



JOURNEY IN... YEAR TWO ON BEING HUMAN MUSIC

This lesson's Big Ideas:

- Part of being human is having a racial identity. When we say 'race' we mean many things, including skin color, hair and eye color and place of origin.
- While race is biologically an illusion, it has become 'real' as a social construct, and so forms a great part of our individual and shared human identity.
- Prejudice has its base in categorical thinking. Assumptions that we make about individuals based on a category into which we think they fit are often false and sometimes hurtful.
- Racism is a result of systematic combinations of racial prejudice and power.
- Unitarian-Universalism's first principle is that *all people have inherent worth and dignity*. Therefore, we commit ourselves to the struggle against hurtful prejudices in ourselves and racism in our world.

TEACHER REFLECTION AND PREPARATION

🕒 Ahead of time

Prejudices, it is well known, are most difficult to eradicate from the heart whose soil has never been loosened or fertilized by education; they grow there, firm as weeds among rocks.

- Charlotte Brontë

I look forward confidently to the day when all who work for a living will be one with no thought to their separateness as Negroes, Jews, Italians or any other distinctions. This will be the day when we bring into full realization the American dream ~ a dream yet unfulfilled. A dream of equality of opportunity, of privilege and property widely distributed; a dream of a land where men will not take necessities from the many to give luxuries to the few; a dream of a land where men will not argue that the color of a man's skin determines the content of his character; a dream of a nation where all our gifts and resources are held not for ourselves alone, but as instruments of service for the rest of humanity; the dream of a country where every man will respect the dignity and worth of the human personality.

- Rev. Dr. Martin Luther King, Jr

This is what we are about: We plant seeds that one day will grow. We water seeds already planted, knowing that they hold future promise. We lay foundations that will need further development. We provide yeast that produces effects beyond our capabilities. We cannot do everything and there is a sense of liberation in realizing that. This enables us to do something, and to do it very well. It may be incomplete, but it is a beginning, a step along the way, an opportunity for God's grace to enter and do the rest. We may never see the end results, but that is the difference between the master builder and the worker. We are workers, not master builders; ministers, not messiahs. We are prophets of a future not our own.

- Archbishop Oscar Arnulfo Romero

Lesson Materials

- Copies of *Singing the Living Tradition* (enough for pairs to share)
- CD player
- CD recording of “We Shall Overcome” from *Peter, Paul and Mommy, Too*
- A collection of world instruments, primarily percussion (available through Groth Music, *Lark in the Morning* or *Ten Thousand Villages*)
- World map
- CD recording of “If You Miss Me at the Back of The Bus” (recorded by several artists, including Pete Seeger)
- Lyric sheet for “If You Miss Me at the Back of the Bus” (attached)

YOUR FIELD EXPERIENCES: FEEDBACK AND NOTES

GATHERING AND FOCUSING

🕒 2-3 minutes

In a circle, invite the kids, all at once, to hum how they’re feeling today. If they’re tired, they might hum a low, sleepy tune. If they’re grumpy, they might feel like humming a throaty, staccato tune. If they’ve got lots of energy, a high-pitched “Flight of the Bumblebee”-type hum might feel right. Doing it all at the same time takes off any pressure to hum on the spot.

PRIMARY ACTIVITY ONE SINGING: “WE’RE GONNA SIT AT THE WELCOME TABLE”

🕒 10-15 minutes

- Distribute copies of *Singing the Living Tradition*. With younger groups, you might also choose to write the main lyrics on a chalkboard or flipchart. “We’re Gonna Sit at the Welcome Table” is Hymn #407. The words are kid friendly and the tune is eminently clappable. If you’d like to hear the tune, you can listen to a MIDI file at <http://www.montereybay.com/smitty/nossentaremos.html>
- Before singing, discuss the words of the song. Ask questions like:
 - Who do you think made up this song?
 - What did the songwriter dream of?
 - Why do you think someone picked this song to put in the book of our UU hymns?
- Sing this song *a capella*. You can teach the song by ‘lining’: sing one line at a time, having them sing each line back at you.
- If your group is interested in singing the song in Spanish, the lyrics are as follows:

1. Nos sentaremos a la gran mesa.

Nos sentaremos a la gran mesa, pronto será ¡aleluya!

Nos sentaremos a la gran mesa,

en la mesa del convivir y pronto será.

2. Gente diversa en la gran mesa.

Gente diversa en la gran mesa, pronto será ¡aleluya!

Gente diversa en la gran mesa,

en la mesa del convivir y pronto será.

3. Todos sencillos en la gran mesa.

Todos sencillos en la gran mesa, pronto será ¡aleluya!

Todos sencillos en la gran mesa,

en la mesa del convivir y pronto será.

TIPS FOR A SUCCESSFUL LESSON

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**PRIMARY ACTIVITY TWO
A RAINBOW OF INSTRUMENTS**

🕒 10-15 minutes

- The instruments we make are as diverse as our physical appearance and ancestry. We'll explore some instruments from around the world to demonstrate that 1.) it's hard to guess much about something when you're only looking at it's outside – instruments and people are both like that; and 2.) diversity is a blessing; we all have different songs to sing and different ways to create beauty.
- Invite each child or pair of children to select an instrument from a basket of world instruments. We'll ask them to describe it (What's it made out of? What's uniquely beautiful about it?), play it for us and make some guesses about:
 - Where it came from
 - Who made it
 - What kind of music it might help create
- As each child guesses where it came from, show them on the world map where its country of origin is located.

Wondering Together:

- Is it easy or hard to guess where the instruments come from? What they're made of? Why?
- What are some things you can guess about people by looking at them? Are you always right?
- What are some things you can probably never guess just by looking at a person?
- These instruments are diverse. What does the word 'diverse' mean to you?

**PRIMARY ACTIVITY THREE
LISTENING – AND SINGING AND
PLAYING ALONG!**

"IF YOU MISS ME AT THE BACK OF THE BUS"

🕒 10 minutes

- Distribute the words to the song, "If You Miss Me at the Back of the Bus". Read the words aloud or ask a few volunteers to read a verse each.
- Invite the kids to share anything they might know about the song.
 - Who might have written this? Sung it?
 - What was going on in our country when people first started singing the song?

- How would you describe the people who are mentioned in the song – those who participated in the bus boycott, voted at the voting house, swam in a segregated or integrated swimming pool?
- Listen once through to the recorded version of this song.
- Listen a second time and sing along as a group with the recording. If your group sings along with the first verse, invite them to continue singing and also playing their percussion instrument from around the world for the remaining verses.

CLOSING AND LEAVE-TAKING

🕒 2 minutes

Gather in a circle, take each other's hands and speak these words or something similarly hopeful from your own heart. Invite the kids to echo you every phrase or so:

We promise to see the rainbow of beauty in every human face.
We promise to honor every person's inherent worth and dignity.
We promise to work to weed out the prejudice in our own hearts and minds.
We promise to work to make the world more safe and fair for all.
We promise to see the rainbow of beauty in every human face.

YOUR FIELD EXPERIENCES: FEEDBACK AND NOTES

OUR WORLD INSTRUMENT LIST

- Rainstick – Chile
- Square reed shaker – Cameroon
- Tambourine – Peru
- Big woven rattan shaker – Cameroon
- Set of gourd shakers with musical instrument motif –Peru
- Long-necked gourd with nut rattles – Peru
- Bamboo-handled rattle with brown nuts – Cameroon
- Gourd rattle with web of seeds –Cameroon
- Bell shaker – Peru
- Little basket shaker – Cameroon
- Frog instrument – Vietnam
- Tubular noisemaker – Peru

If You Miss Me at the Back of the Bus

If you miss me at the back of the bus
And you can't find me nowhere
Oh, come on over to the front of the bus
I'll be ridin' up there

I'll be ridin' up there
I'll be ridin' up there
Come on over to the front of the bus
I'll be ridin' up there



If you miss me in the cotton field
You can't find me nowhere
Come on over to the court house
I'll be votin' right there

I'll be votin' right there
I'll be votin' right there
Come on over to the court house
I'll be votin' right there

Repeat first verse:
If you miss me at the back of the bus...



If you miss me on the picket line
And you can't find me nowhere
Oh, come on over to the city jail
I'll be roomin' over there

I'll be roomin' over there
I'll be roomin' over there
Oh, come on over to the city jail
I'll be roomin' over there

If you miss me in the Mississippi River
You can't find me nowhere
Oh, come on over to the swimmin' pool
I'll be swimmin' right there

I'll be swimmin' right there
I'll be swimmin' right there
Oh, come on over to the swimmin' pool
I'll be swimmin' right there

