

# Treasures of the Heart

## Study Guide



Please visit: [www.luannadamsstoryteller.com](http://www.luannadamsstoryteller.com)

*"The Storyteller LuAnn Adams is a bit of an alchemist herself turning an ordinary room into a fantastical landscape as she relates her vivid tales."* – NY Times

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## Study Guide

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### Treasures of the Heart: **Vocabulary**

**The Storyteller** – In the early days, the keeper of history, culture & tradition. Storytellers were bearers of news, the keepers of culture, the historians & the entertainers. Traveling storytellers went from village to village with tales, songs anecdotes fables & news. They often created stories to teach important lessons.

**Stories** – Stories are the way that history, traditions & cultural values are passed on from generation to generation. Long ago, stories were often used to teach specific customs or ways of behavior that need to be reinforced or taught. Stories were also created & told as a way of explaining natural phenomena.

**Folktale** – A story, often with a known cultural origin, but whose authorship is not known. Folktales are stories that have traditionally been told, not written down, but passed from generation to generation, orally.

**Porquoi tale** – The How & Why Tales – Stories with a clear explanation of how some phenomena of nature was created or came to be. The stories often have a distinct Beginning, Middle & End & have a lesson or moral reason to be learned from the telling. Often, the Middle of the tale involves a ‘magical’ cause & effect that transforms/create the result that is stated in the title of the story.

### Treasures of the Heart: **Before/After the Performance**

- Discuss what the word ‘treasure’ means
  - Pirates & other used treasure maps to show the way to their special treasure.
- Have your students prepare a list/illustrate, make a treasure map of the treasures in their lives.
  - Have them draw what their treasures are: the people, elements (sun, rain, food) things that make their lives happy.
- Have your students explain each choice, each treasure
- Have the students share their treasure maps.
- As the students if there are any book that tell stories about the treasures in their lives. Photo albums are terrific!

*“More valuable than the treasures in a storehouse are the treasures of the body.  
And the most valuable of all are the treasures of the heart.” – Nichiren Daishonin.*

### Treasures of the Heart: **The Stories**

**The Hedgehog Tale** ...A little hedgehog who was born in the spring does not want to hibernate & tells his mother “I don’t want to go to sleep!”. A winter adventure & an encounter with a fox changes his mind.

**Green Eggs & Ham** ...Dr. Seuss’ classic tale of food & the wonderful opportunity to change one’s mind & discover something new!

**How the Parrot Got Beautiful Colors on Her Wings** ...A beautiful Jataka (Buddhist) Porquoi tale of courage, love & friendship that explains the origin of the beautiful colors on the parrot’s wings. A little parrot sees her friends are in danger because of a forest fire. In trying to put out the fire herself, she inspires a God who inadvertently puts out the fire, saving the animals & the forest. Because of the little parrot’s courage, the God discovers his own capability for love & wraps the parrot’s wings with the colors of the rainbow.

**Brave Little Red** ...A rhythmic retelling of a classic Grimm’s fairytale!

**Tacky the Penguin** ...Helen Lester’s delightful tale of celebrating who you are. In this tale, a little penguin saves the day by truly just being himself, when some big mean animals come to bully & scare him & his friends.

## Treasures of the Heart: *Discussion Questions/Some Things to Try!*

**The Hedgehog Tale** ...Can you think of another animal that hibernates? Frogs, Turtles, Bears, Snakes? Skunks? What do you think hedgehogs dream about when they hibernate? Draw a picture of the winter dreams that your favorite hibernating animal might have & share the stories that they might be having in their winter dreams!

**Green Eggs & Ham** ...Have you ever decided before you tried something, that you hated it? What happened? Did you change your mind? Have you ever thought something would be so delicious or so much fun & then you had the experience of it & changed your mind? Write, illustrate & tell your most dramatic: "How I Changed My Mind About \_\_\_\_\_" story!

**How the Parrot Got Beautiful Colors on Her Wings**...Why do you think the little parrot had so many good friends? How do you make & become a good friend? Why do you think she decided to carry water from the river to save her friends? What did the God do to try to stop her? Why do you think he started to cry? What happened when he did? Have you ever done something to help someone, maybe even a wounded animal that contributed to their happiness or even saved their life? Illustrate & tell your story!

**Brave Little Red** ...Can you think of a story that you have read or had read to you more than 10 times! How has your imagination added to the story when you have heard it over & over? Can you think of a story you might like to recycle or add details to, that are not in the book or original source of the tale? Write, illustrate & tell your new version of the story!

**Tacky the Penguin** ...How was Tacky different than his good friends? Is there anything that you do that is different from your friends or someone in your family? Write or draw a picture describing what that is & why it is special to you that you do this. What did Tacky do that confused the bullies? Why did what he did, confuse them? How do you think Tacky danced when he sang? Show us! How do you think his friends dance? Show us! Write, illustrate & demonstrate other things that Tacky does that are different than his friends. Please write, illustrate & demonstrate things that you do that are different than your friends & family that celebrate who you are!

## Stick Your Neck Out! *Storytelling & Character Education: The Giraffe Project*

**The Giraffe Project** ...was started by Sue Tannehill to encourage teachers & students to share stories about people in history & in real life who 'stuck their neck out' to help another person. The curriculum starts with reading about people in history who stuck their neck out/Giraffes & discussed them. Then they were asked to interview friends, family members people in their community & ask them "Tell me about a time when you acted like a Giraffe." The students then wrote their own stories about times that they've acted like a Giraffe. Community & class project can be created to benefit people in their communities. [www.giraffe.org](http://www.giraffe.org)

### Examples:

**Jack Davis: 11-Year-Old's Idea Becomes Law** - Boy's Initiative Passed as Law to Help Feed Homeless  
<https://miamiherald.typepad.com/nakedpolitics/2008/04/11-year-old-pas.html>

#### 11-year old passes state law

At the ripe age of 11, Jack Davis is finally legal ... or rather the bill named in his honor finally is. Tuesday afternoon, Davis, of Miami Shores, stood alongside Gov. **Charlie Crist** and a bevy of elected officials as Crist signed into law the "Jack Davis Lending a Helping Hand Act."

The measure, crafted by the sixth grade Ransom Everglades when he was in the fifth grade, allows restaurants and eateries to donate food to homeless shelters, by eliminating the liability that often kept eateries from donating tons of leftover food. It's been a whirlwind couple of months for Jack, who has danced alongside Ellen DeGeneres on the comedian's nationally syndicated talk show, and was featured on ABC News as their "Person of the Week."

The measure was carried by Democratic Broward legislators Rep. **Ari Porth** and Sen. **Nan Rich**. They learned of the bill when Jack with the help of his attorney father, Jeff Davis, brought his idea to Miami attorney Stephen Marino, a board member of the Florida Justice Association. Marino brought the idea up over lunch with Porth.

"He's an inspiration that good ideas can actually be heard," Porth said.

## Background...Jack Davis.. con't

Jan. 11, 2008—

Adults usually initiate the laws, but there's no law that says kids can't too. Jack Davis is only 11, but he had a pretty grown-up idea: He was disturbed to learn that Florida restaurants throw out food that could be given to the hungry and the homeless -- because the restaurant owners could be sued if anyone who ate the food became ill or developed food poisoning. "I thought it pretty disturbing to see pounds, pretty much, of food being thrown away every single day," the 11-year-old said.

Jack had visited a homeless shelter on school field trips and he worried about people going hungry.

"I realized that I could make a difference by trying to change the law," Davis said.

Jack's idea was to pass a law that would give restaurant owners' some protection from lawsuits. He got his dad to float the idea to some Florida legislators.

"And I give the kid all the credit for it because he started it." said Jack's father, Jeff Davis.

Jack's mother, Yasmin Davis, said, "I tried to protect him a little bit and said, "You know, chances are nothing is going to happen. These people get a lot a mail -- a lot of e-mails -- and you are just an 11 year old."

But the legislators loved it.

"I was very excited to hear an 11-year-old would be doing something like this," State Sen. Nan Rich said. "It's exciting that he, at such a young age, will make such a big difference in the lives of a lot of people."

It now seems certain that Jack's idea will become a law.

"If you take away the reason restaurants will not give food -- they will," he said. "And it's kind of it's a win-win situation -- 'cause the restaurants get to do something good."

Restaurant owners think so, too.

"I think it's a fabulous idea," said Kim Koch, owner of a restaurant called Christabelle's Quarter. "We do waste a lot of food, and as you know, we can't resell it. And it just goes to waste."

When Jack's bill started gaining momentum, he was suddenly big news in Miami.

"When I go to school, people were chanting my name because they saw me on the cover of the Miami Herald," Jack said. "Over the whole day, they were asking me what does the law say. And in some of my classes they clapped as I walked in.

"If you think there's a problem in the world," he said, "you don't wait for other people to fix it. You have to try to fix it yourself."

### **MACKENZIE SNYDER Making a Difference for Needy Foster Kids**

<https://worldofchildren.org/honoree/mackenzie-snyder/>

<https://www.kidzworld.com/article/630-the-duffle-bag-princess/>

#### **2004 YOUTH AWARD**

Children to Children

United States

At the young age of eight, Mackenzie Snyder was saddened to learn that most of the 530,000 foster care children living in the United States have only a trash bag for their belongings when they move from home to home. She decided to do something to help bring these abused and neglected children the self-respect and caring they deserved.

She founded Children to Children, an all-volunteer program that provides foster children with duffel bags in which to carry their belongings with dignity. In every bag, she also includes a stuffed animal, luggage tag and personalized letter telling them she loves them and urging them never to give up hope.

Since its inception in 1998, Children to Children has donated more than 32,000 duffel bags and stuffed animals to U.S. foster children, and has collected more than \$820,000 in merchandise and cash donations. Snyder holds duffel bag and stuffed animal drives, personally packs and distributes bags, writes and gives motivational speeches, keeps record books, does interviews and meets with social workers—all in her spare time. Because of its success, Children to Children is in the process of branching out to Canada and Indonesia, with other international locations to follow. Snyder has been featured in Newsweek and was chosen as "Person of the Week" by ABC News in December 2003.

### **Jack McShane "Weeding By Example" <https://www.cbsnews.com/news/weeding-by-example/>**

Watch the Movie about Jack McShane: <https://www.imdb.com/title/tt1113750/>

[https://www.nola.com/news/article\\_cc609624-01d0-5c0d-a6a4-a8867fbd6f1c.html](https://www.nola.com/news/article_cc609624-01d0-5c0d-a6a4-a8867fbd6f1c.html)

New Orleans' City Park was once one of the best urban parks in America. But after Hurricane Katrina flooded it, the city abandoned it. "It just bothered me that it didn't look good," says Jack McShane.

"These are things adults are supposed to take care of," says **CBS News correspondent Steve Hartman** in this week's Assignment America.

"Well, nobody was doing it, so I had to do it," he said.

Just about every weekend, no matter how hot and miserable it gets, you'll find this 13-year-old boy somewhere on City Park's 1,300 acres, mowing all morning.

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"We love Jack," says John Hopper, the volunteer coordinator at City Park. "He is definitely, without a doubt, the most **Jack McShane con't**...."

consistent volunteer that we have at that age group."

Jack also recruits other volunteers into his grassroots mowing club called the [Mow-Rons](#).

"Our original slogan was "The Mow-Rons are in City Park, the idiots are at City Hall,"" says Jack, "but we kind of changed it because it was a little bit inappropriate.

Their new slogan is "Weeding By Example," and Jack has certainly done that.

Patrick McShane says he never really taught his son anything about community service.

"That's not been my strength," he says. "After the storm, I've learned more about the importance of volunteerism, and I've learned it right here at home from my own son."  
 The Mow-Rons are now an official, non-profit charity and have already purchased a dozen mowers. Each week they clear a little more of City Park and bring a little more of New Orleans back to life.  
 "It's really great to see that, because people are having fun in the park again," says Jack.  
 But does Jack keep his parents' lawn looking great, too? "No way," says Pat.  
 Guess no one ever said charity *ends* at home, though Patrick says that all things considered, he doesn't mind picking up the slack.

## Treasures of the Heart

### *LuAnn's Picture Book (& Audio Story) Recommendations*

<b>Abiyoyo</b>	retold by Pete Seeger
<b>A Blind Boy Catches A Bird</b>	recorded on "Brave Little Red & other Tales" by LuAnn Adams
<b>Aliquipiso</b>	The Girl Who Saved Her Tribe from "Women Warriors" pgs. 71-73
<b>Amy's Letter</b>	by Ezra Jack Keats
<b>The Boy &amp; the Ghost</b>	retold by Robert San Souci
<b>Brave Irene</b>	by William Steig
<b>The Butterfly</b>	by Patricia Polacco
<b>The Cherry Tree</b>	by Daisaku Ikeda
<b>Chicken Sunday</b>	by Patricia Polacco
<b>Crossing Bok Chitto</b>	retold by Tim Tingle
<b>The Empty Pot</b>	retold by Demi
<b>The Grain of Sand</b>	recorded on "Brave Little Red & other Tales" by LuAnn Adams
<b>Keep the Lights Burning Abbie</b>	by Peter Roop
<b>Maggie &amp; the Pirate</b>	by Ezra Jack Keats
<b>Nadia the Willful</b>	by Sue Alexander
<b>Nomi &amp; the Magic Fish</b>	by Phumbla M'bane
<b>Number the Stars</b>	Ten yr. old girl rescues Danish Jews, by Lois Lowry
<b>Nyganara</b>	from "Third World Voice for Children" pgs. 25-28
<b>One Riddle, One Answer</b>	by Lauren Thompson
<b>Over the Deep Blue Sea</b>	by Daisaku Ikeda
<b>Pink &amp; Say</b>	by Patricia Polacco
<b>The Rough Face Girl</b>	retold by Rafe Martin
<b>The Search for the Magic Lake</b>	from "Wonder Tales from Around the World" pgs. 117-121
<b>The Snow Country Prince</b>	by Daisaku Ikeda
<b>The Twelve Days of Diving</b>	recorded on "The Tricky Caterpillar..." by LuAnn Adams

## Treasures of the Heart: Bibliography & Books for Teachers

- **Children Tell Stories: A Teaching Guide** By Martha Hamilton & Mitch Weiss
- **The Power of Story: Teaching Through Storytelling** By Rives Collins & Pamela J. Cooper
- **Storytelling Games: Creative Activities for Language, Communication & Composition across the Curriculum** By Doug Lipman
- **Storytelling: Reading Aloud and Roleplaying with Children** By Bob Barton & David Booth

## 30 Storytelling Tips For Educators:

Capture Your Students' Imagination!

*By Julie DeNeen*

*Storytelling has been around as long as humankind. It is one of the most effective ways to communicate an important truth to another person. It gives meaning, context, and understanding in a world that is often filled with chaos and disorder. If a teacher becomes an excellent storyteller, he or she can ensure that any concept they teach will be*

remembered for years to come. Stories can be used to illustrate scientific or mathematical processes as well. Stories bring information, knowledge, and truth to life.

**1. Every Part Must Be Essential** When you compose your storyline, be it a fictional story to teach a lesson, or a non-fiction example, make sure that each part of the story is essential to the ending. Each character, point, or principle must somehow relate to the main point you are trying to drive home. Let's take for example, a story about the planets. You may be trying to help students memorize the order of the solar system. Any tale you concoct to help illuminate the facts must be related to the planets. Keep the main thing...the main thing.

**2. You Must Have a Hook In Your Opening** You hook the listener in by presenting a problem that encourages them to keep listening. You can use this tactic in any lesson. For example, if you are teaching the concept of photosynthesis, start your story by imagining a world in which all the flowers didn't have leaves. You create a problem that the story (in this case photosynthesis) solves. In many cases, students don't realize how many principles they take for granted (gravity, light, etc.) Creating a world in which it is taken away reveals the ultimate importance of the process you are describing.

**3. Draw a Theme Out of Your Story** Stories have a depth of meaning when there is a theme. However, it isn't always easy to write a story with a theme in mind. Rather, write the story first- with all the points you want to cover. When you've finished, stand back from the story for a moment to see if you can draw out a theme.

**4. Keep It Simple** If your audience is young, simple is best. Scientific principles like gravity and electricity can be difficult for young minds. Using analogies can help. For example, to explain an electrical circuit, describe how a train can only move along tracks that are connected to each other. A broken track means the train must stop and electricity is the same way.

**5. Maintain Eye Contact** Eye contact is most important. It not only helps keep a student's attention, but it also conveys a sense of confidence and truthfulness. Always look directly into your student's eyes. You will connect with them and keep their attention longer.

**6. Use Vivid Language That Kids Can Understand** Some psychologists argue that telling stories is one of the primary ways humans learn. Even if you are teaching science or math concepts, pick a word or two that your students haven't heard of before. Describe and define the word first, and then use it throughout the story. For example, if you are talking science, identify the word "energy" and then use it several times during your story. By the end of the story, they will have learned the concepts of the tale plus some vocabulary.

**7. Use Movement** As the storyteller, you can paint pictures with your body- using your hands, feet, legs, and head. Similarly, you can ask the students to perform movements during certain parts of the story. This will help activate their memory and keep their attention focused on what you are communicating.

**8. Use Dramatic Pauses** People often talk more quickly than the brain can process. If you pause at crucial moments in the story, you give your students the chance to think critically about the piece of information you have just given. Don't be afraid to pause, especially at a tense moment.

**9. Change Your Voice With Different Characters** It helps to make characters more memorable when you give them personalities. Part of that includes changing your voice with each character. Without visual props, the voice is one of the best ways to bring the character to life.

**10. Make Your Ending Strong With an Important Take Away Point** The ending is the last thing your students will hear. Whatever points and/or principles you think are most important, put them at the end. If you can make the

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ending one sentence, this is even better. Use alliteration, repetitive words, or a singsong cadence to help make it memorable.

**11. Tell The Truth, Even When It's Difficult** Adults are tempted to lie to children when the situation seems too complex or mature for younger audiences. However, telling the truth is always preferable, even if you have to adapt some of the details and adjust your language for younger audiences.

**12. Make The Character Relatable** The main character of your story must be relatable to your students. You want them to "root" for the character's choices and decisions. One way to do this is to make the character "feel" real. He or she shouldn't be perfect, but have weaknesses and talents just like we all do. Student's love to root for the good guy in a story. Keep in mind; it doesn't have to be human. For example, when you talk about pollution, make recycled paper the good guy, and aerosol cans the enemy. Anything can have a good and evil counterpart.

**13. Have Your Story Provide An Answer To a Problem** Every story has theme or meaning. When you can tell a tale that provides a solution to a problem, there is higher likelihood that the story will take on a deeper meaning when it solves a problem in real life. When you are trying to communicate facts (like multiplication facts for example) perhaps create a story in which a character must know those facts in order to divide her gifts up among her family members.

**14. Know Your Ending Before You Begin** Before you tell a story, know the ending. Good storytellers, when they begin to formulate their story, start at the end and work backwards. As you prepare, pick the ending first. Then think about the point that comes right before the end, then the point that comes before the point that gets to the end. Keep working backwards until you arrive at the beginning of your story.

**15. Appeal To The Senses** When preparing your story, activate as many senses as possible. The more a story activates the senses, the more memorable it becomes. For a lesson in geography, you can use a visual map first. Add a song to help memorize the countries or cities. Use props that the students can hold. Maybe you can offer a food from each locale, to activate touch and smell.

**16. The Story Should Be “Trustable”** Don’t offer coincidences that magically solve the problem. Whatever world or situation your character is in, don’t break its rules just to end the story.

**17. Invite Interaction** Depending on the subject, you may want to enlist your student’s help in solving the problem. Perhaps you could tell the first half of the story and ask them to brainstorm an ending that solves the problem. Students can work in groups and learn from others who may have chosen to solve the story a different way. It helps students understand the idea that stories have multiple solutions.

**18. Make The Stakes High Against The Goal** Stories with a happy ending must first overcome obstacles. Before you get to the end of the story, you want to create dramatic tension that makes the listener think, “Will the character reach his or her goal?” A good story knows how to use tension. Whatever the hero wants, make it difficult for him or her to get there.

**19. Use Props** Almost any story can benefit from props, no matter what subject you are teaching. You can ask a student to hold the prop or even let students use the prop(s) in ways that create another problem in the story. Magicians often do this in their show. They ask someone to come to the front and help with juggling. Then, the magician allows the helper to “accidentally” break the plate that the magician plans to put together. This can work well in math. If you have a student manipulate a prop (like for example breaking several pretzels), you can then showcase the mathematical principles of fractions and division.

**20. Create The Extraordinary Out of The Ordinary** A story doesn’t have to be dramatic in order to highlight a point. In many cases, taking a mundane event and looking at it from a different angle is just as profound. For example, if you are talking about accepting other cultures, try this. Pick a common ritual (like men shaving their faces), and tell the story from the angle of a character from another world that has never seen such a thing. Better yet, treat the students like they are from another world. “Did you know that I saw someone put a knife to his face the other day?!” Use different vocabulary words (like knife versus razor). “Then, he smeared this unknown substance all over his face and used the sharp edge of the knife to rub it off!” Your students might be shocked when you reveal that you were simply talking about shaving. Then you can go into the idea and philosophy behind prejudice and discrimination against other cultures that are unfamiliar.

**21. Set The Scene** It is crucial to create an environment for your story. Are you in the woods, on the beach, in a little apartment in the city, or on a different planet? Describe the surroundings, the weather, or the pre-existing conditions. Use rich detail so the students can picture the environment in their imaginations. Field trips are such a fantastic way to get into a different environment, but it isn’t always possible. Words, descriptions of smell, sounds, and sights will make the story more meaningful.

**22. Use Music** Music is an excellent way to learn. If you are teaching the fifty states, a song with a catchy rhythm will help solidify the memorization process. Songs have long been used throughout history to help cultures preserve traditions and historic events.

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**23. Create Fun Sound Effects** If it is a stormy night, enlist the help of your younger students by asking them to each be in charge of a “sound effect”. Adding ‘sounds’ is fun to make a story participatory!

**24. Have Your Students’ Retell It Back To You** Once you are done with your story, have the students form groups and re-tell the story in a different way. Perhaps, you can assign them the task of summarizing the story in a sentence. The important part about this concept is to get the student’s involved in an active way. They’ve spent some time listening; now it is time to put it into action.

**25. Draw Real Life Connections** If your story teaches abstract concepts, find real life examples that make the information more meaningful. If you are trying to teach a history lesson, put the events in a different context. Imagine it now in the present day, with present situations. How would the scene play out in 2012 versus 1914? All of a sudden, history will feel much more “real” and alive.

**26. Use Repetition** This tip works well with younger students. Oftentimes, storybooks have a repeated phrase throughout the story (i.e. “I do not like green eggs and ham. I do not like them Sam I am). Do this when you start, in the middle, and at the end. Pick an important concept and repeat it over and over. You can describe the same concept with different words if you wish.

**27. Write Your Story In One Sentence Before You Begin** In order to keep your story simple and focused on what’s important, narrow it down to one sentence. Start with the beginning, and then add the middle, and the end. In the sentence, you should get the main purpose of the story, as well as the competing concept that threatens the story’s goal. Some people might think, “I can’t narrow down my story to one sentence!” Yes you can. It will force you to iron out the most crucial points. Once you do this, expand the sentence into a paragraph. Then expand each sentence in the paragraph to its own paragraph. Continue onward until your story is complete.

**28. Avoid Detours** Simplify, simplify, simplify. Cut out characters, scenes, and information that do not somehow work towards the goal of the story. If you aren't sure if something is crucial or not, tell it to a friend or fellow teacher, and remove the parts in question. If the story still flows well and has meaning, then it wasn't necessary.

**29. Create a Timeline** Write a timeline of events for you to keep track of the order. You can even put up an empty timeline on the board, and as you tell the story- add the important events as they happen. Combine the idea of props and interaction into your timeline. When you are done, the timeline will be filled out, and act as a visual prop for your students.

**30. Don't Give Away Too Much!** When you tell a story that has some mystery, you invite the listeners to try to figure out the solution for themselves. When they do, chances are- it will be more memorable and long lasting. The key is to give enough information so the student can solve the problem, but not so much that it is obvious. If you leave no trail of hints and clues, then it will be frustrating and impossible to solve. Invite your students into the storytelling process. Give them enough to understand and follow along, but not so much that you are spoon-feeding. Add drama, props, effects, and set the scene, so the listeners are drawn into the story; its characters, problem, and ultimately, the solution.

**“Tell me a fact and I learn. Tell me a truth and I'll believe. But, tell me a story and it will live in my heart forever.” - Native American Proverb** \*\*\*\*\*

## LuAnn Adams

is an awarding-winning storyteller, recording artist, actor & author. She tells stories for children & adults at schools, theaters, libraries, museums, zoos, aquariums, wildlife centers, festivals, hospitals & special-needs learning centers across the United States—as well as in Vietnam, Cambodia & Egypt. Each storytelling performance inspires young people to discover their courage, explore the healing power of dialogue for creating choices & embrace their hope-filled dreams for a peaceful world.

LuAnn has performed at & received 23 touring grants from the **Cincinnati Playhouse** to create & perform multicultural storytelling programs for children & families in schools in the Ohio & Kentucky. Her animal storytelling programs have delighted visitors at national wildlife centers, zoos & aquariums New York & New Jersey for more than 15 years. LuAnn conducted storytelling master classes at **Northwestern University** in Chicago for five years. She has performed in Elementary & Middle Schools & for the **Clark County School Librarians Association (CCSLA)** annual meetings in Las Vegas. LuAnn has created, performed & conducted storytelling residencies extensively in NYC & East Coast schools for more than 25 years. For the past 5 years she has performed Civil War stories for History Re-Enactment Festivals in Minnesota, sharing stories with more than 20,000 Middle & High School students.

LuAnn created & will be performing **“The Rabbit in the Moon & other Marvelous Tales of the Night Sky”** at the Abrams Planetarium in East Lansing Michigan in March 2020. This is her 2<sup>nd</sup> performance series for the Wharton Center, she performed **“Jaws, Paws & Claws – Animal Wisdom Tales”** at the **Pasant Theater** in January 2017.

LuAnn is a member of the National Storytelling Network, New York Storytelling Center, Actor's Equity Association & SAG-AFTRA. She has a BA in Theater Arts & Child Psychology from Macalester College & an MFA in Acting from the Mason Gross School of the Arts at Rutgers University. Her award-winning storytelling CDs may be found in schools, libraries & homes all over the world.

*"The storyteller LuAnn Adams is a bit of an alchemist herself, turning an ordinary room into a fantastical landscape as she relates her vivid tales."*

*- New York Times*

Watch LuAnn's Storytelling:

[www.luannadamsstoryteller.com](http://www.luannadamsstoryteller.com)

Tales21st@aol.com

LuAnn's CDs are available for download & purchase at CDBaby.com, Amazon.com:

**"Jaws, Paws & Claws - Animal Wisdom Tales"**

*Won: The National Parenting Publications (NAPPA) Gold Award*

**"Tipingee, Brer Rabbit & The Mouse That Barked"**

*Won: The National Parenting Publications (NAPPA) Gold Award*

**"The Tricky Caterpillar & other Tales"**

*Won: The Parents' Choice Silver Honors Award & The National Parenting Publications (NAPPA) Honors Award*

**"Brave Little Red & other Tales"**

*Won: The Parents' Choice Recommended Seal & The National Parenting Publications (NAPPA) Gold Award*

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*"These excellent collections of well-told tales deserve a place in every library with an audio storytelling collection." - School Library Journal*