

# Civil Rights for African Americans in Early California

## Discrimination and Activism for African Americans 1848-1865

### OVERVIEW

You may notice that this lesson uses the terms “enslaved persons” instead of “slaves,” “enslavement” instead of “slavery” and “enslavers” instead of “slave owners.” The decision to use these words was deliberate. Referring to people as “enslaved” reminds us that slavery was neither a choice nor an identity but a condition that was forced upon them.

In addition, this lesson includes excerpts from the California Constitution and laws from 1850-65. Some of the terms used in the documents reflects language used at the time. Some of this language may be offensive to readers today. Teachers may want to address this language with their students.

In Part I, students learn about California state’s discriminatory policies against African Americans and identify how the policies were discriminatory.

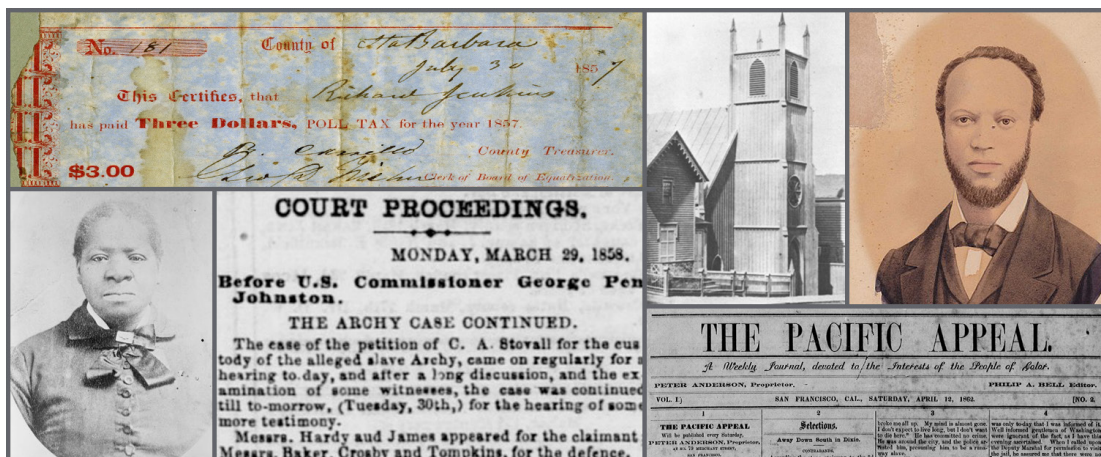
In Part II, students learn about an actual response by California African Americans to the state’s government policies identifying the discriminatory policy and determining the type of action used to fight it.

In Part III, students check their understanding of discriminatory policies toward African Americans in early California and the types of responses by African Americans using quotes and excerpts from African American voices.

In Part IV, students discover if the actions resulted in change and explore unresolved issues about the policy.

In Part V, students research current government policies that discriminate against African Americans and research the ways in which African Americans are fighting for justice and equality today.

In Part VI, students look at their own experiences with discrimination and explore methods of action to combat discrimination in their own lives.



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## California Constitution, 1849 ARTICLE I. Declaration of Rights

Sec. 1. All men are by nature free and independent, and have certain inalienable rights, among which are those of enjoying and defending life and liberty, acquiring, possessing, and protecting property: and pursuing and obtaining safety and happiness.

<https://tile.loc.gov/storage-services//service/gdc/calbk/196.pdf>

The 1849 California Constitution guaranteed individual rights to all men and established that government is created for the protection of the rights of those people.

Despite this, the first California state legislature (a body of people elected to make laws) created laws that limited the rights of African Americans, Mexican Americans, Native Americans, and Chinese. Together, these laws formed California state government policy (planned action) which denied non-whites equal treatment by the law.

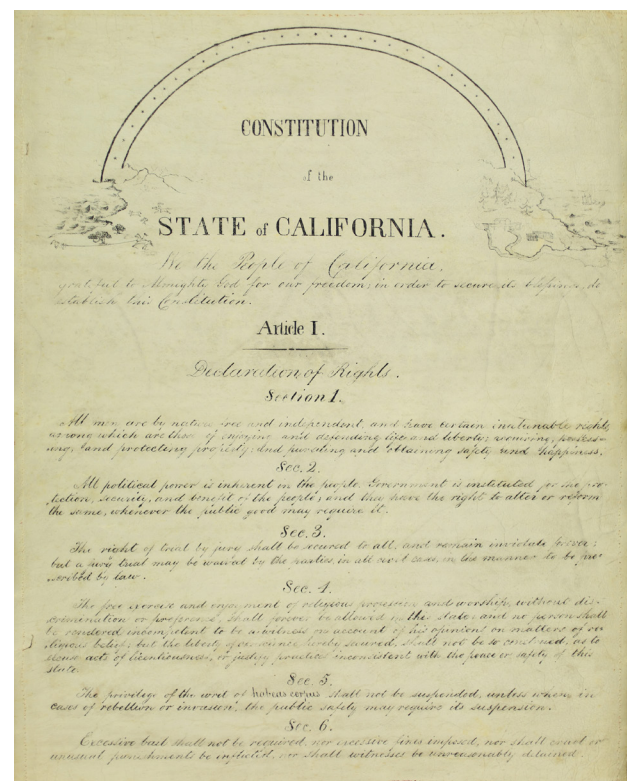
Today, we would define government policies that restrict a specific group of people as discriminatory (unfair or different treatment based on gender, age, race, or other factors).

Non-whites and their allies fought against discriminatory policies in California from 1848–1865. They organized, educated, protested, and legally challenged California’s discriminatory policies. African American activists for equal rights affected change in some instances.

However, it would take a Civil War, amendments to the United States Constitution, and a new California Constitution in 1879 to end enslavement and provide basic rights for African Americans. Even still, government discrimination remained. Generations throughout California history have battled prejudicial state and federal (national) laws (laws that treat groups or individuals unequal). It is a fight that continues still today.

Discrimination was not limited to government policies. Some individuals, private businesses, and organizations discriminated against African American and other non-whites. Even though changes were enacted to ban racist policies in government institutions, the abolishment of those policies did not alter prejudices in American society. They were, however, a start.

Early California government policies targeted Chinese, Mexican American, African American, and Native American populations. This lesson, however, will focus on the discriminatory policies by the state government towards African Americans in early California, the actions they took to fight for equality, and how Black Americans are still battling for equal rights today.



1849 California Constitution, adopted in Monterey, California by California’s first Constitutional Convention. Courtesy of the California State Archives.

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## **BACKGROUND**

### **African Americans in California**

Task #1: As you read, circle dates.

More than 1,000 Native American tribes were the first inhabitants (people who live in a place) of the area now called California. In the 1700s, Spanish military expeditions brought sailors, soldiers, and their families to California many who were of African descent (ancestry) or multi-racial (parentage from several races). In 1781, forty-six settlers from Spain and Mexico arrived and founded Los Angeles, twenty-six of whom were of African descent or Mestizo (African/Spanish/Indigenous heritage).

During Spanish rule from 1780–1823, the Spanish rancho (ranch) system survived through forced Native labor and enslavement of African people. When California became Mexican territory in 1823, enslavement was outlawed, and Afro-Latinos (mixed race African and Latino) held important political and social positions in the state.

An expanding United States fought a war with Mexico from 1846–1848 over the California, New Mexico, and Arizona territories. The U.S. won, and the new California Territory continued the enslavement-free status of Mexican California. However, southern enslavers still brought enslaved African Americans to California during the Gold Rush of 1848.

By 1849, California citizens organized a Constitutional Convention to create an official government for California. Delegates (people representing different parts of the state) met in Monterey, California, where they drafted and approved the California Constitution. It was sent to California voters (limited to white men at the time) who ratified (approved it) at the end of the year. In 1850, California was admitted into the U.S. as an enslavement-free state. Many enslaved African Americans elsewhere in the United States escaped enslavement to join California's emancipated (freed) African community.

While the California Constitution banned (forbid) enslavement in the state, it also denied African Americans equal right to vote. In addition, the California state government passed discriminatory (unfair or different treatment based on gender, age, race or other factors) laws that further denied African Americans rights to equal education, rights in court and more.

The community of African American men and women in California grew from 962 in 1850 to 4,086 by 1860. This African America community and their allies challenged California's prejudicial (biased) laws to secure basic rights.

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## **BACKGROUND**

### **African Americans in California**

Task #2: Use the dates you circled in Task #1 to help you finish the sentences below that summarize African Americans in California prior to statehood.

1. In the 1700's, African Americans in California were \_\_\_\_\_

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2. In 1781, African Americans in California were \_\_\_\_\_

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3. Between 1750-1823, African Americans in California were \_\_\_\_\_

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4. In 1823, African Americans in California were \_\_\_\_\_

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5. In 1848, African Americans in California were \_\_\_\_\_

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6. In 1850, at statehood, African Americans in California were \_\_\_\_\_

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7. In the 1850 California Constitution, African Americans were \_\_\_\_\_

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8. The African American population in California in 1850 was \_\_\_\_\_. By 1860, it was \_\_\_\_\_.

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## PART I – DISCRIMINATORY POLICIES

Below you will learn about four California government policies that discriminated against African Americans in early California. After reading about each policy, summarize in your own words how the policy was discriminatory (unfair or different treatment based on gender, age, race, or other factors).

### POLICY – ENSLAVEMENT

**An Act Respecting Fugitive from Labor and Slaves brought to this State prior to her admission into the Unions passed April 15, 1852**

**Section 1:** When a person held to labor in any State or Territory of the United States under the laws thereof, shall escape into this State...[a judge can issue] warrant for removing the said fugitive from labor, to the State or Territory from which he or she fled...”

<https://clerk.assembly.ca.gov/sites/clerk.assembly.ca.gov/files/archive/Statutes/1852/1852.PDF#page=13>

In 1852, the California state legislature (a body of elected representatives that make laws) passed the California Fugitive Slave Law. It used the existing United States Fugitive Slave Law of 1850 and applied it to California. The California law stated that any enslaved person entering California would have to be returned to their enslavers. The law also stated that people who had been living as emancipated (freed) African Americans in California prior to 1850 would be sent out of state and re-enslaved if their enslavers requested them back.

*In your own words, how was this policy discriminatory?* \_\_\_\_\_

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### POLICY – RACIAL TESTIMONY

**An Act Concerning Crimes and Punishments passed April 16, 1850  
Third Division: Who May Be a Witness in Criminal Cases § 14**

“No black or mulatto person, or Indian, shall be allowed to give evidence in favor of, or against a white man. Every person who shall have one eighth part or more of Negro blood shall be deemed a mulatto ...”

*First Session of the California State Legislature: Statutes of California. Ch. 99 § 14 p. 229*

<https://clerk.assembly.ca.gov/sites/clerk.assembly.ca.gov/files/archive/Statutes/1850/1850.pdf>

In 1850, the California state legislature passed a law about who could be a witness in criminal cases in California courts. This law was interpreted as follows: anyone who was not white could not be a witness and testify in favor of or against a white man in a criminal court case.

*In your own words, how was this policy discriminatory?* \_\_\_\_\_

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## POLICY – AFRICAN AMERICAN SUFFRAGE (right to vote)

**California State Constitution, 1849  
Article II: Right of Suffrage**

Sec. 1 – “Every white male citizen of the United States, and every white male citizen of Mexico, who shall have elected to become a citizen of the United States, ... of the age of twenty-one years, who shall have been a resident of the State six months next preceding the election, and the county or district in which he claims his vote thirty days, shall be entitled to vote at all elections which are now or hereafter may authorized by law ...”

[http://www.dircost.unito.it/cs/pdf/18490000\\_UsaCalifornia\\_eng.pdf](http://www.dircost.unito.it/cs/pdf/18490000_UsaCalifornia_eng.pdf)

The California State Constitution of 1849, like other states, had a voter age requirement and a requirement that a voter must live in a place for a certain amount of time in order to vote. However, California’s Constitution also restricted the right to vote to white males who were citizens (legal subjects of a nation).

*In your own words, how was this policy discriminatory?* \_\_\_\_\_

## POLICY – UNEQUAL EDUCATION

**An Act  
amendatory of and supplementary to, ‘An Act to Establish, Support, and Regulate,  
Common Schools and to Repeal former Acts concerning the same’ (1855).  
April 28, 1860**

Section 8: “Negroes, Mongolians, and Indians, shall not be admitted into the public schools; ... the Trustees of any district may establish a separate school for the education of Negroes, Mongolians, and Indians, and use the public school funds for the support of the same.”

Chapter CCCXXXIX. Pg. 325.

<https://clerk.assembly.ca.gov/sites/clerk.assembly.ca.gov/files/archive/Statutes/1860/1860.PDF#page=351>

The California State Legislature (a body of elected officials that makes laws) passed some of its first laws to establish common, or public schools in 1851–2. In these laws, there was no reference to race. In 1855, the California Legislature passed a law that denied public schooling for African Americans, Native Americans and Asians, mainly Chinese in California at the time. The act was amended (changed) in 1860 to allow separate public schools for non-whites.

*In your own words, how was this policy discriminatory?* \_\_\_\_\_

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## PART II – RESPONSES TO DISCRIMINATORY POLICIES

Following are some actions taken by African Americans in response to the California state government’s discriminatory (unfair or different treatment based on gender, age, race, or other factors) policies towards African Americans. As you read the responses by African American groups and individuals, answer the questions that follow.

Robert Smith brought Bidy Mason and her family as enslaved persons to Utah Territory in 1851 and then to California which was an enslavement-free state. When Smith wanted to bring Mason and her family with him to Texas, Mason worked with the white Los Angeles sheriff and African American rancher Robert Owens to bring her case before the court in 1856. Despite the Fugitive Slave Act, Judge Benjamin Hayes, a Southerner, ruled that Smith had no property rights over Mason and her children since they had arrived in California after it was declared an enslavement-free state. Bidy Mason won her freedom and the freedom of her children and grandchildren. This California State court ruling confirmed California’s 1850 enslavement-free status and challenged the Fugitive Slave Law.



Photograph of Bidy Mason who fought in California courts for her right to freedom under California’s enslavement-free state status. Courtesy of Security Pacific National Bank Photo Collection / Los Angeles Public Library.

### RESPONSE A

1. What California government policy was this African American individual(s) and/or organization fighting against?

*Enslavement, Denied Right of Testimony, Lack of Suffrage (the right to vote), or Unequal Education?*  
(circle one)

The California Constitution says that the people of the state have a right to “reform” the government when the “public good may require it.” Per the state Constitution, non-whites and their allies fought against discriminatory policies in California from 1848–1865. They organized, educated, protested, and legally challenged California’s discriminatory policies.

2. What type of action (below) was taken against this policy?

#### ORGANIZE

(form organizations to support cause; existing organizations— i.e. Churches become organizing channels)

#### EDUCATE

(through media - newspapers; rallies for the public; organizations)

#### PROTEST

(defied the law; physically: marches, sit-ins; economically: boycott, strike; politically: petitions, lobbying for legislation)

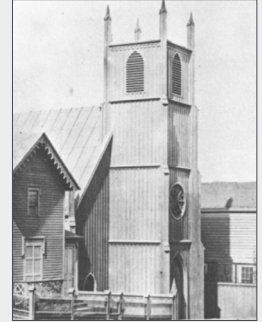
#### LEGAL CHALLENGE

(court cases)

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## RESPONSE B

The African Methodist Episcopal Church of California (A.M.E.) organized its members to establish the first public school for African American children in California in 1854. The school, located in basement of the St. Cyprian A.M.E. Church in San Francisco, was funded by the Black community. Soon thereafter, the San Francisco school board paid the church for the school and its teacher, Reverend John Moore, using state funds (money). A.M.E. and other African American churches in San Francisco, Sacramento, and Los Angeles also created schools for African American children.



The Bethel African Methodist Episcopal Church in San Francisco, Date, home to the first African American school, held in the basement of the church. Courtesy of *California Historical Quarterly*.

1. What California government policy was this African American individual(s) and/or organization fighting against?

*Enslavement, Denied Right of Testimony, Lack of Suffrage (the right to vote), or Unequal Education?*  
(circle one)

The California Constitution says that the people of the state have a right to “reform” the government when the “public good may require it.” Per the state Constitution, non-whites and their allies fought against discriminatory policies in California from 1848–1865. They organized, educated, protested, and legally challenged California’s discriminatory policies.

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(form organizations to support cause; existing organizations— i.e. Churches become organizing channels)

### EDUCATE

(through media - newspapers; rallies for the public; organizations)

### PROTEST

(defied the law; physically: marches, sit-ins; economically: boycott, strike; politically: petitions, lobbying for legislation)

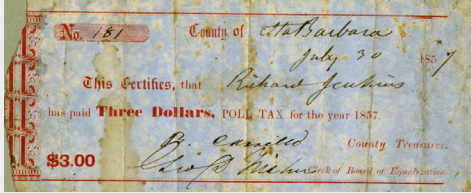
### LEGAL CHALLENGE

(court cases)



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## RESPONSE C



A sample California poll tax similar to the one Mifflin Gibbs and John Lester boycotted because they were being taxed without representation – they could not vote for their representatives. Courtesy of Edson Smith Photo Collection/ Courtesy of the Santa Barbara Public Library.

In 1857, Mifflin Gibbs and John Lester of San Francisco protested a poll-tax on the grounds that if they— as African Americans—didn't have the right to vote, they shouldn't have to pay the poll tax. Poll taxes were issued by both California state and its counties on every male inhabitant in the state or county between the ages of 21 and 50. Gibbs and Lester used the long-standing American slogan, “taxation without representation,” to boycott the tax. While the tax collector still made them pay the tax, this was one of the first economic protests for equal suffrage.

1. What California government policy was this African American individual(s) and/or organization fighting against?

*Enslavement, Denied Right of Testimony, Lack of Suffrage (the right to vote), or Unequal Education?*  
(circle one)

The California Constitution says that the people of the state have a right to “reform” the government when the “public good may require it.” Per the state Constitution, non-whites and their allies fought against discriminatory policies in California from 1848–1865. They organized, educated, protested, and legally challenged California’s discriminatory policies.

2. What type of action (below) was taken against this policy?

### ORGANIZE

(form organizations to support cause; existing organizations— i.e. Churches become organizing channels)

### EDUCATE

(through media - newspapers; rallies for the public; organizations)

### PROTEST

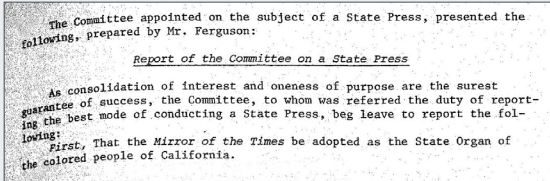
(defied the law; physically: marches, sit-ins; economically: boycott, strike; politically: petitions, lobbying for legislation)

### LEGAL CHALLENGE

(court cases)

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## RESPONSE D



Report of the Second Annual Convention of the Colored Citizens in the state of California, 1856, establishing a newspaper, *The Mirror of the Times*, to be the state newspaper of the colored people of California. Courtesy of Colored Conventions Project, Center for Black Digital Research at Penn State University.

The Second California Colored Convention in 1856 established a black weekly newspaper, the *Mirror of the Times*, to promote rights for the African American community. The main goal was the repeal of the racial testimony law. The newspaper printed court cases where Black testimony was not allowed highlighting those cases where the lack of such testimony led to a white person going free for crimes committed against African Americans. The *Mirror* became an important source of rallying African Americans living in California to challenge testimony laws.

1. What California government policy was this African American individual(s) and/or organization fighting against?

*Enslavement, Denied Right of Testimony, Lack of Suffrage (the right to vote), or Unequal Education?*  
(circle one)

The California Constitution says that the people of the state have a right to “reform” the government when the “public good may require it.” Per the state Constitution, non-whites and their allies fought against discriminatory policies in California from 1848–1865. They organized, educated, protested, and legally challenged California’s discriminatory policies.

2. What type of action (below) was taken against this policy?

### ORGANIZE

(form organizations to support cause; existing organizations— i.e. Churches become organizing channels)

### EDUCATE

(through media - newspapers; rallies for the public; organizations)

### PROTEST

(defied the law; physically: marches, sit-ins; economically: boycott, strike; politically: petitions, lobbying for legislation)

### LEGAL CHALLENGE

(court cases)

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## PART III – VOICES RESPOND

Students will check their understanding of the discriminatory policies against African Americans in early California as well as check their understanding of types of responses to fight against those policies.

### VOICE A

*“I don’t understand what you are speaking of,” he said to the judge when asked in legal language whether he wanted to go back to slavery.*

*“But I want it to come out right: I don’t want to go back to Mississippi.”*

Testimony of Archy Lee in 1858 to the judge about his fight against his arrest for being a fugitive enslaved person in the free state of California. Courtesy of the California State Library Foundation Bulletin.

Read the quote and use the caption to answer the following questions:

1. What California government policy was this African American individual(s) and/or organization fighting against?

*Enslavement, Denied Right of Testimony, Lack of Suffrage (the right to vote), or Unequal Education?* (circle one)

2. What type of action was taken against the policy?

*Educate, Organize, Protest, Legal Challenge* (circle one)

### VOICE B

Read the excerpt and use the caption to answer the following questions:

1. What California government policy was this African American individual(s) and/or organization fighting against?

*Enslavement, Denied Right of Testimony, Lack of Suffrage (the right to vote), or Unequal Education?* (circle one)

2. What type of action was taken against the policy?

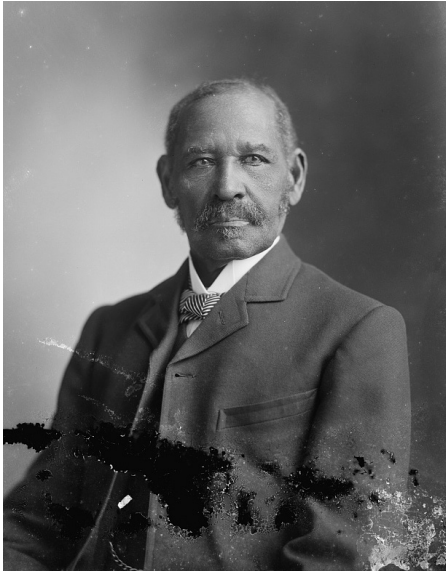
*Educate, Organize, Protest, Legal Challenge* (circle one)

**Gentlemen of the Convention :—**  
For the fourth time the colored citizens of this State are assembled in Convention for the purpose of obtaining JUSTICE, and the consideration of subjects tending to our general elevation. The principal object which created the preceding conventions, was the admission of our testimony in the courts of justice in this State. This has been happily accomplished by our untiring efforts, and the generous and noble co-operation of the friends of justice in the Legislature. After a struggle of eight years, and in January, in the year 1863, the statutes of California were cleansed from that foul blot which had entirely obliterated from their face Equity and Justice. The principal objects of

Proceedings of the California State Convention of the Colored Citizens in 1865 about winning the right of racial testimony in California courts. Courtesy of the Colored Conventions Project, Center for Black Digital Research at Penn State University.

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## VOICE C



Photograph of Mifflin Wistar Gibbs, member of the California Colored Convention and African American activist. Taken in 1903 in Washington, D.C. by photographer C.M. Bell. Courtesy of the Library of Congress.

*“In 1851, Jonas P. Townsend, W. H. Newby, and other colored men with myself, drew up and published in the “Alto California,” the leading paper of the State, a preamble and resolutions protesting against being disfranchised [denied the right to vote].”*

Mifflin Gibbs writing in his autobiography, *Shadow and Light*, about his poll-tax protest for suffrage. Courtesy of Project Gutenberg.

Read the quote and use the caption to answer the following questions:

1. What California government policy was this African American individual(s) and/or organization fighting against?

*Enslavement, Denied Right of Testimony, Lack of Suffrage* (the right to vote), or *Unequal Education*?  
(circle one)

2. What type of action was taken against the policy?

*Educate, Organize, Protest, Legal Challenge* (circle one)

## VOICE D

*“Sacramento, California, April 20, 1855. Today I opened a school for colored children. The necessity for this step is evident. There are thirty or more colored children in Sacramento of proper age to attend school and no school provided for the by the board of education. . . . A School they must have. . . . I can do but little, but with God’s blessing I will do what I can.”*

Excerpt from Jeremiah B. Sanderson’s Diary about opening up schools for African Americans in early California. Courtesy of *The Journal of Negro Education*.

Read the quote and use the caption to answer the following questions:

1. What California government policy was this African American individual(s) and/or organization fighting against?

*Enslavement, Denied Right of Testimony, Lack of Suffrage* (the right to vote), or *Unequal Education*?  
(circle one)

2. What type of action was taken against the policy?

*Educate, Organize, Protest, Legal Challenge* (circle one)



A photograph of Jeremiah Burke Sanderson who petitioned Sacramento’s Board of Education to fully fund a school for African Americans in April 1855. Courtesy of Wikimedia Commons.

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## **PART IV – RESULT**

### **POLICY – ENSLAVEMENT**

While California was an enslavement-free state (1850), the United States government still recognized enslavement. The fight for freedom from enslavement for the United States would not be resolved until 1865 until the end of the Civil War and passage of the 13th Amendment to the U.S. Constitution banning enslavement in the U.S.

Even with the federal ban on enslavement and the Constitutional 14th Amendment requiring states to provide equal protection for African Americans (1866), government policies would still oppress (treat harshly) African Americans as well as other non-whites. States and cities issued laws designed to segregate (separate) Black people from white and limit African American rights. Separate facilities (schools, bathrooms, restaurants) for African Americans would last until 1957 when the U.S. Supreme Court ruled separate facilities was not equal.

1. In 1865, what issues still remained for the right to be an emancipated (freed) African American?

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### **POLICY – RACIAL TESTIMONY**

In 1863, Richard Perkins introduced bills into the California legislature to repeal the law banning racial testimony (testimony by people of color in courts). The law passed and African American testimony was allowed in California courts. However, an 1857 U.S. Supreme Court Case ruled that enslaved African Americans were not citizens and had no legal rights in court (Dred Scott v Sanford). It would take the Civil War and the passage of the 13th and 14th Amendments to U.S. Constitution (1865–1866) to establish that African Americans were U.S. citizens with a right to trial and to testify in courts.

Despite the win for African Americans in securing the right to testify in California courts in 1866, Chinese and Native American testimony in California were still not allowed until they were recognized as full citizens in 1924 (Native Americans) and 1947 (Chinese).

2. In 1865, what issues still remained for African Americans' rights in courts?

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## **PART IV – RESULT (CONTINUED)**

### **POLICY – SUFFRAGE (right to vote)**

It would take the Civil War and the passage of the 15th Amendment to the United States Constitution in 1870 to secure the right to vote for African American men in the United States. The 15th Amendment states that the right citizens to vote should not be denied “on account of race, color or previous condition of servitude.” Suffrage also did not include women (until 1911) nor Native Americans and Chinese who were—at the time—not considered citizens. Native Americans won the right to vote in 1924 and 1947 for the Chinese. Although African American men won suffrage, California politicians passed laws meant to slow down and limit African American suffrage. The Voting Rights Act of 1965 sought to eliminate barriers to voting for all Americans, but obstacles remain today.

3. In 1865, what issues still remained for the right to African American suffrage?

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### **POLICY- EDUCATION**

While African American Californians rallied to provide their own schools for their children, the state still separated Black and white students. Public (state supported) African American schools were few and fell far short in the quality of education than public white schools. In 1866, a California law required the state to provide education for African Americans, but it stated that white and Black schools would be separate. Additional laws in the 1870’s would bar (ban) Chinese children from schools. In 1880 the state required that school admissions be open to all children, but schools for non-white children still remained separate. School segregation in California officially ended in 1947.

4. In 1865, what issues still remained for the right to equal public education for African Americans?

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## PART V – CONNECTIONS TO TODAY

African Americans continued their fight for equal rights even after the Civil War and the 13th, 14th, and 15th amendments to the United States Constitution banning slavery, providing equal rights under the law, and Black male suffrage (the right to vote).

However, California's state government implemented policies that were still discriminatory (unfair or different treatment based on gender, age, race, or other factors) against African Americans and other races. These policies continued until the 1960 Civil Rights movement where Black Americans' organizing, educating, protesting, and legal challenges to state and federal discriminatory policies won them more equality.

While the actions by and responses from various individuals forced the end of many government policies discriminating against African Americans, there are still policies that exist today that deny equality to Black Americans.

Task: Research discriminatory policies by local, state or the federal governments against Black Americans today.

1. Search the Internet for: Black Americans discrimination plus the current year.
2. Find a local, state, or federal government discriminatory policy toward Black Americans.
3. Complete the questions in the chart below about
  - a. Black Americans and discriminatory policies today.
  - b. Actions Black Americans are taking in response to this discrimination.
4. Cite your source(s) of information in the chart.

DISCRIMINATORY POLICY: _____	
What is one way that Black Americans are still facing discrimination today?	What are the actions Black Americans are taking in response to this discrimination?
Source(s):	

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## **PART VI – CONNECTION TO SELF & COMMUNITY**

### **PART VI-A**

Think about a time when you, a family member, a friend, or one of your communities experienced discrimination. Explain what happened in the space below or on a separate piece of paper.

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Now think about which type of activism (e.g. challenge, educate, organize, protest, or other) you would like to participate in to take action against the discrimination you previously explained. Describe this type of activism in the space below or on a separate piece of paper.

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## **PART VI-B – CONNECTION TO SELF & COMMUNITY**

Plan how you will participate in this type of activism. Create your plan by writing the answers to the questions in the space below or on a separate piece of paper.

<b>QUESTIONS</b>	<b>MY PLAN</b>
When will you participate in this type of activism? Choose the date(s) and time(s).	
Where will you participate in this type of activism? Choose the location(s).	
What supplies will you need to participate in this type of activism?	
Will you need other people's help to participate in this type of activism? If so, who can you ask for help?	
How much time (hours, days, weeks, months, etc.) will you need to participate in this type of activism?	
What else do you need to participate in this type of activism?	

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## **PART VI-C – CONNECTION TO SELF & COMMUNITY**

Using your plan from PART VI-B, participate in the type of activism you chose.

## **PART VI-D – CONNECTION TO SELF & COMMUNITY**

What was the result of this type of activism? Explain why and how it affected change or did not in the space below or on a separate piece of paper.

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What would you do the same/different if you were to participate in this type of activism again?

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## **PART VI-E – CONNECTION TO SELF & COMMUNITY**

Think about how you will share your experience with others. You can share your experience with others through a piece of writing, a presentation, social media, a video, and in many other ways. Write how you will share your experience with others in the space below or on a separate piece of paper.

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## **PART VI-F – CONNECTION TO SELF & COMMUNITY**

Share your experience with others.



# Resources

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## OVERVIEW

1849 California Constitution, Article I: Declaration of Rights, Sec. 8. California State Archives, retrieved February 3, 2021, from: <https://archives.cdn.sos.ca.gov/pdf/1849-california-constitution-for-website-9-16-20.pdf>  
<https://tile.loc.gov/storage-services//service/gdc/calbk/196.pdf> (Appendix. Pg. 932 – typed transcript)

## POLICY

*An Act Respecting Fugitive from Labor and Slaves brought to this State prior to her admission into the Unions, 1852*, Pg.13. Statutes and Amendments to the Codes of 1852, California State Assembly Office of the Clerk, [https://clerk.assembly.ca.gov/archive-list?archive\\_type=statutes](https://clerk.assembly.ca.gov/archive-list?archive_type=statutes). Retrieved February 3, 2021 from: <https://clerk.assembly.ca.gov/sites/clerk.assembly.ca.gov/files/archive/Statutes/1852/1852.PDF#page=13>.

*An Act Concerning Crimes and Punishments passed, 1850*, Third Division: Who May Be a Witness in Criminal Cases § 14, Chp. 99, Pg. 240. Statutes and Amendments to the Codes of 1850, California State Assembly Office of the Clerk, [https://clerk.assembly.ca.gov/archive-list?archive\\_type=statutes](https://clerk.assembly.ca.gov/archive-list?archive_type=statutes). Retrieved February 3, 2021 from: <https://clerk.assembly.ca.gov/sites/clerk.assembly.ca.gov/files/archive/Statutes/1850/1850.pdf>

1849 California Constitution, Article II: Right of Suffrage, Sec. 1. California State Archives, retrieved February 3, 2021, from: <https://archives.cdn.sos.ca.gov/pdf/1849-california-constitution-for-website-9-16-20.pdf>  
<https://tile.loc.gov/storage-services//service/gdc/calbk/196.pdf> (Appendix. Pg. 932 – typed transcript)

*An Act amendatory of and supplementary to, 'An Act to Establish, Support, and Regulate, Common Schools and to Repeal former Acts concerning the same' (1855)*, 1860, Chapter CCCXXXIX, Section 8, Pg. 351. Statutes and Amendments to the Codes of 1860, California State Assembly Office of the Clerk, [https://clerk.assembly.ca.gov/archive-list?archive\\_type=statutes](https://clerk.assembly.ca.gov/archive-list?archive_type=statutes). Retrieved February 3, 2021 from: <https://clerk.assembly.ca.gov/sites/clerk.assembly.ca.gov/files/archive/Statutes/1860/1860.PDF#page=351>

## RESPONSES

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Poll Tax. Edson Smith Photo Collection/Courtesy of the Santa Barbara Public Library. Retrieved February 3, 2021, from: <https://newsroom.ucla.edu/file?fid=5f75192d2cfac252edd40924>

Bethel African Methodist Episcopal Church in San Francisco. Montesano, P. (1973). San Francisco Black Churches in the Early 1860's: Political Pressure Group. *California Historical Quarterly*, 52(2), 145-152. Retrieved February 3, 2021, from: <http://www.jstor.org/stable/25157430>

*Proceedings of the Second Annual Convention of the Colored Citizens in the State of California, 1856*, Pg. 132. Colored Conventions Project, Center for Black Digital Research at Penn State University. Retrieved on February 3, 2021, from: <https://omeka.coloredconventions.org/files/original/7ed2ab945d7a5b4837b0e91238b700ca.pdf>

# Resources

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## VOICES

Barber, Mary Beth. "Archy Lee: The Golden State's "Dred Scott" Case. California State Library Foundation Bulletin, Number 126, 2020, pages 2-9. Retrieved February 8, 2021, from: <https://csfldn.org/pdf/Bulletin126.pdf>

*Proceedings of the California State Convention of the Colored Citizens, 1865*. Pg. 3. Colored Conventions Project, Center for Black Digital Research at Penn State University. Retrieved on February 3, 2021, from: <https://omeka.coloredconventions.org/files/original/e88f563c343d4026dd170a2226aa7ead.pdf>

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Gibbs, Mifflin Wistar, *Shadow and Light: An Autobiography with Reminiscences of the Last and Present Century* (Washington, D.C., 1902; Project Gutenberg, 2009) chapter 4, [https://www.gutenberg.org/files/28183/28183-h/28183-h.htm#Page\\_40](https://www.gutenberg.org/files/28183/28183-h/28183-h.htm#Page_40)

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Noel, J. (2005). Jeremiah B. Sanderson: Educator and Organizer for the Rights of "Colored Citizens" in Early California. *The Journal of Negro Education*, 74(2), 151-158. Retrieved February 3, 2021, from: <http://www.jstor.org/stable/40034540>