

## Scenario for Unit 1a

The North Sacramento/Del Paso Heights (HSDPH) City Repair Initiative is inspired by Portland's City Repair Project (see [www.cityrepair.org](http://www.cityrepair.org)). HSDPH City Repair has just kicked off its fall "Placemaking" efforts in one Del Paso Heights neighborhood whose residents expressed wanting to strengthen their community ties. HSDPH City Repair staff provided organizing tools and materials to help them paint and decorate a central intersection, where people from surrounding blocks are spontaneously beginning to gather (see link in on-line schedule to YouTube video, "Transform Space Into Place"). City Repair staff subsequently made it known that they are interested in having neighbors hold events at the heart of the new intersection space that will further strength people's relationships (i.e., their "social web"), and three proposals have been submitted.

Terry, a member of the City Repair staff, finds out you have studied ancient Indian practices that strengthen communities of people ("social webs") engaged in common practice. She consults you about three contemporary American practices being proposed (see also links in online schedule):

1. Two residents – one a firefighter and primitive skills instructor, the other a minister at the local Ananda Temple – are proposing a solstice celebration involving **fire-making, cooking and making offerings to fire**, including meat, brew, and written statements of commitment and prayer. These activities will be accompanied by **singing and other music**, ranging from Sanskrit mantras to campfire songs to heavy metal "ManOWar" tunes. At this event they also hope to establish a weekly evening time to gather around one or more of these fire-related activities. ( | | *Rg Veda* fire offering hymns)
2. A local sculptor who works with both stone & metal wants collaborate with neighborhood craftsmen to create three **text sculptures at the corners of the intersection**: one each for the Declaration of Independence; the Bill of Rights; and the "Principles of Solidarity" articulated by the New York City General Assembly in September of 2011, as part of the Occupy Wall Street movement. She wants to complete these by July 4<sup>th</sup> for public reading. ( | | display and presentation of Ashoka's Edicts)
3. A neighborhood African American man has been training with widely acclaimed African American **griot storyteller** Baba Jamal Koram on the East Coast, and is currently learning from him to **epic of the West African king Sundjata**. This neighbor wants to invite the neighborhood to weekly sessions to recount the epic, using drumming and songs to enliven its telling. ( | | *Mahābhārata* epic storytelling)

When Terry hears from you that these events are similar to Vedic/epic practices & imperial edicts of ancient India, she asks if you might **collaborate with one or more of the above community members to facilitate these activities**, given that the overall goal is to strengthen relationships in the neighborhood (i.e., its "social web").

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

## Homework for Deep Reading Exercises

Divide each assigned historical record paired with the above activities (see schedule for page #s) into roughly equal thirds, and print out the relevant reading guide QUESTIONS (without terms).

Then, reading through each source, locate and draw a box around a 10-25 line section of text from each of those thirds, which helps identify ways that the **practice(s)** associated with the source **wove and reinforced** the **social web** of people engaged in them.

Finally, annotate each boxed text, as follows:

- using a black or blue pen to UNDERLINE (do not highlight!) all words providing information about **actions, objects, locales, times & words (spoken, recited, chanted)** involved in associated practice.
- using a different colored highlighter, MARK (DO NOT UNDERLINE!) all words that provide information about **relationships & roles of participants** involved in the practice, including names of communities and traditions.
- based on your annotations, write 40-60 words under each question posed on the **relevant reading guide page**, without worrying whether you have a complete answer. Then check to see if your annotations and answers relate to or help identify any terms on the following reading guide page.