

Charles Harrison Mason: A Sanctified Life (1864-1961) Teacher's Guide

Overview

Charles Harrison Mason, founder and bishop of Church of God in Christ (COGIC), a largely Black Protestant denomination, encouraged vibrancy and variation in Black religious expression, and racial unity for all who pursued the Christian faith. His social advocacy and stance on holy living brought him friends and enemies. Bishop Mason's ability to run an organization was admired as much as his steadfast pursuit to serve his God and others.

The Woodson Center lesson on Bishop Mason allows students to explore Black religious culture in the mid-20th century. K-8 teachers have great flexibility and choice in what sub-topics and stories they wish to share with their students.

The Woodson Center would like to thank Dr. Goldie Frinks Wells, Ed.D, L.H.D. for her review of and invaluable feedback on the lesson.

Lesson Objectives

At the end of this lesson, K-8 students will be able to

- Summarize Mason's life and legacy based on the Slide Deck;
- Define key terms: sharecropper, sanctified, charismatic, denomination, etc.;
- Articulate variations of belief within the Black Church;
- Locate US cities and states from the Slide Deck on a map;
- Understand Mason's quest for racial unity and peace, not war;
- Explain Mason's reasons for pursuing God;
- Apply Woodson Principles of Integrity, Witness, Inspiration, Agency to SEL-based questions using Mason's life as an example.

See the step-by-step lesson plan below or implement your own plan according to your time allowance and student appropriateness. In addition to the Slide Deck that tells the story of Charles Harrison Mason, the supplemental materials below can be used to spark group discussion and allow independent classwork.

[Download a Printable PDF of the Slide Deck](#)

Included in the Activity Pack are:

[Activities and Assignment \(Grades K-8\)](#)

[Multiple Choice Questions \(Grades 2-5\)](#)

[Critical Thinking Exercises \(Grades K-5 with guidance; 6-8 unassisted\)](#)

[Word Scramble \(Grades 3-8\)](#)

[Word Scramble w/Word Bank \(Grades 2-6\)](#)

[Coloring Page \(Grades K-2\)](#)

[Woodson Principles Applied](#)

[Case Study: Mason Temple](#)

Teachers can choose to assign any number of the following vocabulary words, drawn from the Slide Deck, Case Studies, and other supplementary documents:

abolitionism, denominations, epidemic, exuberant, fruition, lax, lay, nascent, pacifism, piety, sanctified, segregation, “speaking in tongues,” tuberculosis, vices, vocation

A Step-by-Step Lesson Plan

#1 - #3 help with introducing lesson and background information.

1. A “bell ringer” or lesson hook is always a great way to grab a student’s attention and interest in the specific topic for the day’s lesson. Suggested bell ringers:

Why is it important for us to recognize that people have different beliefs?

Have you ever been to a worship service where the culture or beliefs were different from your own?

The teacher should write the bell ringer displayed on the board and say it a few times as the students think about the question. Ask students to raise their hands and share their answers.

2. The teacher may want to take a few minutes to briefly explain:
 - [Denominationalism](#), with summary of Pentecostalism
 - [Carter Godwin Woodson, 1875-1950. The History of the Negro Church.](#)
 - Post-slavery Religion, The South, & Migration Patterns, [summary](#)

Helpful video resources, charts and maps can be found in the resource list below, including relevant Woodson Center curriculum lessons.

3. The teacher may open the Slide Deck and read the story of Charles Harrison Mason, Bishop of COGIC.
4. After showing the Slide Deck and summarizing background resources, the teacher may pause and ask students the following questions:

Grades K-2

“Why did former slaves build churches?”

“What can community organizations provide people?”

Grades 3 – 5

“What can community organizations, like churches, provide people?”

“In what ways are having different clubs and churches helpful?”

Grades 6-8

“In what ways are having various clubs, organizations, and churches helpful to individuals?”

“What made the teachings on holiness attractive to Blacks and Whites?”

5. The next part of the lesson allows several options for K-8 Teachers:
 - Teachers can use the Activities and Assignments, to combine the lesson with other subjects. See SLOs below.
 - Teachers can use Critical Thinking Questions to generate further discussion and stimulate individual reflection.
 - Teachers may use suggested videos to expand student’s comprehension of the lesson.
6. Lesson may conclude with any of the supplementary materials in the Activity Pack, which includes a coloring sheet, crossword puzzle and the multiple-choice worksheet.

Additional Resources for Teachers and Students

Media

[The Black Church – Black History in Two Minutes or So](#) (3 min 7 sec)

[The Azusa Street Project, Vision Video, 2005](#) (54 minutes)

[Bishop C.H. Mason founder of the church of God in Christ](#) (4 min 52 sec)

[COGIC Founder Bishop C.H. Mason's Wife Lady Elsie Mason Speaking!](#) (1 min 44 sec)

[An Historical View of the Church of God in Christ](#) (3 min 12 sec)

Articles and Books

[Denominationalism](#), with summary of Pentecostalism

[African American Denominations Fact Sheet](#)

The History of the Negro (Black) Church by Carter G. Woodson, [summary](#)

Post-slavery Religion, The South, and Migration Patterns, [summary](#)

[Charles Harrison Mason \(1866-1961\) | Tennessee Encyclopedia](#)

[Charles Harrison Mason \(1866-1961\) | Encyclopedia of Arkansas](#)

Websites

[COGIC website](#)

[COGIC Museum \(Elder Elijah L. Hill\)](#)

[Church of God in Christ Holy Convocation Souvenir Journal \(1953-2012\) – Consortium of Pentecostal Archives](#)

Standards and Learning Objectives

Mapped to the College, Career and Civic Life (C3) Framework for Social Studies State Standards published by the National Council for the Social Studies

K-2

Civics

D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.

D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.

D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

D2.Civ.7.K-2. Apply civic virtues when participating in school settings.

D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.

D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.

Economics

D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.

Geography

D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.

D2.Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place.

History

D2.His.1.K-2. Create a chronological sequence of multiple events.

D2.His.2.K-2. Compare life in the past to life today.

D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.

D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.

D2.His.14.K-2. Generate possible reasons for an event or development in the past.

D2.His.16.K-2. Select which reasons might be more likely than others to explain a historical event or development.

ELA

D4.1.K-2. Construct an argument with reasons.

D4.2.K-2. Construct explanations using correct sequence and relevant information.

D4.3.K-2. Present a summary of an argument using print, oral, and digital technologies.

D4.4.K-2. Ask and answer questions about arguments.

D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

D4.7.K-2. Identify ways to take action to help address local, regional, and global problems.

D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

Grades 3-5

Civics

D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.

D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.

D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.

Economics

D2.Eco.1.3-5. Compare the benefits and costs of individual choices.

D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

Geography

D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.

D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.

History

D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.

D2.His.2.3-5. Compare life in specific historical time periods to life today.

D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

D2.His.14.3-5. Explain probable causes and effects of events and developments.

D2.His.16.3-5. Use evidence to develop a claim about the past.

ELA

D4.1.3-5. Construct arguments using claims and evidence from multiple sources.

D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

D4.4.3-5. Critique arguments.

D4.5.3-5. Critique explanations.

D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Grades 6-8

Civics

D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.

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.

D2.Civ.11.6-8. Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.

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

Geography

D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

History

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

D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.

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.

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

D2.His.5.6-8. Explain how and why perspectives of people have changed over time.

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

D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.

D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.

Data Sources

D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.

ELA

D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

D4.4.6-8. Critique arguments for credibility.

D4.5.6-8. Critique the structure of explanations.

D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.