

HYPOCRITICAL POLICIES AGAINST FREEDOM OF RELIGION

SOL: CE 2b / GOVT 11a

Grades: 8th Civics / 11th Government

Time Allotment: 90-minute session

Goals

The purpose of this lesson is to create an understanding of governmental policy and how to interpret historical documents in relation to religious freedom and basic human rights as allowed by the Virginia Standards of Learning civics and economic 2b and government 11a for 8th grade and/or 11th grade.

Objectives

Students will be able to interpret historical documents, which they will be able to discuss in a classroom discussion.

Students will be able complete a webquest based on comprehension of the materials and web-based research.

Prerequisites

Prior knowledge of the Bill of Rights, especially the First Amendment.

Materials

Full Texts/Articles:

- “Virginia Statute for Religious Freedom” also known as “Bill for Establishing Religious Freedom” by Thomas Jefferson
- “Memorial and Remonstrance Against Religious Assessments” by James Madison
- “First Amendment to the Bill of Rights” by James Madison
- “Chapter XII and Virginia General assembly Session laws 1827 – 1834”

Student accessible Text/Articles:

- “Virginia Statute for Religious Freedom” also known as “Bill for Establishing Religious Freedom” by Thomas Jefferson [2nd and 3rd paragraph(s), beginning with “That no man shall...”]
- “Memorial and Remonstrance Against Religious Assessments” by James Madison [1st and 15th paragraph(s)]
- “First Amendment to the Bill of Rights” by James Madison
- “Chapter XII and Virginia General assembly Session laws 1827 – 1834” [Chap. XXII- 1st, 2nd, and 5th law of the General Assembly, enacted March 1832]

Websites:

- Religion and the Founding of the American Republic - <http://www.loc.gov/exhibits/religion/rel06.html>
- Freedom of Religion in the United States - http://en.wikipedia.org/wiki/Freedom_of_religion_in_the_United_States
- Constitutional Topic: The Constitution and Religion - http://www.usconstitution.net/constop_reli.html

Lesson Description

The lesson is to be completed as a 90-minute class; this may be shortened or extended, as needed, with emphasis on primary and secondary documents to reinforce understanding of historical importance. This lesson will utilize classroom discussion and online activities to reinforce interpretation skills and verbal communication.

Lesson Procedure

Introduction:

10 minutes for Bell Ringer – Journal writing topic: What do you think when asked to describe your personal freedoms?

Main:

20 minutes for lecture introducing materials and concepts. This is to be a lecture giving background of the documents and why they were written. Student versions are selected passages to focus interpretation and comprehension.

* Concerning VA General Assembly laws, background must be tied with Nat Turner's slave rebellion.

40 minutes for classroom discussion and student interpretation of the materials using the following questions as starters to help guide discussion:

1. What do these documents mean?
2. What is the basis of each document?
3. What do the laws from Chapter XII document mean?
4. Based on the background knowledge regarding VA General Assembly laws session 1827 -1834, do you think the laws were unconstitutional?
5. Where is the hypocrisy between the documents presented?

* Be prepared to assist with vocabulary that will be difficult or may be needed for proper interpretation.

Closing:

1. 5 minutes for wrapping up discussion and giving final remarks on lesson.
2. 15 minutes for webquest activity (this may take more than the time allotted; you may allow for it to be worked on the following class session).

Assessment/Evaluation:

Students will be graded by class participation.

Students will be graded by completion of webquest activity.

Sources:

1. "Bill for Establishing Religious Freedom" by Thomas Jefferson published by Edwin S. Gaustad, ed., *A Documentary History of Religion in America to the Civil War* (Grand Rapids, MI: Wm. B. Eerdmans Publishing Co., 1993), 259 – 261
2. "Chapter XII" Act Passed at a General Assembly of the Commonwealth of Virginia (Richmond, VA: Printed by Samuel Pleasants, Jr., 1805)
3. "Virginia General assembly Session laws 1827 – 1834" printed by John Codman Hurd, *The Law of Freedom and Bondage in the United States Volume I* (Boston: Little, Brown & Company, 1858)

WebQuest
worksheet follows

Hypocritical Policies against Freedom of Religion WebQuest Worksheet

Name:

Class:

Directions: Using the following website, complete the questions below using the information gathered from the following source.

Religion and the Founding of the American Republic -
<http://www.loc.gov/exhibits/religion/rel06.html>

VI. Religion and the Federal Government: Part 1

1. Who were the two Presidents that were called “patrons of religion”?
2. Who were the two Presidents that called for separation of Church and State?
3. The Constitution was reticent (void) of religion for what two reasons?
4. What was the only “religious clause” regarding?
5. What happened December 1791?
6. What did James Madison he strongly oppose in June?
7. What did George Washington’s farewell address state concerning religion?

Religion and the Founding of the American Republic -

<http://www.loc.gov/exhibits/religion/rel06.html>

VI. Religion and the Federal Government: Part 2

1. What is the basic idea of the first paragraph of Part 2?
2. What did Jefferson allow in executive branch buildings?
3. What is the name of the female evangelist?
4. What is the idea for “wall of separation...”?
5. Who were the two New England politicians that helped Jefferson draft “opinion of Jesus?”
6. What was The Jefferson Bible?
7. What is the significance of the first Catholic sermon in the House?