

Scenario for Unit 1b

HSDPH City Repair has successfully sponsored the fire & song event described in scenario 1a, which subsequently led to a weekly intersection meeting of a dozen neighbors for smaller scale fire-related activities. City Repair staff observed the extent to which it was the relationships among participants in the intersection neighborhood (i.e., the "social web") that inspired people to want to continue the weekly fire & song practice, and they would like to draw on such relationships to find other practices that people will want to perpetuate. Interestingly, several participants at the initial event heard about the sculpture and storytelling proposals of scenario 1a and encouraged the City Repair staff to consider these further. The neighbors suggested integrating religious imagery and stories from different traditions, as happened spontaneously at the fire & song event.

Terry, your contact on the City Repair staff, once again finds out that you have studied medieval Indian religious communities whose participation reinforced and perpetuated certain practices, again consults you about the three proposed contemporary practices (see also links in on-line schedule):

1. One woman who attended the fire & song gathering is a local theatre director. Inspired by a recent production of "Arabian Nights," she wants to **stage a production based on** the widely acclaimed **novel *The Red Tent***, the story of the minor biblical character Dinah, daughter of Leah and Jacob. The neighbor on the SE side of the intersection agrees to have a temporary stage erected for this. (| | Kālidāsa's staging of *Shakuntalā*)
2. The sculptor & neighborhood craftsmen of scenario 1a have come up with an idea for a **bronze sculpture** on one corner of the intersection, which would interweave **mountain scenes from stories of Abraham, Moses, and Jesus**. (They will not depict Muhammad out of respect for Muslim sensibilities but will include the prophet's tradition by including descriptions of Abraham and Moses from the Qur'an.) To acknowledge the rich heritage of those who do not identify with Christian or Muslim traditions, the sculptor also has plans for three other pieces showing ancient heroes of Latin America, West Africa & Asia. (| | Mammalapuram relief)
3. The storyteller of scenario 1a wants to invite experienced storytellers to a weekly series of **stories** representing a variety of cultural and religious traditions, including **Judeo-Christian, Chinese and Native American**. The common theme for the series would be **manifestations of divine power**. (| | Purāna storytelling)

When Terry hears from you that, as before, these kinds of events are similar to plays, sculptures and stories of medieval India, she asks if you once again would **collaborate with one or more of the above community members to facilitate these activities**. This time the goal is to draw on the existing neighborhood social web to perpetuate each practice, by encouraging the participation of people in distinct roles.

(→ see "Homework for Deep Reading Exercises" on back)

Homework for Deep Reading Exercises

Print out the reading guide page with questions AND TERMS for each assigned historical record paired with the above activities (see schedule for page numbers).

Reading through each source, circle THREE terms related to practice *&* THREE terms related to social web (marked with a blue “[s]”), which help identify ways people with **distinct roles** that made up the **social web perpetuated** each practice by **participating in it**.

Finally, map these terms, consulting the sample to be distributed in class:

- arrange the six terms in relation to one another on a blank page, with a box around each of the practice terms & stick figure(s) above each of the social web terms; add short phrases describing **actions, objects, locales, times &/or words (spoken, recited, chanted)** for practice, and **relationships & roles of participants** (individuals, communities &/or traditions), citing a page # for each detail.
- draw arrows connecting the terms to one another, and **write a verb phrase along each arrow** that explains the relationship of the two terms being connected (see sample).
- based on your concept map, write 20-30 words next to each term explaining its placement on your map and its relationship to other terms. Then see to what extent these notes help you answer one or more of the questions under which terms are grouped.