

Young Audiences of Massachusetts

255 Elm Street, Suite 302, Somerville, MA 02144

(617) 629-YAMA (9262)

<http://www.yamass.org>

8/1/09

ABOUT THE PERFORMANCE

Norah Dooley: *From Idea to Publication*

Grade levels: K - 6

Storyteller and children's author Norah Dooley shares with students her enthusiasm for writing and her experiences in creating books including Everybody Cooks Rice, Everybody Bakes Bread, Everybody Brings Noodles and Everybody Serves Soup. She explores how guided visualization, conversation, storytelling, brainstorming, mapping and webbing of ideas and drawing are all part of her writing process and tells folk tales to support the elements of noticing, mapping and storytelling. Students learn the components of the bookmaking process such as text drafts, illustration sketches, galleys and proof sheets, as well as research techniques, manuscript revisions and publishing protocol. The overall goal is to leave students with an understanding of how a book is created and an eagerness to create one of their own.

LEARNING GOALS:

1. To demonstrate how children can express ideas through writing.
2. To show students that researching an art form requires concentration, observation, sustained effort, and dedication.

PRE-ACTIVITY SUMMARY: *Mapping Stories*

Read one of Norah Dooley's stories to the class: Everybody Cooks Rice, Everybody Bakes Bread, Everybody Brings Noodles or Everybody Serves Soup. Discuss the story. Who are the main characters? What cultures are neighborhood families from? Where did the story take place? What multicultural foods were represented? How did the story end? Create a "story map" on the board for this story and include the characters, the setting, the cultures represented, the activities that occur, etc. Repeat and have the students create a story map for the second story.

POST-ACTIVITY SUMMARY: *Dancing Stories*

Review the one of Norah's stories and retell it in various creative ways. Learn a new story and, using ideas from Norah's program, try retelling it through the language of movement. Invite students to **create** their own books, using writings and drawing inspired by this program. Share with each other.

CURRICULUM LINKS:

English Language Arts, History and Social Science, Multicultural Studies, Theater

PRE-ACTIVITY: MAPPING STORIES

LEARNING GOAL:

To understand elements (characters, setting, problem, conclusion, and moral) of stories by author Norah Dooley.

MATERIALS/PREPARATION:

Copies of Norah's books, markers, crayons, construction paper, art supplies

TIME:

One hour

TIPS FOR THE TEACHER:

For the younger grades, the teacher should read the second of the stories to the class and ask students to illustrate the story map.

STEP 1:

Read one of Norah Dooley's stories to the class.

STEP 2:

Discuss the story. Who are the main characters? What cultures are neighborhood families from? Where did the story take place? What multicultural foods were represented? How did the story end?

STEP 3:

Create a "story map" on the board for this story and include the characters, the setting, the cultures represented, the activities that occur, etc.

STEP 4:

Pass out a copy of another one of Norah's stories to the students and ask them to read it silently. Discuss the storyline without going into too much detail. What are similarities (i.e., the characters of Carrie, Mom, Anthony, Anna and Dad) and what are differences (i.e., multicultural foods and neighborhood families)?

STEP 5:

Have students make their own "story maps" for the story they read. Ask them to write the appropriate information in each box and illustrate it.

STEP 6:

Have students share their "story maps" with the class.

EXTENSIONS:

1) **Discuss** the children's neighborhoods (people, traditions, climate, geography, culture, etc.). Develop research questions to explore their neighborhoods in more depth.

2) **Read** additional stories by Norah Dooley. List similarities and differences.



POST-ACTIVITY: *DANCING A STORY*

LEARNING GOAL:

To respond creatively to Norah Dooley's performance and bring ideas and methods learned from the artist to classroom studies.

MATERIALS/PREPARATION:

Drawing and/or book-making materials

TIME:

45 minutes

TIPS FOR THE TEACHER:

Using melodic music with a strong, discernible beat will aid students in exploring dance movements.

STEP 1:

Please **debrief** and **reflect** upon this experience with your students.

STEP 2:

Ask students to retell one of Norah Dooley's stories in their own creative ways, i.e. through singing, writing, drawing, and dancing.

STEP 3:

Invite students to **create** their own books, using writings and drawing inspired by this program. Share with each other.

STEP 4:

Read another one of Norah Dooley's books. Reflect on how this story is similar or different from the other story shared. Develop the retelling of this story through dance gestures and movement. Perform for each other.

EXTENSIONS:

- 1) **Discuss** with your class actions taken by people that bring communities together.
- 2) **Make note** of favorite shapes and movements in the illustrations throughout the books. Have students in pairs mold each other into statues of these frozen pictures.



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EXAMPLE OF A STORY MAP: FOOD

EVERYBODY BAKES BREAD

Luncheon foods:

Barbadian coconut breads
Indian chapatis
South Carolina cornbread
Middle Eastern pita pocket
Jewish challah
El Savadorian pupusa
Italian bread with olive oil and garlic

EVERYBODY COOKS RICE

Dinner foods:

Barbadian black eyed peas and rice
Puerto Rican rice with turmeric
Vietnamese nuoc cham/ fried rice
Indian biryani and basmati rice
Chinese tofu with vegetables
Haitian/Creole rice and beans

EVERYBODY SERVES SOUP

Luncheon foods:

Puerto Rican chuleton
Greek chicken soup with lemon
Southern corn chowder
Italian lentil soup
Japanese miso shiru
Jewish beet and cabbage soup
Barbadian oxtail soup

EVERYBODY BRINGS NOODLES

Breakfast foods:

Italian pesto pasta
Chinese sesame noodles
Greek orzo salad
Vietnamese spring rolls
Latin American macaroni salad

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ABOUT THE PERFORMER:

Storyteller and children's author Norah Dooley has been performing throughout New England for 15 years to a wide variety of audiences. Her four published picture books include the well known title Everybody Cooks Rice. Norah has also produced and recorded six spoken word CDs of stories and has performed as a featured storyteller in the Christmas and Spring Revels, the Newport Folk Festival, the Clearwater Festival, and at the 3 Apples Storytelling Festival. Norah has a M.Ed. in Creative Arts in Learning from Lesley College and a BFA in Painting from Tufts University/School of the Museum of Fine Arts, Boston.

Order Information

Norah's Books:

Everybody Cooks Rice

Everybody Bakes Bread

Everybody Serves Soup

Everybody Brings Noodles

Todo el Mundo Cocina

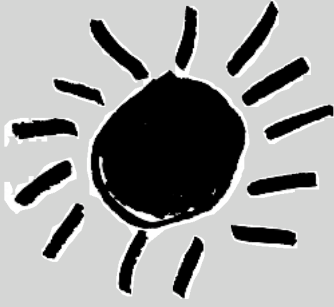
Books: You can order all of Norah Dooley's titles in hard cover and paperback from Carolrhoda/Lerner Books at 800-328-4929. Inexpensive copies of Everybody Cooks Rice and Todo el Mundo Cocina Arroz are available from Scholastic Publishing. Call 1-800-SCHOLASTIC and be sure to ask about discount for bulk orders. Houghton Mifflin also carries an edition of Everybody Cooks Rice that includes facts and maps about Puerto Rico, India and China. More information is available at www.norahdooley.com.

CDs: Norah Dooley's CDs are self published. Please visit www.norahdooley.com for more information.

ABOUT YOUNG AUDIENCES:

Young Audiences of Massachusetts (YAMA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has been serving as a link between teaching artists and the region's school children, providing dance, storytelling, music and theater programs to children in schools, libraries and hospitals in the form of assembly performances, workshops and residencies. The organization's mission is to encourage lifelong engagement with the arts by making them an integral part of every child's education.

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MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

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<i>Language Arts 9</i>	...identify the basic facts and essential ideas in what they have read, heard, or viewed.
<i>Language Arts 10</i>	...identify, analyze, and apply knowledge of the characteristics of different genres.
<i>Language Arts 11</i>	...identify, analyze, and apply knowledge of theme in literature and provide evidence from the text to support their understanding.
<i>Language Arts 12</i>	...identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.
<i>History 3</i>	Research Evidence, and Point of View...acquire the ability to frame questions that can be answered by historical study and research.
<i>Arts-Theatre 1</i>	Acting...develop acting skills to portray characters who interact in improvised and scripted scenes.
<i>Arts-Theatre 5</i>	Critical Response...describe and analyze their own theatrical work and the work of others using appropriate theater vocabulary.
<i>Arts-Theatre 10</i>	Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology/engineering.