

and social order and stability, which benefitted all in society; therefore, it was not unreasonable for all citizens to support religion through a general assessment. Opponents argued that the tax violated freedom of religion, which was a natural right of all; further, mixing government religion corrupted them both.

2. Washington believed that religion promoted civic virtue. Because of this benefit, he thought government could require citizens to support religious teaching, as long as they could choose which denomination their money supported, or petition to be exempt.
3. The Constitution and Bill of Rights originally limited only the national government, so the state governments were still free to make policies about religion
4. Accept reasoned answers

#### **Handout A: A Connected Church and State**

1. People will be happier and the government will function better and be protected if religion has broad influence in society.
2. Religion promotes good morals and choices as well as peace.
3. Christianity promotes virtue better than secular rules or bodies do, and an established church is the best way to transmit these virtues
4. Some people might be elected to public office who have undesirable religious beliefs (such as beliefs that threaten social order and safety).

#### **Handout B: A Separated Church and State**

1. The government with the authority to establish religion would be too powerful.
2. When a church is established, it is bad for both the church and the government.
3. The church should not need extra assistance if it is in fact a good church.
4. There are too many religions in the United States to choose just one; people would be left out of the political process.

#### **Handout C: A Public Role for Religion in Civic Life?**

1. Just government has no power over acts that don't injure others. People having different beliefs does not injure anyone.
2. Everyone has the right to their own religious beliefs and peaceful religious exercise; education will be encouraged because religion, morality and knowledge are essential in a free society.
3. Successful civil government does not depend on everyone having the same religious beliefs. Government has nothing to do with religion.
4. Political prosperity requires religion and morality; it is unreasonable to expect that morality will survive in the absence of religion, even with sophisticated education.

#### **Handout D: A Conversation in 1785**

Accept reasoned answers.

### **LESSON THREE**

#### *From Toleration to Liberty: George Washington and the Hebrew Congregation in Newport, Rhode Island*

#### **Essay: From Establishment to Free Exercise: Religion, George Washington and the Hebrew Congregation in Newport, Rhode Island**

1. Maryland's Toleration Act temporarily protected Roman Catholics from Protestant discrimination. Pennsylvania's government accepted Christians of all denominations and did not enforce Quaker religious will on the people of Pennsylvania. Rhode Island was founded on the principles of the separation of church and state and freedom of worship for all.
2. They came, in part, to gather support for the proposed bill of rights.
3. Washington declared that the United States had moved from simple religious toleration to religious liberty; he connected the "liberty of conscience" to the Declaration of Independence by stating it was an "inherent natural right" that all possessed equally.

### Handout A: Defining Toleration and Liberty

Suggested definitions: Toleration: sympathy or indulgence for beliefs or practices differing from, or conflicting with, one's own; recognizing and putting up with the beliefs or practices of others; Liberty: the quality or state of being free; the freedom or power to do as one pleases; freedom from unauthorized restraint.

The difference between Mason's draft and Madison's amendment reflects a shift from religious toleration (the assumption of the existence of an authority – the civil state and/or established church – that can either grant or revoke the “privilege” of exercising one's religion), towards religious liberty (the understanding that religious belief is a natural and inalienable right beyond the reach of the civil state).

### Handout B: Religion and America's Past – Toleration, Liberty, or Both?

Reasoned arguments can be made that many documents could be either. Documents most likely to be categorized as “toleration”: 2, 4, and 5; Documents most likely to be categorized as “liberty”: 1, 3, 6, 7, and 8.

### Handout D: Document Guide

*Vocabulary (provided definitions are specific to the context of each word's use in Handout D)*

1. broad; generous
2. freedom of moral intellect
3. freedoms; protections
4. extension; allowance
5. innate; permanent and inseparable
6. rights that belong to an individual by virtue of birth; not granted by a ruler/government
7. prejudice; irrational hatred based on preconceived notions or stereotypes
8. explicit or official approval; enforcement by means of law
9. to harass or punish; to cause undeserved suffering
10. to conduct oneself; behave
11. valid or binding, as an agreement
12. earn; deserve by virtue of character or conduct

### Context Questions

1. George Washington
2. August, 1790
3. A reply to the Hebrew Congregation in Newport, Rhode Island, addressing the state of religious liberty under the new Constitution

### Comprehension Questions

1. “The just administration of a good government”
2. “Liberty of conscience and immunities of citizenship”
3. Suggested response: religious practice, and the exercise of it, is no longer dependent on the charity of others to allow it. Liberty of conscience is a birthright.
4. The government of the United States does not support, and will not legally or politically enforce/assist punishment of its law-abiding citizens based on religious or other forms of prejudice.
5. That citizens should conduct themselves in a law-abiding and civil manner and give to the government their active agreement and support.

### Critical Thinking Questions

1. Accept reasoned answers.
2. Accept reasoned answers.
3. Accept reasoned answers.
4. Accept reasoned answers.

## LESSON FOUR

### *First Amendment Principles and Jefferson's “Wall”*

#### Essay: First Amendment Principles and Jefferson's “Wall”

1. The phrase most famously comes from Thomas Jefferson's letter to the Danbury Baptists.
2. *Reynolds v. United States* (1878)—the Court upheld a federal anti-bigamy statute; *Everson v. Board of Education* (1947)—the Court upheld a New Jersey law reimbursing parents of Catholic school students for the cost of transporting their children