

## Extended Activities for The History of San Diego

- **San Diego Travel Brochure** Collect travel brochures for San Diego. Students compare and contrast the layout and the variety of information within these brochures. Using information gained in this unit, including their observations about the professional brochures, students create a “San Diego Travel Brochure” to describe the community and to inform recent arrivals. Take photographs or find current photos from local magazines to add to the San Diego Travel Brochure.
- Develop a “**Welcome to San Diego**” kit that includes interesting facts and information about people and events important to the development of San Diego. Create and include a “Tourist Brochure” explaining local historic sites and places of interest.
- Construct a **Map of San Diego** that includes a title, the cartographer’s name, a map key, at least four major streets, a mode of transportation other than roads, four major businesses, and one educational institution (scoring guide may vary).
- **Old Photographs** On a map of the school’s neighborhood, locate where each student lives. Ask students to have their parents search for old photographs of their homes and include these on a map of the community with a recent picture of the home. What can you tell from these “old” and “new” pictures?
- Make a **three-dimensional map** of a central part of San Diego such as the Gas Lamp Quarter or your school’s neighborhood. Assign each person a section of the map or a building within the community. Use cardboard boxes and color code the boxes to show their use, i.e., to sell goods, to offer services, to house governmental agencies, etc...
- **Research the names of streets in San Diego.** Develop with students appropriate categories that reflect street names, e.g., foreign words (Verde, Amigo); trees (Maple, Walnut); people’s names (Bob Hope, Frank Sinatra); and, numbers (First, Third). Once categories are established, display these on a chart. Have students collect a minimum of 10 street names per category. They can work alone or in teams. Combine all the students’ charts into a single classroom chart. Using the classroom chart, ask the following questions:
  1. How many of the streets are honoring important people in United States history?
  2. How many are honoring people in our local community?
  3. Have any of the street names been changed recently? Why? When?
  4. What do street names tell us about the beliefs of the people of our community?
- Plan a **San Diego Bus or Trolley Trip** - Using a local bus service or Trolley schedule, plan a trip in San Diego. After a route selection, have students trace their route on a local map. Also, students can describe the selected route using cardinal directions.
- Locate and bring to class pictures of different **types of transportation** from different time periods. Arrange these into chronological order.
- Using at least three sentences, write a “**compare and contrast**” paragraph that describes how San Diego has changed over time.
- Create a “**History Day**” celebration. Have students present the projects that were developed during the unit, “The History of San Diego.” Invitations may be extended to the community as well as to students from other classrooms.
- **Imaginative Stories.** Write an imaginative story that has its basis founded on an old photograph of the community.

- Research “**San Diego 100 Years Ago.**” Ask students to imagine what San Diego looked like 100 years ago. Research community landmarks and archives for primary sources that can help with the project. Have the students illustrate or write about San Diego 100 Years Ago..
- **Letter to the Past.** Write an informative letter to a child that may have lived in San Diego 100 years ago. In the letter, explain what changes have taken place over the past 100 years. Give specific examples. Illustrations may be included.
- **Community Birthday Celebration.** Design a birthday celebration for San Diego. Use the following questions for planning purposes:
  1. What leisure activities are special in San Diego?
  2. What sports activities are available in San Diego?
  3. What celebrations are held in San Diego?
  4. What businesses are specific to San Diego?
  5. What items should we emphasize from the above list?
  6. What form should the celebration take? Should there be speakers or hosts/hostesses for each item?
  7. Who should organize each item?
  8. Where should the celebration take place? Is permission required? If so, who should be responsible to obtain that permission? Is there a limit in the size of attendees?
  9. When should it take place?
  10. What materials are required?
  11. Is any special dress required?
- Make a **San Diego Quilt** (allow 3 weeks). Each student designs a 5”x 5” square to show something about San Diego. Outside of class, each student purchases materials and constructs his or her 5”x 5” square. Students bring their finished product to class at the end of the second week. Allow a week for students to sew the squares together or request parent volunteers to complete the project.
- **Murals.** Make one mural of *San Diego Today* and another mural of *San Diego Long Ago*.
- Create a **slide presentation or video about San Diego.** Include interviews with community leaders and interesting sites in the community. Identify subtopics. In small teams, students write dialogue for each identified subtopic. Include background music, such as Copeland’s “Our Town.” Include photographs and student reenactments where appropriate.
- **San Diego Cookbook.** Students bring to class a recipe contributed by a family member or neighbor. Students classify the recipes into groups (e.g., main dish, salad, dessert, bread, and vegetable). Students put recipes in a book format. Students may create new recipes and share the final results at a “Diversity Party.”
- **Info-mercial.** For homework, instruct students to watch an info-mercial. Have students form small groups to write a script for an info-mercial about the benefits of working and living in the community. Have student cameraman videotape the Infor-mercials.
- **Historic Rubbings.** Make a rubbing of a plaque on a building, a tombstone in a cemetery, or a landmark that shows something about the San Diego’s history. Write a description of the rubbing. Explain what the rubbing tells about San Diego’s history.
- **Display.** Make a photographic and pictorial display of San Diego for placement at the school or for placement at city hall. Choose items that highlight that show historic homes, churches, government buildings and general styles of architecture; and that highlight points of interest. Include historic maps that show the growth of San Diego.

- **San Diego Haiku.** Steps to follow:
  1. Lead a brainstorming session where students identify as many words as possible that describe San Diego.
  2. After students chart all the words identified, each student writes a Haiku poem using words from the class chart. Review with the students the traditional Haiku format of 5 syllables, 7 syllables, and 5 syllables.
  3. Develop a silhouette of San Diego. Each student uses the classified ad columns from the newspaper to cut out a silhouette of a city. Students use black markers to create windows and doors on the silhouette selected. On large sheets of black construction paper, students glue their silhouette at the bottom of their paper. Above their city silhouette, students copy their Haiku poem. Have students use light-colored chalk for highest visibility on the black paper.
- **Photo Analysis of Housing Changes.** Have students compare houses of the past and the present. Select examples of adobe; of the ranch-style house; of the Spanish Colonial; of the Craftsman-Californian Bungalow; and of other styles found in San Diego. In cooperative groups, have students order the pictures and place them on a time line according to the decade they were built.
- **Future Architecture Trends.** Have students design homes of the future, incorporating features that will accommodate futuristic styles and functions.
- **Change in San Diego.** Write an essay describing the population of San Diego. Tell how an increase or decrease in population forces the community to change. Give specific examples of the changes, including the dates of the change.
- **Write an Historical Narrative of San Diego.** For directions, refer to page 79.
- Develop a **Class Exhibition.** Students work together to develop an exhibit to show what they have learned about the population, transportation, land use, and businesses of San Diego. Divide the class into four cooperative groups. Each group makes a presentation on one aspect of the exhibit to other classes at a school, to members of the community, or if possible, to the Chamber of Commerce. For directions, refer to page 80.
- Begin work on a **San Diego Through Time History Book.** Refer Extended Activities, Unit 2, page 25.

Prompt: Complete a page of the *San Diego through Time History Book* to reflect the information learned for each of the following topics:

- the Kumeyaay Indians (Unit 2)
- early explorers and early settlements in San Diego (Unit 3)
- the growth and development of San Diego (Unit 3)
- the economy of San Diego (Unit 5)

Each page in the *San Diego through Time History Book* must include:

- dates of the time period
- a map with at least 5 features appropriately placed and relevant to the topic
- a symbolic border with detailed illustrations that depict accurate historic information (For example, for the Kumeyaay Indians, decorate the border with artifacts that illustrate how the physical environment influenced the way the Indians lived.)

Once the pages for each unit have been completed, compile them in chronological order and design an appropriate cover for the book.

## Writing an Historical Narrative of San Diego

Review together the types of events that have happened in San Diego's history. Use the following questions:

1. When and how was San Diego settled?
2. How has San Diego developed over time?
3. What are the major events that have happened in San Diego?
4. What effect did these events have on the people?

Have students work in small groups to develop an "historical narrative" about San Diego. Present orally their narrative to the rest of the class. Have students include:

- What natural and man-made geographic features are found in San Diego?
- How did San Diego get its name?
- What type of city government does San Diego have?
- How has San Diego developed over time? (For example, originally there were no airports in San Diego but today there are.)
- Who were some of the key people who helped shape the development of San Diego?
- What are some of the major events that have happened in San Diego? And, what effects have these events had on the people? (For example, many of the jobs in San Diego are related to tourism.)

Students use the ideas generated through the above activity to write an expository text detailing the "history" of San Diego. Include the following:

- Title
- Write an introductory paragraph describing the physical characteristics and location of San Diego.
- Write a paragraph about each of the following San Diego areas:
  1. Government
  2. Population
  3. Land usage
  4. Transportation
  5. Businesses
- Using "compare and contrast" sentences, write a paragraph to describe how San Diego has changed over time.
- Include a closing paragraph that describes the benefits of living in San Diego.
- Use the "proper conventions" of: Capitalization, Punctuation, and Spelling
- The text should be well organized
- The text should have historical accuracy

# Class Exhibition: Performance Based Assessment

Students work together to develop an exhibit to show what they have learned about the population, transportation, land use, and businesses of San Diego. Divide the class into four cooperative groups. Each group makes a presentation on one aspect of the exhibit to other classes at a school, to members of the community, or if possible, to the Chamber of Commerce.

**Group 1 Task:** Using census materials, time lines and graphs, students orally present information learned about the population of San Diego.

**Group 2 Task:** Using “Then and Now” photographs, maps, time lines, posters, and historical artifacts, students present information learned that shows changes of land use in San Diego.

**Group 3 Task:** Using maps, “Then and Now” photographs, time schedules, time lines, posters, and historical artifacts, students present information learned about the development of transportation systems in San Diego.

**Group 4 Task:** Using “Then and Now” photographs, advertisements, maps and time lines, students present information learned about early businesses of San Diego reflecting the changes from a ranching, fishing economy to an industrialized and tourist economy.

Note: Presentations should include the development of historical ideas and have historical accuracy and organization, and be clearly communicated. Guidelines include:

## Development of historical ideas:

1. maintain the historical topic
2. use many important historical facts to support ideas
3. show understanding of the historical time-period
4. show how the past and the present connect

Historical Accuracy: have no historical mistakes

## Organization and Communication

1. maintain clear organization
2. establish a clear beginning, middle, and end
3. demonstrate excellent sense
4. respond to all parts of the prompt

## Rubric for the Class Exhibition:

4- Student will demonstrate and develop one aspect of the exhibit for his group. Work is neat, correctly represented and delivered in an outstanding manner using an oral presentation checklist.

3-Student develops one aspect of the presentation for his/her group. Work is neat and correct. Presentation skills are in the average area.

2- Student develops one aspect of the exhibit for his/her group. Oral presentation skills are lacking; possible problems with neatness.

1- Student does not contribute orally or written to cooperative group exhibit.

# San Diego City, County and California Population

from the  
U.S. Census Bureau

Year	San Diego City	San Diego County	California
1850	650	798 <sup>§</sup>	92,597
1860	731	4,324*	379,994
1870	2,300	4,951*	560,247
1880	2,637	8,618*	864,694
1887	30,000 <sup>Ⓜ</sup>	[the great boom]	
1890	16,159	34,987*	1,213,398
1900	17,700	35,090*	1,485,053
1910	39,578	61,665	2,377,549
1920	74,361	112,248	3,426,861
1930	147,995	209,659	5,677,251
1940	203,341	289,348	6,907,387
1950	333,865	556,808	10,586,223
1960	573,224	1,033,011	15,717,204
1970	696,769	1,357,854	19,971,069
1980	875,538	1,861,846	23,667,764
1990	1,110,549	2,498,016	29,760,021
2000	1,223,400	2,813,833	33,871,648

- Source: U.S. Bureau of the Census or Census QuickFacts
- <sup>§</sup> Transcription of 1850 San Diego County census, courtesy of Genweb <ftp://ftp.rootsweb.com/pub/usgenweb/ca/sandiego/census/indx1850.txt>
- \* San Diego County census counts prior to 1910 are not comparable, because the County had a larger area. Most of Riverside County was included until 1893, and Imperial County was included until 1907.
- <sup>Ⓜ</sup>1887 population is an unofficial estimate at the peak of San Diego's boom. According to Theodore S. Van Dyke, San Diego's population was probably 5,000 in 1885 and 30,000 in 1887. Other estimates range up to 40,000 population in early 1887.