

# Wisdom Seekers

The Power of Storytelling, Week 4

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## Wisdom Seekers Housekeeping

- Put name card on pew in front of you
- Sign the “borrow list” if you would like to borrow *The Healing Power of Stories*
- Course presentations and documents are online at <http://www.gotell.org> and at <http://www.mckinleyumc.org/osher-class/>
- Staying for lunch? Sign notebook please.

*Put up this slide with all points at beginning of class.*

## Our School Stories

1. Form groups of 4: Take turns telling one thing about your elementary school
2. Take turns telling...
  - a. Which prompt inspired your school story and you how helped yourself recall it;
  - b. Your school story;
  - c. To whom you told the story and the nature of their response.

*After 20 minutes, call group together and ask for a few volunteers to tell their story as well as giving feedback on the process*

## “The Art of Storytelling”

- “The Old Maid”
- “The Storytelling Triangle”
- Prof. Hannah B. Harvey  
East Tennessee State Univ.
- “The Great Courses” video series

*The Old Maid is in Lecture 1, Chapter 5. at about 19 minutes in. Duration: 10 minutes?*

*Then take break*

*Show Lecture 2, “The Storytelling Triangle” first 16 minutes (cut after she talks about narrative flow after the telling of buffalo tipping intro.*

## Religious Stories



So let me tell you a story... [Tell Luke 2:41-47 about Jesus in the temple with the rabbis]

## An Ancient Religious Story

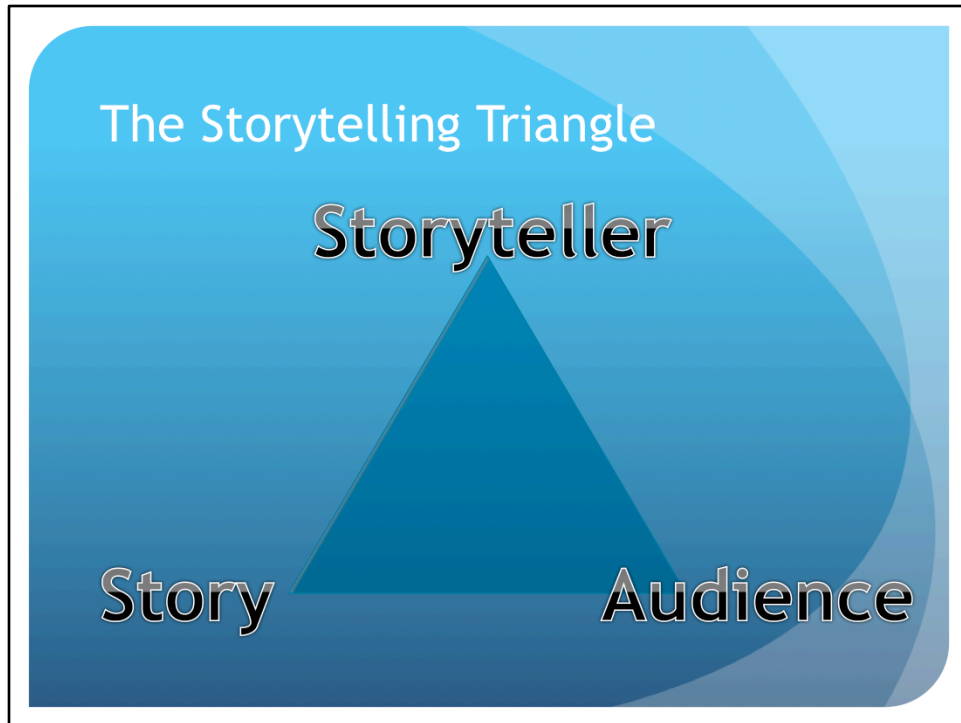
- Teaching in the synagogue
- Prophets and people
  - Isaiah and the poor, the captives, the blind, the oppressed—Isaiah 61, 58
  - Elijah and the widow—1 Kings 17
  - Elisha and Naaman—2 Kings 5

### **Teaching in the Synagogue**

In the first century when Jesus lived, some Judeans worshipped in small gatherings in a building called a “synagogue.” Men entered through the main door and sat together. Women had a separate door and sat in a gallery upstairs (if there was one). In synagogue worship there would be prayer and scripture readings and teaching. The scriptures were written on scrolls, not in a book like we use today. The scrolls would be rolled out on a table to read.

If a rabbi was present in the synagogue, he would teach about the scripture after it was read. He would interpret it for the people. The scripture would be read standing up, and then the rabbi would sit down to teach. An example of this pattern is in the story of Jesus in the synagogue of Nazareth, his home town (Luke 4:16-27).

Isaiah 61:1-2, 58:6b—composite work of several different prophets, 8<sup>th</sup>-6<sup>th</sup> c.; this passage comes from Third Isaiah (ch56-66); a very large scroll which is not pictured accurately in the images I found online.



Identify the three components for each of three storytelling triangles:

Storyteller:

1. 2019—me
2. Luke—90 CE
3. Jesus—30 CE

Story:

1. Biblical story recorded in Luke 4:14-30
2. The close call Jesus had in Nazareth when Jesus began his teaching tour and interpreted the scriptures to highlight God's care for the audience's enemies
3. Reading of Isaiah, summarized stories of Elijah and Elisha

Audience:

1. You
2. Hellenistic Judeans who valued and spoke very good Greek
3. Men in the synagogue, Galileans who practiced the religion of Israel

## Connections

Tell a partner about a place where you have been with other people to engage in religious or spiritual practices.

- Where was it? What did it look like?
- What day of the week was it?
- Who else was there?
- What kinds of activities took place?

*For each bullet point, use the pattern: “In this story... So the story invites us to consider... (the connection question)”*

*Give examples, and then have them share in pairs.*

*Then with the group as a whole.*

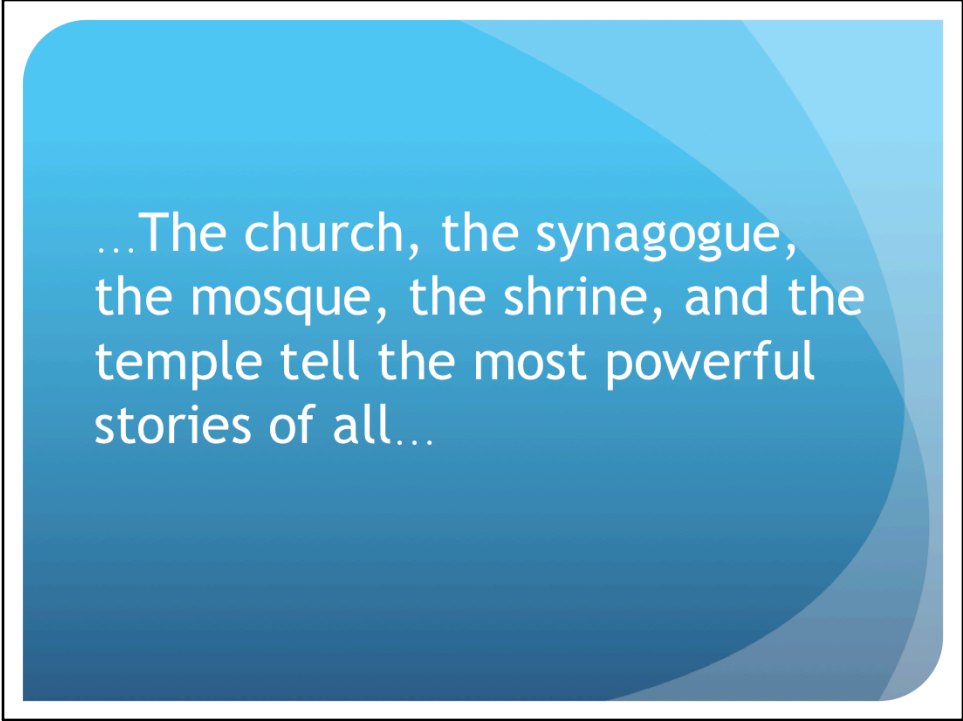
In this story, Jesus goes to a synagogue where people gather on the Sabbath (Friday sundown– Saturday sundown) to practice their religion. A place where you have been with other people to engage in religious or spiritual practices. What day of the week was it? What kinds of things took place there?



## Religious Stories

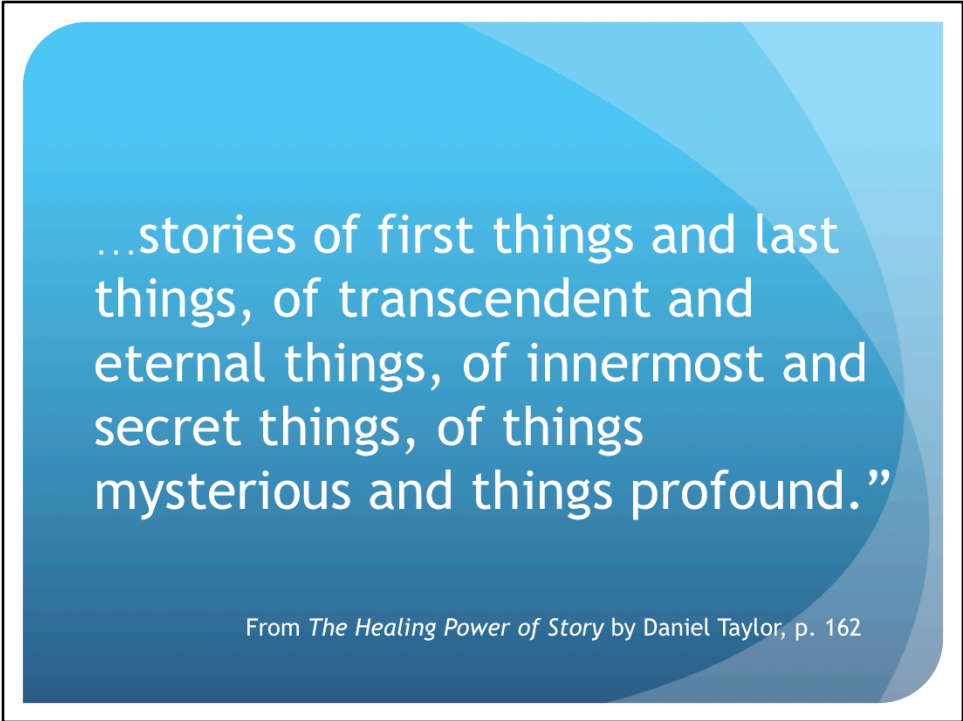
“The great majority of people in the world have grown up with some degree of religious influence...”

*Ask for volunteer to stand up and read, facing the group and speaking in such a way that we can all hear. Read it twice.*



...The church, the synagogue,  
the mosque, the shrine, and the  
temple tell the most powerful  
stories of all...

*Ask for volunteer to stand up and read, facing the group and speaking in such a way that we can all hear. Read it twice.*



...stories of first things and last things, of transcendent and eternal things, of innermost and secret things, of things mysterious and things profound.”

From *The Healing Power of Story* by Daniel Taylor, p. 162

*Ask for volunteer to stand up and read, facing the group and speaking in such a way that we can all hear. Read it twice.*

## Story-Work

1. Read through the story prompts.
2. Pick two stories that emerge from reflection on the prompts.
3. Record stories in your journal.
4. Evaluate each story; record.
5. Tell one story; record responses.

*Distribute story prompt handout AFTER reading through this slide*

The questions on the handout are story prompts. Give each one enough time to allow the stories to arise. Some may have been long forgotten.

Pick two stories that emerge for your journal. In your journal, note which prompt(s) inspired the two stories you decided to tell.

Record your stories in whatever way will help you recall them.

Evaluate each of the two stories you chose (see next slide).

After you told one of the stories to a friend or family member, note what happened next. What were their response? Did it prompt them to recall a school story? Did they ask you questions about your story?

If you tell a second story, ask which one they liked best and why. Record this.

## Story Evaluation Questions

- What lessons or morals are taught?
- What values are implied?
- What is being celebrated or warned against?
- What view of the world comes through?
- What effect has it had on you?
- How has it shaped you as a character?

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