

LESSON PLAN 7

First Amendment in Action – Right to Petition the Government for Redress of Grievances

By
Dr. Samantha Averett

Rationale:

The United States Constitution ensures that United States citizens have the right to petition government officials and the government as a whole for a redress of grievances. Many citizens have used this assurance from the First Amendment to petition the government for a redress of grievances related to the denial of rights and privileges that they believe are guaranteed by the Fourteenth Amendment. This lesson will ask students to evaluate the effectiveness of the petition and understanding of the denial rights and privileges.

Standard(s):

C3 NCSS

1. D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
2. 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.

Objectives:

1. Examine assurance and guarantees of the 1st and the 14th Amendments.
2. Evaluate actions of regular citizens in ensure the promise of the United States Constitution and Democracy.
3. Determine the motivation of the United States citizens actions.
4. Demonstrate knowledge and practical application of historical skills (analysis, sourcing, and corroboration).

Activity:

1. Students will analyze the documents.
2. Students will group and corroborate the sources.
3. Students will respond to examination prompts.

Guiding Questions:

1. To what extent are the expressed ideas representing personal interests or the interests of the community members?
2. How can citizens ensure that the United States government fulfills the promises of the United States Constitution and Democracy?
3. To what extent is it the responsibility of citizens to ensure the promises of the United States Constitution and Democracy?
4. What roles can or does a citizen play in ensuring the promises of the United States Constitution and Democracy?

Sources:

1. Declaration of Independence
2. United States Constitution
 - a. Preamble of the United States Constitution,
 - b. the First Amendment and
 - c. the Fourteenth Amendment
3. Archival Material
 - a. Dennis, J., “Dr. J Dennis et. al. to Woodrow Wilson,” 1914 February 23, CS03, Race and Segregation Collection, *Woodrow Wilson Presidential Library & Museum, Staunton, Virginia*
 - b. Northrop, Cyrus, 1834-1922, “Cyrus Northrop et al. to Woodrow Wilson,” 1914 March 9, CS05, Race and Segregation Collection, *Woodrow Wilson Presidential Library & Museum, Staunton, Virginia*

- c. Storey, Moorfield, 1845-1929 et al., “NAACP to Woodrow Wilson,” 1914 January 6, CS01, Race and Segregation Collection, *Woodrow Wilson Presidential Library & Museum, Staunton, Virginia*
 - d. Trotter, William Monroe, 1872-1934, “Address to Pres. Wilson of Colored American Anti-Segregation Delegation,” 1913 November 6, WWP18150, First Year Wilson Papers, *Woodrow Wilson Presidential Library & Museum, Staunton, Virginia*
4. Newspaper Article
- a. Excerpt from the *Chicago Defender*; “Col. Young Farewell Address”, December 20, 1919, <https://www.proquest.com/docview/493591375/E6804B391AE54252PQ/14?accountid=11490>
 - b. *Washington Times*, “Colored Delegate Rebuked by Wilson,” 1914 November 12, SC111214, Race and Segregation Collection, *Woodrow Wilson Presidential Library & Museum, Staunton, Virginia*

Suggested Lesson Plan:

1. Warm Up –
 - a. Lead a whole group discussion on the terms below and the historical context of the time period (use of suggested PowerPoint)
 - i. Civic Virtue
 - ii. Democratic Principles
 - iii. Constitutional Rights
2. Examine – As a whole class the students will work with document set A to read, discuss and answer questions.
3. Examine – Teacher can choose either suggestion based on the needs of the students (individual work or group work)
 - a. Suggestion - Students will examine one document and answer the questions on the worksheet related to each document. Then students will share the information from their document with other students in the form of a presentation or by creating a poster to hand around the classroom. Students will then conduct a gallery walk to complete the worksheet with at least four documents (their assigned document and three others). Finally, students will use the four documents to answer the document-based question.
 - b. Suggestion –Students will work as a small group to focus the assigned documents and complete the worksheet related to each document. Then the class will discuss their document set as a presentation or create posters for a gallery walk. Students will take notes from the other group(s), ask questions and determine which documents are most effective in answering the document-based question. Students will then answer the document based question using any other eight documents.
4. Evaluation –
 - a. Students will complete the worksheet and corroborate the documents.
 - b. Students will complete the exit ticket.

Suggested Grade Level:

This lesson plan is for middle to high school students.

Suggested Lesson Pace:

Schedule Type	Rationale
80 minute Block Schedule	This lesson structure may take two class periods. Students will analyze the document(s) and complete the worksheet during the first class period. The students will answer the document based question during the second class period.
45 minute Block Schedule	This lesson structure may take three class periods. Students will analyze the document during the first class period. Then complete the worksheet during the second class period. Next answer the document based question during the third class period.

Document Set A

Document 1: Excerpt from the Declaration of Independence, 1776

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.-- That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

Document 2: Preamble to the United States Constitution, 1787 Ratified 1788

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure (ensure) domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Document 3: 1st Amendment to the United States Constitution, 1789 Ratified 1791

Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Document 4: 14th Amendment to the United States Constitution, 1866 Ratified 1868

Section 1

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Guided Questions

1. What five rights or expectations are expressed in the Declaration of Independence?
2. What rights or expectations are expressed in the Preamble to the United States Constitution?
3. What rights or expectations are expressed in the 1st Amendment of the United States Constitution?
4. What rights or expectations are expressed in the 14th Amendment of the United States Constitution?
5. How do these documents support activists and other citizens who are demanding change of government officials and structures in the United States?

Document B

From Robert N. Wood

Mr. President, Sir

New York

August 5, 1913

On behalf of the United Colored Democracy as a political organization and in order to voice the feeling and thought of the ten million persons of Negro blood who justly aspire to the maintenances of their privileges as citizens in this great democracy, I am reluctantly compelled to express to you a respectful, but none the less earnest, protest at the course your administration is pursuing were regard to the status of the colored people of this country.

In taking this step I have in mind the fact that never, perhaps since the first term of Abraham Lincoln has a President of the United States found himself obliged to face, immediately after his inauguration, questions of such momentous importance as have successively occupied your attention since the Fourth of March last. But while the Tariff, the California Alien and Laws, the Mexican Government, the compensation of the family of an Italian who was lynched in Florida are certainly matters deserving of the consideration of the Chief Executive of the Nation, I feel that no question can be or more urgent concern to you than the future of ten million citizens within the borders of the United States. The apparent complacency which has marked the attitude of the colored people towards the campaign for their reduction to serfdom which certain reactionary elements in the Democratic Party have inaugurated coincidentally with your assumption of the Presidency cannot by any means be regarded as an indication of our satisfaction with the movement to place us in the condition which was ours before the Civil War.....

Knowing and believing, as I do that you are a man of courage, and mindful of you own personal assurance to me that you are a Christian and a gentleman, I feel that I can no longer disregard the insistent demands of those of my race who expressed their confidence in you by casting their vote to help secure your elevation.....

As well as of those whose fears for the safety of our citizenship under a Democratic Administration now seem only too well to have been justified, that I appeal to you for some expression by word or deed that will discourage and discountenance the enemies of the colored man at Washington.....

There stood in the person of Woodrow Wilson a man of Southern birth whose purpose was to unite the country in the bonds of good-will and mutual respect and whose comprehensive insight had taught him that the country could never be united except the colored people were considered part thereof. As a man of Southern birth, you are well aware. Mr. President that the attitude of the best teacher in the South toward the colored population in not the attitude represented by those persons in an out of Congress whose sole aim in life seems to be the suppression of the just aspirations of colored people, after centuries of residence in this country, to the maintenance of “the right to life, liberty and the pursuit of happiness” in this land, so rich in opportunity to the most degraded refuse of Europe.....

The colored people deeply resent the segregation of clerks in the Civil Service at Washington, in the Post Office and in other departments of the Federal Government. We resent it, not at all because we are particularly anxious to eat in the same room or use the same soap and towels that white people use, but because we see in the separation in of the races in the matter of soup and soap the beginning of a movement to deprive the colored man entirely of soup and soap, to eliminate him wholly from the Civil Service of the United States.....

Intelligence and efficiency cannot now be measured according to the color of the skin. In past administrations individuals colored clerks of superior training and ability have been held back to permit of the promotion of white men of inferior attainments. In such cases there was always recourse to the proper authorities and the victim of such discrimination could thus abstain redress. But the present system of segregation is surely tending toward the total elimination of colored people from honest employment in the Civil Service of the United States.....

We protest against segregation because our interest are at stake. We protest against it none the less because of the absurd inadequacy of the reasons given for the change in the departmental service.....

Finally, Mr. President, as American citizens sincerely interested in the welfare of the country as a whole, we resent the segregation and the discrimination in the Federal Civil Service because, however necessary and important the enforced segregation of the races may be to the voters in rural communities in Alabama or Mississippi and to their candidates for office, it is not a business in which this great nation can engage with any profit to the people as a whole and it can be production only of evil and ill will among a large and important minority.....

Vert respectfully yours,

Robert N. Wood

Source: Wilson House Historical Lesson Plan Collection.

Guided Questions

1. What are the issues identified by the author of the letter? What is the author demanding of President Wilson?
2. How are these demands/ requests supported by and reflected in the excerpts of the United States Constitution? (i.e. Declaration of Independence, Preamble, 1st Amendment, and 14th Amendment)
3. How is the notion of religion used in this letter?
4. How does the issue of voting play a role in this letter?
5. How does this letter reflect the Declaration of Independence's phrase, "the right to life, liberty, and the pursuit of happiness"?

Document C

The President,
Washington, D.C.

Resolved that the National Association for the Advancement of Colored People, in annual meeting assembled, welcome the report that segregation of colored employees in Federal departments at Washington has been checked. Be it further Resolved that the President of the United States be urged to put an entire stop to this injustice at once. Resolved, that these resolutions be telegraphed to the President of the United States and to the Secretary of the Treasury.

Moorfield Story, President;
Oswald Garrison Villard,
Joel E. Spingarn,
Charles Edward Russell.

Source: Storey, Moorfield, 1845-1929 et al., "NAACP to Woodrow Wilson," 1914 January 6, CS01, Race and Segregation Collection, *Woodrow Wilson Presidential Library & Museum, Staunton, Virginia*

Guided Questions

1. What are the issues identified by the author of the letter? What is the author demanding of President Wilson?
2. How are these demands/ requests supported by and reflected in the excerpts of the United States Constitution? (i.e. Declaration of Independence, Preamble, 1st Amendment, and 14th Amendment)
3. Why is the involvement of National Association for the Advancement of Colored People with this issue important?

Document D

Col. Young Farewell Address

Col. Charles W. Young, the ranking officer of the Race, addressed a large audience Sunday afternoon at St. Mark M.E. church on a subject pertinent to the progressive movements among our people in America. The retired colonel is to sail the first of January for Africa as military attaché of the American legation in Liberia for an indefinite period. After the invocation by Dr. Brooks, Eugene Kinckle Jones, secretary of the National Urban League spoke, followed by A.L. Jackson formerly of Chicago, the educational secretary, who spoke along educational lines and Col. Wm J Schieffelin, who said that Christian intelligence is needed to solve many problems affecting the Race. He was loudly applauded when he turned to Col Young and said, "I believe that if you had been a white man, you would reach France." Col. Young spoke next. He adds in part: "If congress wants to do anything for her black soldiers who died in France, let the Congress of the United States give them the thing for which they fought – liberty and full democracy. That is the kind of memorial that is acceptable to loyal and true Americans." He attacked the American policy of discrimination, segregation and lynching. He suggested that the Race stand on two legs, one economic and the other political. In conclusion he urged us to boycott any candidate in the next presidential election who does not openly oppose the wrongs in questions.

Source: The Chicago Defender, Col. Young Farewell, December 20, 1919

<https://www.proquest.com/docview/493591375/E6804B391AE54252PQ/14?accountid=11490>

Guided Questions:

1. What are the issues identified by Col. Young in this article? What is Col. Young demanding of President Wilson in this article?
2. How are these demands/ requests supported by and reflected in the excerpts of the United States Constitution? (i.e. Declaration of Independence, Preamble, 1st Amendment, and 14th Amendment)
3. Why is the military status of this speaker Col. Young important in the discussion of the issue?

Document E

Albuquerque N. M.
Feb 23, 1914.

Hon. Woodrow Wilson:
President of These U. S.
White House, Wash. D.C.
Honorable Sir:

We, the grievance committee of the New Mexico Protective Association, beg leave to submit the following protest, against the segregation of the federal employees in Wash. D. C. under your administration.

We beg leave to call your attention, to one of your pre-election pledges, namely: "Should I become president of the U.S., they (the colored people) may count on me, for absolute fair dealing; & for everything, by which I would assist, in advancing the interest of their race in the U. S."

We, deeming segregation inimical to the advancement of any race, therefore, pray you, to use the influence of your high office, to have the heads of the various government departments, rescind their orders, or change their policies of segregating the federal employees, at the very seat of the government.

Very respectfully Yours,

Dr. J. Dennis,
Prof. J. O. Scott
Theo. M. Brinson.
Committee

Source: Dennis, J., "Dr. J Dennis et. al. to Woodrow Wilson," 1914 February 23, CS03, Race and Segregation Collection, *Woodrow Wilson Presidential Library & Museum, Staunton, Virginia*

Guided Questions

1. What are the issues identified by the author of the letter? What is the author demanding of President Wilson?
2. How are these demands/ requests supported by and reflected in the excerpts of the United States Constitution? (i.e. Declaration of Independence, Preamble, 1st Amendment, and 14th Amendment)
3. How and why did the authors use campaign promises to support their request?
4. In response to the quote "deeming segregation inimical to the advancement of any race," what responsibility does the president or any government official have toward removing the hostility of obstacles to advancement of any race or group of people?

Document F

To His Excellency the President of the United States,
Hon. Woodrow Wilson.
Dear Sir:

A deep sense of obligation to the highest welfare of our country leads us to request you to use your powerful personal influence in a matter which threatens that spirit of unity and mutual respect which we all so earnestly desire to see prevail.

It is the wisdom, breadth, justice, and courage that you have shown which makes us appeal to you, who alone can do it, to prevent the rekindling of smoldering sectional feeling, which must result if the tendencies of the present are not wisely controlled.

We refer to the disposition to change the present status of the negro in Washington.

The north has for many years wisely abstained from interference with conditions in the south. Should not a delicate sense of courtesy impel the chivalric spirit of the south to decide that, in so far as our nation's capital is concerned, they will respect the convictions of the north?

The very absence of important matters of adverse criticism, which the wisdom of your administration has secured, will induce a partisan press to make the most of an appeal to the but half-forgotten prejudices of the past. Will it not be a claim to renown worth seeking that you, while perhaps sympathizing with the feeling of the south, were, by your large conception of the duty of a chief magistrate able to carry out a generous policy which prevented all sectional bitterness?

The utmost pains has been taken to prevent outside knowledge of this letter, so that whatever action you may take may have its full weight as coming from yourself.

Very respectfully,

Cyrus Northrop
_____ Hills
James M. Buckley

Source: Northrop, Cyrus, 1834-1922, "Cyrus Northrop et al. to Woodrow Wilson," 1914 March 9, CS05, Race and Segregation Collection, *Woodrow Wilson Presidential Library & Museum, Staunton, Virginia*

Guided Questions

1. What are the issues identified by the author of the letter? What is the author demanding of President Wilson?
2. How are these demands/ requests supported by and reflected in the excerpts of the United States Constitution? (i.e. Declaration of Independence, Preamble, 1st Amendment, and 14th Amendment)
3. The authors used the statement “to prevent the rekindling of smoldering sectional feeling” to invoke what emotion and call to response from the president?
4. Why do the authors include the statement “the utmost pains has been taken to prevent outside knowledge of this letter, so that whatever action you may take may have its full weight as coming from yourself_”? How is this statement a protest technique?

Document G

Mr. Trotter's speech to the President follows:

Protest of a Year Ago.

One year ago we presented a national petition signed by colored Americans in thirty-eight States, protesting against the segregation of employees of the National Government whose ancestry could be traced in whole or in part to Africa, as instituted under your Administration in the Treasury and Post Office Departments. We then appealed to you to undo this race segregation in accord with your duty as President and with your pre-election pledges. We stated that there could be no freedom, no respect from others, and no equality of citizenship under segregation for race, especially when applied to but one of the many racial elements in Government employ. For such placement of employees means a charge by the Government of physical indecency or infection, or of being a lower order of beings, or a subjection to the prejudices of other citizens which constitutes inferiority of status. We protested such segregation as to working positions, eating tables, dressing rooms, rest rooms, pickers, and especially public toilets in Government buildings. We stated that such segregation was a public humiliation and degradation, entirely unmerited and far-reaching in its injurious effects, a gratuitous blow against every loyal citizens and against those many of whom aided and supported your elevation to the Presidency of our common country.

...to renew the protest and to ask you to abolish segregation of Afro-American employees in the Executive Department.

Humiliation Alleged.

Because we cannot believe you capable of any disregard of your pledges, we have been sent by the alarmed American citizens of color. They realize that, if they can be segregated and thus humiliated by the National Government at the National Capital, the beginning is made for the spread of that persecution and prosecution which makes property and life itself insecure in the South, the foundation of the whole fabric of their citizenship is unsettled.

They have made plain enough to you their opposition to segregation last year by a national anti-segregation petition, this year by a protest registered at the polls, voting against every Democratic candidate save those outspoken against segregation. The only Democrat elected governor in the Eastern States was Governor Walsh of Massachusetts, who appealed to you by letter to stop segregation. Thus have colored Americans shown how they detest segregation.

In fact, so intense is their resentment that the movement to divine this solid race vote and make peace with the national Democracy, so suspiciously revived when you ran for Presidency and which some of our families for two generations has been risking all to promote, bids fair to be undone.

Only two years ago you were heralded as perhaps the second Lincoln, and now the colored leaders who supported you are hounded as false leaders and traitors to their race. What a change segregation has wrought!

Ask Executive Order.

You said that your "Colored fellow citizens could depend upon you for everything which would assist in advancing the interest of their race in the United States." Consider that pledge in the face of the continued color segregation! Fellow-citizenship means congregation, segregation destroys fellowship and citizenship. Consider that any passerby on the streets of the National Capital, whether he be black, can enter and use the public lavatories in Government buildings while citizens of color, who do the work of the Government are excluded.

As equal citizens and by virtue of your public promises we are entitled at your hands to freedom from discrimination, restriction, imputation, and insult for race in Government employ. Have you a "new freedom" for white Americans and a new slavery for your "colored fellow-citizens?" God forbid!

We have been delegated to ask you to issue an executive order against any and all segregation of Government employees because of race and color, and to ask whether you will do so. We await your reply that we may give it to the waiting citizens of the United States of African extraction.

[Note: handwritten above newspaper clipping: "Washington Times Nov. 12- 1914" Mr. Trotter is one of the delegates who met with President Wilson on behalf of the National Independence Equal Rights League/ National Independence Political League. Trotter was also a journalist and publisher of "*The Guardian*"]

Source: Washington Times, "Colored Delegate Rebuked by Wilson," 1914 November 12, SC111214, Race and Segregation Collection, *Woodrow Wilson Presidential Library & Museum, Staunton, Virginia*.

Guided Questions

1. What is Mr. Trotter demanding of President Wilson?
2. How are these demands/ requests supported by and reflected in the excerpts of the United States Constitution? (i.e. Declaration of Independence, Preamble, 1st Amendment, and 14th Amendment)
3. What does the author argue are the lasting ramifications of President Wilson's actions and inactions?
4. What methods are used in appealing to President Wilson for "a redress of grievances" (1st Amendment)?

Document H

ADDRESS TO PRES. WILSON OF COLORED AMERICAN ANTI-SEGREGATION DELEGATION

Address of Colored Citizens to President Wilson when presenting national petition against segregation
Nov. 6, 1913.

Made by W. Monroe Trotter of Boston in behalf of delegation of National Independent Political League, which supported Woodrow Wilson for election.

No equality, freedom or respect in segregation.

There can be no equality, freedom or respect from others, in segregation by the very nature of the case. Placement of employees on any basis except capability is out of the usual course.

Segregation such as barring from the public lavatories and toilets and requiring the use of separate ones must have a reason. This reason can only be that the segregated are considered unclean, diseased or indecent as to their persons, or inferior beings of a lower order, or that other employees have a class prejudice which is to be catered to, or indulged.

If the segregation is for the first or second reason, the Federal Government thereby puts an insult upon its own citizens, equal by law, unparalleled in the history of any nation since governments were established among men. If the last two are the reasons, the Government deliberately denies equality of citizenship, in violation of the Constitution and makes an inferior and a superior class of citizens. No citizen who is barred because of the prejudice of another citizen can be his equal in citizenship. By subjecting the former to the latter's prejudice, the Government denies equality. The indignity of such a segregation is indisputable, for the public have a right to draw their own conclusions as to the reason.....

If separate toilets are provided for Latin, Teutonic, Celtic, Slavic, Semitic and Celtic Americans, then and then only would African Americans be assigned to separation without insult and indignity.

The separate eating tables admitted by Secretary of the Treasury McAdoo, likewise means a declaration of a foulness, indecency, disease, rudeness or essential inferiority, by the Government itself, or a decree that these citizens barred from the general tables shall be subjects of the race prejudice of all the others. This means inequality of citizenship.

All this is true of segregation at desks or in rooms, already notorious under the auditors of the Post Office, the Navy, in the Post Office Department, the Bureau of Engraving and elsewhere. Secretary McAdoo admits a rule against “enforced and unwelcome juxtaposition of white and Negro employees.” This is segregation, and of Afro American employees at the behest of the prejudice of all other racial classes of employees. It is clear and definite subjection of one element of citizens to the race prejudice of other citizens. It denies equality of citizenship to the former, in fact, unsettles their citizenship altogether.

For the rule is open to abuse and Afro American employees are thus exposed to possible discrimination of any kind.

This segregation denies equal freedom and equal opportunity to employees of African descent as compared to all others, for it makes more difficult their placement and tempts to, if it does not insure, arbitrary limitations for race to advancement and promotion in a field more limited than that of all others in the reverse ratio of their numerical proportion.....

No Necessity For It.

Necessity cannot be pleaded as an excuse for this affront and injury. Afro-Americans and other American employees have been working together, eating at the same tables, and using the same lavatories and toilets for two generations. They have worked in peace and harmony and the Government’s business has been well executed. Some of the very Afro-American clerks taken from rooms where Americans of other ancestries worked, or from seats in juxtaposition thereto have so worked for twenty-five and thirty years. They did so through two Democratic Administrations. These Democratic Administrations were nearer the abolition of the slavery of Afro Americans than yours, Mr. President. The same efforts to inaugurate this segregation in Government service were made under your illustrious predecessor, the late, President Grover Cleveland, and were stopped by his order, as we trust they will be in short by yourself.

The inauguration of this policy therefore can be attributed to no cause but the personal prejudice of your appointees in the Executive Branch of the Government. Never before was race prejudice and race distinction made official under our National Government, never before incorporated in a National Government policy.....

Source: Trotter, William Monroe, 1872-1934, “Address to Pres. Wilson of Colored American Anti-Segregation Delegation,” 1913 November 6, WWP18150, First Year Wilson Papers, *Woodrow Wilson Presidential Library & Museum, Staunton, Virginia*.

Guided Questions

1. What are the issues identified by the author of the letter? What is the author demanding of President Wilson?
2. How are these demands/ requests supported by and reflected in the excerpts of the United States Constitution? (i.e. Declaration of Independence, Preamble, 1st Amendment, and 14th Amendment)
3. According to the author, what are the implication of racial segregation in President Wilson’s administration?
4. The author argues that the racial segregation taking place in President Wilson’s administration is a “violation of the Constitution.” Use the excerpts in document set A to assess the validity of the author’s assertions? (i.e. Declaration of Independence, Preamble, 1st Amendment, and 14th Amendment)
5. According to the author, why is President Wilson’s administration “unique in their action” and to what does the author attribute the uniqueness of this administration?

Name: _____

Date: _____

Instructions: Use your assigned documents (at least four) to complete the chart and answer the document based question.

Question:

During the Wilson administration, how did African American citizens ensure that the United States government fulfilled the promises of the United States Founding Document (Declaration of Independence) and the Constitution?

Document Letter	Evidence from this document to help answer the DBQ.	Does this document corroborate another? If so, how?
Document		
Document		
Document		
Document		

Possible Look Fors.....

Document Letter	Evidence from this document to help answer the DBQ.	Does this document corroborate another? If so, how?
Document B	<p>Letter- Establish that he speaks on behalf of the people impacted by the policy. – Evidence from the text – “to voice the feeling and thought of the ten million persons of Negro blood who justly aspire to the maintenances of their privileges as citizens in this great democracy, I am reluctantly compelled to express to you a respectful, but none the less earnest, protest at the course your administration is pursuing were regard to the status of the colored people of this country.”</p> <p>Explain the long term effects of this type of discrimination – Evidence from the text –“The apparent complacency which has marked the attitude of the colored people towards the campaign for their reduction to serfdom which certain reactionary elements in the Democratic Party have inaugurated coincidentally with your assumption of the Presidency cannot by any means be regarded as an indication of our satisfaction with the movement to place us in the condition which was ours before the Civil War.”</p> <p>“The colored people deeply resent the segregation of clerks in the Civil Service at Washington, in the Post Office and in other departments of the Federal Government. We resent it, not at all because we are particularly anxious to eat in the same room or use the same soap and towels that white people use, but because we see in the separation in of the races in the matter of soup and soap the beginning of a movement to deprive the colored man entirely of soup and soap, to eliminate him wholly from the Civil Service of the United</p>	<p>This answer may vary depending on the connections students identify and establish between the documents. One document to which this document clearly connects is document E because both documents make specific reference to segregation of federal employees.</p>

Document Letter	Evidence from this document to help answer the DBQ.	Does this document corroborate another? If so, how?
	States”	
Document C	Telegraph – To inform and demand change in President Wilson’s administration – Evidence from the text – “the report that segregation of colored employees in Federal departments at Washington has been checked. Be it further Resolved that the President of the United States be urged to put an entire stop to this injustice at once.”	This answer may vary depending on the connections students identify and establish between the documents. One document to which this document clearly connects is H because the document informs the president of the impact of the racial segregation taking place in his administration.
Document D	Public Address to St. Mark M.E. Church – Newspaper Article Demanding change in the racial segregation practice during President Wilson’s administration as it relates to the military, promotions, and recognition. – Evidence from the text - “I believe that if you had been a white man, you would reach France.” Col. Young spoke next. He adds in part: “If congress wants to do anything for her black soldiers who died in France, let the Congress of the United States give them the thing for which they fought – liberty and full democracy. That is the kind of memorial that is acceptable to loyal and true Americans.” Urge American citizens, especially African American to use their vote to shape the democratic practices of the government. – Evidence from the text – “He suggested that the Race stand on two legs, one economic and the other political. In conclusion he urged us to boycott any candidate in the next presidential election who does not openly oppose the wrongs in questions.”	This answer may vary depending on the connections students identify and establish between the documents. One document to which this document clearly connects is C because the document demands change in President Wilson’s administration

Document Letter	Evidence from this document to help answer the DBQ.	Does this document corroborate another? If so, how?
Document E	<p>Letter – To express the committee’s grievances regarding racial segregation for federal employees and ask for fulfillment of election/ campaign promises – Evidence from the text – “the grievance committee of the New Mexico Protective Association, beg leave to submit the following protest, against the segregation of the federal employees in Wash. D. C. under your administration”</p> <p>“We beg leave to call your attention, to one of your pre-election pledges, namely: "Should I become president of the U.S., they (the colored people) may count on me, for absolute fair dealing; & for everything, by which I would assist, in advancing the interest of their race in the U. S."</p>	<p>This answer may vary depending on the connections students identify and establish between the documents. One document to which this document clearly connects is G because the document expresses grievances with the president regarding racial segregation taking place in his administration.</p>
Document F	<p>Letter – Requesting presidential assistance – Evidence from the text – “to use your powerful personal influence in a matter which threatens that spirit of unity and mutual respect which we all so earnestly desire to see prevail.”</p> <p>“the Federal Government thereby puts an insult upon its own citizens, equal by law, unparalleled in the history of any nation since governments were established among men. If the last two are the reasons, the Government deliberately denies equality of citizenship, in violation of the Constitution and makes an inferior and a superior class of citizens. No citizen who is barred because of the prejudice of another citizen can be his equal in citizenship.”</p>	<p>This answer may vary depending on the connections students identify and establish between the documents. One document to which this document clearly connects is G because the document is requesting presidential assistance regarding the racial segregation taking place in his administration.</p>

Document Letter	Evidence from this document to help answer the DBQ.	Does this document corroborate another? If so, how?
Document G	<p>Speech – To protest and express grievances with racial segregation taking place in the federal government. – Evidence from the text – “protesting against the segregation of employees of the National Government whose ancestry could be traced in whole or in part to Africa, as instituted under your Administration in the Treasury and Post Office Departments.”</p> <p>Requesting the president take action to end racial segregation in the federal government – Evidence from the text – “to renew the protest and to ask you to abolish segregation of Afro-American employees in the Executive Department.”</p>	<p>This answer may vary depending on the connections students identify and establish between the documents. One document to which this document clearly connects is F because the document is requesting presidential assistance regarding the racial segregation taking place in his administration.</p> <p>One document to which this document clearly connects is E because the document is expressing grievances regarding the racial segregation taking place in presidential administration</p>
Document H	<p>Speech – To inform the president of the impact of racial segregation – Evidence from the text – “Segregation such as barring from the public lavatories and toilets and requiring the use of separate ones must have a reason. This reason can only be that the segregated are considered unclean, diseased, or indecent as to their persons, or inferior beings of a lower order, or that other employees have a class prejudice which is to be catered to or indulged.”</p>	<p>This answer may vary depending on the connections students identify and establish between the documents. One document to which this document clearly connects is C because the document informs the president of the racial segregation taking place in his administration</p>