Jewish Voices in Early America: Religious Liberty and Civic Participation

Lesson Overview

In this lesson, students explore the uneven road toward religious liberty and equal participation in civic life in the late colonial period and first decades of United States history. By exploring state constitutions from 1776 alongside powerful primary sources, students investigate how Jewish Americans worked for the right to participate fully in civic life. This story highlights how individuals helped turn the promise of liberty into a reality by shaping a more representative democracy.

DURATION:	GRADE LEVELS:	RELEVANT COURSES:
Approximately 90 minutes	6-12	Civics, Government, or US History

Essential Question

How did the Jewish community work to expand religious liberty and civic participation in early United States history?

Supporting Questions

1. How is religious liberty different from religious tolerance?
2. How did early state constitutions create barriers to civic participation?
3. What is the connection between religious liberty and representative democracy?

Learning Objectives — students will be able to:

- Examine the shift in the newly declared United States from religious tolerance to religious liberty.
- Identify religious requirements to hold public office in early state constitutions.
- Analyze the connection between religious liberty and representative democracy.
- Examine the role the Jewish American community played during the first century of the United States in shaping policies related to religious liberty.

Social Studies Standards

This lesson supports the following standards:

- C3 Framework: Civics 6-8, Civics 9-12, History 6-8, and History 9-12 (See Appendix B for more detail)
- State Standards: While each state's standards differ, the content of this lesson can support standards on the topics of early US history, religious liberty in early Americas, civic participation, US foundational documents, and principles of US government.

Key Terms:

Representative democracy:
A type of government where voters elect other citizens to represent their needs and concerns, make decisions, and pass laws.

Religious tolerance:
Permitting residents to practice a religion that is different from the majority belief. Followers of minority religions may not have access to all of the same rights.

Religious liberty:
The right for everyone to practice their religion, or to choose not to practice a religion at all. Followers of all religions, as well as those who do not follow a religion, have access to all the same rights. The government cannot endorse or favor a particular religion.

Instructional Materials

1. **Lesson:** Step-by-step lesson plan with guided class discussions, references to slides, referrals to primary sources and student activities, and additional instructional resources in appendices.
2. **Slide Deck:** The slides accompany the lesson. Teachers can display the slides as they progress through the lesson for instructional and visual support. Throughout the lesson plan, references are made to slide numbers. The slide deck is also divided by the same sections laid out in the lesson plan.
3. **Historical Background:** This summary provides the historical context necessary for teacher preparation. We recommend teachers read prior to teaching the lesson.
4. **Student Handouts:** These include the various Primary Sources incorporated in the lesson plan and Source Analysis Tools to support student learning.

Lesson Plan Section	Primary Sources	Source Analysis Tools
Section 4: State Constitution Analysis	Source 1: Pennsylvania 1776 State Constitution Source 2: Maryland 1776 State Constitution Source 3: North Carolina 1776 State Constitution	Option 1 • Pennsylvania State Constitution Graphic Organizer Option 2 • State Constitutions Jigsaw Graphic Organizer
Section 6: Case Studies	Source A: Jonas Phillips to George Washington, 1787 Source B: Exchange between Moses Seixas and George Washington, 1790 Source C: Jacob Cohen on the Act for the Relief of Jews in Maryland, 1818	Option 1 (90-Minute Lesson) • Exit Ticket: 3-2-1 Notes Option 2 (Creative Extensions) • One-Pager • Diary Entry

Lesson at-a-Glance: Table of Contents

90-Minute Lesson Plan:
1: We the People – A Representative Government (10 min)
2: Religious Diversity – Who does our democracy represent? (5 min)
3: Zoom In – The Jewish Experience (15 min)
4: State Constitution Analysis – Primary Sources (20 min)
5: From Independence to the Constitution (10 min)
6: Case Studies of Civic Engagement in the Jewish Community – Primary Sources (30 min)

Appendix A: Extensions
1. Creative Extension Activities for Case Studies
2. Concluding Discussion: "More Remains to be Done"
3. George Washington and Religious Liberty: An America 250 Highlight

Appendix B: C3 Framework Connections

Appendix C: Suggested Student Responses for Discussion Questions and Activities

Appendix D: Integrated Reading Supports

Lesson Plan

How to prepare to teach this lesson:

- Prior to teaching the lesson, teachers should read the Historical Background resource, which provides background information that complements the lesson plan.
- Review Appendix A to see extensions to the lesson plan, including creative assessment options, a final discussion topic, and a video about George Washington's commitment to **religious liberty**.
- Use Appendix C to access suggested student responses for discussion questions and activities (suggested responses are also available in the slide notes).
- Refer to Appendix D for more detailed explanations about the reading strategies embedded in the lesson plan.

Section 1 — We the People: A Representative Government

Recommendation Duration: 10 minutes | **Materials Needed:** Slides 1-8

Summary: This section establishes an understanding of **representative democracy**, asking students to reflect on their prior knowledge about the rights of citizens when it comes to civic participation.

1. Review lesson goals: Using slides 1-2, briefly introduce students to the Essential Question, Supporting Questions, and Learning Objectives.
2. Begin with a hook – ask students: *Imagine you care deeply about your school and you want to run for student government to become a leader and help make changes. Now, imagine you cannot hold a position in student government because of an aspect of your identity. How would this make you feel?*
3. Explain to students that this scenario (excluding people from holding public office because of their identity) is the basis for the story that we will uncover today – specifically, the story of religious minorities at the time of our nation's founding. We will start off by talking about some of the guaranteed rights in our society and how those are connected to civic participation.
4. Build prior knowledge – ask students: *What rights guarantee all people have a voice in our society?*
5. Define the key term "**representative democracy**." Build on student responses from the previous question to explain that these rights are essential to our system of government. In this system, people vote for citizens who they feel best represent their needs and interests through open elections.

representative democracy: a type of government where voters elect other citizens to represent their needs and concerns, make decisions, and pass laws

6. Ask students: *In a **representative democracy**, why is it important that citizens of all backgrounds can run for public office?*
7. Transition to next section: Explain to students that **representative democracy** as we know it today took shape in colonial America, as some colonies began to self-govern and distance themselves from British rule. Ask students: *what did the population of the colonies look like leading up to the American Revolution? Who were the people that this future democracy needed to represent?*

Section 2 — Religious Diversity: Who Does Our Democracy Represent?

Recommendation Duration: 5 minutes | **Materials Needed:** Slides 9-11

Summary: This section places students in the historical context of Colonial America, building background knowledge about its religious diversity and **religious tolerance**.

1. Share this map of the colonies in 1750 from Encyclopedia Britannica in order to establish background knowledge about the religious diversity of colonial America. Ask students: *What do you notice when you look at the map? What different religious identities are represented on the map?*
2. Define the key term "**religious tolerance**." Explain to students that the way the colonies dealt with this religious diversity was through **religious tolerance**, which meant permitting all citizens to practice their individual religions.

religious tolerance: permitting residents to practice a religion that is different from the majority belief; followers of minority religions may not have access to all of the same rights

3. Ask students to make a prediction: *Beyond being allowed to practice their religion, in what other ways would followers of different religions want to be included in colonial society?*
4. Connect to **representative democracy**: Religious identity is one of the key factors the American model of representative democracy must consider. In the next section, we will zoom in on a religious community included on the map to better understand the experiences of religious minorities in colonial and early America.

Section 3 — Zoom In: The Jewish Experience

Recommendation Duration: 15 minutes | **Materials Needed:** Slides 12-19

Summary: This section zooms in on the story of Jewish Americans from 1654-1776, following their migration to the New World and their experiences once they arrived. It begins with a visual analysis of a painting to pique student interest and to introduce Jews as a group of people in colonial America. It is followed by a historical overview, and ends with an introduction to the concept of **religious liberty**.

1. Guide students in a visual analysis exercise. Show them the painting on slide 13. Do not reveal any background information. Instead, conduct the following "See, Think, Wonder" activity. (Please note that this painting is NOT a primary source).
   SEE: *What do you see? What details do you notice?*
   THINK: *What do you think is going on in the image?*
   WONDER: *What other questions do you have about this image?*
2. Explain to students that this is a painting that depicts Jews arriving in New Amsterdam (what would later be the British Colony of New York) in 1654. It was created in 1954 to mark the 300th anniversary of the first Jews. They will now zoom in on the Jewish story in colonial America, which explores the meaning of **religious tolerance** and what religious minorities later worked towards: **religious liberty**.
3. Share a historical overview: begin with the "First Jewish Settlements" (New York and Rhode Island) on slide 15, followed by the map of "Jewish Communities in Early America" on slide 16, which visually reinforces information and includes the Jewish settlements in Philadelphia and Charleston.
4. Ask students: *What similarities do you notice across the early Jewish settlements?*
5. Share "Colonial Experiences: Tolerance" on slide 16, demonstrating that even though Jews generally experienced **religious tolerance**, they also experienced varying restrictions in different colonies.
6. Explain to students that, in reality, while there may have been **religious tolerance** in colonial America, **religious liberty** was not yet fully realized. As students may have predicted in step 3 of section 2, Jews and other religious minorities hoped for the same rights as everyone else, including the right to civic participation.
7. Ask students to predict: *How do you think **religious liberty** is different from **religious tolerance**?*

8. Define the key term "**religious liberty**."

religious liberty: the right for everyone to practice their religion, or to choose not to practice a religion at all. Followers of all religions, as well as those who do not follow a religion, have access to all the same rights. The government cannot endorse or favor a particular religion.

✔ **Check for Understanding: Supporting Question 1**

Conduct the activity on slide 19: *Do the following examples represent **religious liberty** or **religious tolerance**?* (Students evaluate and sort the past and present-day scenarios into the two categories.)

Section 4 — State Constitution Analysis: Primary Sources

Recommendation Duration: 20 minutes | **Materials Needed:** Slides 20-38 (other materials described below)

Summary: In this section, students examine state constitutions from 1776 and analyze their religious requirements for running for office. To provide flexibility for varying time constraints, age levels, and reading levels, we offer three primary source excerpts and two facilitation options. Each source and option will allow students to meet the same (second) Learning Objective. In the first option, teachers guide students through a deep dive into one source; in the second option, teachers facilitate a jigsaw of all three sources. See the side-by-side explanations in step 3 below to determine which option best meets your students' needs.

1. Explain that students will read an original state constitution from 1776 that contains religious requirements for people before assuming public office. Slide 21 explains that these state constitutions were the primary governing documents prior to the adoption of the federal Constitution in 1787. After the federal Constitution was ratified, state constitutions would continue to function as governing documents over their specific territory but could not infringe upon individual rights guaranteed by the federal Constitution.
2. Share "Judaism: A Few Key Concepts" and "A Jewish Sacred Text: The Hebrew Bible" (slides 22-23), which provides important background on religious terminology used in the state constitutions (Old Testament and New Testament).

3. Choose one facilitation option:

Option 1 – Full Class Analysis, One State Constitution (Slides 24-31)	**Option 2 – Group Jigsaw, Three State Constitutions (Slides 32-37)**
Read one state constitution aloud with the class and conduct a guided reading and analysis. The slide deck and instructions below use the Pennsylvania Constitution, but teachers can choose to use any of the state constitutions provided. This option may be best for middle school students, students who need more support, or teachers who simply have less time for the lesson.	Students gather in groups. Each group analyzes one of three state constitutions and then shares their findings with the class. This option may be best for high school students, students who need less reading support, or students who prefer more independence.
Materials Needed: • Source 1: Pennsylvania 1776 State Constitution • Pennsylvania State Constitution Graphic Organizer	**Materials Needed:** • Sources 1-3 (Pennsylvania, Maryland, and North Carolina 1776 State Constitutions) • State Constitutions Jigsaw Graphic Organizer
1. Hand out Source 1: Pennsylvania 1776 Constitution, and the Pennsylvania State Constitution Graphic Organizer. 2. Explain to students that you will read the source aloud. As you read, students should follow along on their handout and annotate evidence to support the first guiding question: *What requirements does this state have for an individual to hold public office?* 3. *First Read* – Read the text from the Pennsylvania Constitution from slides 27-28 aloud. 4. Ask students to share their annotations. Then, allow time for students to record their	1. Divide the class into three or six groups, depending on class size. 2. Provide students with the State Constitutions Jigsaw Graphic Organizer. 3. Assign one state's constitution to each group (North Carolina, Pennsylvania, or Maryland) and give each group their assigned source (multiple groups can work with each state). 4. Instruct students to follow the "read twice" protocol as they work with their groups. *First Read* – instruct students to first read the text aloud together, focusing on the first guiding question:

thoughts on the first guiding question in the graphic organizer.

5. <u>Second Read</u> – Read the source aloud again, encouraging students to consider the second and third guiding questions:
   a. *How do these requirements limit certain groups' abilities to participate in government?*
   b. *Does this excerpt represent **religious tolerance** or **religious liberty**? Explain.*
6. Show students the summary of Maryland and North Carolina's religious restrictions on who could run for office (slide 30).
7. Allow students time to answer the guiding questions from the second read in their graphic organizers, incorporating the additional context from the other two state constitutions.
8. Class share out: Gather student responses to the guiding questions for the second read.

   a. *What requirements does this state have for an individual to hold public office? Annotate your document where you identify evidence.*

   <u>Second Read</u> – focus on the second and third guiding questions:
   b. *How do these requirements limit certain groups' abilities to participate in government?*
   c. *Does this excerpt represent **religious tolerance** or **religious liberty**? Explain.*
5. As students work with their small groups, they should answer the guiding questions in their graphic organizers to become experts on their assigned source.
6. Class share out: As each group shares their findings, the other groups should collect notes in their graphic organizers about the other states' requirements.

By the conclusion of either facilitation option, students should understand that:

- Each of these state constitutions prevented religious minorities from holding public office by requiring religious oaths that only devout Christians would accept.
- The language of each of these constitutions represents **religious tolerance**, as each one explains certain protections for religious practice, but they do not represent **religious liberty**. If a religious group is prevented from holding public office, then they do not have access to the same rights as the dominant religious group.

✔ Check for Understanding: Supporting Question 2

Ask students the question featured on slide 38: *How did early state constitutions create barriers to civic participation?* (True/false statements on slide)

Section 5 — From Independence to the Constitution

Recommendation Duration: 10 minutes | **Materials Needed:** Slides 39-44

Summary: This section encourages students to think about how people in different historical eras have effected change, and then provides a brief summary of how United States foundational documents evolved to protect **religious liberty**. It concludes by asking students to reflect on Supporting Question 3 by connecting **representative democracy** and **religious liberty**.

1. Ask students: *In a **representative democracy** like the United States, how does change happen when unfair or unjust policies exist?*
2. Explain the evolution of protections for **religious liberty** in the United States foundational documents found on slide 41, inviting students to predict how or why these changes occurred (individuals advocating for these protections will be the focus of section 6).
3. Introduce the First Amendment on slide 42, which highlights the Free Exercise Clause and the Establishment Clause in student-friendly language. This federal constitutional language builds upon student understanding of the key term **religious liberty**.
4. Explain the new balance of power illustrated on slide 43: new federal protections enshrined in the federal Constitution and the Bill of Rights took precedence over the state constitutions. But, this new balance of power had yet to be put to the test. The following section demonstrates how citizens in the Jewish community not only advocated for those federal protections in the constitution, but also advocated when some states maintained religious restrictions that contradicted federal protections for **religious liberty**.

✔ Check for Understanding: Supporting Question 3

Facilitate the short cloze reading passage featured on slide 44: *How do the United States foundational documents help to show the connection between **religious liberty** and **representative democracy**?*

Section 6 — Case Studies of Civic Engagement in the Jewish Community: Primary Sources

Recommendation Duration: 30 minutes

Materials Needed: Slides 45-55

Case Studies: Sources A, B, and C

Option 1 – Exit Ticket: 3-2-1 Notes

Option 2 – Creative Extensions: One-Pager or Diary Entry

Summary: In this section, students explore the **Essential Question**: **How did the Jewish community work to expand religious liberty and civic participation in early United States history?** They will examine one of three case studies about Jewish Americans who took civic action to establish protections for **religious liberty** and pave the way for full civic participation in our **representative democracy**.

1. Review the Essential Question, and explain to students that they will explore the question through a case study that represents how Jewish citizens in early America took civic action to move beyond **religious tolerance** to establish **religious liberty**.
2. Show slides 46-53 to provide a brief overview of each of the three case study options (teachers can refer back to the historical background resource for more information about these case studies):

   Source A: Jonas Phillips to George Washington, 1787

   Source B: Exchange between Moses Seixas and George Washington, 1790

   Source C: Jacob Cohen on the Act for the Relief of Jews in Maryland, 1818
3. Show and explain the following steps for students. First read/second read instructions are also included on each of the source handouts. Teachers can have paper or digital copies of the sources available for student selection.
   a. Select which primary source you would like to read.
   b. Reading Protocol:

      *First Read: Annotate for two to three pieces of evidence that connect to the idea of **religious liberty**.*

      Second Read: Respond to the text-based questions provided with your source.

      Note to teachers: Each source document ends with a set of text-based questions to support students as they read independently.

4. After students have completed their first and second reads, ask: *How does the text help you answer the Essential Question?*
5. Assign Lesson Assessment, the Exit Ticket: 3-2-1 Notes, to assess what students have learned about their source and how it helps them answer the Essential Question. Please refer to the Student Handouts for two optional creative extensions (the One-Pager or the Diary Entry) that can be assigned in place of the 3-2-1 Notes.
6. Optional: Share out. Once students have completed their assessment activity and if there is available class time, choose one of the following methods for students to share their findings:
    a. **Full Class Share:** Ask students to share their favorite quote or key concept from their source, and explain how that relates to the Essential Question.
    b. **Small Group Share:** Place students in groups of three or four, and have them present their findings from their Exit Tickets.
    c. **Mix and Mingle:** Have students move around the room and find partners with whom to share their work and their findings. Set a timer for two minutes, and have students find different partners for three separate rounds of sharing.

Appendix A: Extensions

The following are additional options for teachers who wish to dig more deeply into the topics covered in the lesson and extend it beyond 90 minutes or over multiple days.

Extension 1 – Creative Activity Options for Case Studies (Slide 57)

Refer to the One-Pager and Diary Entry templates for two creative options for learning assessment to replace the 3-2-1 Exit Ticket.

Extension 2 – Concluding Discussion: "More Remains to be Done" (Slide 58)

Following the Exit Ticket, this concluding discussion examines a quote from a letter written by Thomas Jefferson to Mordecai Noah, a Jewish colleague, who gave a speech regarding Jewish experiences of religious intolerance at a dedication to a synagogue in New York (Shearith Israel) in 1818. After hearing about Noah's speech, Jefferson wrote:

> "Our laws have applied the only antidote to this vice [religious intolerance], protecting our religious, as they do our civil rights, by putting all on an equal footing. But more remains to be done. For although we are free by the law, we are not so in practice."[1]

Teachers can choose either of the following questions for student reflection:

- *Jefferson states that more "more remains to be done." Why is this part of the quote important?*
- *Jefferson mentions both "religious" and "civil rights." What does this quote demonstrate about the connection between* ***religious liberty*** *and* ***representative democracy****?*

Extension 3 - George Washington and Religious Liberty: An America 250 Highlight (Slide 59)

George Washington was committed to **religious liberty**, and this video from George Washington's Mount Vernon provides a dramatization of his personal exchange of letters with Moses Seixas and the Newport Congregation. Teachers with additional time may wish to show this video to introduce that case study (Source B), or as a wrap-up after the lesson.

[1] Disclaimer: For readability and comprehension purposes, ICS has updated the spellings, capitalizations, formatting, and some punctuation in this quotation to reflect the modern standard. Please visit the National Archives for the full version of the original letter.

The video on the slide is time-stamped from 9:00-12:00 to focus on the story of George Washington and Moses Seixas.

The full video (about 15 minutes in length) provides expanded context about the history of religion in the colonies, through the revolution, and into the establishment of the United States. It can function as an excellent introduction or conclusion to this lesson.The full video can be found here: George Washington and the Pursuit for Religious Freedom

Appendix B: C3 Framework Connections

The following indicators are from the National Council for the Social Studies C3 (College, Career, and Civic Life) Framework. The content of this lesson most closely aligns with **Dimension 2: Applying Disciplinary Tools and Concepts**, specifically in the disciplines of Civics and History. As this lesson is designed for flexible application at both the middle and high school level, we include indicators from both grade bands.

CIVICS – Civic and Political Institutions

By the end of Grade 8, individually and with others, students:

D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.

D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.

By the end of Grade 12, students will be able to:

D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

CIVICS – Participation & Deliberation: Applying Civic Virtues and Democratic Principles

By the end of Grade 8, students will be able to:

D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.

D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

By the end of Grade 12, students will be able to:

D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

CIVICS – Processes, Rules, and Laws

By the end of Grade 8, students will be able to:

D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.

By the end of Grade 12, students will be able to:

D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

HISTORY – Change, Continuity, and Context

By the end of Grade 8, students will be able to:

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

By the end of Grade 12, students will be able to:

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.2.9-12. Analyze change and continuity in historical eras.

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

HISTORY – Perspectives

By the end of Grade 8, students will be able to:

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

By the end of Grade 12, students will be able to:

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

HISTORY – Causation and Argumentation

By the end of Grade 8, students will be able to:

D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.

By the end of Grade 12, students will be able to:

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

Appendix C: Suggested Student Responses for Discussion and Activity Questions

Section 1 - We the People: A Representative Government

Question	Suggested Response(s)
Imagine you care deeply about your school and you want to run for student government to become a leader and help make changes. Now, imagine you cannot hold a position in student government because of an aspect of your identity. How would this make you feel?	This would make me feel frustrated. I would feel like this is unfair. I would wonder why an aspect of my identity would make me unqualified.
What rights guarantee all people have a voice in our society?	The right to vote for leaders The right to free speech The right to assemble The right to petition
*In a **representative democracy**, why is it important that citizens of all backgrounds can run for public office?*	All citizens must be able to run for office so that voters can choose who will best represent their needs and interests. In a diverse society, this ensures that different backgrounds are represented in the election process and in the government and that many voices can be heard.

Section 2 - Religious Diversity: Who Does Our Democracy Represent?

Question	Suggested Response(s)
What do you notice when you look at the map? What different religious identities are represented on the map?	There are many different religions. Christian groups are the most common. There are a few Jewish communities.
In addition to being allowed to practice their religion, in what other ways would followers of different religions want to be included in Colonial society?	These groups will want to vote. They will want to be able to run for public office. They will want to have individual rights. They may want to worship publicly. They will want to have an equal voice in the government.

Section 3 - Zoom In: The Jewish Community

Question	Suggested Response(s)
SEE: *What do you see? What details do you notice?*	I see a group of people disembarking from a ship. The leader is carrying what looks like a significant object (Torah scroll). They appear to be wearing forms of traditional attire. There is a town along the shoreline. The group appears unified.
THINK: *What do you think is going on in the image?*	The clothing and the object make me think these are religious people. I think these people belong to one of the religions we saw on the map. (Teachers can help students make connections or provide hints during this part of the discussion as needed, such as identifying the Torah Scroll.) Since they are arriving on a ship, these people are in search of something or looking for a new start in a new place.
WONDER: *What other questions do you have about this image?*	Where are they landing? Why did they land in this place? What are they looking for? Why did they leave their homes?
What similarities do you notice across the early Jewish settlements?	Most cities are seaports, and therefore good for merchants developing businesses. They were often fleeing religious persecution and looking for places where they would at least be able to practice their religion (**religious tolerance**).
*How do you think **religious liberty** is different from **religious tolerance**?*	*The definition of **religious liberty** is revealed on slide 18.
*Do the following examples represent **religious liberty** or **religious tolerance**?*	**A. religious liberty** **B. religious tolerance** **C. religious tolerance** **D. religious liberty** **E. religious liberty** **F. religious tolerance**

Section 4 - State Constitution Analysis

The following tables provide sample responses to each guiding question.

PENNSYLVANIA	
#1: What requirements does this state have for an individual to hold public office?	Section 10 states that anyone taking office had to make a public declaration in which they state their belief in one God and acknowledge the scriptures of the Old and New Testaments as divinely inspired. This clause established a mandatory Christian religious test for legislators, although it also stated that no other religious test could be required for any civil officer in the state.
#2: How do these requirements limit certain groups' abilities to participate in government?	A person running for office must believe in one God, and they must also acknowledge both the Old and New Testament. This would explicitly prohibit: ● Jews, as the New Testament is not a holy text in Judaism ● Any other non-Christians ● Atheists
#3: Does this excerpt represent **religious tolerance** or **religious liberty**? Explain.	**Religious Tolerance.** Section 45 guarantees the protection of all religious societies, and that these groups are to maintain privileges that they were legally entitled to under the state's former laws and constitution, but section 10 explicitly excludes religious minorities from taking public office.

NORTH CAROLINA	
#1: What requirements does this state have for an individual to hold public office?	Article 32 establishes a strict religious test for holding public office. This disqualifies any person from holding a "place of trust or profit" in the state's civil department if they deny the existence of God, reject the Protestant religion, or do not believe in the divine authority of both the Old and New Testaments.
#2: How do these requirements limit certain groups' abilities to participate in government?	A person running for office must believe in one God, and they must also acknowledge both the Old and New Testament. ● Jews ● Catholics ● Any other non-Protestant Christian groups ● Any other non-Christian religions ● Atheists
#3: Does this excerpt represent **religious tolerance** or **religious liberty**? Explain.	**Religious Tolerance.** Section 34 articulates that the state cannot establish any church or denomination over another, and that no one can be required to attend any house of worship outside of their own beliefs. However, section 32 states that religious minorities – including non-Protestants – cannot take public office.

MARYLAND	
#1: What requirements does this state have for an individual to hold public office?	Both Articles 35 and 55 require a mandatory declaration of belief in the Christian religion, establishing a Christian religious test for all public officials in the state.
#2: How do these requirements limit certain groups' abilities to participate in government?	To run for office, a person had to declare their belief in the Christian religion. This requirement prevents anyone who is not Christian from taking office.
#3: Does this excerpt represent **religious tolerance** or **religious liberty**? Explain.	**Religious Tolerance.** Section 33 states that all religious practice is protected, provided it does not disturb public order or safety, or infringe upon the rights of others. Section 35 states that only those who declare belief in the Christian religion can hold office, and Article 33 explicitly states that only those "professing the Christian religion are equally entitled to protection in their religious liberty."

Section 4 - Check for Understanding

Question	Suggested Response(s)
How did the early state constitutions create barriers to civic participation?	True/False Statements a. Only one state required a religious oath to take office. (false) b. All three states contained religious restrictions on who could run for office. (true) c. Religious minorities, like Jews and Catholics, could not run for office in some states. (true)

Section 5 - From Independence to the Constitution

Question	Suggested Response(s)
*In a **representative democracy** like the United States, how does change happen when unfair or unjust policies exist?*	Citizens can elect new representatives. Citizens can go to the court. Citizens can exercise their right to protest. Citizens can contact their representatives.
Cloze reading passage: *How do the United States foundational documents help to show the connection between **religious liberty** and **representative democracy**?*	Reading Passage - The underlined words/phrases below have been removed on the slide and provided as "fill in the blank" choices: The federal Constitution guaranteed that no religious oath could be required for federal office, and the First Amendment asserted that the government could not endorse or favor a particular religion. Some state constitutions only provided **religious tolerance**, but these federal protections establish **religious liberty**. In turn, these promises helped pave the path for religious minorities to be able to run for office, which supports our **representative democracy**.

Appendix D: Integrated Reading Supports

The primary sources in this lesson are challenging, complex texts; they feature unfamiliar diction, long and complex sentence structures, and outmoded conventions. All of these features can be barriers to comprehension. In order to help all students, regardless of reading ability, access the primary sources and benefit from their rich language and content, ICS integrates universal supports in this lesson. Some students, like developing readers or English language learners, may benefit from more explicit or extensive use of these scaffolds. Teachers should adjust according to their students' needs.

Built-in Reading Supports for Primary Sources

1. **Format:** The primary sources are presented in legible font with extra spacing and are shortened in length. In addition, ICS has updated the spellings, capitalization, formatting, and some punctuation to improve readability, reduce cognitive load, and support comprehension.
2. **Vocabulary:** Each source contains a glossary for difficult or archaic words and phrases.
3. **Layered Reading:** The slide deck, lesson plan, and student handouts contain "1st read/2nd read" instructions to improve reading focus and comprehension (see below).
4. **Text-Based Responses:** Questions and tasks related to the reading ask students to read the text closely to support their interpretations. For longer texts or texts that students will read independently, we add paragraph numbers for clear reference.

Layered Reading

When reading the primary source documents, we suggest a **layered reading** approach: students read multiple times, each with a different purpose that builds on the previous read. Multiple readings support readers at all levels, allowing students to move past unfamiliarity and any initial confusion they may experience, refining their focus and comprehension with each additional read. Providing a specific purpose aids comprehension by reducing cognitive load and focusing students' attention. Students do not need to feel obligated to understand every detail or nuance of the text; instead, they can focus on what is most relevant to the lesson's Learning Objectives.

We refer to these steps as **First Read** and **Second Read**.

> **First Read:** Read the source aloud while students concentrate on one focusing question and annotate for evidence. Students then discuss their initial findings. (Note that hearing a text read aloud by a fluent reader can boost students' comprehension; depending on students' needs, teachers can read the text aloud, or students can read aloud when working in small groups.)
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> **Second Read:** Students read again with additional questions that ask them to make further connections or to analyze particular text elements that build on the focusing question from the first read. The teacher can provide additional think time or work time with a partner, encouraging students to return to the text as needed, and then lead a class discussion on these questions.

Additional Scaffolding Options

If students need further support, we recommend the following scaffolds:

1. Limit the amount of primary sources offered during the lesson plan. For example, instead of having students choose between Sources A-C in section 6, pre-select which source students will analyze and facilitate that source through whole class instruction.
2. Shorten the sources to a single paragraph or to the two or three most important sentences.
3. Modernize the language of the sources to make the text more accessible to students.
4. Conduct a think-aloud while reading the first paragraph or section of the source aloud, showing students how you work through and make sense of the challenging diction and syntax. Model how good readers ask themselves questions to self-monitor their comprehension (e.g., "What does this word mean?" or "What is the speaker saying in this sentence?"). Then ask students to do the same with a partner, alternating sentences, sections, or paragraphs and providing each other with support (developing readers or English language learners can be paired with more advanced readers).