



# 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

- Group's covenant document open
- This lesson open
- Lyrics to We're Gonna Sit at the Welcome Table, as found in *Singing the Living Tradition* (page 5 of this document)
- Two browser tabs with different lists of videos with audio and images of instruments from around the world.
- Google Maps open in a Browser Tab
- Optional song(s) queued up in browser tabs.
- Closing words from the end of this lesson.

### CHECK-IN

🕒 7-10 minutes

Allow one of the teachers to lead the group in a name game, an icebreaker, a get-to-know-you questions or a simple 'How are things?' moment. Spend more time if the group seems eager to connect with each other. Light the chalice and say:

We light this chalice as a symbol of our faith, the light of truth, and the warmth of love.

### COVENANT

🕒 3-5 minutes

Review the discussion of how the group wants to be together. Update the notes, if necessary. Save the covenant for future classes.

- Share this document on your screen, if you can.

### PRIMARY ACTIVITY ONE SINGING: "WE'RE GONNA SIT AT THE WELCOME TABLE"

🕒 15 minutes

The "welcome table" refers to the marriage feast of the Lamb referred to in the New Testament book of Revelation. This event takes place when those who put their trust in Jesus Christ join him in heaven. African-Americans bound in slavery were never welcome to their master's table and this song echoed their hope of the tables turning in future glory.

This old spiritual was modified extensively since it was first sung, and again during the Civil Rights Movement of the 1950's and 1960's. It is a song of resistance, which is not well reflected in the happy verses that were chosen for our Hymnal. There are dozens of verses to this song, some listed with the hymn lyrics.

- One teacher should screen-share the lyrics to the song (page 6 of this lesson). Let the kids know that this is in our hymnals in the Sanctuary. The words (in the first 3 verses) are kid friendly and the tune is very clappable.
- 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?

- Preview the following video versions of the song. You can pick one for the class or play multiple versions for contrast:
  - Hollis Watkins (includes verses “I’m gonna be a registered voter” and “I’m gonna tell God on ol’ massy”)
    - <https://www.youtube.com/watch?v=4wxljWncd8k>
  - The Chardon Polka Band “Welcome Table”
    - <https://www.youtube.com/watch?v=6QXrCrfh3PQ>
  - Dr Ysaye Barnwell leading a group
    - [https://www.youtube.com/watch?v=DO5lQ9IR29Y&feature=emb\\_title](https://www.youtube.com/watch?v=DO5lQ9IR29Y&feature=emb_title)
  - Milwaukee Children’s Choir (less political lyrics)
    - [https://www.youtube.com/watch?v=C\\_\\_o5T2\\_\\_YE](https://www.youtube.com/watch?v=C__o5T2__YE)
- Sing the song *a capella*. You can teach the song by ‘lining’: sing one line at a time, having them sing each line back at you. Tips for singing on Zoom are below.
- Wondering together:
  - How and when have you experienced being welcoming to others?
  - When have you felt welcome in a new situation?
  - Who should our congregation welcome in to a “seat” at our table? Why is this important?
  - Do you have ideas for new verses that show our desire to offer radical hospitality?
- **TIPS FOR SINGING ON ZOOM:**
  - Before each round of singing, the song leader should hit the "Mute All" button (singers hear only themselves and the song leader.)
  - For best results, an external microphone and headphones for the song leader are recommended.
  - For best results, choose the "Original sound" option in the audio options, especially if using a guitar/piano or other instrument.
  - If the song leader is going to use a backing track, accompaniment, or play a recording, it's best if it's in the room with them and played through the microphone along with their voice. Otherwise, the delay and audio interference becomes very hard to manage.
  - In order to give kids a voice, once you’ve gone through singing with a song leader a couple of times, let them try taking turns singing a line alone. Allow them all to unmute and raise hands to take turns singing. Less confident singers can try speaking like in a call and response song. Singers need to be disciplined about taking turns when all are unmuted or it could be messy! Siblings in the same home on microphone together can sing at the same time!

## **PRIMARY ACTIVITY TWO**

### **A RAINBOW OF INSTRUMENTS**

🕒 10-15 minutes

- The instruments humans make are as diverse as our physical appearance and ancestry. We'll look at some instruments from around the world to demonstrate that 1) it's hard to guess much about something when you're only looking at its 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.
- Preview the links below so you can choose a few to start with. The links take you to a website that contains links to YouTube videos of instruments being played. You can move as quickly or slowly as feels right. One teacher should have these pages queued up before class.
  - <https://proaudioland.com/news/top-5-strange-instruments-across-world/>
  - <https://theproaudiofiles.com/10-world-instruments-worth-knowing/>
- As children guess where each instrument came from, show them on the world map where its country of origin is located. Do this by having a browser tab set up ahead of time. Go to Google maps and type in the name of any country. You will see a map of the country and, in the lower right corner, a small globe icon labeled "Enable globe view" when you hover over it. Click this globe button. When you type the name of the next country that you want to show, Google will rotate the globe and display it on the map.

#### **Wondering Together:**

- Is it easy or hard to guess where the instruments come from? 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?

## **OPTIONAL ACTIVITY THREE**

### **LISTENING TO A SONG**

🕒 5-10 minutes

If you have extra time or if the first activity took long enough that you don't have time for a second primary activity, you can pick one of these songs to listen to (and sing, if you'd like).

- Pete Seeger singing We Shall Overcome, with lyrics  
<https://www.youtube.com/watch?v=ifFaUfBmwgc>
- Nina Simone singing "I Wish I Could Know How It Feels To Be Free," with lyrics  
<https://www.youtube.com/watch?v=CoU4YCNt3OM>
- Sam Cooke singing "A Change is Gonna Come," with lyrics  
<https://www.youtube.com/watch?v=wEBlaMOmKV4>

## **CLOSING AND LEAVE-TAKING**

🕒 3-5 minutes

Share this page on one teacher's screen. Join hands in a circle (by having everyone hold their hands up at the edge of the view of their camera). Speak these words, something similarly hopeful from your own heart. Invite the kids to echo you after each phrase:

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 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.

Unlight the chalice, saying: though we extinguish the light of the chalice here, we know that the light of truth and the warmth of love go with us in our hearts.

# Welcome Table

## Hymn 407 in Singling the Living Tradition

I'm gonna sit at the welcome table.  
I'm gonna sit at the welcome table one of these days, hallelujah!  
I'm gonna sit at the welcome table.  
Gonna sit at the welcome table one of these days.

All kinds of people around that table.  
All kinds of people around that table one of these days, hallelujah!  
All kinds of people around that table,  
Gonna sit at the welcome table one of these days.

No fancy style at the welcome table.  
No fancy style at the welcome table one of these days, hallelujah!  
No fancy style at the welcome table,  
Gonna sit at the welcome table one of these days.

Other common verses:

I'm gonna feast on milk and honey  
I'm gonna feast on milk and honey one of these days, hallelujah  
I'm gonna feast on milk and honey  
Gonna feast on milk and honey one of these days, one of these days

I'm gonna to tell God how you treat me  
I'm gonna to tell God how you treat me one of these days, hallelujah  
I'm gonna to tell God how you treat me  
Gonna tell God how you treat me one of these days, one of these days

All God's children gonna sit together

I'm gonna cross the river Jordan...

I'm gonna drink of the healin' waters...

I'm gonna drink and never get thirsty...

I'm gonna walk an' talk with Jesus...

I'm gonna shout an' not be weary...

God's gonna set yo' sins befo' you...

God's gonna bring this world to judgment...

I'm Gonna Climb Up Jacob's Ladder ...

I'm gonna walk the streets of glory...

I'm gonna sing in the heavenly choir...