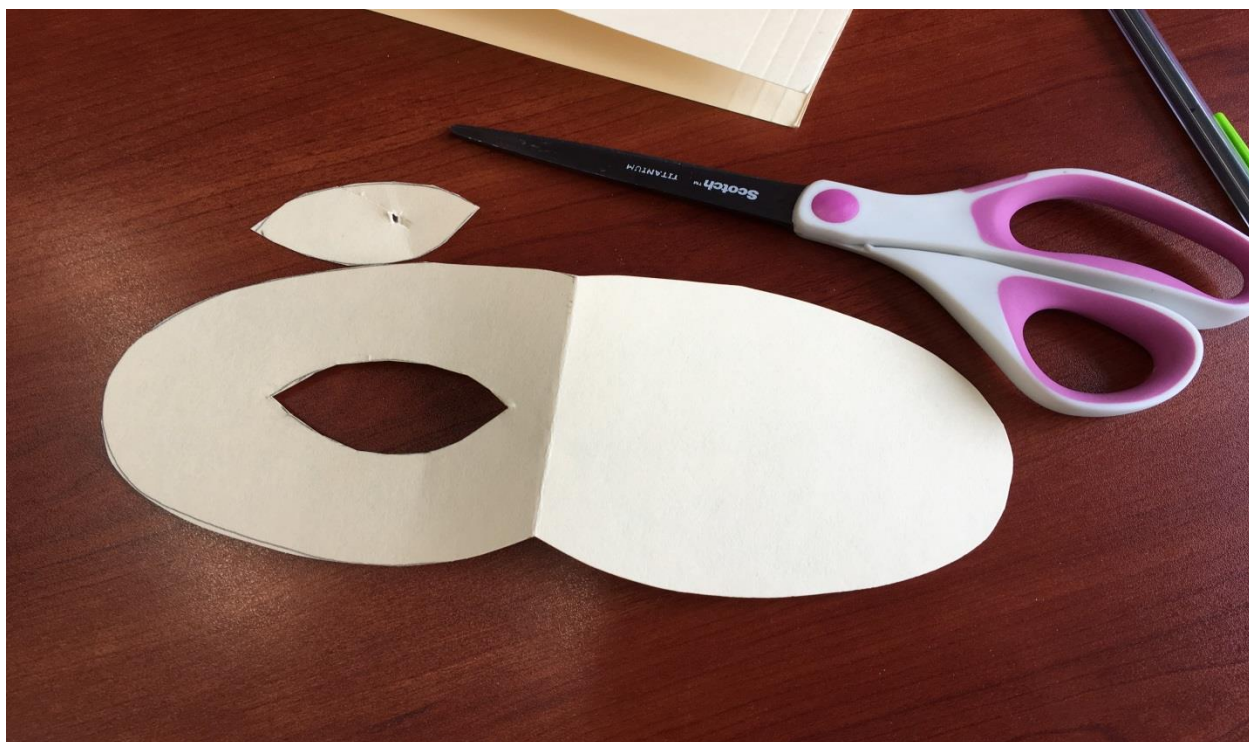
**Step 3****Step 4****Step 5**





**Step 6:** Cut out the eye shape.

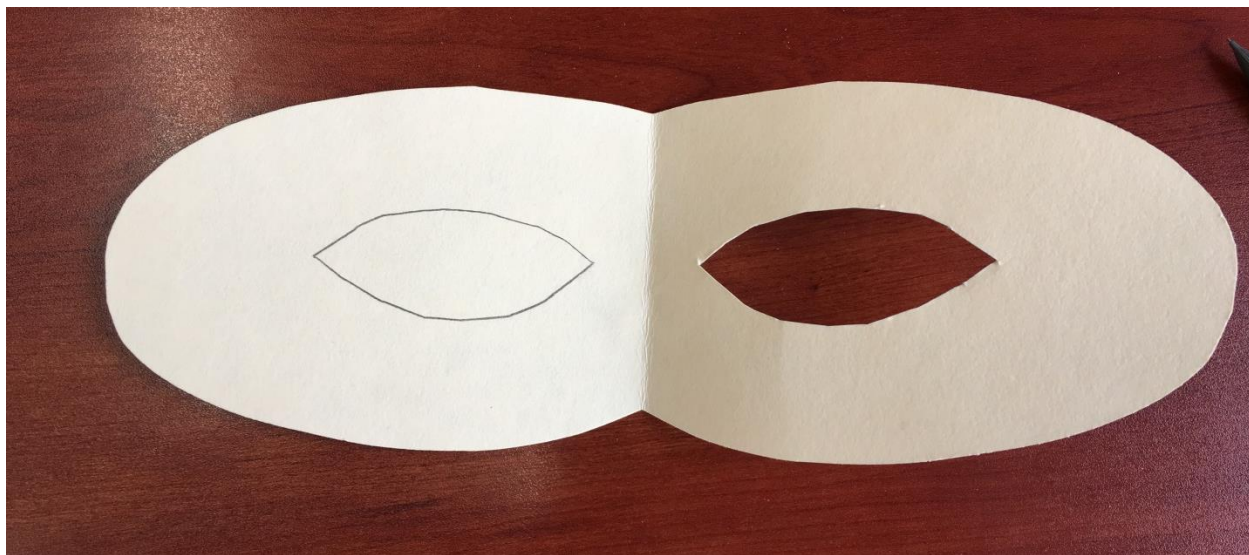




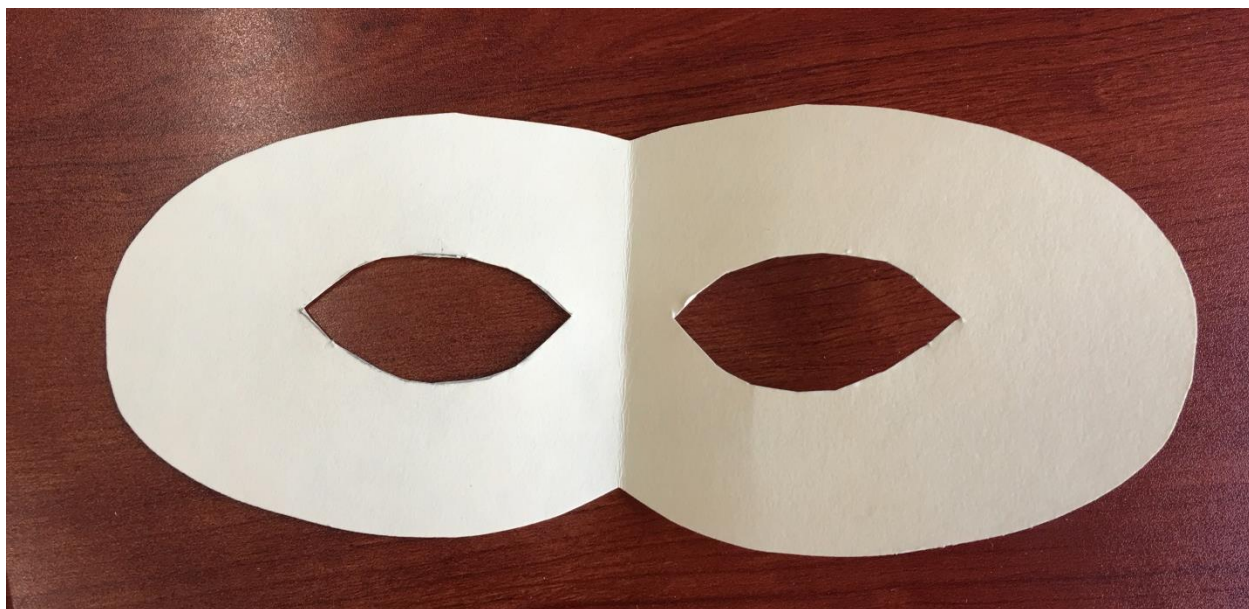
**Step 7:** Fold over the cut out eye and pencil in the eye shape on the other side.







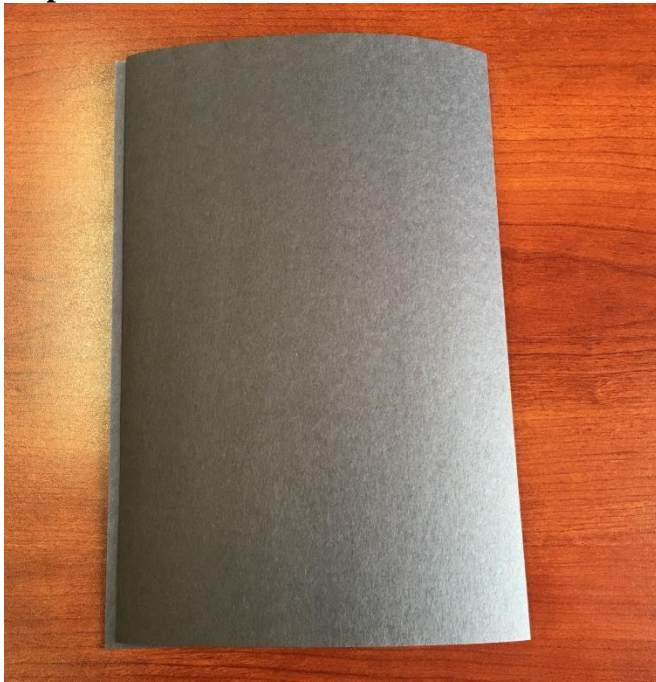
**Step 8:** Cut out the other eye.



**Finished mask form!**

**NOW FOR THE FEATHERS.... GRAB THE BLACK CONSTRUCTION PAPER!**

**Step 9**



**TO MAKE FEATHERS:**

**Step 9:**  
Fold the paper in half.

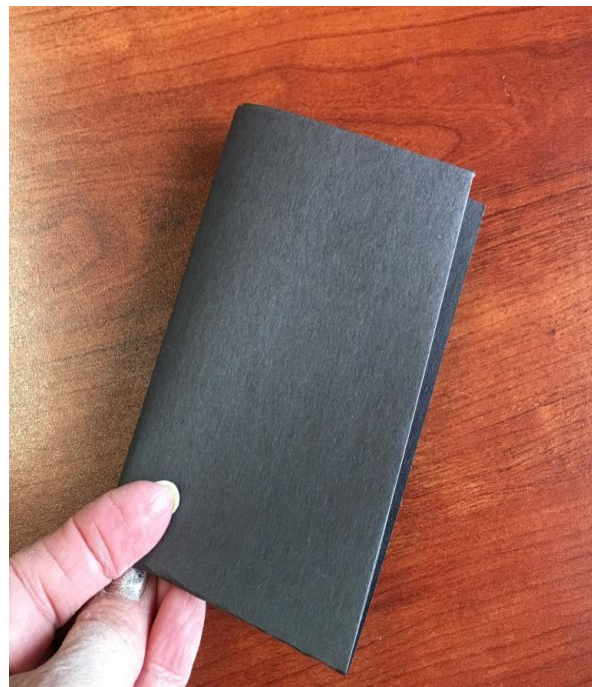
**Step 10:**  
Fold it in half again.

**Step 11:**  
Fold it one more time.

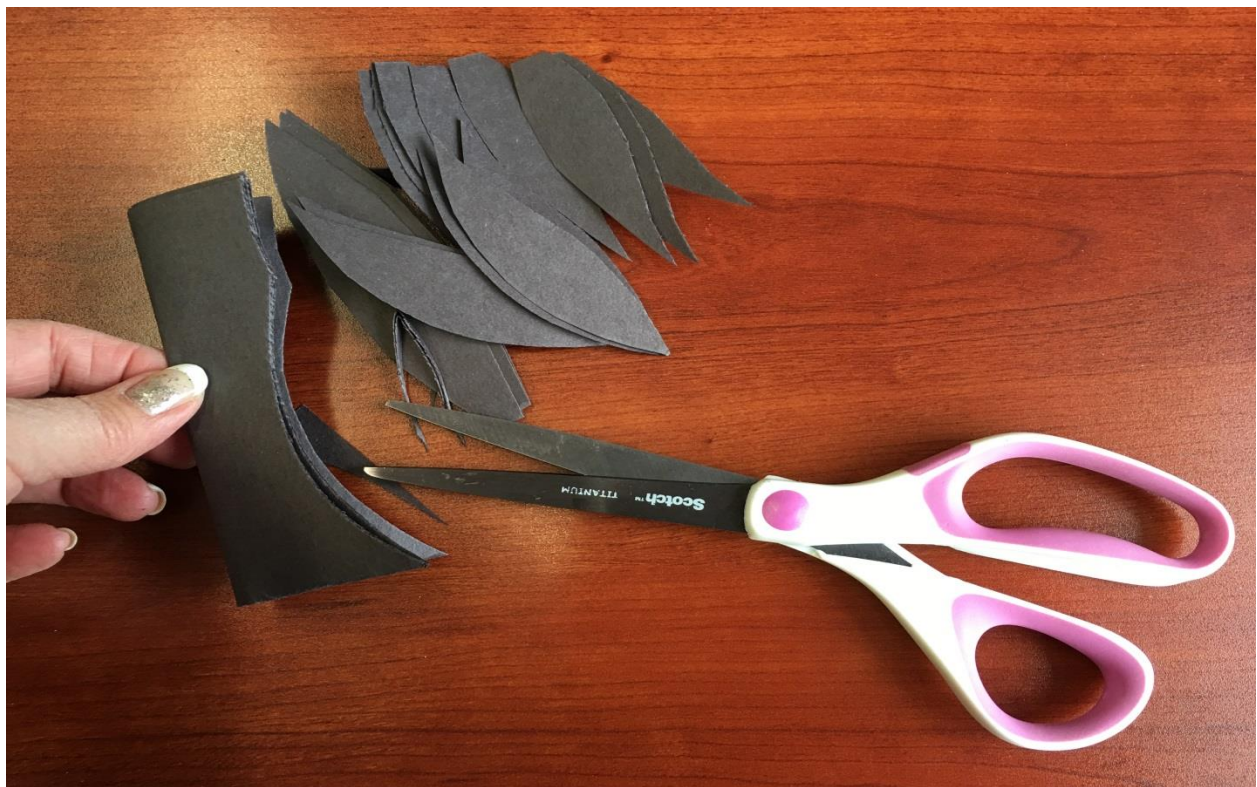
**Step 10**



**Step 11**







**Step 12:** Cut out feather shapes! Cut enough to cover mask. Now get ready to glue them on mask form!





**Step 13:** Start gluing the feathers around the outside of mask.







**NOTE:** Once finished gluing all around outside, then start gluing feathers working towards eyes, layering the feathers.



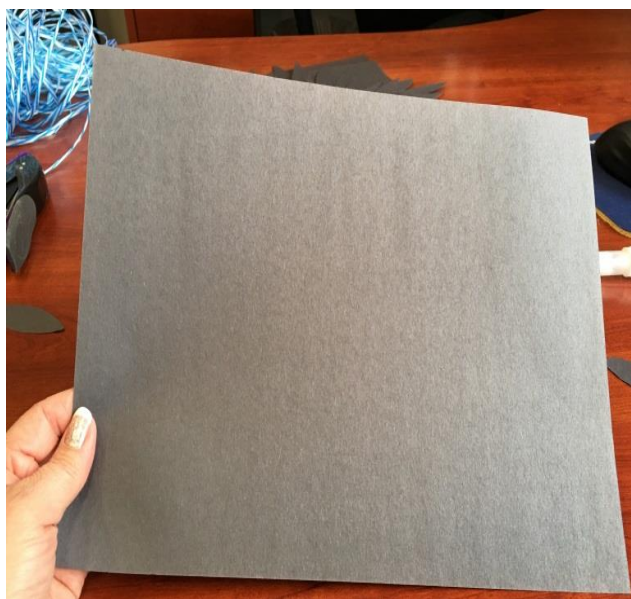




Keep layering feathers, you may need to cut out around eyes again.

### **NOW READY FOR THE BEAK!**

Grab another sheet of black construction paper. **Step 14:** Cut the paper in half.





**Step 15:** Roll into cone shape.



**Step 16:** Glue the end to cone.



**Step 17:** On even side, snip  $\frac{1}{2}$  in. about 4-5 times. **Step 18:** Bend the snips so beak can lay flat.



**Step 19:** Put glue on the bottom of flaps.



**Step 20:** Place beak on mask and press.





**Step 21:** Trim the bottom of beak



**Step 22:** Fill in holes with more feathers.



**Step 23:** Using a black marker, make nostrils on beak.



**Step 24:** Using a black marker, outline the eyes and embellish on feathers if desired.





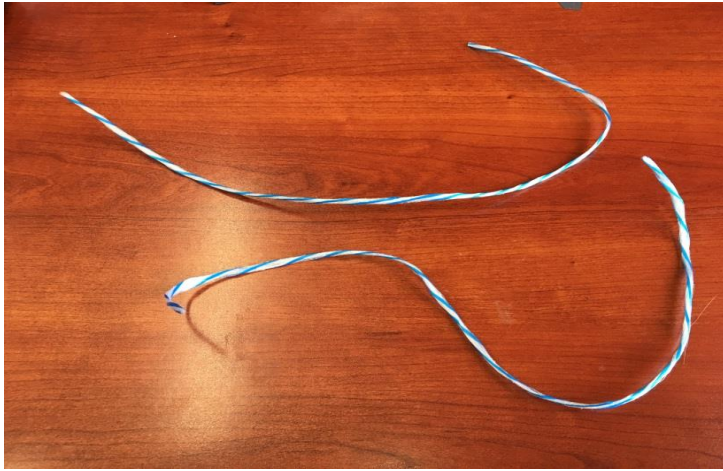


**Step 25:** Using a pen or pencil, roll some of the feathers to make it more 3D.



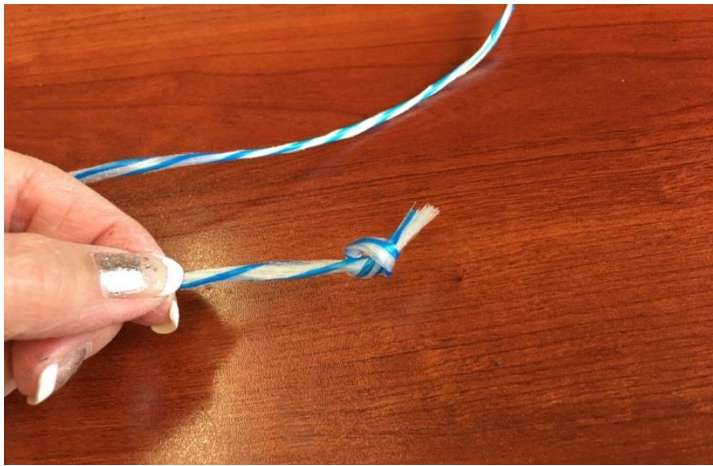
**Optional:** Embellish with real feathers, glitter, etc.

## NOW TO MAKE THE TIES!



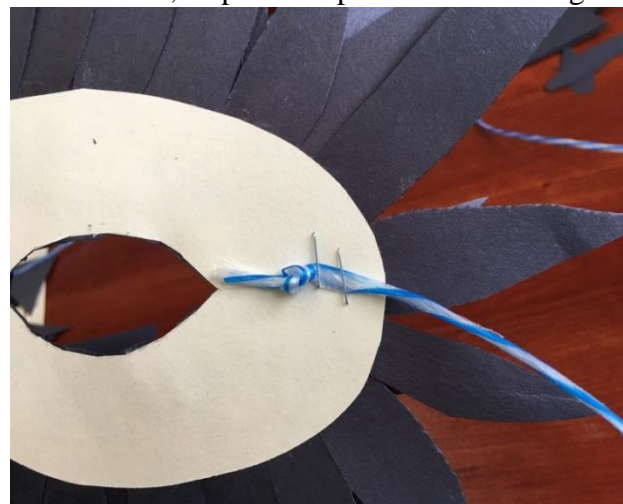
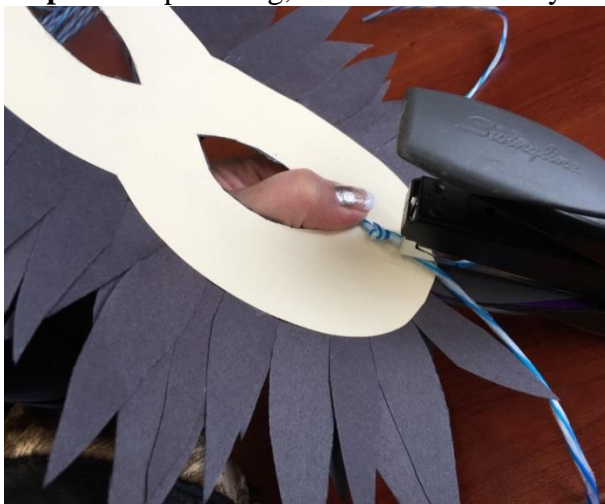
**Step 26:** Grab the string, cut two pieces about 10 inches long for each.

Need two strings per mask, if have not cut them already.



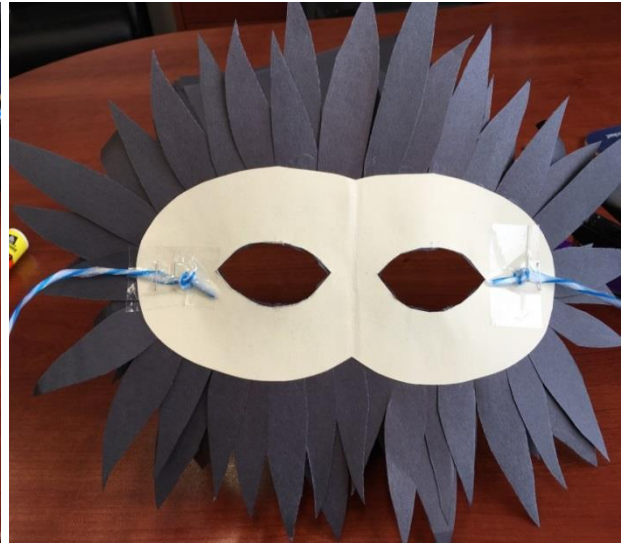
**Step 27:** Make a knot on one end of each string.

**Step 28:** Staple string, knot side towards eye on side of mask, staple a couple times for strength.





**Step 29:** Reinforce ties strength by using heavy tape like masking or packing tape and tape over the staples and string on each side of mask.



**Step 30:** Finish touch ups, glue feathers over the staples to cover them up.



**Ready to tie the mask onto the students faces!**





**Finished Raven Mask! Caa!**

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<sup>i</sup> Crowell, A.L., Steffian, A.F., Pullar, G.L., *Looking Both Ways-Heritage and Identity of the Alutiiq People*, pp. 191-192