

Is the United States a Christian nation?



Original Image: "Declaration of Independence," by John Trumbull/The Bridgeman Art Library
Montage by Carin Goldberg

<https://www.nytimes.com/2010/02/14/magazine/14texbooks-t.html>

Supporting Questions

1. What were the Founding Fathers' views on religion?
2. What does the First Amendment say about the establishment of religion?
3. What are some ways religion and government are connected?
4. What are the religious and non-religious beliefs of United States citizens?

C3 TEACHERS

9-12 Establishment of Religion

Is the United States a Christian nation?

Standards and Content	Social Studies Georgia Standards of Excellence: (American Government/Civics) SSCG7 Demonstrate knowledge of civil liberties and civil rights.
Staging the Compelling Question	Have students answer a poll on the compelling question.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What were the Founding Fathers' views on religion?	What does the First Amendment say about the establishment of religion?	What are some ways religion and government are connected?	What are the religious and non-religious beliefs of United States citizens?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Complete guided notes on the religious views of the Founding Fathers and their views on the role of religion in government.	Summarize what the Establishment Clause prohibits and how judges interpret this clause.	List examples of how religious belief influences government and politics.	Complete a table on religious and non-religious groups in the United States.
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>Source A: Encyclopedia Britannica article on <i>The Founding Fathers, Deism, and Christianity</i></p> <p>Source B: Library of Congress exhibition on <i>Religion and the Founding of the American Republic</i></p>	<p>Source A: U.S. Constitution, Amendment 1</p> <p>Source B: Excerpt from <i>Finding Common Ground: A First Amendment Guide to Religion in Public Schools</i> written and edited by Charles C. Haynes and Oliver Thomas</p>	<p>Source A: Pew Research article on current connections between religion and government.</p> <p>Source B: NPR audio on the role religion plays in American politics.</p>	<p>Source A: Pew Research study on America's religious landscape.</p> <p>Source B: Pew Research study on the changing demographics of Americans who identify as Christian.</p>

Summative Performance Task	<p>ARGUMENT: <i>Is the United States a Christian nation?</i> Construct an argument (e.g., detailed outline, poster, essay) using specific claims and relevant evidence from sources while acknowledging competing views.</p> <p>EXTENSION: Retake the poll from the beginning of the inquiry and discuss why some students' views changed or remained the same.</p>
Taking Informed Action	<p>UNDERSTAND: Consider why individuals and groups would—or would not—want the government to favor one religion.</p> <p>ASSESS: Research why faith leaders are divided on the issue.</p> <p>ACT: Create a class position statement on why the Establishment Clause still matters today.</p>

*Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience.

Overview

Inquiry Description

The role of religion in public and political life has been debated throughout the history of the United States. By asking – *Is the United States a Christian nation?* – students explore the intersection of religion and government from America’s founding to today’s political climate. This inquiry focuses on the topic of religious freedom, including the First Amendment and issues related to the separation of church and state.

Students will examine:

- the religious beliefs of the Founding Fathers and their views on the role of religion in public life.
- the Establishment Clause found in the First Amendment to the United States Constitution.
- ways religion and government are connected.
- the religious and non-religious identities and demographics of United States citizens.

This inquiry highlights the following additional standards:

- Social Studies Georgia Standards of Excellence (American Government/Civics):
SSCG7 Demonstrate knowledge of civil liberties and civil rights.
- C3 Standards:
D2. Rel. 4.9-12: Describe and analyze examples of how religions are embedded in all aspects of culture and cannot only be isolated to the “private” sphere.
D2. Rel. 10.9-12: Identify assumptions about the definition of religion and the proper role of religion in private and public life.
D2. Rel. 12.9-12: Identify which religious individuals, communities, and institutions are represented in public discourse, and explain how some are obscured.

By the end of the inquiry, students will be able to argue whether the United States should be considered a Christian nation. Students will acknowledge competing views, different interpretations of the phrase “Christian nation,” and what it means for a government to establish or favor one particular religion.

Note: This inquiry is expected to take three or four 50-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. The first two supporting questions in this inquiry may require more instructional time than the third and fourth questions.

Structure of the Inquiry

This inquiry is structured into four supporting questions that unpack the compelling question, “Is the United States a Christian nation?” Each supporting question is supported with featured sources and a performance task to assess understanding. The questions are created to enable students to construct an argument addressing the compelling question by the end of the inquiry.

Staging the Compelling Question

The inquiry opens with a staging activity introducing students to the compelling question and the topic of whether the United States should be considered a Christian nation.

Teachers may begin this opener by asking students to answer a poll that addresses the compelling question. There are several platforms available to conduct polls in a classroom. One example and resource is *Poll Everywhere* (<https://support.polleverywhere.com/hc/en-us/articles/1260801551369-Multiple-choice-question>)—an online service that allows teachers to create multiple-choice questions for classroom response. A teacher could create the following poll for students to answer:

Is the United States a Christian nation?

Yes **A**

No **B**

Unsure **C**

Powered by Poll Everywhere

The results can be viewed in real time as students respond online or by text. The teacher can then review these initial answers with the class and ask students to share why they selected A, B, or C. Teachers should be mindful that not all students will feel comfortable sharing their answers. During this opener, the teacher can assess students' current understanding of the topic before students learn from the sources in the body of the inquiry. The purpose of this opener is to better understand the initial views of students and assess if these views change over the course of the inquiry. The poll will be conducted again at the close of the inquiry.

Supporting Question 1

The first supporting question—"What were the Founding Fathers' views on religion?"—has students examine both the personal religious beliefs of the Founding Fathers, as well as their views on the role of religion in government. The formative performance task asks students to complete guided notes on these topics. Featured Source A is an article from the Encyclopedia Britannica on *The Founding Fathers, Deism, and Christianity*. Featured Source B is an exhibition and text from the Library of Congress on *Religion and the Founding of the American Republic*.

Vocabulary terms in **Appendix A** can be used to help support students with this task and other tasks throughout the inquiry; teachers can add terms and definitions to the list as needed. **Appendix B** is a guided notes worksheet that teachers can use for this formative performance task.

Teachers may choose to use the following procedure:

- Provide students with a copy of the vocabulary terms (Appendix A) and a copy of the guided notes (Appendix B). Have students read the article from Encyclopedia Britannica that provides an overview of the religious beliefs of the Founding Fathers (Featured Source A) and instruct students to complete the first section of the guided notes.
- Have students read excerpts from the Library of Congress exhibition (Featured Source B)—first focusing on the section "Religion and the Constitution" and then focusing on the section "Religion and the Bill of Rights." Instruct students to complete the remaining sections of the guided notes.

The following sources were selected to support this question:

Featured Source A is an article from the Encyclopedia Britannica website on *The Founding Fathers, Deism, and Christianity* by Dr. David L. Holmes. The article highlights the founders' Protestant backgrounds, as well as the influence of Deism on their beliefs. Teachers may choose to have students take additional notes as they read the article, in addition to—or as a substitute for—the guided notes in Appendix B.

Holmes, D. L. (2006, December 21). *The Founding Fathers, Deism, and Christianity*. *Encyclopedia Britannica*.
<https://www.britannica.com/topic/The-Founding-Fathers-Deism-and-Christianity-1272214>

Featured Source B is an exhibition from The Library of Congress that explores the role of religion in the founding of the United States. *Religion and the Founding of the American Republic* addresses the "role religion played in the founding of the American colonies, in the shaping of early American life and politics, and in forming the American Republic" (Library of Congress, n.d.). The seven sections of the exhibition—as stated on the exhibition website—are:

- **[American as Refuge: The Seventeenth Century](#)** looks at the religious persecution in Europe that drove so many to the shores of British North America where these new settlers established colonies often centered on passionate religious convictions;
- **[Religion in Eighteenth-Century America](#)** challenges the notion that religion was in decline during this period concentrating on the nation's first major religious revival, the Great Awakening, 1740-45;
- **[Religion and the American Revolution](#)** illustrates the contribution of religious leaders and religious ideas to the coming of the War of independence;
- **[Religion and the Congress of the Confederation](#)** examines the policies of America's first national government toward religion;
- **[Religion and the State Governments](#)** illuminates the policies of the revolutionary state governments toward religion, ranging from disestablishment in Virginia to multiple establishments in New England states;

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- **Religion and the Federal Government** focuses on the status of religion in the new federal government;
- **Republican Religion** traces the fortunes of religion up to the 1830s, covering in the process what has been called America's "Golden Age" of Evangelicalism. (Library of Congress, n.d.)

For this performance task, students will only be referencing the section **Religion and the Federal Government** <https://www.loc.gov/exhibits/religion/rel06.html>. However, teachers should note the other sections in this exhibit provide additional information on the role of religion in the founding of the United States. This exhibition includes numerous primary documents (letters, speeches, notes, proclamations) addressing the Founding Fathers' views on religion that could be incorporated as resources for this section.

Library of Congress. (n.d.). *Religion and the founding of the American republic*. Exhibitions. <https://www.loc.gov/exhibits/religion/rel06.html>

Supporting Question 2

The second supporting question—“What does the First Amendment say about religion?”—provides a closer look at the religious Establishment Clause in the First Amendment to the Constitution. Students will develop a better understanding of what it means for a government to not promote or prefer one religion over another. The formative performance task asks students to summarize the Establishment Clause, including how judges interpret and test the clause. Featured Source A is text from the First Amendment to the Constitution. Featured Source B is an excerpt from *Finding Common Ground: A First Amendment Guide to Religion in Public Schools* addressing the Establishment Clause, related Supreme Court Cases, and the *Lemon* test.

Teachers can instruct students to focus specifically on the Establishment Clause and how the clause is interpreted. See **Appendix C** for a worksheet that teachers could use for this formative performance task.

Teachers may choose to use the following procedure:

- Provide students with the worksheet (Appendix C) to help students summarize the information.
- Have students read the First Amendment to the Constitution, specifically focusing on the clauses addressing religion (Featured Source A). Instruct students to answer the first section/question on the worksheet.
- Have students read pages 29-34 in *Finding Common Ground: A First Amendment Guide to Religion in Public Schools* written and edited by Charles C. Haynes and Oliver Thomas (Featured Source B). Instruct students to complete the remaining sections of the worksheet.

The following sources were selected to support this question:

Featured Source A is the U.S. Constitution, Amendment 1. Teachers can access the text of the First Amendment on the U.S. National Archives website.

National Archives. (n.d.) America’s founding documents. <https://www.archives.gov/founding-docs/bill-of-rights-transcript>

Feature Source B is an excerpt from *Finding Common Ground: A First Amendment Guide to Religion in Public Schools* written and edited by Charles C. Haynes and Oliver Thomas (pp. 29-30).

Haynes, C.C., & Thomas, O. (2007). *Finding common ground: A First Amendment guide to religion in public schools*. First Amendment Center.

https://www.freedomforum.org/content/uploads/2022/10/rfc_publications_findingcommonground.pdf

Supporting Question 3

The third supporting question—"What are some ways religion and government are connected?"—helps students understand the challenges of separating church and state. The formative performance task asks students to list examples of how religious belief influences government and politics. Featured Source A is an article from the Pew Research Center that addresses different connections between religion and government. Featured Source B is a short NPR audio recording on the influence of religion on American politics today.

See **Appendix D** for a worksheet that teachers could use for this performance task.

Teachers may choose to use the following procedure:

- Provide students with the worksheet (Appendix D) that helps students summarize the information from the Pew Research Center article and the NPR podcast.
- Have students read the Pew Research Center article *8 Facts about Religion and Government in the United States* by Dalia Fahmy (Featured Source A) and complete the first part of the worksheet.
- Have students listen to the NPR recording *What Role Does Religion Play in Politics?* and then complete and discuss the final question on the worksheet.

The following sources were selected to support this question:

Featured Source A is an article published online by the Pew Research Center. *8 Facts about Religion and Government in the United States* by Dalia Fahmy provides an overview of different connections between religion and government.

Fahmy, D. (2020, July 16). *8 facts about religion and government in the United States*. Pew Research Center. <https://www.pewresearch.org/fact-tank/2020/07/16/8-facts-about-religion-and-government-in-the-united-states/>

Featured Source B is an NPR audio recording of journalist Cokie Roberts answering questions on how religion has influenced public policy in America. The recording is just under 4 minutes.

Martin, R. (Host). (2016-present). *Morning Edition* [Radio program]. NPR. <https://www.npr.org/2018/06/21/622138034/what-role-does-religion-play-in-american-politics>

Supporting Question 4

The fourth supporting question—"What are the religious and non-religious beliefs of United States citizens?"—has students examine the demographics of different religious groups in America. By considering the religious diversity of the United States, students develop a greater understanding of issues related to *freedom of religion* and *freedom from religion*. The formative task asks students to complete a table on the different religious and non-religious groups in the United States. Featured Source A is a *Religious Landscape Study* by the Pew Research Center. Featured Source B is also a study by the Pew Research Center—*America’s Changing Religious Landscape*.

See **Appendix E** for a worksheet that teachers could use to support the formative performance task.

Teachers may choose to use the following procedure:

- Begin by showing a video explaining how to navigate the online data from the *Religious Landscape Study*. Teachers may choose to only show the beginning of the video that introduces the study. The video can be accessed here: <https://www.pewforum.org/about-the-religious-landscape-study/>.
- Provide students with the worksheet/table (Appendix E) for students to complete while referencing the featured sources.
- Have students read the *Religious Landscape Study* (Featured Resource A) and complete the table on the handout.
- Have students read the first paragraph of *America’s Changing Religious Landscape* (Featured Resource B) and complete the worksheet.

The following sources were selected to support this question:

Featured Source A is a study published online by the Pew Research Center on the demographics of different religious groups in the United States.

Religious Landscape Study. (2015, May 12). Pew Research Center. <https://www.pewforum.org/religious-landscape-study/>

Featured Source B is a study published online by the Pew Research Center on how the religious landscape is changing in the United States.

America’s Changing Religious Landscape. (2015, May 12). Pew Research Center. <https://www.pewforum.org/2015/05/12/americas-changing-religious-landscape/>

Summative Performance Task

At this point in the inquiry, students have examined the views of the Founding Fathers, the First Amendment, the *Lemon* Test, challenges separating church and state, and the religious diversity of American citizens.

Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question, “Is the United States a Christian nation?” It is important to note that students’ answers could take a variety of forms, including a detailed outline, poster, or essay. To support their writing, students could refer to the worksheets and notes completed throughout the inquiry. Students’ arguments will likely vary, but could include any of the following:

- Yes, the United States is a Christian nation. Most of the Founding Fathers were Christian and their faith influenced the nation they formed. God is still mentioned in some government documents, like state constitutions, and Christianity still influences politics today.
- Yes, the United States is a Christian nation. Even though people in the United States practice different religions, the majority of its citizens consider themselves to be Christian. Christianity has a significant influence on the United States, including government.
- No, you cannot use the term “Christian nation” to describe the United States. The Constitution stated that a “religious test” should *not* be required for government officials, and the First Amendment prohibits the establishment of one religion. The Founding Fathers clearly wanted to keep government and religion separate.
- No, the United States is not a Christian nation, even though Christians are the largest religious group in the country. It is a nation based on ideals like freedom of religion and freedom from religion.
- No, the United States is not a Christian nation. The Constitution protects the rights of people to follow all religions and all religions are welcome in the public square, not just Christianity. The government is prohibited from promoting or discouraging any religion.

To **extend** their arguments, teachers can have students retake the poll from the Staging the Question section. Students can then share why their views changed (or remained the same) over the course of the inquiry lesson.

Students also have the opportunity to **Take Informed Action** by considering why individuals and groups would—or would not—want the government to favor one religion. This allows students to better *understand the* concerns of different groups when talking about the separation of church and state. Student can *assess* this topic by researching why faith leaders are divided on the issue, and *act* by creating a class position statement on why the Establishment Clause still matters today.

MAY INCORPORATE THE RESOURCES BELOW:

Additional resources: <https://undergod.procon.org/questions/is-the-united-states-a-christian-nation/>
<https://www.cbsnews.com/news/america-christian-nation-religious-right/>
<https://www.ozy.com/news-and-politics/should-the-united-states-be-a-christian-nation/79160/>

Appendix A: Vocabulary

Bona Fide: genuine; sincere

Born-again: a usually Christian person who has made a renewed or confirmed commitment of faith especially after an intense religious experience

Christianity: the religion derived from Jesus Christ, based on the Bible as sacred scripture, and professed by Eastern, Roman Catholic, and Protestant bodies

Civic: of or relating to a citizen, a city, citizenship, or community affairs

Deism/Deist: belief in God based on reason rather than revelation or the teaching of any specific religion. The word originated in England in the early 17th century as a rejection of orthodox Christianity. Deists asserted that reason could find evidence of God in nature and that God had created the world and then left it to operate under the natural laws devised by God

Delegate: a representative to a convention or conference

Doctrine: a principle or position; something that is taught

Dogma: a doctrine or body of doctrines concerning faith or morals formally stated and authoritatively proclaimed by a church

Entangle/Entanglement: to wrap or twist together

Enumerate: to specify one after the another: List

Evangelical: emphasizing salvation by faith in the atoning death of Jesus Christ through personal conversion, the authority of Scripture, and the importance of preaching as contrasted with ritual

Federal: of or relating to the central government

Federalist: a member of a major political party in the early years of the U.S. favoring a strong centralized national government

Founding Father: a leading figure in the founding of the U.S. specifically: a member of the American Constitutional Convention of 1787

Hospitable: readily receptive: Open

Judaism: the cultural, social, and religious beliefs and practices of the Jews

Judeo-Christian: having historical roots in both Judaism and Christianity

Legislate: to perform the function of legislation —*specifically:* to make or enact laws

Orthodox: following or agreeing with established form, custom, or rules

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Patron: a person chosen, named, or honored as a special guardian, protector, or supporter

Pious: religious

Proscription: an imposed restraint or restriction

Protestant: *broadly:* a Christian not of a Catholic or Eastern church

Rationalists/Rationalism: reliance on reason as the basis for establishment of religious truth

Reticent: inclined to be silent or uncommunicative in speech

Rhetorical: verbal

Scholar: a person who has done advanced study in a special field

Secular: nonreligious

Slight: to treat as slight or unimportant: make light of

Unitarian: a member of a denomination that stresses individual freedom of belief, the free use of reason in religion, a united world community, and liberal social action

Vestryman: a non-ordained leader in the Episcopal church

All definitions have been adapted and cited from: <https://www.merriam-webster.com/dictionary/>

Appendix B: Supporting Question 1

For this section, refer to: <https://www.britannica.com/topic/The-Founding-Fathers-Deism-and-Christianity-1272214> by Dr. David L. Holmes

The personal religious beliefs of the Founding Fathers:

Scholars trained in research universities have generally argued that the majority of the Founders were _____ or _____.

Others claim that some of the founders were _____-again Christians.

Most of the founders were _____.

On the surface, most Founders appear to have been _____ (or "right-believing") Christians. Most were baptized, listed on church rolls, married to practicing Christians, and frequent or at least sporadic attenders of _____ of Christian worship. In public statements, most invoked divine _____.

But the widespread existence in 18th-century America of a school of religious thought called _____ complicates the actual beliefs of the Founders.

Although orthodox Christians participated at every stage of the new republic, _____ influenced a majority of the Founders. . . . It stood for _____ inquiry, for skepticism about dogma and mystery, and for religious _____. Many of its adherents advocated universal education, freedom of the press, and _____ of church and state. If the nation owes much to the Judeo-Christian tradition, it is also indebted to _____, a movement of reason and equality that influenced the Founding Fathers to embrace liberal political ideals remarkable for their time.

For this section, refer to: <https://www.loc.gov/exhibits/religion/rel06.html>

In response to widespread sentiment that to survive the United States needed a stronger _____ government, a convention met in Philadelphia in the summer of 1787 and on September 17 adopted the Constitution of the United States. Aside from Article VI, which stated that "no religious Test shall ever be required as Qualification" for federal office holders, the Constitution said little about _____. Its reserve troubled two groups of Americans--those who wanted the new instrument of government to give _____ a larger role and those who feared that it would do so. This latter group, worried that the Constitution did not prohibit the kind of state-supported religion that had flourished in some colonies, exerted pressure on the members of the First Federal Congress. In September 1789 the Congress adopted the _____ to the Constitution, which, when ratified by the required number of states in December 1791, forbade Congress to make any law "respecting an establishment of religion."

The first two Presidents of the United States were _____ of religion--George Washington was an Episcopal vestryman, and John Adams described himself as "a _____ animal." Both offered strong rhetorical support for religion. In his Farewell Address of September 1796, Washington called religion, as the source of morality, "a necessary spring of popular government," while Adams claimed that statesmen "may plan and speculate for Liberty, but it is Religion and Morality alone, which can establish the Principles upon which Freedom can securely stand." Thomas Jefferson and James Madison, the third and fourth Presidents, are generally considered _____ hospitable to

religion than their predecessors, but evidence presented in this section shows that, while in office, both offered religion powerful _____ support.

Religion and the Constitution:

When the Constitution was submitted to the American public, “many pious people: complained that the document _____ God, for it contained “no recognition of his mercies to us . . . or even of his existence.” The Constitution was reticent about religion for two reasons: first, many delegates were committed _____, who believed that the power to legislate on religion, if it existed at all, lay within the domain of the state, not national, governments; second, the delegates believed it would be a tactical mistake to introduce such a politically controversial issue as _____ into the Constitution. The only “religious clause” in the document—the proscription of religious _____ as qualifications for federal office in Article Six—was intended to defuse controversy by disarming potential critics who might claim religious discrimination in eligibility for public office.

Religion and the Bill of Rights:

Many Americans were disappointed that the Constitution did not contain a _____ that would explicitly enumerate the rights of American citizens and enable courts and public opinion to protect these rights from an oppressive government. Supporters of a bill of rights permitted the Constitution to be adopted with the understanding that the first Congress under the new government would attempt to add a bill of rights.

_____ took the lead in steering such a bill through the First Federal Congress, which convened in the spring of 1789. The Virginia Ratifying Convention and Madison's constituents, among whom were large numbers of _____ who wanted freedom of _____ secured, expected him to push for a bill of rights. On September 28, 1789, both houses of Congress voted to send twelve amendments to the states. In December 1791, those ratified by the requisite three fourths of the states became the first ten amendments to the Constitution. Religion was addressed in the First Amendment in the following familiar words: "Congress shall make no law respecting an _____ of religion, or prohibiting the free exercise thereof." In notes for his June 8, 1789, speech introducing the Bill of Rights, Madison indicated his opposition to a "national" religion. Most Americans agreed that the federal government must not pick out _____ religion and give it exclusive financial and legal support.

Appendix C: Supporting Question 2

The Establishment Clause states:

For this section, refer to pages 29-34 in *Finding Common Ground: A First Amendment Guide to Religion in Public Schools*.

What does the Establishment Clause forbid?

Judges and courts sometimes disagree on what “establishing” a religion means. The Supreme Court case *Everson v. Board of Education* (1947) said:

The establishment of religion clause means at least this: Neither a state nor the federal government may set up a _____. Neither can pass laws that aid one religion, aid all religions, or _____ one religion over another. Neither can force a person to go to or to remain away from church against his will or force him to profess a _____ in any religion ... Neither a state or the federal government may, openly or secretly, participate in the affairs of any religious organizations or groups and vice versa. In the words of Jefferson, the clause against establishment of religion by law was intended to erect “a wall of separation between _____ and _____.” *Everson v. Board of Education*, 330 U.S. 1 (1947).

The Supreme Court case *Lemon v. Kurtzman* led to a test to help interpret the Establishment Clause. The *Lemon* Test analyzes laws and actions by the government to see if it violates the Establishment Clause and the Constitution. The *Lemon* Test asks three questions:

1. Does the law, or other government action, have a bona fide _____ or civic purpose?
2. Does the primary effect neither _____ nor _____ religion?
In other words, is it neutral?
3. Does the law avoid excessive governmental _____ with religion?

In your own words, what do you think the Establishment Clause is meant to do?

Appendix D: Supporting Question 3

Where is “God” or “the divine” mentioned in government documents?

What book do most United States presidents place their hand on when they take their oath of office?

List other ways that religious belief influences government:

In the NPR podcast, journalist Cokie Roberts mentions the phrase “freedom *from* religion.” Why do you think some United States citizens would want freedom *from* religion?

Appendix E: Supporting Question 4

Complete the table (the areas in gray) with the percentage of American adults who belong to the different religious groups. Refer to data from: <https://www.pewforum.org/religious-landscape-study/>

CHRISTIAN	70.6%	NON-CHRISTIAN FAITHS	5.9%
• Evangelical Protestant	25.4%	• Jewish	
• Mainline Protestant	14.7%	• Muslim	
• Historically Black Protestant		• Buddhist	
• Catholic		• Hindu	
• Mormon		Other World Religions	.3%
• Orthodox Christian	.5%	OTHER FAITHS	1.5%
• Jehovah’s Witness	.8%	UNAFFILIATED (RELIGIOUS “NONES”)	22.8%
• Other Christian	.4%	• Atheist	
		• Agnostic	
		Nothing in particular	15.8%
		Don’t know	.6%

Adapted from: <https://www.pewforum.org/religious-landscape-study/>

What group is the largest? _____

What group is the second largest? _____

Refer to: <https://www.pewforum.org/2015/05/12/americas-changing-religious-landscape/>

The Christian share of the U.S. population is _____, while the number of U.S. adults who do not identify with any organized religion is _____, according to an extensive new survey by the Pew Research Center.