

**\*TYPE comments on 2<sup>nd</sup> page, single-spaced\***  
**\*\*delete spaces but preserve prompts\*\***  
**\*\*\*ATTACH relevant reading guide page & annotated reading\*\*\***  
**\*\*\*10 points for completion—NO PARTIAL CREDIT\*\*\***

Scenario Activity 1 | 2 | 3 [← mark one] in Scenario \_\_\_\_ [a]/[b] [← add # & mark letter]  
& Historical Asian Practice 1 | 2 | 3 [← mark one] in Unit \_\_\_\_ [a]/[b] [← add # & mark letter]

**\*\*\*IMPORTANT: contemporary & historical practice must have the same number & same Unit.\*\*\***

Historical Record (s): \_\_\_\_\_ Time Period: \_\_\_\_\_

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Using EITHER (a) a hand-marked printed copy OR (b) a scanned copy marked digitally:

- (i) Read through the historical source, using a BLACK OR BLUE PEN or digital markup tool to UNDERLINE all words that provide information about **actions, objects, places, times & words (spoken, recited, chanted)** involved in the practice(s) mentioned. When you are finished, use the next page to note **start & end times** & write a **125-250 word comment** explaining what you noticed as you looked for practice-related details, including at least one thing that surprised or intrigued you.

Now read & mark up the source **TWO MORE TIMES**, using two different colors of HIGHLIGHTERS or digital markup tools (indicate choice on 1<sup>st</sup> page) to spotlight details regarding social web & reflection:

- (ii) For the second pass, mark all words that provide information about **relationships and roles of participants** involved in the practice, including names of communities and traditions.
- (iii) For the third pass, mark all words that provide information regarding **invisible beings &/or cosmic forces** about which participants reflected. IN BOTH CASES, on the next page: specify **color used** for each pass; note **start & end times**; and write a **125-250 word comment** explaining what you noticed re: social web & reflection, including something that surprised or intrigued you.

Next, PRINT OUT & ATTACH the **reading guide page** that lists questions/terms for your source, and:

- (iv) Circle **ALL terms** listed in **BLUE marked with an "[s]"** (=related to social web) and **ALL terms** listed in **BLUE marked with an "[r]"** (=related to reflection). Locate these terms in your source and **add a comment in the nearest margin** or space about the way each relates to the social web (for "[s]" terms) or participants' reflections (for "[r]").
- (v) Circle **ALL terms** MARKED WITH A SINGLE ASTERISK ("\*"), including any of the [r] or [s] terms marked (see (iv)). Then locate these terms in the reading & **add a comment in the nearest margin or space** that quotes relevant details related to the term from one or more EB articles linked to the schedule of readings. IMPORTANT: **use the links in the schedule** (vs. simply searching EB) to access assigned materials.
- (iv) Identify **ALL terms** MARKED WITH A \*DOUBLE\* ASTERISK ("\*\*") and locate these terms in the reading. Then **add a comment in the nearest margin or space** that quotes or describes relevant details related to the term from one of the PowerPoint slides or other online images linked to the schedule of readings.

Comments for three separate readings of the same source (125-250 words):

(i) 1<sup>st</sup> pass → focus on **actions, objects, places, times & words** (spoken, recited, chanted):

one surprising or intriguing thing:

[start time: \_\_\_\_ || end time: \_\_\_\_ ]

(ii) 2<sup>nd</sup> pass → focus on **relationships and roles of participants**:

one surprising or intriguing thing:

[start time: \_\_\_\_ || end time: \_\_\_\_ ]

(iii) 3<sup>rd</sup> pass → focus on **invisible beings &/or forces** about which participants reflected:

one surprising or intriguing thing:

[start time: \_\_\_\_ || end time: \_\_\_\_ ]

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of last page only]

HRS 70/71  
**Planning Worksheet III** (Ideas for Facilitation Plan)  
(w/PEER REVIEW worksheet)

[name on BACK  
of last page only]

**\*TYPE responses single-spaced\***  
**\*\*delete spaces but preserve prompts\*\***  
**\*\*\*5 points for completion—NO PARTIAL CREDIT\*\*\***

Scenario Activity 1 | 2 | 3 [← mark one] in Unit \_\_\_ [a]/[b] [← add # & mark letter]  
& Historical Asian Practice 1 | 2 | 3 [← mark one] in Unit \_\_\_ [a]/[b] [← add # & mark letter]

**\*\*\*IMPORTANT:** contemporary & historical practice must have the **same number & same Unit.**\*\*\*

Scenario Activity (s): \_\_\_\_\_ Timing/Locale: \_\_\_\_\_

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(i) First identify the GOAL of the scenario in which your chosen activity is considered. (All goals focus explicitly on the influence between two of the three elements of culture & imply the third element.)

Next identify three of your own adaptations of the scenario activity (refer to **details in I**), based on your reading of the corresponding historical record (refer to **PAGE NUMBERS in reading annotated as per II above**) but sensitive to the modern context, which could help achieve the above goal. (**\*200-250 words\***)

**IMPORTANT:** you must specify **people, locale, times, materials, & what exactly participants will do.**

(ii) 1<sup>st</sup> adaptation of scenario activity:

specific(s) re: practice/social web/reflection [CIRCLE 1 or 2] from historical source that inspires this:

[single page #s]

(iii) 2<sup>nd</sup> adaptation of scenario activity:

specific(s) re: practice/social web/reflection [CIRCLE 1 or 2] from historical source that inspires this:

[single page #s]

(iv) 3<sup>rd</sup> adaptation of scenario activity:

specific(s) re: practice/social web/reflection [CIRCLE 1 or 2] from historical source that inspires this:

[single page #s]

(v) Finally, explain (50-100 words) how you will **integrate elements of your own direct experience of some similar practice** (as documented in PW I) in representing the adaptations described above (ii-iv) as part of your facilitation plan. Also state (50-100 words) how you will make clear to the reader or viewer of the plan **how it addresses the targeted GOAL** identified above (i).

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of last page only]

HRS 70/71  
Planning Worksheet Peer Review

[name on BACK  
of last page only]

\*REVIEWER **types or handwrites** responses directly onto this form\*  
\*\*\*10 points for peer review—NO PARTIAL CREDIT\*\*\*

Student Being Reviewed: \_\_\_\_\_

Day/Date Completed: \_\_\_\_\_

Student Reviewer: \_\_\_\_\_

Reviewer Signature: \_\_\_\_\_

Please respond below regarding each section of the worksheet, highlighting BOTH what the student reviewed did well AND what would most benefit from further work. As you respond, **circle prompts &/or response text in the worksheet** that pertain to your comments and add 2-3 word notations in the margins.

IMPORTANT NOTE for the student being reviewed: it is **your responsibility to obtain a full review**; if any section of the review is incomplete, **seek out an additional reviewer**. Also **you yourself must respond** to the prompt on the **bottom of the second page**.

I. Researching a Scenario Activity

To what extent do details on the form identify specific details, similarities & differences between the activity proposed in the scenario and the students' daily practice experience, including the following?

- scenario activity **does correspond** to historical source in relevant unit (see relevant ApEx)
- objects, use of the body, actions; spaces/locales & times; words (recitation, composition &/or thoughts) & people involved in scenario activity described **as per online research**.
- objects, use of the body, actions; spaces/locales & times; words (recitation, composition &/or thoughts) & people involved in **lived experience of a similar practice**, with link to proposed activity explained.

[CHECK all items present in this list, CIRCLE missing items & REFER TO SECTIONS (i), (ii) &/or (iii):]

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II. Annotation of Corresponding Historical Source

To what extent do annotations of the historical source identify the following?

- objects, use of the body, actions, spaces/locales, times, words used UNDERLINED in green
- roles, relationships & communities associated with social web of participants HIGHLIGHTED in \_\_\_\_\_ [w/ ALL **terms marked in blue for social web ("[s]")** from the relevant reading guide page]
- invisible beings and/or cosmic forces about which people reflect HIGHLIGHTED in \_\_\_\_\_ [w/ ALL **terms marked in blue for reflection ("[r]")** on the relevant reading guide page]
- **\*THREE SEPARATE COMMENTS\*** included for all three passes through the reading

- **annotations primarily focus on the historical record(s)** (vs. scholarly summary/commentary)
  - additional information from **assigned EB articles** and relevant **PPT or other online image(s)**
- [CHECK all items present in this list, CIRCLE missing items & REFER TO SECTIONS (i), (ii) &/or (iii):]

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III. Ideas for Facilitation Plan to Address Goal

- To what extent does the student plan for the facilitation plan, including the following?
- identifies the GOAL of the relevant scenario, mentioning two of the three elements of culture
  - specifies THREE WAYS reading the historical source suggests adaptation of scenario activity
  - references **relevant, specific details** from annotated reading and Planning Worksheet II
  - describes **format of practice instructions** that apply lessons to address the targeted goal
- [CHECK all items present in this list and CIRCLE missing items:]

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—> For the **student being reviewed**, WRITTEN ON BACK: CIRCLE & explain which comments received from reviewer seem most useful for creating the final report, and changes you yourself thought of while rereading your work. Note specific sections of the worksheet BY NUMBER (e.g. I(ii), II (v), III(iii), etc.).

**\*\*\*!!!REVIEWS MISSING SUCH COMMENTS WILL NOT RECEIVE POINTS!!!\*\*\***