



# Solidarity & Ceremony, Not Charity: Solidarity Work & Mutual Aid in Movements

Time: Days or Hours (1-2 class periods; 2.5 hrs)

Grade Level: 9-12

## **Purpose (What will students learn from this lesson?):**

Students will be introduced to the concepts of mutual aid and solidarity work with a focus on the historical and contemporary transformative work of Black and other racialized peoples. Students will also familiarize themselves with local community efforts and understand their potential role in that work.

## **Unit Enduring Understandings Alignment:**

### **Solidarity:**

- We understand that Black, all racialized people and white allies of the United States have deployed cross-ethnic approaches to appreciating their culture, history, and contemporary experiences.
- We understand that Black, all racialized people and white allies of the United States have and continue to engage in transformative projects to reimagine a better world for themselves.

### **Lesson Guiding Questions:**

- How are the concepts of solidarity and mutual aid related? What does solidarity work look like today?
- How has the mutual aid and solidarity work of groups like the Black Panther Party influenced our understanding of communities identifying and addressing their material needs?
- What are concrete steps that we can take to identify and address our community

material needs today?

**Essential Skills:**

- I can define and explain the concepts of mutual aid and solidarity.
- I have a foundational understanding of how mutual aid and solidarity work have supported and sustained Black people across history in the face of racism and state abandonment.
- I can identify, explain to others, and support local mutual aid efforts in my community.

**Cultural Wealth (Yosso, p. 78):**

- **Social capital** can be understood as “networks of people and community resources. These peer and other social contacts can provide both instrumental and emotional support to navigate through society’s institutions... Mutualistas or mutual aid societies are an example of how historically, immigrants to the US and indeed, African Americans even while enslaved, created and maintained social networks... This tradition of ‘lifting as we climb’ has remained the motto of the National Association of Colored Women’s Clubs since their organization in 1896” (p. 79-80).
- **Aspirational capital** refers to “the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers. This resiliency is evidenced in those who allow themselves and their children to dream of possibilities beyond their present circumstances, often without the objective means to attain those goals” (p. 77-78).

**Ethnic Studies Principles Alignment:**

- Challenge imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels;
- Connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels to ensure a truer democracy; and
- Conceptualize, imagine, and build new possibilities for post-imperial life that promotes collective narratives of transformative resistance, critical hope, and radical healing.

**Standards Alignment:**

- HSS-11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
- HSS-11.10 Students analyze the development of federal civil rights and voting rights

**Materials:**

<p><a href="#">Slides</a></p> <p><b>Handouts:</b> <a href="#">‘Solidarity, Not Charity’: A Visual History of Mutual Aid</a> <a href="#">Black Panthers Demands</a> <a href="#">Young Lords Demands</a></p>	
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<a href="#">Movement for Black Lives Demands</a>	
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**Modifications, Accommodations, and Resources for Multilingual Students :**

<ul style="list-style-type: none"> <li>● Give choice and differentiation on group projects</li> <li>● Translanguaging facilitated during discussion of critical concepts, student discussion, writing, and group projects.</li> <li>● Use of video, graphic organizers, zines, and technology to express concepts and outcomes.</li> </ul>	
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CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept
Solidarity	Unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group.
<a href="#">Mutual Aid</a>	A form of solidarity-based support, in which communities unite against a common struggle, rather than leaving individuals to fend for themselves.
Self-determination	The process by which a person or group establishes their own agency and motivation with the hope of controlling their own life/lives.

**C1: Cultural Rituals and Energizer**

	DESCRIPTION	TIME
<b>Slide 1</b>	Solidarity & Ceremony, not Charity: Solidarity Work & Mutual Aid in Movements	<b>1 min</b>
<b>Slide 2</b>	Guiding Principles	<b>2 min</b>
<b>Slide 3</b>	Agenda	<b>1 min</b>
<b>Slide 4</b>	Land Acknowledgement	<b>2 min</b>
<b>Slide 5</b>	Ancestor Acknowledgement <a href="#">Ella Baker</a>	<b>4 min</b>
<b>Slide 6</b>	Cultural Energizer	<b>15 min</b>

	All group discussion: What meaningful slogans of anti-racist solidarity do you know?	
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## C2: Critical Concepts

STEP	DESCRIPTION	TIME
Slide 7	<b>Review the term: What type of solidarity?</b> Ask students to read the <a href="#">what type of solidarity</a> piece and identify the type of solidarity demonstrated in each photo	<b>10 min</b>
Slide 8-10	<b>Reflect and share: What is <a href="#">mutual aid</a>?</b> Ask students to reflect share out explain the difference between Western and non-western (specifically Black and indigenous) notions of mutual aid.	<b>5 min</b>
Slide 11	<b>Quick write:</b> Ubuntu is an African philosophy expressing humanness in the values of compassion, solidarity, harmony, consensus, hospitality, sympathy, and sharing among others. Students will be asked to connect this non-western philosophy of collectivity to others they are familiar with.	<b>10 min</b>
Slide 12-15	<b>Group Discussion</b> Pair-Share and then whole group: Students will read the <a href="#">Visual History of Mutual Aid Manual</a> and address the following: <ul style="list-style-type: none"> <li>● Based on what we studied, what do you think the concepts of self-determination and collective courage mean?</li> <li>● How do the people and communities featured in this history embrace collective courage?</li> </ul>	<b>15 min</b>
Slide 16-19	<b>Listen and Learn:</b> Students will be introduced to past and present instances of cross-ethnic solidarity that include the movements of Black, Brown, AAPI, and Palestinian peoples.	<b>10 min</b>

## C3: Community Collaboration and/or Critical Cultural Production

STEP	DESCRIPTION	TIME
Slide 20	<b>Group work around community demands:</b>	<b>45 min</b>

	<ol style="list-style-type: none"><li>1. Read the <a href="#">Young Lords Demands</a> list of demands. Compare and contrast them to <a href="#">Black Panthers demands</a>.</li><li>2. Read the list of demands from a current struggle <a href="#">Movement for Black Lives demands</a>. Compare and contrast them to the Black Panthers and Young Lords demands.</li><li>3. In your small groups:<ol style="list-style-type: none"><li>a) Assess some of your community needs and potential mutual aid opportunities.</li><li>b) What movements and groups of people should we be in solidarity with at this time?</li><li>c) Use the demands of these groups to articulate your own demands.</li><li>d) Be ready to share with the group!</li></ol></li></ol>	
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#### C4: Conclusive Dialogue/Critical Circular Exchange

##### Slide 21

##### Community Circle 30 min

Watch the video, [We're All We've Got, We're All We Need: A Mutual Aid Explainer](#) and ask students to share their final reflections and next steps