

Sherry Norfolk

Storyteller & Teaching Artist
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Sherry Norfolk is an award-winning storyteller, author and teaching artist, performing and leading residencies and professional development workshops nationally and internationally.

Performing Artist: A dynamic storyteller, Sherry has appeared in the Manitoba International Storytelling Festival, Taiwan International Storytelling Carnival, International Art of Storytelling Festival (Miami, FL), International Storytelling Center (Jonesborough, TN), Singapore International Storytelling Festival, Manila International Storytelling Festival, and many more festivals, schools, libraries, museums and universities nationwide.

Teaching Artist: Sherry is a Kennedy Center Teaching Artist, a Wolf Trap Teaching Artist, an Arts Integration Teaching Artist with Tennessee Arts Commission's Value Plus Schools and Arts360° programs, and is on the rosters of the Mississippi Arts Commission, Louisiana Council for the Arts, South Carolina Arts Commission, Virginia Commission on the Arts, and Springboard for Learning (Young Audiences) St. Louis. She leads residencies in preK through high school classrooms across the country and southeast Asia. An Adjunct Professor at Lesley University, Sherry is a recognized leader in integrating learning through storytelling.

Author: Sherry is co-editor and/or co-author of books that explore rigorous, standards-based storytelling strategies for learning across the curriculum, and many others:

- *Supporting Diversity and Inclusion with Story: Authentic Folktales and Discussion Guides*. Co-edited with Lyn Ford. (Libraries Unlimited, forthcoming 2019)
- *The Promise of Peace: Words of Wisdom, Work and Wonder*. Co-edited with Lyn Ford. (Parkhurst Brothers, forthcoming 2018)
- *Storytelling Strategies for Reaching and Teaching Children with Special Needs*. Co-authored with Lyn Ford. (Libraries Unlimited, 2017)
- *Library and Community Programming through Storytelling*. Co-authored with Jane Stenson. (Libraries Unlimited, 2017).
- *Boo-Tickle Tales: Not-so-Scary Stories for Young Children*. Co-authored with Lyn Ford. (Parkhurst Brothers, 2016).
- *Science with Storytelling: Strategies for the K-5 Classroom*. Co-authored with Jane Stenson and Lyn Ford. (McFarland Publishing, 2016).
- *The Virginia Giant: The True Story of Peter Francisco*. Co-authored with Bobby Norfolk. (The History Press, 2014).
- *Social Studies in the Storytelling Classroom: The Voices of Humanity*. Co-authored with Jane Stenson. (Parkhurst Brothers Publishing, 2012)
- *Literacy Development in the Storytelling Classroom*. Co-edited with Jane Stenson and Diane Williams. (Libraries Unlimited, 2009)
- *Billy Brown and the Belly Button Beastie*. Co-authored with Bobby Norfolk. (August House Little Folk, 2008)
- *The Storytelling Classroom: Applications Across the Curriculum*. Co-authored with Jane Stenson and Diane Williams. (Libraries Unlimited, 2006)
- Anansi series, co-authored with Bobby Norfolk. (August House StoryCove): *Anansi and the Pot of Beans*, 2006; *Anansi and the Tug of War*, 2007; *Anansi Goes to Lunch*, 2007; *Anansi and Turtle Go to Dinner*, 2008; *Anansi and the Kingdom of the Sky*, 2008
- *The Moral of the Story: Folktales for Character Development*, 2nd edition. Co-authored with Bobby Norfolk, August House Publishers, 2006.

(see additional Arts Infusion information on second page)

Sherry Norfolk, Storyteller & Teaching Artist: Arts Infusion

As exhibited by the fact that all 17 of my books have been collaborative efforts with one or more co-authors and editors, I am very comfortable in coworker/colleague/partner relationships. I revel in the partnership of teaching artist and teacher, in the exchange of ideas and in the co-creation and refining of strategies for the best possible outcomes for all students.

My arts infusion partnerships often allow me to co-teach with science or social studies teachers to integrate learning in their disciplines with English Language Arts learning through storytelling and story writing, which easily lend themselves to stop-motion animation or other digital forms of storytelling.

Social Studies and English/Language Arts

Puritans and the Northern Colonies Project Summary: Seeing history through the eyes of the people who lived it makes it personal, meaningful and relevant. The TA introduces the Puritans from the perspective of a Puritan woman through a short narrative that includes several “informational paragraphs.” Teachers work with students to choose and research a specific aspect of Puritan life and write an informational essay that includes a topic sentence, supportive details, and concluding statement. TA then helps students each choose a character from whose perspective they will share the information orally and explores Theatre skills which allow students to bring the character to life through body language, character voice and expression as they present orally to the class.

I’ve used variations of this format with 1st person narratives regarding the Lewis and Clark Expedition, immigration at Ellis Island, the Boston Tea Party, and the Harlem Renaissance. It’s especially popular due to the effectiveness of peer teaching and the ease with which teachers can quickly adapt and adopt the storytelling role.

Science and English/Language Arts

Constructive and Deconstructive Formation of Landforms Project Summary: The “I wonder” model of science teaching and learning: I wonder, I explore, I question, I investigate, I analyze, I interpret, I share, I act, I inspire, I wonder...is triggered through story! The TA tells a how-and-why folktale about how a landform was created, which evokes wonder, exploration and questioning. Students write their own how-and-why stories, which evokes more wondering -- how were these landforms *really* made -- which requires investigation and analysis, etc. Teachers facilitate the science content learning and research, and write and perform their own stories; the TA facilitates the writing, publishing and performance.

I’ve also used this format in exploring the solar eclipse, winter solstice and animal adaptations.

My “Dream Partnership”

I envision a partnership in which storytelling transforms math, science, social studies and language arts learning, providing multiple opportunities for teachers and students to engage in content, acquire knowledge, deepen comprehension, and exhibit understanding joyfully and successfully.