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HRS 151  
**Guided Reflection Worksheet (Units 1 & 2)**  
(FIVE PAGES MAXIMUM, plus start-of-term survey attached)

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\*Type responses directly onto this form, single-spaced\*  
\*\*Preserve numbering & prompts, but delete unused spaces\*\*  
\*\*\*50 points for completion & review—NO PARTIAL CREDIT\*\*\*

1. Using complete sentences, answer the following questions regarding a mythic story told to and by characters described in one of the assigned primary sources for **Units 1 & 2**, as **described in the on-line list of sample stories**. \*\*CAUTION\*\* analysis of stories not included in the on-line list will **receive only minimal credit**; check [http://www.csus.edu/indiv/d/duboisj/WM/WM\\_stories.html](http://www.csus.edu/indiv/d/duboisj/WM/WM_stories.html).

IMPORTANT: Provide page number citations in parentheses—for example, “Villa describes the Mayans at the ball court” (85)--**even if you don't quote your source directly**.

(a) Storytelling Context (1-2 sentences for each):

- By what person(s) is **the story told** and/or dramatized? (name & features)

(counter/p.#(s): \_\_\_\_ )

- **Who hear(s) the story** &/or sees it dramatized? name & features

(counter/p.#(s): \_\_\_\_ )

- In what **space(s) & surroundings** & at what **precise time(s)** is the story told/dramatized?

(counter/p.#(s): \_\_\_\_ )

- what **actions** (especially ritual) **lead up to, accompany & follow** the story's telling/enactment?

(counter/p.#(s): \_\_\_\_ )

(b) Summary: in your own words, what are the key elements of the story? (4-6 sentences)

(counter/p.#(s): \_\_\_\_ )

(c) **Influence:** what event, series of related events, or habitual practice most powerfully demonstrates the sustained influence of the story summarized in (b) on the storyteller(s) &/or listeners described in (a)? **Explain** what is powerful, specifying **how the story inspires & guides actions.**

(counter/p.#(s): \_\_\_\_ )

(d) **Reflection:**

- what other details about the storytelling might help an unfamiliar reader imagine it?
- which details in 1(a)-(d) would most help an unfamiliar reader imagine the storytelling?

2. Highlight similarities & differences between the modern storytelling situation described in 1(a)-(c) and several older, more widely told mythic stories and/or related ritual traditions **from the same unit & the same culture.** (For example, if you chose a Maori story for #1, you may link it to details about Polynesia and to general comments about shamanic cultures, BUT NOT to Mayan, Mesopotamian, or African traditions.) (30 points)

\*\*Illustrate these similarities & differences by selecting and commenting on paraphrasing three (3) distinct sets of details (story characters & events OR ritual participants & actions) from at least two **assigned, non-fiction sources** (SHM, on-line EB listings, and/or ethnographic chapters in CP)\*\*

(a) source: \_\_\_\_\_ p. #: \_\_\_\_\_

**setting** in which story or ritual/custom takes place & **characters or people** involved:

**objects & actions** involved in ritual/custom OR **events** in the story plot:

similarities with 1(a)-(b):

contrasts with 1(a)-(b):

(b) source: \_\_\_\_\_ p. #: \_\_\_\_\_

**setting** in which story or ritual/custom takes place & **characters or people** involved:

**objects & actions** involved in ritual/custom OR **events** in the story plot:

similarities with 1(a)-(b):

contrasts with 1(a)-(b):

(c) source: \_\_\_\_\_ p. #: \_\_\_\_\_

**setting** in which story or ritual/custom takes place & **characters or people** involved:

**objects & actions** involved in ritual/custom OR **events** in the story plot:

similarities with 1(a)-(b):

contrasts with 1(a)-(b):

(d) What other details about these stories/rituals might help an unfamiliar reader understand them?

Which details in 2(a)-(d) might best help an unfamiliar reader understand the stories/rituals?

3. Compare & contrast the storytelling analyzed in #1 to your own storytelling experience. (20 points)

(a) similarities between relevant **details of your story** (describe) & the story summarized in 1(b):

contrasts between the **details of your story** (describe) vs. the story summarized in 1(b):

(b) similarities between the space(s)/surroundings, audience(s), gestures and facial expressions accompanying your own story's telling & the storytelling context described in 1(a):

contrasts between the space(s)/surroundings, audience(s), gestures and facial expressions accompanying your own story's telling vs. the storytelling context described in 1(a):

(c) What other details might help an unfamiliar reader understand the insights you've gained about the storytelling situations described in #1 & 2 from the comparison in 3(a)/(b)? (Even if your own storytelling is very different, note realizations gained from considering that difference.)

Which details in 3(a)-(c) might best help an unfamiliar reader understand your comparison?

\*\*\*SUMMARY & INSIGHTS GAINED FROM #1-3 (20 points)\*\*\*

(a) Review the section on the analogy between stories & maps in “Myths, Stories & Reality.” Then create a **diagram, doodle, or concept map** that illustrates & visually compares the way the storytelling activities described in #1-3 provide maps that guide people’s thoughts & actions.

(NOTE: digital images &/or graphics must be **integrated into an original layout** to receive credit.)

(b) Comment on the insights reflected in the above diagram, addressing both

- the way mythic stories guide people’s thoughts and actions
  
- parallels between mythic stories and maps

(c) **Handwriting answers directly on your start-of-term survey**, described what progress you have made so far this semester, BOTH in relation to the learning objectives listed on the course syllabus AND to your own hopes/goal(s) identified in the survey.

