
Navigating the Human Condition in the 21st Century | Lesson 6b | Overview



Keys for this lesson are student-generated

Learning Outcomes:

- Students define moral fury.
- Students differentiate between moral fury and rage.
- Students identify moral fury as potential motivation for meaningful action toward change.

Materials:

- Ship's logs
- *All lessons come with PowerPoint slides and require a way to share these with students. **Note:** the slides in this entire series of lessons often come with additional guidance in the notes section at the bottom of each slide, readable and editable in development mode and readable in presentation mode.*

Time:

- One 50-90 minute period depending on the length of the final reflection exercise.

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1. **Show** Slide 1: Title slide
2. **Show** Slide 2: Underground
 - a. *This slide has animation. Click to advance text.*
 - b. “When we talk about navigating the human condition, we are discussing our inner world – a vast inner universe.”
 - c. “In this companion lesson, we will go underground to explore a deeper layer of our inner world,”
 - d. “to help us distinguish rage from moral fury.”
3. **Show** Slide 3: Key
 - a. *This slide has animation. Click to advance text.*
 - b. “For these underground lessons, it’s up to you to uncover what you think the key ideas are.”
4. **Show** Slide 4: Per Aspera Ad Astra
 - a. *This slide has animation. Click to advance text and move image.*
 - b. “Per aspera ad astra.”
 - c. “This Latin proverb means ‘**Through struggle to the stars.**’”
 - d. “In your Ship’s Log consider what this saying might mean to you.”
 - e. “What does it mean that we have to go through struggle to reach the stars?”
 - f. “What do the stars represent?”
5. **Show** Slide 5: Through Struggle to the Stars
 - a. *This slide has animation. Click to advance text.*
 - b. “We have talked about how people struggle to overcome Deimos, Phobos, and Ares.”
 - c. “Instead of ‘Through struggle to the stars’, we can also think of this proverb as:”
 - d. “Overcoming Deimos and Phobos to reach the stars.”
 - e. “Or, Overcoming Ares to reach the stars.”
6. **Show** Slide 6: Forces of Nature
 - a. *This slide has animation. Click to advance text.*
 - b. “Think of Deimos, Phobos, and Ares not as evil, but as forces of nature like storms.”
 - c. “A storm isn’t evil, but it is powerful and can be very destructive.”
 - d. “We can learn how to navigate through storms.”
7. **Show** Slide 7: Hidden Stars
 - a. *This slide has animation. Click to advance text.*
 - b. “When we learn how to navigate through the storms of Deimos, Phobos, and Ares”
 - c. “we can discover hidden stars.”
 - d. “What kinds of stars can Deimos, Phobos, and Ares prevent us from reaching?”

8. **Show** Slide 8: Confusing Rage with Moral Fury
 - a. *This slide has animation. Click to advance text.*
 - b. “People can confuse the storm of rage, Ares, with an important part of our humanity that we will call moral fury.”
 - c. “Moral fury is one of humanity’s most important allies in the struggle against injustice.”
 - d. “To learn about moral fury, let’s look at a particular family’s struggle.”
9. **Show** Slide 9: Ed Roberts
 - a. “Ed Roberts was a teenager in California who used a wheelchair after contracting polio.”
10. **Show** Slides 10: The Injustice, The Struggle
 - a. *This slide has animation. Click to advance text.*
 - b. “The injustice”
 - c. “His high school was not going to let him graduate because he could not fulfill the physical education or driver’s education requirements.”
 - d. “The Struggle”
 - e. “His mother Zona lobbied the school board; they agreed that the requirements were discriminatory and awarded him his diploma.”
 - f. “When he was accepted at UC Berkeley, they wouldn’t let him attend because he was disabled.”
 - g. “He had to sue UC Berkeley and was finally admitted.”
11. **Show** Slide 11: Reflection Point
 - a. *These slides have animation. Click to advance text.*
 - b. “How do you think Ed Roberts and his mother Zona felt when they first encountered each of these problems?”
 - c. “Why might they have felt that way?”
 - d. “How do you feel hearing about their story?”
 - e. “Moral fury is a fire of distress that says:”
 - f. “This is not fair. This is unjust.”
 - g. “Moral fury is a fire of distress that can arise when we experience or witness something unjust.”
12. **Show** Slide 12: Expressing Fires of Distress
 - a. *This slide has animation. Click to advance text and reveal diagram.*
The diagram helps remind students that there are many ways to express distress. Non-aggressive expression is a large toolbox with many tools in it. Aggression is a small toolbox with limited tools.
 - b. “Thinking back to the earlier lessons, how can people express their fires of distress?”

- c. “Moral fury is a fire of distress that can get channeled into non-aggressive expression or aggressive expression, which can include rage, and extreme form of aggression.”
13. **Show** Slide 13: House Fire
- a. *This slide has animation. Click to advance text.*
 - b. “Like a house fire, rage generates intense heat and is out of control.”
 - c. “Rage wants to destroy and spread.”
 - d. “Rage craves an escalation of carnage.”
14. **Show** Slides 14-15: Harnessing Moral Fury
- a. *This slide has animation. Click to advance text and reveal the GIF.*
 - b. “Instead of letting our moral fury turn into rage and burn out of control,”
 - c. “we can use strategy, skill, and wisdom to harness our fire of moral fury, “
 - d. “like an engine harnessing fire.”
 - e. “Moral fury can provide propulsion”
 - f. “that we channel toward strategic actions to defeat injustice.”
15. **Show** Slide 16: Channeling Moral Fury
- a. *This slide has animation. Click to advance text.*
 - b. After graduating from Berkeley, Ed Roberts channeled his moral fury to defeat injustice.”
 - c. “He worked on creating greater access and fairness for people with disabilities.”
 - d. “Curbs kept people who use wheelchairs from being able to cross the street.”
 - e. “If you’re trying to get across the street and there are no curb cuts, six inches might as well be Mount Everest.”
16. **Show** Slide 17: Curb Cuts
- a. “Ed Roberts lobbied for curb cuts to allow people who use wheelchairs to cross the street.”
17. **Show** Slide 18: Capitol Steps
- a. *This slide has animation. Click to advance text and reveal the image.*
 - b. “However, if you used a wheelchair and could now cross the street because of curb cuts, you were still prevented from entering most buildings.”
 - c. “Most buildings have at least one step at the entrance.”
 - d. “Many, like the U.S. Capitol Building, have multiple steps.”
 - e. “If you cannot enter the Capitol Building, this limits your ability to express yourself to your congressional representatives.”
18. **Show** Slides 19-20: Disability Rights Protest
- a. *This slide has animation. Click to advance text and reveal video from Lives Worth Living.*
 - b. “In 1990, people with disabilities protested in Washington, D.C.”
 - c. “Many people got out of their wheelchairs and crawled up the steps of the Capitol Building to demonstrate their lack of access.”

- d. "In this video, notice: the many forms of expression."
 - e. "In this video, notice: moral fury and struggle."
19. **Show** Slide 21: Struggle
- a. *This slide has animation. Click to advance text. Students can work in pairs or small groups to make a list of responses for each question.*
 - b. "To defeat injustice, struggle is required."
 - c. "How did the disability rights activists use their expression to channel moral fury? (Think of verbal and non-verbal forms of expression.)"
 - d. How did they use strategy?
 - e. "What stars did they hope to reach through their struggle to climb the steps of the Capitol Building?"
20. **Show** Slide 22: Embrace Struggle
- a. *This slide has animation. Click to advance text.*
 - b. *Have students respond to the following question individually in their Ship's Log before discussing as a class.*
 - c. "When we embrace struggle, how can that change our perception of ourselves?"
21. **Show** Slides 23-24: Two Roads
- a. *These slides have animation. Click to advance text.*
22. **Show** Slide 25-27: Final Reflection
- a. *These slides have animation. Click to advance text.*