

Scenario for Unit 2a

The events chosen as a result of scenarios 1a & b all drew enthusiastic participation not only from the targeted neighborhood but from several adjacent neighborhoods. During these events, many participants drew attention to the particular needs of young adults of North Sacramento who are in their late teens & early 20s, many of whom are finding it difficult to find a sense of purpose in the face of high unemployment and crime in their neighborhoods. The NSDPH City Repair staff would like to develop a project specifically for young adults of North Sacramento neighborhoods who are in their late teens & early 20s, many of whom are drifting in the face of high unemployment and crime.

Terry is by now not surprised to find out that you have also studied ancient Chinese practices that inspire deep reflection, and trusts that you will again provide insights about the three contemporary American practices considered for the next stage of City Repair's efforts (see links in online schedule):

1. A psychology professor at Sac State is proposing a **regular study group**, to meet once a week, dedicated to studying and disseminating the principles of and research being done by the **Greater Good Science Center** at UC Berkeley, which is (according to their Wikipedia overview) "devoted to the scientific understanding of happy and compassionate individuals, strong social bonds, and altruistic behavior." (| | Confucian study)
2. The friend of the sculptor in scenario 1a & b has been approached by the governor's office with a proposal to work with artistically inclined young adults to create a combination **mural & sculpture** for the **private courtyard behind the governor's office** at the State Capitol, which would represent the complex tensions & power of the California neighborhoods which he serves. Though the work would not be viewed by the general public, it would be on display for all future governors. (| | construction of Qin's tomb & "magic army")
3. A trail guide friend of the primitive skills instructor who helped plan the fire & song event of scenario 1a is proposing a **group expedition** to climb Mount Shasta. Along the way, the group would review the colorful history of the route associated with John Muir & other naturalists, as well as the various Native American & recently even New Age legends associated with the peak. The expedition would also design and then carry to the top an **altar** at which they would then **offer a statement of dedication** to serve the greater good of their communities. (| | Feng rite on Mount Tai)

Terry is also not surprised to hear that the proposed projects are similar to China's Confucian practices and its traditions of monumental art, and she gladly invites you back to **collaborate with one or more of the above community members to facilitate these activities**. This time the goal is to inspire and deepen the reflection of the young adults who participate.

(—> 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 each **practice(s)** associated with each source **inspired and/or deepened participants' reflection** about unseen beings & forces.

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 **invisible beings &/or cosmic forces** about which participants reflected.
- 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.