

Lesson 4: Economies and New Businesses San Diego in the 20th Century and Beyond

Focus Questions:

- What economies have been established by the settlers and what influence do these economies have on the present-day economy?
- What key businesses (industries such as agriculture and tourism) exist in your community, and how have these changed over time?
- Why do some things change over time and some things stay the same?

Activity #1 Let's Take a Ride on the Railroad

Materials needed: For each pair of students, a copy of *San Diego & Arizona Railway* (Handout # 4.1) and *Let's Take a Ride on the Railroad* (Handout # 4.2).

Procedure:

Step 1: Explain to students that with the completion of the San Diego & Arizona Railway on December 1, 1919, a new transcontinental race was established with San Diego as the Pacific terminus. The line ran to the Imperial Valley where it connected with the Southern Pacific System via Yuma.

Step 2: Review the Bio-Sketch for **John D. Spreckels** read in Lesson 3. Add the following Event Card to the *Time Line of San Diego's History*.

1919	John D. Spreckels drives in the last “golden” spike to complete construction of the San Diego & Arizona Eastern Railroad from San Diego to Yuma. San Diego finally has a direct link to the East.
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Step 3: Distribute copies of the train schedule for the *San Diego & Arizona Railway* (Handout #4.1). This schedule reflects travel from San Diego to Yuma and eastward. Provide time for students to study the schedule. Ask them to share their observations and discoveries. Note the various cities mentioned on the train schedule.

Trains were used by settlers from the Midwest. These settlers would hire box cars to transport their goods to San Diego. Besides Midwest settlers, miners used the trains to come to the area where there were mines in the nearby hills. Access to trains was a big reason why the population in San Diego grew. And, having more trains meant that additional people were needed to maintain and operate them. Because flash floods would wash out the train tracks, maintenance was a constant requirement. Neither building the tracks nor maintaining them was easy.

Step 4: Distribute copies of *Let's Ride on the Railroad* (Handout #4.2). Help students complete the top part of the worksheet. Discuss the answers together. Next, have students work individually, in pairs, or in small groups to plan their own trip and share their plans with the class.

Many engineers of its day called the *SD&A* the “Impossible Railroad” due to the immense logistical challenges involved. A series of calamities hit the railway mainly caused by natural disasters such as floods and landslides.

After the death of John Spreckels, his heirs were forced in 1932 to transfer their share of *SD&A* to the Southern Pacific Transportation Company for \$2.8 million. The last direct passenger train service to the east left San Diego at 7:05 a.m. on January 11, 1951, marking the end of an era. With it came the announcement that freight service was to be converted to diesel power.

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

1951	The San Diego & Arizona Railway discontinues passenger service.
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The Pacific Southwest Railway Museum Association is a non-profit educational organization dedicated to the preservation and interpretation of railroads as they existed in the Pacific Southwest. The Museum runs excursions on many weekends on portions of the San Diego & Arizona Railway utilizing actual vintage equipment. The Museum's main facility is located in Campo, California, about 45 miles east of downtown San Diego. A restored depot is also operated adjacent to the trolley tracks in La Mesa.

Activity # 2 Businesses Change Over Time

Explain to students that a community is made up of many different kinds of businesses. As a community grows, the businesses can change. Sometimes the population of a community changes because of the availability of jobs. When jobs are available in a certain place, people tend to move there; when jobs are not available, people leave.

- What types of businesses are located in San Diego?
- Can you name any new businesses in San Diego?
- In what ways do you think different businesses have created changes in San Diego?

Remind students that in Lesson 2 we learned that ranching was San Diego's first industry. Discuss the other early businesses located in San Diego. For example, there was fishing, aided by the city's proximity to the Pacific Ocean, and agriculture, made possible by the moderate climate and access to railroads that could transport produce to eastern markets. Tourism began at the beginning of the 20th century and was enhanced by passenger rail service and the opening of the Panama Canal. The Navy became a major industry in San Diego with the arrival in 1919 of the Pacific Fleet.

San Diego's Portuguese American Community The Portuguese American community played a key role in establishing San Diego's prominence as "tuna capital of the world" during the middle years of the 20th century. In developing the tuna industry in San Diego, the Portuguese built upon the contributions of the Chinese and Japanese who preceded them. San Diego became the leading tuna-fishing port on the Pacific with a fleet of tuna clippers valued at over \$10 million. At the time, there were six tuna canneries located in San Diego. Today there are none. Because of environmental restrictions and competition from other counties, tuna boats no longer operate out of San Diego, and fishing is no longer so important to the city's economy.

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

1919	The Pacific Fleet enters San Diego Harbor, and the Navy Era begins in San Diego.
1929	San Diego becomes the leading tuna-fishing port on the Pacific.

Italian Americans in San Diego The Italians are another immigrant group that came to San Diego to take advantage of the excellent fishing grounds off the California coast. Like the Portuguese and the Chinese, many of the earliest Italian immigrants had been fishermen in Italy. Many of the Italian families who settled in San Diego soon took up residence in an area up the hill from the harbor. As stores and restaurants opened and the numbers of homes increased, the area came to be called “Little Italy.” The heart of Little Italy can still be found in downtown San Diego along India Street (between Grape and B Streets). San Diego’s Italian community continues its traditions. One example is the annual Columbus Day Parade held each year in downtown San Diego. The Italian Cultural Center of San Diego is a non-profit organization, founded in 1981 as a meeting point for people interested in Italian culture and language. The Convivio Society is a cultural organization that promotes and preserves Italian humanities and cultural identity while striving to revitalize the grandeur of Italian culture in San Diego.

African Americans in San Diego In February 1924, San Diego National Association for the Advancement of Colored People (NAACP) president Elijah J. Gentry, a “shoe shiner” by trade and leader of the five year old branch described the racial climate in San Diego “Colored people [in San Diego] are not allowed in restaurants, nor to drink soda water in drugstores, nor can they rent bathing suits at any bathing house or beach in this city,” Three years later the branch scored its first major civil rights victory when it won the admittance of black women as nurses in the San Diego County Hospital.

During the World War II years between 1940 and 1950, there was a rapid growth of black San Diego from 4,143 to 14,904. Humiliated and angered at having been refused a snack at a downtown “greasy spoon” restaurant, Dr. Jack Kimbrough, a local dentist, devised a plan that became a pioneer in anti-discrimination protest tactics at the beginning of the civil rights movement.

Reading assignment: Provide each student with a copy to read of the **Bio-Sketch for Dr. Jack Kimbrough**. Have students summarize the information about Kimbrough and add this to the *Local Heroes Chart*. Select a student to play the part of Kimbrough at the *Living History Museum*.

Add the following event to the *Time Line of San Diego’s History*.

1948	Dr. Jack Kimbrough , a pioneer in anti-discrimination protest tactics, devised a plan to desegregate white-owned restaurants in San Diego.
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Activity #3 San Diego takes Flight

In 1927 San Diego played a leading role in one of history’s most significant and dramatic aviation achievements. In that year, the young aviator Charles A. Lindbergh came to town and commissioned Ryan Airlines to build a special aircraft that could complete the first nonstop New York to Paris flight. Following a series of test flights from local airfields, Lindbergh and his *Spirit of St. Louis* took off from San Diego on May 10, 1927, bound for St. Louis, New York, Paris and aviation history. The success of his solo transatlantic flight on May 20-21 electrified the world and sparked a tremendous surge of public interest in aviation nationally and abroad—especially in San Diego where Lindbergh’s Paris flight really began. That interest led to the passage of a bond issue in 1928 for the construction of a municipal airport. The result was “Lindbergh Field.” Refer to *San Diego Then and Now* photographs on pages 98 and 99.

Reading assignment: Provide each student with a copy to read of the **Bio-Sketch for Charles Lindbergh**. Have students summarize the information about Lindbergh and add this to the *Local Heroes Chart*. Select a student to play the part of Lindbergh at the *Living History Museum*.

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

1927	Charles Lindbergh departs from San Diego to New York to begin his historic solo transatlantic flight to Paris.
1928	San Diego's airport is dedicated and officially named Lindbergh Field.

October 25, 1935, was an even greater day in San Diego air history. On that date Consolidated Aircraft Corporation (later to become Convair) moved from Buffalo, New York and dedicated its new plant in San Diego. It soon became the city's largest civilian employer. Its growth, together with that of Ryan, Solar, and Rohr Aircraft, has been a vital influence in the city's life.

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

1935	San Diego's aircraft industry gets a boost when Consolidated Aircraft Cooperation (later to become Convair) moves from New York to its new plant at Lindbergh Field.
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Activity #4 Using Maps to Show How Land Use Has Changed

Materials needed: For each pair or small group of students, duplicate copies of *San Diego Bay Map Study* (Handout 4.3) and the following maps taken from the USGS Topographical Quadrangles, Point Loma, 7 ½ minute scale. ***San Diego Harbor, 1996; San Diego Harbor, 1967; San Diego Harbor, 1953; San Diego Harbor, 1942.*** It is helpful if you print the maps on different colors of 11"x17" paper so they can be more easily distinguished.

Procedure:

Step 1: Distribute a copy of the map, *San Diego Bay, 1996* to each pair or group of students.

Since it can be overwhelming to analyze the entire map, fold the map into 4ths (quadrants) and number each quadrant A1, B1 across the top and A2, B2 for the bottom two quadrants.

Using magnifying glasses, have students carefully study the map, beginning in quadrant A1. If desired, have different pairs of students "adopt" different quadrants of the map and outline their quadrant lightly with a colored pencil.

Ask questions such as:

- What is the date of this map? (1996) How many years ago is that?
- What are names of some of the streets and highways you can recognize?

Using a yellow crayon or marker, help students identify Interstate 5 and highlight it on the map. Also, locate and highlight the Cabrillo Freeway (Hwy 163) as it goes through Balboa Park.

Step 2: To each pair of students, distribute a copy of *San Diego Bay Map Study* (Handout #4.3). Students work in pairs to locate each item listed on the left-hand column of the chart. When found, circle the item on the map and check it off on the 1996 column on the chart.

Step 3: Distribute a copy of the map, *San Diego Bay, 1967*. Again, fold the map into 4ths and label each quadrant. Highlight Interstate 5 and the Cabrillo Freeway with a yellow crayon.

Have students use a magnifying glass to study the map. Ask questions such as:

- What is the date of this map? (1967) How many years ago is that?
- What are names of some of the streets and other landmarks you recognize?

Discuss one quadrant at a time or have pairs focus on their “adopted” quadrant. Refer to *San Diego Bay Map Study* (Handout #4.3). On the map, circle the items listed on the chart as they are found. If the item has changed over time, such as a different name, write in the box a description of the change.

Step 4: Distribute a copy of the map, *San Diego Bay, 1953* and provide time for the students to “read” the map. Highlight the Cabrillo Freeway with a yellow crayon. Note that Interstate 5 has not yet been built. Return to the 1967 map to see the path I-5 and then on the map of 1953 note approximately where the freeway will be built. Discuss the impact the construction of the freeway will have on the local area. Complete the appropriate section on *San Diego Bay Map Study* (Handout #4.3).

Step 5: Distribute a copy of the map, *San Diego Bay, 1942* and provide time for the students to “read” the map. Note that neither the Cabrillo Freeway or Interstate 5 exist. Complete the appropriate section on *San Diego Bay Map Study* (Handout #4.3).

Lead a discussion about change and continuity on the maps. The following are suggested questions:

- What has changed on the maps as compared to the 1996 map?
- Have any of the street names from the 1942 map been changed? What are the names of some of the new streets? How do you think the new streets got their name?
- What major types of transportation are shown on the maps?
- What do you notice about the way the land is used? Can you identify any areas devoted to residential, military, business, schools, or public use? How can you tell?
- What inferences can you draw about the population and land use of San Diego and how these have changed or remained the same?

Activity #5 I love My Car

The southern terminus of what is now Route 163 (through Balboa Park) was completed in 1948. Work on Interstate 8 through Mission Valley had already begun, and many other highways and interchanges would be completed shortly. Interstate 5 cut right through the Italian American community and Sherman Heights blocking off some areas from each other. Review the maps studied in Activity #5 to specifically look at the changes. Discuss the advantages and disadvantages of such advances.

The San Diego and Arizona right-of-way was acquired by the San Diego Metropolitan Transit and interurban passenger service between downtown and the Mexican border began in 1980.

Add the following event to the *Time Line of San Diego’s History*.

1980	The San Diego Trolley, the first line in the city's new light-rail transit system, is dedicated and begins service to border.
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Today, rush-hour traffic jams are common on interstate highways and surface streets. San Diegans have become dependent upon the automobile for personal transportation.

Have students work together to discuss solutions to the nagging traffic and pollution problems. Solutions may include the expansion of mass transit, widening of the highways, expansion of bus systems, having people live closer to their work, car-pooling, and the development of alternative green technologies.

Activity #6 San Diego Becomes Economically Dependent on the Military

Tuna Down; Aircraft and Port Tonnage Up During the Second World War, the local aircraft plants attracted workers from all over the country. Consolidated became one of the largest airframe factories in the world. Army, Navy, and Marine activities brought tremendous installations and great concentrations of men within the city limits. The Marine Base and Naval Training Center were enlarged. San Diego assimilated its wartime growth and became a truly different place. Postwar development included the disappearance of the streetcars in 1949 and their replacement by buses.

In the 1950s the fishing fleets diminished due to competition from Japanese and South Americans who benefited from low wages and less demanding employees. Other maritime activities increased with exports from the Imperial Valley and Mexican cotton. Broadway and B Street Piers were enlarged after passage of a bond issue in 1955 and a 96-acre terminal was built at the foot of Tenth Avenue. Port tonnage figures rose and cargoes diversified. The late 1950s also saw the beginning of a major shipbuilding industry when National Steel & Shipbuilding Corporation won government contracts for the construction of C-3 type freighters with passenger accommodation. The aircraft industry remained a mainstay of the San Diego economy. A large part of the income of San Diegans was received directly or indirectly from defense expenditures by the Federal Government.

As we have seen before, businesses change over time. While aviation and the navy still play a role in the economy of San Diego, they are not as great as they once were. Review again the maps of San Diego Bay to identify changes in military installations in the city. What impact do you think this has had on the local economy?

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

1992	General-Dynamics-Convair begins closing local operations.
1993	U.S. Navy announces the Naval Training Center will close.

Today, the **top industries** in San Diego are manufacturing, defense, tourism and agriculture. Telecommunications, software and biotechnology, software, and electronics are among San Diego's **fastest growing industries**, and San Diego has become the nation's center for wireless industries with the city being dubbed "Telecom Valley."

Activity #7 Scientists and Philanthropists

San Diego and its neighbor, La Jolla, became a center for research. General Atomic opened the John Day Hopkins Laboratory for Science. The U.S. Naval Electronics Laboratory on Point Loma became the largest single Navy activity devoted to electronic research and development. In 1960, the University of California at San Diego was established and by 1984 UCSD was one of the top research institutions in the country.

In 1924, philanthropist **Ellen Browning Scripps** founded the Scripps Metabolic Clinic. Today, Scripps Research is the world’s largest non-profit biomedical research facility and is a leader in the discovery and application of biomedical breakthroughs that improve human health. Browning made her vast fortune in the newspaper business. **James S. Copley**, owner of the Union-Tribune, also became a major philanthropist. Although Copley died in 1973, the newspaper is still printed today and can be found online at <http://www.signonsandiego.com/>

Reading assignment: Provide each student with a copy to read of the **Bio-Sketch for Ellen Browning Scripps** and **James S. Copley**. Have students summarize the information about Browning and Copley and add this to the *Local Heroes Chart*. Select students to play the parts of Browning and Copley at the *Living History Museum*.

Add the following event to the *Time Line of San Diego’s History*.

1924	Philanthropist Ellen Browning Scripps founds the Scripps Metabolic Clinic (now Scripps Clinic and Scripps Research Institute).
1947	James S. Copley becomes Chief Executive Officer of the Copley Corporation publishing a large family of newspapers, the flagship of which was, and is today, the Union-Tribune.
1960	The University of California, San Diego, is established in La Jolla.

Activity #8 Tourism in San Diego

Note: This activity is also found in Unit 5. You may do it now or later.

Materials Needed:

For each pair of students, a copy of *San Diego’s Top 22 Tourist Locations* (Handout # 4.4)

Explain to students that tourism is a major business in San Diego. Ask students, “What tourism locations can be found in San Diego?” Working in groups, have students brainstorm a list of what they think are the Top 22 tourist locations found in San Diego. Once they have their list, have students rank them in order of attendance from the largest attendance down to the smallest.

Provide each pairs of students with a copy of *San Diego’s Top 22 Tourist Locations* (Handout #4.4) Have students review the list and compare the order of attendance figures to their list.

In 1945, voters approved funds to convert Mission Bay from unusable marshland to an aquatic park. Mission Bay Aquatic Park was officially opened in 1949. When Sea World, a marine zoological park, opened in 1964 on 22 acres along the shore of Mission Bay, it greatly enhanced San Diego as a tourist destination. Refer to *San Diego Then and Now* photographs on pages 114-115.

Add the following event to the *Time Line of San Diego’s History*.

1964	Sea World Opens on Mission Bay.
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After World War II, San Diego experienced the flight of people and businesses to the suburbs. This left the area one called “Horton’s Addition” and later labeled the Gaslamp Quarter as home to bars and saloons, pawn shops, card rooms and locker clubs, where sailors could store their military uniforms and spend the night if they could not make their curfew.

For the next 20 to 30 years, the area deteriorated. With goals of improving San Diego’s economy, the City of San Diego, under then-Mayor Pete Wilson, created the City Center Development Corporation in 1975. The Gaslamp Quarter was placed on the National Register of Historic Places in 1980. Many major infrastructure improvements were completed in 1983. Today it is the most visited tourist attraction in San Diego.

Reading assignment: Provide each student with a copy to read of the **Bio-Sketch for Pete Wilson**. Have students summarize the information about Wilson and add this to the *Local Heroes Chart*. Select a student to play the part of Wilson at the *Living History Museum*.

Add the following event to the *Time Line of San Diego’s History*.

1975	Mayor Pete Wilson launches plans for a dramatic redevelopment of downtown San Diego, creating Centre City Development Corporation.
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With its great weather, miles of sandy beaches, and major attractions, San Diego is known worldwide as one of the best tourist destinations. Show the *San Diego Then and Now* photograph on page 112 of *Surfin’ USA* (Mission Beach), the Giant Dipper Roller Coaster at Belmont Park on page 117, and The Plunge at Belmont Park on page 119.

San Diego Bay has not only played an important part in the economy of San Diego. Also, it plays an important recreational role, especially with the popular sport of sailing. In 1987, Skipper Dennis Conner, at the helm of “Stars and Stripes” won the American’s Cup for the San Diego Yacht Club, defeating Australia's "Kookaburra."

Return to the maps of San Diego Bay and locate the America’s Cup Harbor. Trace the same location on earlier maps to see the changes in the area over time. By the way, this was originally the location where most of San Diego’s fishing fleet could be found.

Reading assignment: Provide each student with a copy to read of the **Bio-Sketch for Dennis Conner**. Have students summarize the information about Conner and add this to the *Local Heroes Chart*. Select a student to play the part of Conner at the *Living History Museum*.

Add the following event to the *Time Line of San Diego’s History*.

1980	Dennis Conner brings America’s Cup to the West Coast, winning the cup in 1980, 1987, and 1988.
1987	Skipper Dennis Conner , at the helm of "Stars and Stripes", wins the America's Cup for the San Diego Yacht Club, defeating Australia's "Kookaburra."

Major League sports play an important entertainment role for local residents. Add the following events to the *Time Line of San Diego’s History*. Discuss the role of sports in the city’s economy.

1961	The Charger professional football team moves from Los Angeles to San Diego.
1966	Voters approve funding a sports stadium for professional sports in Mission Valley (later Jack Murphy Stadium, then Qualcomm).

1969	The Padres play their first season as a major league baseball team.
1984	Padres win the National league Pennant; World Series games first played in San Diego.
1988	San Diego hosts its first Super Bowl, in San Diego Jack Murphy Stadium. Washington Redskins beat Denver Broncos 42-10.
1998	Voters approve downtown Padres ballpark and expansion of the convention center.

Activity # 9 Challenges for the Future

The more things change, the more they remain the same. As San Diegans look ahead in the 21st century, the city’s civic leaders still struggle with issues that beset the city in 1900: finding and bringing water to the growing town (a focus in Unit 5); determining how San Diego will develop; and promoting the city.

You are a city planner for the City of San Diego. Work together with a partner, or in small groups, to make a list of recommendations you would make to city leaders.

- What challenges do you see for the future of San Diego?
- What changes do you think should be made to ensure a bright future?
- What things are working that you think should be kept the same?
- What new technologies and businesses do you see for San Diego in the future?

Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the unit. The focus question provides a framework for the evaluation of the lesson.

- Read the time schedule for the *San Diego & Arizona Railway (Handout #4.1)* to complete questions and plan a trip on *Let’s Ride on the Railroad (Handout #4.2)*.
- **Read Bio-Sketches** (Activities #1, 2, 3, 7, 8). 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 #1, 2, 3, 7, 8).
- **“Read” maps and show how land use has changed** using *San Diego Bay Map Study* (Handout # 4.3), *San Diego Harbor, 1996*; *San Diego Harbor, 1967*; *San Diego Harbor, 1953*, and, *San Diego Harbor, 1942*. (Activity #4)
- **List and rank** San Diego’s Top 22 Tourist Locations (Activity #8)
- You are a city planner for the City of San Diego. **Make a list of recommendations** for the future of the city that you will present to the city leaders (Activity #9).

Reminder: The *Living History Museum Unit Project* may be held now or at the end of Lesson 5. Refer to pages 9 -12 of this guide.

San Diego & Arizona Ry.

Ticket Office, 324 Broadway

MAIN LINE San Diego, El Centro, Calexico, Yuma

Read Down 52-48 Daily	4-150 Daily	Mls.	CORRECTED TO MARCH 4, 1928 STATIONS				Elev	Read Up 147-51 Daily	149-3 Daily
8 40	9 05		Lv San Diego	S.D.&A.	Ar	10	4 50	11 55	
9 39	9 41	16	Av Tia Juana (U.S.)	"	Lv	100	3 47	11 15	
f12 31	11 34	66	Lv Campo (U.S.)	"	Lv	2590	f1 15	9 32	
2 05	12 36	93	Lv Jacumba Hot Springs	"	Lv	2830	11 27	8 32	
f4 55	2 25	140	Lv Seeley	"	Lv	44	8 02	6 22	
5 35	2 40	148	Ar El Centro	"	Lv	49	7 40	6 05	
6 05	2 44	148	Lv El Centro	Sou. Pac.	Ar	49	7 20	6 00	
6 35	2 57	157	Ar Calexico	"	Lv	2	6 55	5 45	
8 15	3 01	157	Lv Calexico	"	Ar	2	4 15	5 40	
11 20	4 40	218	Ar Yuma (P.T.)	"	Lv	139	1 00	3 55	

"SUNSET LIMITED" and "ARGONAUT" TO EL PASO, SAN ANTONIO, HOUSTON AND NEW ORLEANS

4-150 -102	Mls.	Day	STATIONS				Day	Elev	103- 149-3
9 05		Mo	Lv San Diego	S.D.&A.	Ar	Th	10	11.55	
2 40	148	Mo	Lv El Centro	"	Lv	Th	49	6 05	
2 57	157	Mo	Ar Calexico	Sou. Pac.	Lv	Th	2 5 45		
3 01	157	Mo	Lv Calexico	"	Ar	Th	2 5 40		
4 40	218	Mo	Ar Yuma	"	Lv	Th	139	3 55	
9 45	782	Tu	Ar El Paso (M. T.)	"	Lv	We	3762	9 55	
11 05	782	Tu	Lv El Paso (C.T.)	"	Ar	We	3762	10 40	
3 35	1401	We	Ar San Antonio (C.T.)	"	Lv	Tu	716	5 30	
9 15	1612	We	Ar Houston	"	Lv	Tu	64	10 25	
7 35	1974	We	Ar New Orleans	"	Lv	Mo	7	11 00	

GOLDEN STATE ROUTE TO EL PASO, KANSAS CITY, ST. LOUIS, DES MOINES, MINNEAPOLIS, ST. PAUL AND CHICAGO

1-150 -4 Daily	4-150 -12 Daily	Mls.	Day	STATIONS				Day	Elev	11- 149-3 Daily	3-149 -3 Daily
9 05	9 05		Mo	Lv San Diego	S.D.&A.	Ar	Th	10	11 55	11 55	
2 44	2 44	148	Mo	Lv El Centro	Sou. Pac.	Lv	Th	49	6 05	6 05	
2 57	2 57	157	Mo	Ar Calexico	"	Lv	Th	2 5 45	5 45	5 45	
3 01	3 01	157	Mo	Lv Calexico	"	Ar	Th	2 5 40	5 40	5 40	
4 40	4 40	218	Mo	Ar Yuma (P.T.)	"	Lv	Th	139	3 55	3 55	
2 05	6 55	218	Mo	Lv Yuma (M.T.)	"	Ar	Th	139	3 20	3 05	
6 05	12 15	782	Tu	Ar El Paso (M.T.)	"	Lv	We	3762	11 45	10 50	
6 15	12 30	782	Tu	Lv El Paso (M.T.)	"	Ar	We	3762	11 30	10 35	
8 00	4 45	1733	We	Ar Kansas City (C.T.)	C.R.I.&P.	Lv	Tu	748	9 05	10 00	
10 00	10 00	1733	We	Lv Kansas City	"	Ar	Tu	748	7 30	7 30	
7 38	7 38	2029	Th	Ar St. Louis	"	Lv	Mo	480	11 15	11 15	
11 40	5 20	1733	We	Lv Kansas City	"	Ar	Tu	748	7 20	7 20	
7 20	11 30	1963	We	Ar Des Moines	"	Lv	Tu	12 25	12 25	12 25	
3 15	7 15	2223	Th	Ar St. Paul	"	Lv	Mo	732	5 00	5 00	
4 00	8 00	2234	Th	Ar Minneapolis	"	Lv	Mo	854	4 20	4 20	
8 30	5 45	1733	We	Lv Kansas City	"	Ar	Tu	748	8 15	9 30	
9 15	7 59	2249	Th	Ar Chicago	"	Ar	Mo	590	6 00	8 30	

Black Type denotes P. M. Light Type, A. M. f—Trains stop on flag to receive or discharge passengers. M.T.—Mountain Time. P.T.—Pacific Time. C.T.—Central Time.

TIJUANA HOT SPRINGS

Motor Trains

Lv. San Diego (Bdwy, opp. Union Station) *11:00 A. M., *1:25 P. M.
Lv. Tijuana Hot Springs, *11:59 A. M., *5:50 P. M.

Steam Trains

Lv. San Diego (Union Station), 9:05 A. M. Daily, *12:30 P. M.
Lv. Tijuana Hot Springs, 11:05 A. M. Daily.
10 minutes after last race. *Race days only.

Let's Take a Ride on the Railroad

To complete this worksheet, use the San Diego & Arizona Railway Time Schedule.

1. What is the name of the railroad? _____
2. How many trains leave San Diego daily on the Main Line for Yuma? _____
3. If you want to arrive in Yuma at 4:40 PM, what time do you leave San Diego? _____
4. How many hours does it take to travel from San Diego to Yuma? _____
5. What is the distance in miles from San Diego to New Orleans? _____
6. If you leave New Orleans on Monday, what day do you arrive in San Diego? _____
7. At what time can you leave San Diego to travel to El Paso? _____ What day? _____
8. What city listed on the time schedule has the highest elevation? _____

Plan a Trip

Now it is your turn to plan a trip. Use the same train schedule and answer the following questions.

1. From what city will you depart? _____
2. What is your destination? _____
3. What time will you leave? _____ What time will you arrive? _____
4. How long will your trip last? _____
5. What distance will the train travel to get to your destination? _____
6. What will you do at your destination? _____

Name: _____ Date: _____

Handout #4.3

San Diego Bay Map Study

Begin with the 1996 map. When you locate an item, check it off in the box and circle it on the map. Next, move to the 1967 map. If you find the same item, check it off. If something about it has changed, describe the change in the box. If you can not locate an item, write “no” in the box. Continue until you have studied each map. In the bottom two boxes, make up your own landmark to locate.

	1996 map	1967 map	1953 map	1942 map
Shelter Island				
America’s Cup Harbor				
U.S. Naval Reservation				
Harbor Island				
U.S. Marine Corp Recruiting Depot				
San Diego International Airport (Lindbergh Field)				
U.S. Coast Guard Reservation				
Municipal Pier and Broadway Pier				
Embarcadero Marine Park				
Interstate 5				
Cabrillo Fwy				
High School and Balboa Stadium				
U.S. Naval Hospital				
San Diego Zoo				
Coronado				
North Island				
Naval Air Station				

On the back of this page, write the names of at least 3 things that are not on the 1996 map but are on one or more of the other maps.

Handout #4.4 **San Diego's Top 22 Tourism Locations**

Rank	Attraction	2006 Attendance Figures
1	Gaslamp Quarter	9,300,000
2	SeaWorld San Diego	4,500,000
3	Seaport Village	4,000,000
4	San Diego Zoo	3,200,000
5	San Diego Wild Animal Park	1,400,000
6	Belmont Park's Rides	1,000,000
7	Cabrillo National Monument	886,620
8	USS Midway Museum	805,000
9	Reuben H. Fleet Science Center	531,565
10	Birch Aquarium at Scripps	372,793
11	San Diego Museum of Art	323,625
12	San Diego Natural History Museum	284,300
13	Hornblower Cruises	259,361
14	San Diego Model Railroad Museum	244,652
15	Maritime Museum of San Diego	191,388
16	UltraZone--The Ultimate Laser Adventure	168,669
17	Museum of Photographic Arts	126,718
18	Museum of Contemporary Art	123,157
19	Timken Museum of Art	115,522
20	San Diego Automotive Museum	94,761
21	Mingei International Museum	93,169
22	Mission San Diego de Alacala	55,000