

Procedures:

- Mix paper mache glue
 - made from equal parts flour and water. Add more water if too thick, add more flour if too thin. The mixture should be smooth and slightly thick. If bothered by smell, add a dash of cinnamon.
1. Blow up balloon to desired size
 2. Apply layers of paper maché- torn newspapers dipped into water and flour.
 3. Double layer.
 4. Allow to dry for twenty-four hours.
 5. Paint and decorate when dry

COUNT OF MONTE CRISTO MASKS

It is often said that individuals were costumes that are a representation of their true selves. For example, if someone is a pig, they would wear a mask with the face of a pig, etc. Your task will be to design mask (s) to be worn by the character you pulled. Your mask must be a representation of that character's sin(s) in the novel. We will be creating paper maché masks in class and then you will design a mask for your character. These will need to be painted and decorated to visually illustrate their sin. In other words, if your character were invited to a masquerade, what mask would they wear???

Note—Your mask will be on display in the classroom so make sure to do your best work.



Due Date: _____

Making A Mask : Count of Monte

Student Name: _____

Parent Signature: _____

CATEGORY	4	3	2	1	Score
Knowledge about Culture/Story	The student can answer 3 questions correctly about how the mask relates to the culture or story being studied.	The student can answer 2 questions correctly about how the mask relates to the culture or story being studied.	The student can answer 1 question correctly about how the mask relates to the culture or story being studied.	The student does not understand how the mask relates to the culture or story being studied.	
Creativity	Totally original design, no element is an exact copy of designs seen in source material.	Most of the mask elements are unique, but 1 element may be copied from source material.	Some aspects of the mask are unique, but several elements are copied from source materials or other students.	The mask is a copy of a mask seen in source material or one made by another student (80% or more of elements are copied).	
Attractiveness	The mask shows that the creator was took great pride in his/her work. The design and construction look carefully planned. The item is neat (free of unwanted bumps, drips, marks, and tears).	The mask shows that the creator took pride in his/her work. The design and construction look planned. The item has a few flaws (unwanted bumps, drips, marks, tears), but these do not detract from the overall look.	The design and construction were planned. The item has several flaws (unwanted bumps, drips, marks, tears), that detract from the overall look.	The mask looks thrown together at the last minute. It appears that little design or planning was done. Craftmanship is poor.	
Written Response	Student included a more than two paragraph response that explains how their mask connects to the story. There were no grammatical errors.	Student included at least a two paragraph response that explains how their mask connects to the story. There were few grammatical errors.	Student included a two paragraph response that explains how their mask connects to the story. There were many grammatical errors that affected the readability of the response.	Student included a less than two paragraph response that explains how their mask connects to the story. There were major grammatical errors.	