1. Select and describe a mythic story told to and by characters described in one of the assigned primary sources for Units 3 & 4, as described in the on-line list of sample stories. IMPORTANT: Provide page number citations, as prompted, even if you don't quote your source directly. (30 points)

**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)

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

- name & features of the person(s) **by whom the story is told** (in some cases, dramatized):

  (counter/p.#(s): ____ )

- name & features of person(s) **who hear(s) the story** (or see it dramatized):

  (counter/p.#(s): ____ )

- **space(s) & surroundings** where & **precise time(s)** when the story is told/dramatized:

  (counter/p.#(s): ____ )

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

  (counter/p.#(s): ____ )

(b) **Story Summary** (4-6 sentences):

  (counter/p.#(s): ____ )
(c) Influence: describe the event, series of related events, or habitual practice that most powerfully demonstrates the sustained influence of the story summarized in (b) on the storyteller(s) and/or listeners described in (a). Then explain what is powerful about it, specifying the way that the story inspires & guides actions.

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 rituals or customs from the same unit & the same culture. (In other words, AVOID comparing India & China.) (30 points)

**Illustrate these similarities & differences by selecting, paraphrasing and commenting on 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):
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 new insight does the comparison articulated in #3 provide regarding the storytelling situations described in #1 & 2? (Even if your own storytelling is very different, you should discuss realizations gained from considering that difference.)

***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.
(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) Once again adding to & attaching your start-of-term diagram/doodle, reflect on any progress you have made since mid-semester in relation to the learning objectives listed on the course syllabus, &/or your hopes/goal(s) identified in the first week.