



PURPOSE

To highlight solidarity as the means by which human beings pursue excellence as a group.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Understand how our human dignity is intrinsically tied to our relationships with others
2. Recognize how human beings can pursue excellence as a community

MATERIALS & RESOURCES

- *Trivia/Jeopardy Grid* game sheet (see Materials)
- *Historic Lunch-Counter Sit-In* video (<https://www.travelchannel.com/videos/historic-lunch-counter-sit-in-0154295>)

VOCABULARY

- **community:** a group of human beings with a shared set of goals, beliefs, and desires
- **solidarity:** the unity of a community which strives for excellence together

PROCEDURE

Step 1: Review the previous lesson, with the following questions:

- What does it mean to be friends with someone else?
- What are some ways we can be a good friend? What are some ways we can fall short of being a good friend?
- How can we best desire and strive for our friend's good? What are some ways we can encourage a friend to be excellent?

Step 2: Introduce the theme of the lesson by doing the following activity with the class, then discuss the following questions.

Tell the students you are going to play the *Trivia/Jeopardy Grid* game to review the previous lessons. Use the **grid** in the materials below to set up the categories and point totals for each question. The class should be divided up into three teams. This can serve as a helpful review of what the lessons have been leading up to now. But also, in striving to win and answer the questions correctly, each team is aiming for excellence as a group.

Ask:

- How does working together affirm the human dignity we all share?
- Is it easier to pursue excellence alone or with a group surrounding us?
- What are some other times we worked with a group to do something excellent?

Explain: Just as friendship is when two people live out their human dignity by pursuing excellence together, solidarity is when an entire community lives out their human dignity by pursuing excellence together.

Step 3: Illustrate the story of the Greensboro Four as an example of justice being pursued in a community. Discuss with the following questions.

Explain: The first story that we will look at depicts people working together for justice and fairness in their community.

Before giving the full background information, show students the *Historic Lunch-Counter Sit-In* video, and then explain:

Even though slavery ended in the United States in the 1860s and the American Constitution was changed to establish equal protection under the law, one hundred years later, racial injustices still persisted. African Americans were often prevented from voting and some states enforced segregation, which meant that some places, such as restaurants, would only serve white people. Even water fountains might be labeled to be only for white or black people. Four young black men wanted to make a peaceful statement against segregation, so they took action.

One day, these men, Ezell Blair Jr., David Richmond, Franklin McCain, and Joseph McNeil, went to Woolworth's Diner in Greensboro, North Carolina, and sat down at the lunch counter. They were refused service simply because they were black. Instead of becoming angry or violent, the young men continued to sit at the counter quietly, even though they received no food or drinks. They sat there all day, and then they returned the next day with even more students. Eventually, the sit-in movement spread everywhere. Multiple people began to participate in sit-ins, causing the world to take notice of the unfairness of segregation.

Ask:

- How were these students united in striving for excellence?
- Do you think that the four young men were fighting for human dignity?
- How were these students united together through their pursuit of excellence in their community?
- How did 4 people cause such a big difference?

Explain: The Greensboro Four recognized THIS EXTERNAL VIOLATION of their human dignity. Their support of each other in their choice to stand up for human dignity during the first, non-violent sit-in at Woolworth's Store began an entire movement to defend the human dignity of those with black skin in the United States. In standing up for their human dignity, the Greensboro Four were upholding not just their own dignity, but the dignity of all people everywhere. They desired the common good of the entire community. The four made an excellent choice together, and others joined it, and they acted in a way that expanded respect for the human dignity of all people.

Step 4: Help students recognize more specific instances of solidarity they can perform in their community.

Activity: Have the students split into small groups. In their small groups, have them brainstorm ways in which they can show solidarity in their community just like the Greensboro Four.

Ask:

- Who are the particularly vulnerable members of their community?
- How can we affirm the human dignity of these vulnerable people?
- What are some concrete things we could do as a class to affirm the dignity of vulnerable members of the community?

Afterwards, the class can come together, and the teacher can put all the ideas on the board. As a class, vote on all the proposals and have the one with the most votes be the solidarity project for the class. Over the next few weeks, the students should work together to bring the class solidarity project to life. It is important that the project be both realistic and challenging. If the teacher does not think one or more of the group proposals meets both of these qualifications, take it out of consideration but explain why. Parental involvement should be encouraged in whatever degree possible.

Step 5: Summarize: Today continues our journey through the understanding of the dignity of the person. Solidarity emphasizes that human dignity is something all human beings possess by virtue of being human. We live out that human dignity as a group by pursuing human excellence together and the common good.

FOLLOW-UP & HOMEWORK

None.

SUPPLEMENTS

None.

	Human Dignity		Plants, Animals, and Humans		Being Social		Being a Hero		Friendship	
100 points	Q: True or False - Someone with dignity must be treated with respect.	A: True	Q: True or False - Plants have the sense of taste and touch.	A: False	Q: True or False - It is easy to share our thoughts and beliefs about human dignity without language.	A: False	Q: True or False – Only people with superpowers can be heroes.	A: False	Q: True or False – Friends are just people who make one another laugh and smile.	A: False
200 points	Q: Who has human dignity? A) Only people with a red shirt on, B) Only adults, C) Everyone	A: C	Q: How are humans different from animals? A) By the ability to think, B) By the ability to choose, C) By having human dignity, D) All of the above	A: D	Q: What is the word for a group of human beings that live together with shared thoughts and beliefs? A) a herd, B) a community, C) a team, D) a company	A: B	Q: What makes a hero a hero? A) A fancy haircut, B) A charming smile, C) Making good decisions, D) Being really smart	A: C	Q: What does a true friend always desire? A) What’s best for their friend, B) What will give their friend the most fun, C) Ice cream, D) Fun toys	A: A
300 points	Q: What does it mean to say that human dignity is “inalienable”?	A: It cannot be given or taken away.	Q: What are the five senses that animals and humans both share?	A: Taste, Touch, Sight, Hearing, Smell	Q: How do members of a community help one another?	A: They help each other to make excellent choices.	Q: When is the best time to strive to become a hero?	A: Right now!	Q: How do people become friends?	A: By working on an excellent task together.

Trivia/Jeopardy Grid game sheet