

## Lesson 3: California Statehood (1850) to the Panama-California Exposition (1915)

### Focus Questions:

- How has San Diego changed over time, drawing upon primary sources such as photographs, advertisements and interviews?
- Why do some things change over time and some things stay the same?

### Activity #1 How to “Read” a Primary Source Document – a Photograph

**Materials needed:** Select one of the “Then” photographs from *San Diego Then and Now Photos*. Display the photograph using a document camera or an overhead transparency.

Display one of the “Then” photographs. Using the *Photograph Analysis Worksheet* (Handout #3.1), discuss the photograph with the students. Model how to record information on the handout.

### Activity #2 San Diego “Then” and “Now” Photographs

**Materials needed:** Set of *San Diego Then and Now Photos*. See page 9 for directions for preparing the photographs. For each student, a copy *Analysis of a Primary Source – a Photograph* (Handout #3.1). For each pair of students, a copy of *Then and Now* (Handout # 3.2).

### Procedure:

**Step 1:** Hand a different “Then” or “Now” photograph to each student. Provide time for students to independently look at their photograph. As the students analyze their photograph, encourage them to look for the following:

- What do you see in the photograph? (buildings, people, cars, words, geographic features)
- What is the setting of the photograph? (What location is pictured?)
- Do you see anything in the photograph you would not see today?

**Step 2:** Distribute a copy of the *Analysis of a Primary Source – a Photograph* (Handout #3.1) and have each student complete it using his/her “Then” or “Now” photograph. Provide guidance as needed.

**Step 3:** Ask students to line up on one side of the classroom if they think their photograph was taken long ago [this side is called “then”] or on the other side of the classroom if they think their photograph was taken recently [this side is called “now”]. Students hold their photograph so others in the class can see it. Have each student explain why he or she chose to stand on the side of “Then” or “Now.”

**Step 4:** Tell each student in the “Then” line that he or she has a partner in the “Now” line. Look for the person who has a photograph mounted on the same color construction paper. Once you have found that person, the two of you will become partners. Choose a location in the classroom to sit together and analyze your two photographs.

**Step 5:** After students have had time to study their photographs, help them to analyze how the present is connected to the past and how some things change and some things stay the same.

- What are some things that are similar in your photographs? Look at the natural landscape, the streets, and the buildings. What things have stayed the same?

- What are some things that are different in your photographs? Look at the natural landscape, the streets, and the buildings. What things have changed?
- What do the photographs reveal about transportation in San Diego?
- What do the photographs reveal about businesses in San Diego?
- Why do some things change over time and some things stay the same?
- List three things each photograph reveals about the historical time period.
- Why do you think the photograph was taken?

Step 6: As they view their photographs of “Then” and “Now,” have student partners record their observations on a copy of the *Then and Now* (Handout #3.2).

Step 7: Distribute to each student a different “Then” or “Now” photograph and a copy of the *Analysis of a Primary Source – a Photograph* (Handout #3.1).

### ***ASSESSMENT: Analysis of a Primary Source – a Photograph***

Prompt: Use a copy of the *Analysis of a Primary Source – a Photograph* provided by your teacher (Handout #3.1) to interpret the photograph.

Rubric:

Indicator: Analysis of a Primary Source

Indicator: Supports the Topic with Accurate Examples

### ***Activity #3 Come to San Diego***

Explain to students that in the mid to late 1800s, Americans and other groups began settling in the area. San Diego became popular because of the harbor, the climate and the potential for the development.

Reading assignment: Provide each student with a copy to read of the **Bio-Sketches for Alonzo Horton** and **Matthew Sherman**. Have students summarize the information about Horton and Sherman and add this to the *Local Heroes Chart*. Refer to *San Diego Then and Now* photos on pages 6-7 and 142-143.

Select students to play the parts of Horton and Sherman at the *Living History Museum* and to make Event Cards to add to the *Time Line of San Diego’s History*.

<b>1867</b>	<b>Alonzo Horton</b> purchases 800 acres of undeveloped land on San Diego Bay waterfront for \$235 and lays out a “New Town” around a plaza. This is the beginning of the today’s Gaslamp Quarter and the building of the harbor.
<b>1870</b>	<b>Matthew Sherman</b> donates land at 22 <sup>nd</sup> and J Streets and Sherman school opens.

**San Diego’s Chinese Community** One large group of immigrants who came to San Diego were the Chinese. By 1869, two colonies of Chinese fishermen were part of San Diego, one in New Town and the other in Roseville, a Point Loma neighborhood near today’s Shelter Island. Most of the Chinese immigrants were men. They considered themselves temporary residents, here to work to send money home to China and one day return there. Many continued the trade they had begun in China: fishing.

The Chinese started and, until the late 1880s, dominated the San Diego fishing trade. They specialized in catching abalone which they prized for its meat and for its beautiful shell.

San Diego's Chinatown grew rapidly in the 1880's because of the railroad boom. As many as 800 Chinese were working on the railroad. One of those who arrived was Ah Quin who supervised large groups of Chinese laborers on the railroad.

The Chinese encountered much hostility. In 1877 many lost their lives when anti-Chinese riots swept California. In San Diego, an attempt was made to burn down the waterfront settlements. These bad feelings led to the Chinese Exclusion Act of 1882, which stopped further Chinese immigration to the United States. Any American who married a Chinese person lost his or her citizenship.

Reading assignment: Provide each student with a copy to read of the **Bio-Sketch for Ah Quin**. Have students summarize the information about Ah Quin and add this to the *Local Heroes Chart*. Refer to *San Diego Then and Now* photos on pages 12-13.

Select a student to play the part of Ah-Quin at the *Living History Museum* and to make an Event Card to add to the *Time Line of San Diego's History*.

1875

**Ah Quin** arrives and finds work as a labor contractor for the railroad. Bilingual in both Chinese and English, Ah Quin's hard work and business skills help him become the wealthiest Chinese in Southern California.

**Boom Town** The arrival of the railroad in 1885 signaled the end of years of anticipation, delays and disappointment. The first train of the California Southern departed from San Diego on November 15 and on November 21 the first train arrived from the east. This marked a turning point in San Diego's history. It was no longer an isolated outpost. Travel coast to coast by train now took only a week.

The railroad meant expansion of San Diego's budding agricultural industry and ready eastern markets for all kinds of produce. Thanks to the region's climate, farmers could raise multiple crops each year. Many San Diegans believed the railroad would also assure the development of the port.

In 1887 railroad rate war led to a population boom and land stampede. Word spread quickly about the potential for investment in San Diego. Get-rich-quick speculators arrived in droves, eager to buy up every available bit of real estate. Land fever caused such frenzy that sometimes the same property sold two or three times over in the same day.

Other systems of transportation also grew. The San Diego Street Car Company became San Diego's first transit system. On July 4, 1886, the first streetcars begin operating over two-mile track on Broadway. The first electric street railway system in the western U.S. began on November 19, 1887, running from D Street downtown to Old Town along Arctic Street (now Kettner).

Reading assignment: Provide each student with a copy to read of the **Bio-Sketch for John Spreckels**. Have students summarize the information about Spreckels and add this to the *Local Heroes Chart*. Refer to *San Diego Then and Now* photos on pages 40-41.

Select students to play the part of Spreckels at the *Living History Museum* and to make Event Cards to add to the *Time Line of San Diego's History*.

1888

The Hotel del Coronado opens. The following year, **John D. Spreckels**, the "Sugar King," buys the holdings of the Coronado Beach Company.

## Activity # 4 Advertisements Promoting Settlement

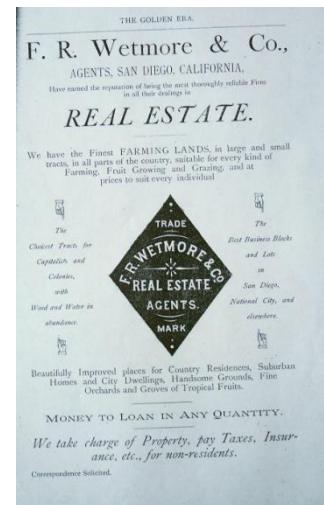
**Materials needed:** For each student or group of students, a copy of the advertisement *Real Estate* (Handout #3.3) and a copy of *Analysis of a Primary Source Document* (Handout #3.4). It is helpful to display the advertisement with a document camera or an overhead transparency.

### Procedure:

**Step 1:** Display for students a copy of the advertisement, *Real Estate* (Handout #3.3) and distribute a copy to each student or group of students. Provide time for students to study the document. Published in June 1887, this advertisement provides a “glowing” description of reasons to move to San Diego. Discuss each section of the advertisement and the meanings of some of the words.

**Step 2:** Distribute a copy of *Analysis of a Primary Source Document* (Handout #3.4) to each student or group of students. Provide time for students to review the questions on the worksheet. Guide the students as they complete the worksheet.

- What type of a document is it? (advertisement)
- Who is the author (or creator) of the document? (F. R. Wetmore & Co. Real Estate Agents)
- Who do you think is the audience for the advertisement? (people moving to San Diego)
- Why do you think this document was written?
- What are the advertisers promising?
- What are three things in the advertisement you think are important? Why?
- List two things the document tells you about life at the time it was written.
- Can any similar documents (advertisements) be found today? Where?
- What sales techniques were used to attract settlers? Which of these are still selling features today?
- Write a question to the author that is left unanswered by the document.



## Activity # 5 Letter Writing

Assign students the following writing prompt:

*You are an early settler living in San Diego, California. The year is 1887. Write a letter to a friend to encourage your friend to move to San Diego. Give at least three reasons why your friend should move to San Diego. Use a personal letter format with the date, proper salutation, body, closing and signature.*

**Boom to Bust.** Unfortunately, San Diego's 1880s real estate boom was followed by a bust in 1888. Credit tightened and speculators had to sell their lands. By the end of the decade the population had dropped from 40,000 to 16,000.



This photo shows dozens of “For Sale” signs in San Diego in 1888.

The vision for the city as the southwestern terminus for shipping and transportation proved to be short-lived. San Diegans were forced to realize their vision for the city had to be based on a solid economy, not hopeful speculation.

San Diegans also realized the city's vulnerability to the whims of the railroad when the Santa Fe abruptly removed its repair and switching yards from National City to San Bernardino. The final blow came next with the Santa Fe's decision to re-route the railroad along the coast and San Diego became the terminus of a spur line from Los Angeles.

Add the following Event Card to the *Time Line of San Diego's History*.

<b>1888</b>	San Diego's real estate boom ends. The population drops from 40,000 to 16,000.
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### Activity # 6 San Diego Looks to the Future

**San Diego Rebounds.** In 1901, the mayor of San Diego suggested the city take advantage of its "matchless" climate and concentrate on promoting tourism. He pictured a city whose beautiful parks and boulevards entice wealthy citizens to winter here. San Diego began to be advertised as the healthiest city in the U.S. The next year, the Chamber of Commerce decided to develop City Park. They received support from two San Diegans, Kate Sessions and George Marston, whose contributions to the city are still in evidence today.

San Diegans witnesses an historic event on April 14, 1908 when the **U.S. Navy's Great White Fleet** made San Diego its first scheduled stop on a worldwide tour. Impressed by the Great White Fleet's show of military power, San Diegans were excited about the city's future possibilities for economic growth if a strong military presence could be secured. The Navy did, in fact, establish major bases in San Diego and today it remains the city's fourth largest employer.

Reading assignment: Provide each student with a copy to read of the **Bio-Sketches for Kate Sessions, Lydia Horton, George Marston and William Kettner**. Refer to *San Diego Then and Now* photos on pages 16-17; 20-21; 30-31; 33; 46-47; 58.

Have students summarize the information about Sessions, Horton, Marston and Kettner and add this to the *Local Heroes Chart*.

Select students to play the parts of Sessions, Horton, Marston and Kettner at the *Living History Museum* and to make event cards to add to the "Time Line of San Diego's History."

Add the following Event Cards to the *Time Line of San Diego's History*.

<b>1892</b>	<b>Kate Sessions</b> leases land in City Park for a nursery and begins to plant 300 trees a year. It is now known as Balboa Park.
<b>1901</b>	<b>Lydia Horton</b> receives a \$50,000 grant to open the first public library. She later becomes known as the "Mother of San Diego."
<b>1902</b>	<b>George Marston</b> donates \$10,000 to hire a landscape architect to prepare the first plan for Balboa Park.
<b>1908</b>	<b>William Kettner</b> heads the Welcome to the U.S. Navy's Great White Fleet as it makes San Diego its first U.S. stop on a worldwide tour.

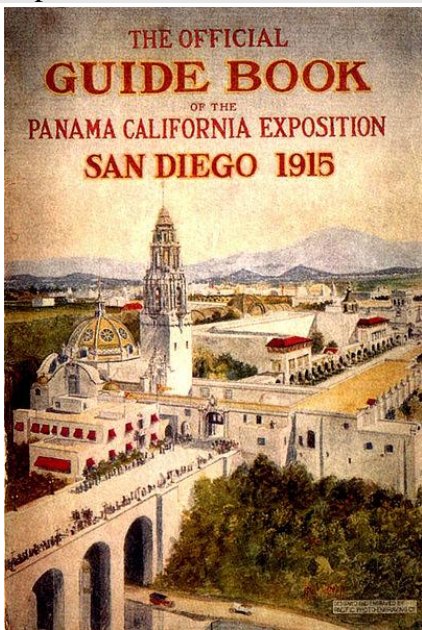
**San Diego's Japanese Community** Japanese had first come to San Diego in the late 1800s. Most were young men looking for work, and many were hired to build railroad tracks. When the railroad was completed, many workers became seasonal laborers in citrus groves and packing sheds in the county. Others became cooks, waiters, gardeners, and handymen, hoping to save enough money to start their own business.

By the beginning of the 1900s there were about 250 Japanese working in San Diego County. The center of the Japanese business community formed around Fifth and Market Streets. Farmers grew fruits, vegetables, and flowers on tracts of land in Mission Valley, Pacific Beach, and outside the city. Celery was introduced in Chula Vista, and the Japanese farmers soon made it the "celery capital of the world."

Japanese fishermen began arriving in San Diego and by 1918, half of all crews on fishing boats were Japanese. They introduced new tools, techniques, and technology to the fishing industry, including the use of bamboo poles in tuna fishing, long-range refrigerated boats, and lures of superior quality.

**Panama-California Exposition.** The people of San Diego began to make plans for the Panama-California Exposition in 1909, five years before the Panama Canal was completed. Because the canal would reduce sea transit by about a month, it was expected that shipping and passenger service between the East and West Coasts of the U.S, would increase.

San Diegan's hoped their city would become a principal port of call. They believed a world's fair in City Park would call attention to San Diego, attracting tourists and future residents from across the nation. Many of the structures in Balboa Park today were built to house exhibits for the 1915-16 exposition.



The permanent buildings still standing include:

- **Botanical Building**, one of the largest lath-covered structures then in existence. Cabrillo Bridge (completed April 12, 1914).
- **California Bell Tower**, completed 1914, is exactly two hundred feet tall to the top of the iron weathervane, which is in the form of a Spanish ship.
- **California State Building and Quadrangle**, completed October 2, 1914, which now houses the San Diego Museum of Man. At the top is Father Junipero Serra. Beside the window are the Spanish navigator Sebastian Vizcaino and Juan Rodrigues Cabrillo, in 1542 the first white man to step on the western coast of the United States. The California state seal and motto "Eureka" are above and below the windows. The ornament of the building was modeled by Horation and Thomas Piccirilli, the stonework being executed in San Diego.
- **Chapel of St. Francis of Assisi** (south side of Fine Arts Building); now the Saint Francis Chapel is operated by the Museum of Man.
- **Fine Arts Building** (on south side of Plaza of California) is now part of the Museum of Man
- **Spreckels Organ Pavilion** (dedicated December 31, 1914).



The fair left a permanent mark in San Diego in its development of Balboa Park. Up to that point, the park had been mainly open space. But with the landscaping and building done for the fair the park was permanently transformed and is now a major cultural center, housing many of San Diego's major museums. The exposition also led to the eventual establishment of the now world-famous San Diego Zoo in the park, which grew out of abandoned exotic animal exhibitions from the exposition.  
[http://en.wikipedia.org/wiki/Panama-California\\_Exposition\\_\(1915\)](http://en.wikipedia.org/wiki/Panama-California_Exposition_(1915))

Refer to *San Diego Then and Now* photos on pages 56-57; 60-61; and 66-67 for photos of Balboa Park.

Reading assignment: Provide each student with a copy to read of the **Bio-Sketch for Alice Klauber**. Have students summarize the information about Klauber and add this to the *Local Heroes Chart*. Select a student to play the part of Klauber at the *Living History Museum* and to add the following events to the **Time Line of San Diego's History**.

1915	The Panama-California Exposition opens in Balboa Park to celebrate the opening of the Panama Canal and to attract attention to San Diego and its harbor.
1915	<b>Alice Klauber</b> attracts many new artists to San Diego's first exhibition of modern American Art held at the Panama-California Exhibition.

### Activity # 7 What are Some Ways to Investigate San Diego's History?

**What is a Primary Source?** Explain to students that a *primary source is something that provides first-hand information*. This may include maps, photographs, census data, advertisements, oral histories, newspapers and other sources. Primary sources are useful for studying the history of San Diego. They can be found at places such as the library and at local historical societies and museums.

Remind students that in this unit they have already investigated San Diego's history by using some primary sources, including a migration interview, population data, map of Old Town, *San Diego Then & Now* photographs and advertisements.

Ask students, "If we wanted to find out more about San Diego's history, what might we do?" Write the following categories on the board *Places to Visit*, *Images to Look At*, and *People to Speak With*. Have students help think of places, images and people to put under each topic. Samples include:

Places to Visit	Images to Look At	People to Speak With
library	photographs	older adults
historic site (Old Town)	maps	Librarians
San Diego Historical Society	advertisements	workers at historical societies
Museum (Sierra Museum)	Old newspapers	

### Activity # 8 Interviewing an Older Resident of San Diego

In this activity, students will speak with community members to find out more about the history of San Diego. Asking people questions (interviewing them) is a good way to learn about the history of a community. Before your students interview an older resident, have them do a practice interview. Invite to the classroom several older citizens who have lived in San Diego for a long time.

**Interview an Older Resident of Our Community**

Below is a suggested list of questions to help you learn about the past. Summarize the answers in the space provided. Read your summary to the person interviewed to make sure it is accurate.

Interviewer: J. Kelle  
 Date: 10/20/05  
 Person Interviewed: Chris Labe

Interview Questions	Record the Answers Here
When were you born? Where were you born?	Sept 11, 1924 Newport, Oregon
What big events do you remember? Have you ever met a famous person? Who?	Duke Festival Frank Sinatra Bobbye
What did the area look like when you were growing up?	lots of sand Dune Buggies
What was it like to live in this community years ago? What did people here do for fun when you were a child? What community festivals, parades, or activities were available when you were young?	Quail in summer Played in desert
What did your parents do to earn a living? Where did you go to school? What was your first job?	Work in construction Mom a housewife School at City Vista Employment
What businesses started or closed down since you have lived here?	Palm Canyon stores closed
Thinking back to your childhood, what buildings do you remember most?	Francis Stevens High School Sea World
In what ways has this community changed?	More of a big city now

Use **Handout #3.5** as a sample interview guide. Have students record the visitor's responses on the interview sheet while the teacher records them using a document camera, an overhead transparency, or chart paper.

Refer to **Handout #3.6** for additional directions for setting up an interview, planning the interview, and actions to take during the interview and after the interview.

Allow several days for students to conduct their interviews. Discuss and chart some of the responses.

### **Activity # 9 (Optional, but encouraged!) Family Project Homework: A Scavenger Hunt of the Community**

The focus for students in Grade 3 is to study about the local community. To gain a better understanding about what makes up the City of San Diego, it is important for students to be aware of what is located in the community.

Provide parents with a copy of *Family Project: Scavenger Hunt of the Community (Handout #3.7)*. Parents are asked to take their child on a "car trip" to visit at least five different locations within the community. Students complete the handout by writing in the name of the location and its address. If possible, encourage students to take a close-up photograph of each location he/she visits and bring it in to share with the class. The more places your students visit, the more understanding they will have about what makes up a community.

After the homework is returned, display photographs of the various places in the community visited during the scavenger hunt. Read aloud the clues and have the students identify the photograph that depicts the place (e.g. "Which photo shows a post office?"). Have the locations from the scavenger hunt listed on sentence strips and place each strip with the appropriate photo. If possible, add the photographs to an enlarged map of San Diego.

Note: This is a good time for a field trip to a local historic site.

## **Assessment**

The major assessment for this lesson is the analysis of a primary source photograph. Additional assessment of this lesson is integrated with the instruction and occurs throughout the unit. The focus questions provides framework for the evaluation of the lesson.

- **Compare and contrast photographs** from long ago and today. (Activity #1)
- **Read Bio-Sketches** (Activities #3 & #6). Selected students make an **Event Card** to be added to the *Time Line of San Diego's History* and **prepare Bio-Sketches** for the *Living History Museum*.
- **Summarize** the material read and add it to the *Local Heroes Chart* (Activities #3 & #6).
- **Analyze a written documents**, *Real Estate* (Activity #4).
- **Write a letter** from a San Diego settler living in 1887 to that settler's friend. In the letter, try to persuade that friend to move to San Diego (Activity #5).
- **Identify ways to investigate** the local community's history (Activity #7)
- Conduct an **interview of an older resident** of San Diego. (Activity #8).
- (Optional) Conduct a **Scavenger Hunt** of the local community (Activity #9).



## Analysis of a Primary Source – a Photograph

### Step 1. Observation

A. Study the photograph for a few minutes. Form an overall impression of the photograph. Next, divide the photograph into quadrants and study each section to see what new details you can find.

B. Use the lines below to list the people, objects and the events you can see in the photograph.  
**PEOPLE, OBJECTS, and/or EVENTS** (What is happening in the photograph?)

_____	_____
_____	_____
_____	_____

### Step 2. Identify the work

Who is the photographer? \_\_\_\_\_

When was the photograph taken? \_\_\_\_\_

Does the photograph show a specific geographic location, an historical time or event? Explain.

\_\_\_\_\_

\_\_\_\_\_

List two things the photograph tells you about life during the time period it was taken?

\_\_\_\_\_

\_\_\_\_\_

Why do you think the photographer took the photograph?

\_\_\_\_\_

\_\_\_\_\_

### Step 3. Inference

Based on what you have observed above, list three things about the photo you think are important.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Step 4. Questions

Write a question you would like to ask the photographer about the photograph..

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## San Diego "Then and Now"

Write your observations for each picture.

	Then	Now
Natural landscape		
Buildings		
Streets		
Other		

What remained the same?

What changed?

# Real Estate

THE GOLDEN ERA.

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## F. R. Wetmore & Co.,

AGENTS, SAN DIEGO, CALIFORNIA,

Have earned the reputation of being the most thoroughly reliable Firm  
in all their dealings in

### *REAL ESTATE.*

---

We have the Finest FARMING LANDS, in large and small  
tracts, in all parts of the country, suitable for every kind of  
Farming, Fruit Growing and Grazing, and at  
prices to suit every individual



*The*

*Choicest Tracts for*

*Capitalists and*

*Colonies,*

*with*

*Wood and Water in*

*abundance.*







*The*

*Best Business Blocks*

*and Lots*

*in*

*San Diego,*

*National City, and*

*elsewhere.*



Beautifully Improved places for Country Residences, Suburban  
Homes and City Dwellings, Handsome Grounds, Fine  
Orchards and Groves of Tropical Fruits.

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MONEY TO LOAN IN ANY QUANTITY.

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*We take charge of Property, pay Taxes, Insur-  
ance, etc., for non-residents.*

Correspondence Solicited.

## Analysis of a Primary Source Document

Using the primary source document provided by your teacher, analyze it to demonstrate your insight into the time period, the people and the event shown.

What type of a document is it?

Who is the author (or creator) of the document?

Who do you think is the audience for the advertisement?

Why do you think this document was written?

What are the advertisers promising?

What are three things in the advertisement you think are important? Why?

List two things the document tells you about life at the time it was written.

Can any similar documents (advertisements) be found today? Where?

What sales techniques were used to attract settlers? Which of these are still selling features today?

Write a question to the author that is left unanswered by the document.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Interview an Older Resident of San Diego

Below is a suggested list of questions to help you learn about San Diego in the past. Summarize the answers in the space provided. Read your summary to the person interviewed to make sure it is accurate.

Interviewer \_\_\_\_\_ Date \_\_\_\_\_

Person Interviewed \_\_\_\_\_

Interview Questions	Record the Answers Here
When were you born? Where were you born?	
What did San Diego look like when you were growing up?	
What was it like to live in San Diego years ago? When you were a child, what did people here do for fun? What community festivals, parades, or activities were available when you were young?	
What big events do you remember? Have you ever met a famous person? Who?	
What did your parents do to earn a living? Where did you go to school? What was your first job?	
What businesses have opened or closed since you have lived in San Diego?	
Thinking back to your childhood, what buildings do you remember most?	
Do you remember any storms, earthquakes, or fires? How did they affect San Diego?	
In what ways has San Diego changed?	

## Hints for Conducting an Interview

### Set up the interview

- Write, call or email the person.
- Tell him or her who you are and why you would like an interview.
- Ask the person to set a time and place to meet.

### Prepare for the interview

- Gather basic information: the person's name, where or when he or she was born; and how long he or she has lived in the local community.
- Make a complete list of questions to ask during your interview. Set the questions into a chart similar to the one in Handout #3.2
- Try to think of questions that will lead to interesting answers. Here are some to get you started.  
What was your neighborhood like?  
What did San Diego look like?  
When you were a child, what did people here do for fun?  
What was school like for you?  
What did your parents do to earn a living?  
What big events do you remember?  
Have you ever met a famous person?  
Do you remember any storms, earthquakes or fires that affected San Diego?  
What businesses have opened or closed since you have lived here?  
What was your first job?

### During the interview

- Listen carefully.
- Make eye contact
- Look interested
- Do not interrupt the person.
- Take notes as you talk with the person.
- If you want to use a tape recorder or video recorder, ask the person first.
- Read back or review with the person all the answers you have recorded. In that way you make sure that your answers are accurate and acceptable to your guest. It may lead to even more complete answers or new information.
- During the review of your notes, you may add a "spur of the moment" question.
- And, have fun.

### After the Interview

- Before you leave, thank the person.
- Follow-up by writing a thank-you note or making a call.
- Share the information you learned with our class.



## Family Project Homework

### Scavenger Hunt of Our Community

Dear Parents,

Our class is studying about the City of San Diego. To gain a better understanding about what makes up a city, it is important to be aware of what you see as you travel throughout the city.

**You can help** by taking your child on a “car trip” to different locations within our city. Please visit at least five of the places listed below. Write in the name of the location and its address. (It is not necessary to go into the place, but it will be more meaningful if you do.)

If possible, please take a close-up photograph of each location you visit to share with our class.

The more places you take your child and discuss why we need that place in our city, the better understanding he or she will have.

Find a school.

Which school did you choose?

---

Where is it? (address)

---

Find a library.

Which one did you choose?

---

Where is it?

---

Find a park.

Which one did you choose?

---

Where is it?

---

Find a fire station.

Which one did you choose?

---

Where is it?

---

Find a grocery store.

Which one did you choose?

---

Where is it?

---

Find another type of store.  
Which one did you choose?

---

Where is it?

---

Find an office building.  
Which one did you choose?

---

Where is it?

---

Find a business.  
Which one did you choose?

---

Where is it?

---

Find City Hall.  
Where is it?

---

Find a place for entertainment.  
Which one did you choose?

---

Where is it?

---

Find a church, synagogue or mosque  
Which one did you choose?

---

Where is it?

---

Find a post office.  
Which one did you choose?

---

Where is it?

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Find a place to ride public transportation.  
Which one did you choose?

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Where is it?

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Name \_\_\_\_\_ Date \_\_\_\_\_

Adapted from Jane Berg, Little Lake City School District