

## **Digital Snapshot US History Lesson Plan: Churches – Survey Photograph Collection**

### **Students will**

- Learn the significance churches played in Mississippi history.
- Understand the reasons for the expansion of evangelical churches.
- Explore the roles of churches in Mississippi society and culture.

### **Materials**

- Computer/tablet/laptop with internet access (digital option)
- Paper and writing utensils (physical option)

### **Preparation**

- Vocabulary terms should be completed and shared.
- Students should have an understanding of the social, political, and economic outcomes of the Civil War.
- Students should have knowledge of the failure of Reconstruction in the South.

### **Required Links**

- Digital Snapshot Exhibit ([dh-mdah.org/wpa-churches-survey](http://dh-mdah.org/wpa-churches-survey))
- Historical Context Essay ([dh-mdah.org/churches-survey-history](http://dh-mdah.org/churches-survey-history))

### **Recommended Links**

- Religion in Mississippi ([mshistorynow.mdah.ms.gov/issue/religion-in-mississippi](http://mshistorynow.mdah.ms.gov/issue/religion-in-mississippi))
- The Great Depression and Religion in Mississippi ([mshistorynow.mdah.ms.gov/issue/the-great-depression-and-religion-in-mississippi](http://mshistorynow.mdah.ms.gov/issue/the-great-depression-and-religion-in-mississippi))

### **Curricular Connections**

#### **Mississippi College- and Career-Readiness Standards for Social Studies**

#### **USH 1 Westward Expansion and the New South**

- Trace how economic developments and the westward movement influenced regional differences and democracy in the post-Reconstruction era.
  - 4. Explain the impact of the Populist movement on the role of the federal government in American society.
  - 5. Evaluate Reconstruction Amendments, black codes, Jim Crow, disenfranchisement, sharecropping, Plessy vs. Ferguson (1896), and the rise of early Civil Rights Activists as a response to the injustice such as Booker T. Washington, Ida B. Wells-Barnett, and W.E.B. DuBois.

#### **USH 3 Progressive Movement**

- Evaluate the causes, goals, and outcomes of the Progressive Movement.
  - 2. Trace the development of political, social, and cultural movements and subsequent reforms (including women's suffrage, the Temperance Movement, and compulsory public education).

- 3. Evaluate the limitation of reform efforts of the voices of the Niagara Movement, the National Association of the Advancement of Colored People (NAACP), Ida B. Wells, Booker T. Washington, W.E.B. Du Bois, and Marcus Garvey in response to Jim Crow Laws, Plessy vs. Ferguson (1896).

### **Vocabulary**

1. **Baptist:** Relating to or belonging to a Protestant Christian denomination that advocates baptism of believers by total immersion.
2. **Catholic:** Also known as the Roman Catholic Church, this is the largest Christian church. It is among the world's oldest and largest international institutions and has played a prominent role in the history and development of Western civilization
3. **Denomination:** A religious denomination is a subgroup within a religion that operates under a common name and tradition among other activities.
4. **Episcopal:** A protestant denomination of Christianity divided into nine provinces.
5. **Episcopal Diocese of Mississippi:** Created in 1826, the territory of the Episcopal Church in the United States of America with jurisdiction over the entire state of Mississippi.
6. **Evangelical:** A worldwide interdenominational movement within Protestant Christianity that affirms the centrality of being “born again,” in which an individual experiences personal conversion; the authority of the Bible of God’s revelation to humanity; and spreading the Christian message.
7. **Great Revival:** Also known as the “Red River Revival,” this was a series of evangelical Christian meetings that began in Logan County, Kentucky. These ignited the subsequent events and influenced several of the leaders of the Second Great Awakening.
8. **Methodist:** Also called the Methodist movement, this is a group of historically related denominations of Protestant Christianity whose origins, doctrine, and practice derive from the life and teachings of John Wesley.
9. **Paternalism:** The thinking or behavior by people in authority that results in them making decisions for other people that, although they they may to those people’s advantage, prevent them from taking responsibility for their own lives.
10. **Pious:** Devoutly religious.
11. **Propaganda:** Communication that is primarily used to influence or persuade an audience to further an agenda.
12. **Protestant:** A branch of Christianity that follows the theological tenets of the Protestant Reformation, a movement that began in the 16th century intending to reform the Catholic Church from perceived errors, abuses, and discrepancies.

## Introduction

By definition, a church can be many things: from a building of refuge, which was the case in many instances of the Civil Rights Movement, to a group of believers working together across racial and social lines to bring about good. Churches played an important role in the lives of people from all backgrounds in Mississippi. The photos in this collection show church buildings in several stages. Some are new and beautiful; some are in disrepair, while others are no longer standing. The [historical essay](#) found within this Digital Snapshot will discuss the need for, growth, and work of churches in Mississippi.

Using prior knowledge, the historical essay, and photos, students will answer the following discussion questions using complete sentences and discuss their answers with the class.

## Procedures

1. Introduce the lesson to students by explaining the role churches played in people's lives during Mississippi's territorial period, through the Civil War, and into the mid-twentieth century.
2. Introduce students to the included vocabulary words. The teacher may have the students define words individually or use the included definitions. (The teacher may also choose to place students in groups to define terms and have a share-out discussion afterward)
  - a. OPTION 1: The teacher may elect to place students in small groups of no more than three to answer specific questions and have the class work together to understand all the questions collectively.
  - b. OPTION 2: The teacher may elect to have students work individually on the assignment and use a peer review system or use the assignment as a summative evaluation of the subject matter.
    - i. \*If using peer review be sure to allot time for pairs of students to exchange work, discuss any changes they would make, and make those necessary changes before the assignment is due.

## Discussion Questions

1. Would you agree with the data in this essay based on your current city or town? What information did you use to come up with this answer?
  - a. Answer: Students' answers will/should vary but must convey thoughtfulness and understanding of the question.
2. What happened to allow the number of Protestants in the Mississippi Territory to rise rapidly in the period following the Revolutionary War? Why do you think the Spanish, who were deeply Catholic, allowed the Protestants to enter the territory?
  - a. Answer: The Spanish allowed the Protestants to enter the territory as long as they worshiped in private, but this did not last long. The Spanish knew the territory could not be fully developed with only Spanish colonists, so they allowed Protestants from Britain to come in.
    - i. Students' answers will/should vary but must convey thoughtfulness and understanding of the question.
3. If we look at the timeline of America in this essay, we see the end of the Civil War caused an extreme loss of life and the devastation of the Southern economy and infrastructure, completely changing these people's way of life. How do you think these events could have led to a revival of religion in that area?
  - a. Answer: The extreme loss of life could have had people asking questions about life after death and wondering about finding their loved ones again. They could also need a place of peace and love after all the hard times of the war.
    - i. Students' answers will/should vary but must convey thoughtfulness and understanding of the question.
4. Why did Black Americans face such restrictions around their religion during the 1800s to the 1860s?
  - a. Answer: Black Americans were enslaved in the South and not allowed to worship any sort of religion freely. White Americans felt the need to keep them under their rule by not allowing them to gather in groups.
    - i. Students' answers will/should vary but must convey thoughtfulness and understanding of the question.
5. Why do you think the ministers felt this new theology of separating the races during religious services was necessary?
  - a. Answer: Religious people were questioning the practice of slavery and the religious leaders needed to come up with a reason to keep Black and White people separate, so they created the theology that White people were to be rulers over other races, especially Black people.

- i. Students' answers will/should vary but must convey thoughtfulness and understanding of the question.

6. What caused the growth of all-Black congregations after the Civil War?

Answer: Black Americans abandoned the interracial congregations once they were free to do so and started their own. *Students' answers will/should vary but must convey thoughtfulness and understanding of the question.*

7. What were some reasons women joined interracial groups during World War II?

- a. Answers: Women were also facing a new frontier of freedom during this period and it was more socially acceptable for them to be in leadership positions outside the home.

- i. Students' answers will/should vary but must convey thoughtfulness and understanding of the question.