Balboa Park Heritage 5th Grade Program
Pre-Visit Materials Checklist

Forms and General Information
- General introduction letter
- Museum Etiquette
- Admission Pass (Please complete and bring with you)

Student Handouts (Please print and bring with you)
- Gallery 7
- Gallery 3

Teacher Guides
Gallery 7
Gallery 3

Pre-Visit Activities (optional)
Geography
Vocabulary
Timeline
Dear Educator,

Thank you so much for signing up for the Balboa Park Heritage Program! Please take a few minutes to read through the information below, which will hopefully help you and your students get the most out of your time here.

Pre-Visit:
- We have included a few activities and tools for you to use before you arrive so that when you arrive your students will have had a chance to explore the relevant vocabulary and geography. There are two vocabulary and two timeline activities, and while you are welcome to do both, it is important that you do one of each type before arrival, if at all possible. We also ask that you do the map activity.
- Please make sure that you (and the chaperones) have read over the attached museum etiquette guide so you, your students, and your chaperones know what is expected while you are here at the museum. **You will need a total of 4 adults: 1 teacher and 3 chaperones.** If you have less than 24 students, 3 adults may be sufficient but the rotation will differ somewhat.
- Please also be sure to print out the student handout (also enclosed) and make sufficient copies for your students. We will not be able to make additional copies when you arrive. You will also need to have your students bring their own pencils (there are no pens allowed inside the gallery spaces). We will provide clipboards they can use.
- Please fill out the enclosed Admission Pass with the requested information prior to your arrival. We will need to collect them from you before we allow you into the museum.

During your visit:
When you arrive you will receive a manila envelope for *San Diego Invites the World* (Gallery 3) and a backpack for *Place of Promise* (Gallery 7).

The *San Diego Invites the World* (Gallery 3) envelope will include:
- A set of labeled photographs that depict the Painted Village Exhibit during the 1915 exposition and a set of photos that depict the same exhibit during the 1935 expo.
- A copy of teacher’s guide for the lesson/activity.
- A set of editorial cartoons from 4 different decades.
- A teacher’s guide for the lesson/activity (also included in this packet)

The *Place of Promise* (Gallery 7) Backpack will include
- Sets of objects which are color coded, along with a diagram that shows where in the gallery each color should be placed. For example anything with a purple tag goes in location A, which is marked on the gallery map.
- A teacher guide with instructions and some key facts included on it. The student versions are blank except for the charts and questions. The teacher guide is also included with this packet.
It is recommended that you look over this info packet prior to your visit and if you have any questions regarding content, please email me at: kmarch@sandiegohistory.org.

Please Note: You are responsible for ensuring that your students and chaperones are conducting themselves in accordance with good museum etiquette (as explained in the enclosed handout). Groups not following these rules will be asked to leave.

Thanks again for participating in the Balboa Park Heritage Program here at the San Diego History Center. I hope you will enjoy your visit. If you have any questions please feel free to call or email.

Sincerely,

Kristina M. March
School Programs Manager
San Diego History Center
(619) 232-6203 ext. 112
kmarch@sandiegohistory.org
Welcome to the San Diego History Center!

Prior to entering the galleries, please go over our museum behavior guidelines with your students. If you have any questions or concerns during your visit, please ask the Visitor Services Assistant located at the front desk.

Museum Store: If your students plan on going in the Store, please accompany them. The Store is a part of the Museum and chaperones must stay with their groups at all times.

Chaperones: Please make sure there are at least 3 adults plus the teacher, for a total of four, per class. If you are bringing more than one class you will need four adults x the number of classes. Chaperones should understand and model museum etiquette at all times. They are encouraged to facilitate meaningful discussions within their group, and to guide positive behaviors. Chaperones should always have an immediate method of contacting the teacher(s). It is helpful to plan a meeting point for the end of your visit if you are separating into smaller groups.

Touching: Whether it is a fragile object or a seemingly sturdy object, all artifacts are capable of being damaged. Never touch displayed artifacts or Plexiglas cases unless you are specifically told otherwise. It is usually best to stay at least arm’s length from any displayed object and “point” with a flat hand. We call these “museum hands”.

Photography: The photographing of objects is allowed so long as the flash is turned off.

Cell phones: We generally ask visitors to put their cell phones and other electronic devices on silent and refrain from having phone conversations while in the galleries.

Voice Level: Out of consideration for other visitors in the museum, please use low, library level voices to talk. This is especially important in instances where other visitors may be trying to listen to guided tours. You may always ask questions of the museum staff.

Pencils and Paper: It is acceptable to bring sketchpads, notebooks, and erasable pencils into the galleries. Ink pens are not allowed in the museum.

Backpacks and Lunches: Student backpacks should be set against the wall as directed by the Visitor Services Associate at the Front Desk. The same is true of student lunches. Chaperones are allowed to carry a bag or purse, provided it is not oversized. If the VSA deems the bag/purse too big, it will need to stay in the hall with the student backpacks.

Food and Drinks: No food or beverages are allowed in exhibit areas.

SDHC reserves the right to end visits if museum etiquette/behavior are not being adhered to in a safe or respectable manner. Thank you for your cooperation!
SDHC 5th Grade Heritage Program, Balboa Park

Visiting Teacher ADMISSION PASS

TEACHERS: PLEASE FILL THIS OUT PRIOR TO YOUR VISIT AND HAND IT TO OUR FRONT DESK STAFF UPON CHECKING-IN. THANK YOU!

SCHOOL INFORMATION

VISITING DATE/TIME: __________________________

School:

School mailing address including zip code: __________________________________________

School phone number: ______

Are you a Title 1 school?  YES ________ NO ________ I don’t know________

Number of students: _____ Number of adults including teachers and chaperones: __

TEACHER INFORMATION

Teacher’s Name: ______________________________________

Teacher’s Email (optional): ______________________________________

If providing an email, please specify if you’d like to receive information from the San Diego History Center regarding:

K12 programs /offers ______ Public Programs: Events/ Workshops/ Lectures ______

Internship/ Volunteer opportunities ______ Scouts_____

Would you consider taking part in a brief email follow-up survey about your experiences?

YES ________ NO____

For additional information or questions, please contact Kristina March kmarch@sandiegohistory.org

Friends of Balboa Park
Station 1

<table>
<thead>
<tr>
<th>Describe the Object</th>
<th>What do you think it is used for?</th>
<th>What does it tell us about the people who made it?</th>
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I believe that the people who made these objects...
### Station 2

<table>
<thead>
<tr>
<th>Describe the object</th>
<th>What do you think it is used for?</th>
<th>What does this tell us about the people who made it?</th>
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</table>

I believe that the people who made/used these objects....
Station 3

<table>
<thead>
<tr>
<th>Describe the Object or document</th>
<th>What do you think it is used for (or why was it an important document)?</th>
<th>What does it tell us about the people who made/used it?</th>
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</tbody>
</table>

I believe that the people who made these objects...
<table>
<thead>
<tr>
<th>Describe the object or document</th>
<th>What do you think it is used for (or why is it an important document)?</th>
<th>What does it tell us about the people who made/used it?</th>
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<tr>
<td>I believe that the people who made/used these objects...</td>
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</tbody>
</table>
### Station 5

<table>
<thead>
<tr>
<th>Describe the Object or document</th>
<th>What do you think it is used for (or why is the document important)</th>
<th>What does it tell us about the people who made/used it?</th>
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</tbody>
</table>

I believe that the people who made/used these objects...
Pre-Visit Map Activity

**Objective:** Students will be able to track the changes in the United States, particularly in the West, over the course of the 19th century. They will understand that during the course of the 19th century, the land that is now California was governed by three different countries. This assignment will allow them to see the changes in the borders for the United States.

**Estimated Teacher Prep Time:** 15 minutes
**Estimated Lesson Time:** 30 minutes

**Materials needed:**
One copy of the blank North America Outline map for each student
Colored Pencils (at least 6 different colors per student)
One copy of each of the attached maps, a document camera and projector
or
one color copy of each of the attached maps (from 1783, 1803, 1840, and 1870) per student

**Lesson Prep:**
1. Make necessary copies and check projections.
2. Be sure students are familiar with the concept of a territory and that they can identify/read a map legend.

**Lesson:**
1. Review the concept of a territory.
2. Explain that a nation’s borders may change over time as the result of land deals and wars.
3. Show students the first map (depicting North America in 1783). Have them use the colored pencils to draw the outlines of each section shown onto the map. They should use one color for each government (as shown in the legend). **Make sure that the students do not color in the areas, as that will make the next steps impossible.** Make sure that students create a legend of their own that identifies which color belongs to which government.
4. Show students the next map (from 1803) and have them use the same colors as the first map but draw new lines to mark the new borders. Discuss/compare this map to the one before it.
5. Repeat this process with the third map (from 1840). Be sure to bring students to the realization that the area that contains California is now labeled Mexico and not a Spanish possession.
6. Repeat with the fourth map (from 1870) and make sure to bring students to the realization that this map is more or less the way North America looks today.
The Territory of the Present UNITED STATES AFTER APRIL 30, 1803.

United States
English possessions
Spanish possessions
Oregon country
**Pre-Visit Vocabulary** (preferred)

**Objective:** Students will be able to identify the appropriate definition for a variety of words related to their coming visit to the San Diego History Center.

**Estimated Prep Time:** 20-30min  
**Lesson Time:** 20 minutes

**Materials:**  
One set of the attached cards for each group of three students.  
Document camera and projector (optional)

**Pre-Lesson:**  
Complete Vocabulary lesson 1, which introduces the vocabulary words.  
Copy one set of the attached vocabulary cards for each group of three students and cut them out.

**Lesson:**  
1. Review the vocabulary words as a class.  
2. Divide the class into groups of three.  
3. Give each group a set of the cards.  
4. Have students divide the cards into three piles. One pile of words, one of definitions, and one of pictures.  
5. Then have students match each word with its definition and picture.  
6. Go over the correct answers.  
7. *Some of the pictures may be more difficult than others to match, you may want to focus more on the definitions.*
<table>
<thead>
<tr>
<th>Territory</th>
<th>An area belonging to, or under control of, a government but without any Senators or Representatives in that government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Resource</td>
<td>A natural product produced by the earth and used by humans, either as currency or to fulfill a need</td>
</tr>
<tr>
<td>Homestead</td>
<td>To acquire or settle on public land</td>
</tr>
<tr>
<td>Assimilation</td>
<td>To blend into, or become part of, an existing or dominant culture</td>
</tr>
<tr>
<td><strong>Primary Source</strong></td>
<td>A document, recording, or other source of information that was created during the time being studied</td>
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<tr>
<td>-------------------</td>
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</tr>
<tr>
<td><strong>Agriculture</strong></td>
<td>The practice of tending the land to produce particular crops.</td>
</tr>
<tr>
<td><strong>Specialization</strong></td>
<td>A system in which people become very good at certain skills but ignore others</td>
</tr>
<tr>
<td>Immigrant</td>
<td>Someone who leaves their country of birth to live in another country.</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Recruit</td>
<td>To convince someone to do a particular task.</td>
</tr>
<tr>
<td>Escapism</td>
<td>The process of escaping reality by watching or participating in fantasy.</td>
</tr>
<tr>
<td>Presidio</td>
<td><strong>A Spanish military fort</strong></td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Free State</td>
<td><strong>A state that does not allow slavery</strong></td>
</tr>
<tr>
<td>Indigenous</td>
<td><strong>Native to a particular region</strong></td>
</tr>
</tbody>
</table>
Pre-Visit Vocabulary (Alternate)

Vocabulary List

Territory: An area belonging to a government but without representation in that government.

Natural Resource: A natural product produced by the Earth and used by humans

Homestead: to settle on government land for free with the understanding that after a number of years the land would be yours

*Exposition: a public exhibition similar to a carnival or fair

Assimilation: to blend into, or become part of an existing dominant culture.

Primary Source: a document, recording, or other source of information that was created at the time being studied.

Agriculture: the practice of tending the land to produce specific crops.

Artifact: something made or used by humans that is not a document.

Specialization: a system in which people become very good at certain skills but ignore others

Immigrant: someone who comes to one country from another in order to live there permanently

Recruit: to convince someone to do a particular job

*Escapism: the process of escaping reality by watching or participating in fantasy

Presidio: A Spanish military fort

Free State: a state that does not allow slavery

Indigenous: native to a particular region
Instructions: Use the word bank below to fill in the blank in the sentences.

1. Puerto Rico is a _______________________________ of the United States.

2. Some people claim that water is our most precious ________________________________.

3. Much of California was settled by people who came to ________________________________.

4. In 1915 San Diego hosted a major ________________________________.

5. Some people think ________________________________ is the best way to get accepted.

6. Historians often rely on ________________________________ to inform their study.

7. Wheat, rice, and potatoes are all the result of ________________________________.

8. People without a written language leave behind ________________________________.

9. Some people call America a nation of ________________________________.

10. The military usually tries to ________________________________ people.

11. Early Spanish soldiers lived in a ________________________________.

12. Before the Civil War there were Slave states and ________________________________.

13. The California poppy is ________________________________ to California. So are the Kumeyaay.
Pre-Visit Timeline Activity

Objective: Understand the basic chronology of San Diego’s history and be able to place key events in order.

In Class Time Required: 30 minutes

Prep time required: 20 minutes

Materials Needed:
- Butcher paper (about 3 yards long)
- Attached cards, cut out (There are 30 different events listed. If there more than 30 in your class, students can partner up as needed. If you have less than 30, be sure to put the extras on the timeline prior to starting).
- Tape or push pins
- Drawing paper and colored pencils

Before the lesson:
- Mark the butcher paper about every 6” with a dark line. Label the lines every 25 yrs, starting with 1500 AD. Be sure to leave 6” prior to 1500 and use arrows at both ends of the paper to demonstrate that the timeline extends in either direction. Color/shade or otherwise identify the 4 eras.
  - These eras are:
    - Prior to 1542=Kumeyaay
    - 1542-1821=Spanish Era
    - *From 1810 to 1821 the War for Mexican Independence was fought, making the official government debatable.
    - 1821-1845=Mexican Era
    - 1845-current=American Era
- Print and cut out the attached cards.

During the Lesson:
- Give each student one of the cards and either a push pin or a small piece of tape. Give them about 5 minutes to find where their card goes on the timeline. As each student locates where they think the card goes, have them use the tape/pin to fasten their card in place.
- Once each card has been placed on the timeline, have students divide up their drawing paper into 8 segments. Have students use the first segment to illustrate what they think that the Kumeyaay era looked like. Then have them pick 2 events from the Spanish era, either the beginning or the end of the War for Spanish Independence, 1 from the Mexican era, the Mexican American War, and 2 from the American era to illustrate.
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1774</td>
<td>Mission is moved to its present location, six miles from the Presidio</td>
<td>Before 1525: The Kumeyaay travel throughout San Diego’s regions. They have no contact with Europeans of any kind.</td>
</tr>
<tr>
<td>1775</td>
<td>Natives rise up against Missionaries at the Mission San Diego de Alcalá</td>
<td>1810: Mexico declares Independence from Spain.</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
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</tr>
<tr>
<td>1800</td>
<td>The first American ship, <em>Betsy</em>, arrives in San Diego</td>
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<tr>
<td>1821</td>
<td>The Treaty of Cordoba grants Mexican Independence and signals the end of Mexico’s War for Independence</td>
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<tr>
<td>1803</td>
<td>American ship <em>Lelia Bird</em> attempts pelt smuggling, exchanges gunfire with Fort Guijarros.</td>
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<tr>
<td>1825</td>
<td>San Diego becomes the unofficial capital of Upper and Lower California.</td>
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<tr>
<td>1853: The Derby Dike is constructed, changing the course of the San Diego River.</td>
<td>1845: Pio Pico is the last Mexican Governor of Alta California.</td>
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<tr>
<td>1867: Alonzo Horton comes to town and purchases land to create “New Town” in present downtown San Diego</td>
<td>(February) 1846: United States declares War on Mexico.</td>
<td></td>
</tr>
<tr>
<td>1870: Fredrick Coleman, a freed slave, discovers gold in Julian, sparking a mini gold rush to the region.</td>
<td>(December) 1846: Treaty of Guadalupe Hidalgo ends Mexican-American War. The US takes control over the region.</td>
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<td></td>
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<tr>
<td>1832-33: Missions close</td>
<td>1542: Juan Rodriguez Cabrillo arrives in San Diego and names it San Miguel. He claims the area as a possession of the King of Spain.</td>
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<tr>
<td>Year</td>
<td>Event Description</td>
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<tr>
<td>1916</td>
<td>24 straight days of rain cause the greatest flood in San Diego History.</td>
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<tr>
<td>1602</td>
<td>Sebastian Vizcaino arrives, renames the area San Diego.</td>
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<tr>
<td>1868</td>
<td>Ephraim Morse petitions the state government to set aside the old Spanish Common Grounds to create ‘City Park’</td>
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<tr>
<td>1769</td>
<td>Father Junipero Serra and Gaspar de Portola arrive to establish the presidio and the first mission site on Presidio Hill.</td>
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<tr>
<td>1850: California is granted Statehood.</td>
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<tr>
<td>1902: San Diego Public Library built with funds acquired from Andrew Carnegie thanks to George Marston, Lydia Knapp Horton, and the women of the Wednesday Club.</td>
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</tr>
<tr>
<td>1885: Direct train access from the East is established with San Diego. Population jumps from just under 3,000 to 40,000.</td>
<td>1915: 40,000 people attend the Opening Day of the Panama-California Exposition.</td>
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<tr>
<td>1917: The United States joins World War I</td>
<td>1886: First street cars established on Coronado</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td></td>
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<tr>
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<tr>
<td>1835</td>
<td>Mexican forces abandon the presidio site. It becomes a ruin.</td>
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<tr>
<td>1875</td>
<td>Ah Quin is asked by town officials to serve as a liaison between the newly arriving Chinese laborers and the railroad who will employ them.</td>
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<tr>
<td>1912</td>
<td>William Kettner keeps a campaign promise to bring the Navy to San Diego.</td>
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<tr>
<td>1888</td>
<td>Land boom ends abruptly. Population drops to 16,000.</td>
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Abbreviated San Diego Timeline Activity

Objective: Understand where major events in San Diego History fall in relation to each other. Understand the concept of chronology.

Prep Time Required: 10 minutes

Lesson Time: 25 minutes

Materials Needed:
Blank Paper-11x17
Sets of events (attached-1 per student)
Pencils
Rulers
Colored Pencils
Glue Sticks

Teacher Instructions:
1. Students draw a line across the paper. Have them start at the year 1400 at one edge of the paper and end at the year 1950 and the other.
2. Have students measure the paper and draw a line every 1.5 inches. They should label these lines in 50 year increments. (1450, 1500, etc.).
3. Have students cut out the events.
4. Students paste the events in the appropriate location on the timeline.
5. Students choose three events to illustrate.
Key Events in San Diego History

1400’s: ~20,000 Native Americans are living in the San Diego area. They hunt, fish, gather acorns and other plant materials, and practice slash and burn agriculture. They have been doing this for over 20,000 years by this time.

1542: Juan Rodriguez Cabrillo sails into San Diego Bay. He names it San Miguel and declares it a possession of the King of Spain.

1602: Sebastian Vizcaino arrives, following orders from the King of Spain. He renames it San Diego and proceeds to map the California Coast up to the Oregon border.

1769: Father Junipero Serra establishes the Mission San Diego de Alcala. He is accompanied by several military men and Franciscan monks. Five years later the Mission is relocated 6 miles east of the Presidio complex. The military remains at the Presidio and is designated a separate outpost and colonists begin arriving.

1810: Mexican War for Independence begins. It is centered in central Mexico but spurs increased trade with foreign powers in San Diego and further North.

1821: Mexico wins independence from Spain. Land that had belonged to the Spanish government is divided into privately owned ranchos.

1846: The United States declares war on Mexico. The US wins the war almost 3 years later.

1869: Fredrick Coleman, a freed slave finds gold in Julian. This starts a mini gold rush in the back country. Many recently freed slaves move West and start businesses in Julian.

1880’s: Work begins on the railway to link San Diego with the rest of the country. Many of the laborers were Chinese workers contracted through a labor broker.

1914-1918: World War I

1939-1945: World War II
Place of Promise (Gallery 7) Teacher Guide

(While the teacher is introducing students to the gallery, a chaperone should be setting out the artifacts and documents in front of their respective displays using the gallery map and the color coding).

Suggested script:
This gallery is called Place of Promise. Throughout its history that is what San Diego has been a “place of promise.” For some it was a promise found in the rich, varied, and plentiful natural resources that could be found. For others it was an opportunity to extend their reach to new lands. Some came because they were looking for the promise of a new life. The reasons for coming to San Diego were as diverse as the people who came.

Now we are going to be historians. Historians use the things that people leave behind to discover what, why, where, when, and how things have happened. Today we will be looking at some objects. Some of these objects are artifacts from people who have lived here over the course of San Diego history. Some of them are documents. All of them have something to tell us about the people who have lived here. We will be writing our observations about the objects down on this chart (hold up a copy of the worksheet). When we are all finished looking at the items we will try to put all of these observations together and see what they can tell us.

*Activity:
1. Divide students into five groups. Hand out worksheets, pencils, and clipboards.
2. Assign each group to a set of objects.
3. Give them 5 minutes to discuss and write their observations. Then give them 2 more minutes to answer the question(s) on the bottom of the sheet.
4. Give them 30 seconds to rotate to the next set of objects.
5. Adults should be monitoring student groups to ensure that they are following proper museum etiquette and are writing answers on the correct page (i.e. if they are at the Chinese Immigration station they need to be on the Chinese Immigration questions).
Station 1: Kumeyaay

Takeaway: The Kumeyaay had a completely different worldview from Europeans. This worldview shaped their everyday lives and looked very different from that of the Europeans.

<table>
<thead>
<tr>
<th>Describe the Object</th>
<th>Object info for Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acorns in willow basket</td>
<td>The basket is made from willow bark, which is only found in the river region. The acorn comes from the oak tree, which is found in coastal and foothill regions. Native Americans used in much the same way we use corn and wheat, although it had to be prepared first by leeching, a process of multiple boiling and straining sessions to keep them from being bitter.</td>
</tr>
<tr>
<td>Agave sandal</td>
<td>Agave is a type of succulent with many tough fibers. In the San Diego area it was rarely necessary to use shoes as a way to keep warm. However, it was useful for walking on hot sand and sharp rocks.</td>
</tr>
<tr>
<td>Granite mortar/pestle</td>
<td>Granite is a type of rock that is only found in the mountains. Most mortars and pestles would be chipped into the basic shape and over time the mortar bottom would get thinner and thinner as it was used.</td>
</tr>
<tr>
<td>Abalone shell</td>
<td>Abalone shells could be used as is as a bowl or it can be used as a raw material to make hooks or jewelry for trading.</td>
</tr>
</tbody>
</table>

Teacher Background Information:

The Kumeyayy were traditionally semi-nomadic, traveling between the various regions of San Diego depending on the season and the availability of game and other resources.

The Kumeyayy did not manufacture anything, such as steel. Instead they made dwellings from branches and used wood, stone, and bone for making their tools and utensils.

Sometimes they used a primitive form of agriculture called slash and burn which gives the edible plants that appear in the wake of a fire a chance to grow more often.

Remember, Kumeyaay still live here!
Station 2: The Missionaries

Takeaway: The Spanish explorers who came over found a group of people whose worldview differed drastically from their own. Unable to understand this worldview and the consequent way of life, they began superimposing their own worldview onto the natives and the San Diego landscape.

<table>
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<tbody>
<tr>
<td>Horseshoe</td>
<td>Horseback riding for the Spanish involved horse breeding and the horses were used for carrying people and goods, as well as in battle. The Kumeyaay did not ride nor breed horses.</td>
</tr>
<tr>
<td>Maize</td>
<td>Agriculture in general is a major difference in the cultures and goes hand in hand with the idea of owning the land. It also frequently leads to specialization, which in turn tends to lead to a class system. While the Kumeyaay did employ a slash and burn method of agriculture to increase the production of edible plants, it was not what the Europeans would be familiar with as agriculture, especially in light of the fact it did not require them to stay in one place all year.</td>
</tr>
<tr>
<td>Lock and key</td>
<td>The missions used locks not only to keep people and animals out, but also to keep people in. Kumeyaay dwellings not only lacked locks. Hinged doors were another use of metal unknown to Kumeyaay. This reflects a worldview that has a different conception of property.</td>
</tr>
<tr>
<td>Rosary</td>
<td>The rosary is a worship aid that devotees can use to aid or guide them in their daily prayers. It is frequently used as part of a prescribed ritual.</td>
</tr>
</tbody>
</table>

Teacher Background Information:

The missions introduced not only the Christian religion but also new tools and concepts of land management. This included the planting of crops and the ideas of animal husbandry and animal domestication.

This concept of ownership is a big departure from the Kumeyaay way of life and leads to specialized trades and skills, and with it a class system that looks different from what the Kumeyaay were familiar with.
Station 3: The Mexican Era

Takeaway: Mexico was a Spanish colony settled by people from Spain. Eventually the settlers living here decided that they did not want to answer to a government half way across the world and fought the war of Mexican Independence.

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<tr>
<td>Rancho Map</td>
<td>When California/Mexico first came under Spanish rule all the land belonged to the King of Spain, who used much as military/government land and then began to grant tracks of land to settlers.</td>
</tr>
<tr>
<td>Branding iron</td>
<td>Brands were especially important because there was a distinct lack of fences in the Rancho system, meaning that the only way to claim roaming cattle as your own was with a registered brand. One of the reasons cattle/livestock was so lucrative was that they could usually feed themselves by grazing, saving ranchers the need to cultivate crops that did not grow in the region.</td>
</tr>
<tr>
<td>Leather</td>
<td>Much of the Ranchos’ wealth came from selling livestock and their products to East Coast Merchants. This is one of the reasons people in California knew a lot about what was going on in the United States.</td>
</tr>
<tr>
<td>Avocado</td>
<td>While the main income source for California was livestock, some fruits like citrus and avocado could also be grown (although not in today’s quantities).</td>
</tr>
</tbody>
</table>

Teacher Background Information:

The Rancho system not only reflects the Spanish worldview it also allows for even greater specialization and variety in agriculture as well as increasing personal, private ownership. The primary saleable product from the ranchos was cattle, which produced not only meat but also hides and tallow, which could be traded easier than perishable items. However, most of the produce consumed on the ranchos was also grown there, such as avocados and citrus.
Station 4: Coming to California

Takeaway: Once California was established as part of the United States people began coming into it from all over. Some came from other, Eastern States. These East Coast Americans came looking for land, wealth, freedom, and opportunity.

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Seaman certificate</td>
<td>California was a free state and many people came for that reason. The end of the Mexican-American War and the consequent annexation caused problems in government because it upset the balance of free states to slave states</td>
</tr>
<tr>
<td>Fool’s Gold or gold pan</td>
<td>The Gold Rush in N. California in 1848 lasted a few years and brought many people to California. In 1868 gold was found in Julian and a new, smaller, and shorter rush brought people to S. California, with many of the same effects. Those who “mined the miners” made a much better profit than the miners</td>
</tr>
<tr>
<td>Homesteading certificate</td>
<td>The practice of homesteading granted land to anyone who lived on and worked the land for a certain amount of time. Basically it was the original rent to own concept and it brought many settlers from the East Coast.</td>
</tr>
<tr>
<td>Medicine bottle</td>
<td>Many settlers who suffered from weak lungs came West in the hopes that the dry, warm but mild climate would be beneficial for their health.</td>
</tr>
</tbody>
</table>

Teacher Background Information:

People came into California from all over but the majority of immigration was:

a. people coming West from other States looking for land (homestead certificate), freedom (seaman certificate), wealth (Fool’s gold and pan) and sometimes for their health.

b. The most well-known freedom seeker was Frederick Coleman, who also happened to be the first to find gold and while many came looking for gold, others came because the incoming prospectors provided an excellent initial customer base from which to build a business in the aftermath of emancipation.

c. The best known San Diegan who came for their health was the father of future philanthropist and SDHC Founder George Marston, who brought George with him from Wisconsin.
Station 5: The Chinese and the Railroads

Takeaway: Many immigrants came from outside the US and in the 1800’s many of those immigrants came from Asia due to the fact that California is closer than New York when crossing the Pacific. Once in the U.S., they often settled in areas where there were already large concentrations of other Chinese.

<table>
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<tbody>
<tr>
<td>Tea Brick</td>
<td>Tea bricks such as this one would have been sold by any Chinese merchant as tea was a major part of Chinese culture, socially, medically, and as part of their regular diet.</td>
</tr>
<tr>
<td>Chopsticks</td>
<td>This is not something that could be found in the regular general store; like the tea brick it would only be found in stores in Chinatown.</td>
</tr>
<tr>
<td>Coins</td>
<td>Many of the Chinese fishermen would preserve their catch by drying and/or salting and then sell the products in China. In many ways they were an insular community.</td>
</tr>
<tr>
<td>Rail Spike</td>
<td>Even as early as the 1800s China’s population was fast outgrowing its job market. As a result even the low wage rail companies were willing to provide to workers could be sent back to China and provide help for a family. Many Chinese workers took jobs with the railroads, fully intending to return to China and the end many did. Those who stayed sought employment as waiters, cooks, general laborers, and shopkeepers when the railroad work was done.</td>
</tr>
</tbody>
</table>

Teacher Background Information:

The experience of the Chinese here in San Diego was somewhat different from that of those in San Francisco and Monterey. Although they were affected by the increasing laws that restricted, time and again, what they could do and where they could travel, it wasn’t until the railroad was completed in 1885 that the Chinese in San Diego became the target of concentrated efforts to remove and exclude them. Many whites were complaining that because the Chinese were so insular, hiring Chinese, selling to Chinese and frequently sending money, or goods, back to China that they were undermining the economy here in California. This was primarily a complaint aimed at Chinese fishermen. Here in San Diego prior to 1885 this was not a real concern because the low population and the fact that San Diego was largely insulated itself meant that the Chinese fishermen, and the communities that supported them were accepted because they were provided goods and services that others weren’t.
San Diego Invites the World (Gallery 3)-Teacher’s Guide

*The purpose in this gallery is to understand how and why attitudes about particular cultures and diversity over all change and shift over time. It also explores what changes (who prejudice is directed towards) and what does not (the fact the prejudices exist).

*General Themes in this gallery:
1. Attitudes towards other ethnic groups change over time. Sometimes these attitudes are encouraged, for better or worse, by certain people.

2. Sometimes people react to external/global events by putting up real and/or intangible barriers for certain cultures.

Station 1: The Painted Village

Teacher Instructions:
1. Lay photos numbered 1-3 on the ground in front of the students.
2. Have them answer the first 2 questions.
3. When students are finished with questions 1 and 2 (about 5 minutes), lay out photos 4-6 and have them answer questions 3 and 4 (another 5 minutes)
4. Have students share answers and ideas. Then ask them to answer question 5 and 6. (10 minutes total for both sharing and answering)
5. Have students share/go over answers for questions 5 and 6. Make sure you lead them around to the idea that the Great Depression made a big difference in how people saw the world, especially people who were different from themselves. (10 minutes)

Teacher Background: In the 1915 Exposition the idea of the evolutionary superiority of whites was popular. However, the Painted Desert exhibit, along with the Indian Arts Building, the Fine Arts Building, and the California State Building (oddly, dedicated to Mayan artifacts) was driven by a gentleman named Dr. Edgar L. Hewett. Hewett was the founder of the School for American Archeology. He was appointed Director of Exhibits by Colonel David Charles Collier, who was considered the mastermind of the 1915 San Diego Exposition. Unlike some of his colleagues, Hewett appreciated what he considered the simplicity and spiritual depth prevalent in Native cultures. He also believed that steps needed to be taken to prevent the Native Americans from losing their culture. While the Santa Fe Railroad did insist on some stereotypical displays such as exaggerated/modified ceremonial dances in exchange for financing the Painted Desert, on the whole it was a much more respectful representation than was common for the time. In 1935, exhibits such as the Painted Village took on a more farcical, carnival type atmosphere. This was probably a direct result of the nation’s need for escape and entertainment during the Great Depression as well as the fact that Hewett was no longer involved.
**Station 2: Immigration as Seen in Political Cartoons**

**Teacher Instructions:**
1. Attach the giant post-it to the wall at the back of gallery 8 and give each student a set of 4 small post-its. Make sure that each stack has the colors in the same order. Have a chaperone divide the Large Post-it into 4 sections, 1880s, 1920s, and today 1 and 2 while you hand out the post-its.
2. Show the students the political cartoon from the 1880s. (The images are labeled on the back). Have them write one word or phrase that describes their reaction to the image on their post-it. Only give them about 5-10 seconds. The idea is gut reaction.
3. Have students place their responses in the 1880s section of the Post-It. Read through the answers and then come up with a group summary of those reactions (are they positive or negative, are they all feelings, etc.).
4. Repeat this process with the remaining three cartoons.
5. Discuss any patterns the students saw throughout all four. Did they have a different reaction to the one from today than the other three? If so, why do they think that is?

*The key in this activity is that there is no right or wrong answer because it is all about how images can affect emotions, and no two people will have the same emotions all the time. If the class has a wide range of emotions you can shift and explore why different people may have different reactions. Is it because they identify with the ethnicity being shunned in the image? Have they had different life experiences?

**Teacher Background Information:**
1880s-The Chinese Exclusion Act was enacted as a result of the sentiments described in the Gallery 7 guide. However, it should be noted that the Act specified “laborers and laundrymen”. In this cartoon the figure chasing the Chinese character is an early washing machine. Increasing technology and industry was reducing the number of jobs to be found in factory or unskilled positions outside of agriculture.

1920’s-Prior to WWI about 1 million immigrants were arriving each year, and many Americans claimed that Americans would soon drown under this “invasion”. WWI itself heightened Americans sense of Nationalism while at the same time industrialists were no longer needing laborers. This made union leaders afraid that the immigrants would undercut their efforts to organize workers. In addition there had long been a growing divide between urban and rural America. Rural America had long considered itself the bastion of solid W.A.S.P. values and greatly distrusted what they saw as the immorality found in urban America. They were particularly alarmed by the fact that many of the incoming immigrants were Catholic, Jewish, or Atheist. The result was a new series of laws. Here in the West the previous Anti-Chinese immigration laws were expanded to include almost all Asians but left open immigration from within the Western Hemisphere, leading to a continued immigration stream from Mexico. This cartoon demonstrates the sentiment that led to the Johnson Reid Act in 1924 that that
established quotas. However, the quotas were not equal. Great Britain was allowed more than 62,000/year but Russia was only allowed just under 2,000/year.

Today 1: The idea here is to show how anti-immigration sentiment is expressed today by using something the students can relate too. The idea is that by letting immigrants in we are also opening the door to our enemy. The point is not to express an opinion on whether we should or should not allow immigrants from the Middle East but instead to illustrate how cartoons such as this are used to influence public opinion.

Today 2: This is to show a different side of the argument regarding today’s immigration problems and to summarize the lesson at the same time. It points out that the arguments regarding immigration have stayed the same over the course of history, which is of course the main learning objective for this lesson. While the first cartoon from today is from a conservative source, this second is from a liberal source, which is a deliberate choice as it shows the complexity of the issue while focusing more on the constancy of human nature and the use of propaganda rather than attempting to weigh in on the immigration debate.
**Gallery 3 (San Diego Invites the World) Student Handout Questions**

1. Write down 3 things you notice about this collection of 3 photos.

2. What do those things tell you?

3. Now compare them with the next set of 3 photos. How are these photos different?

4. What does this tell you?

5. What major event happened in the 1930’s?

6. How do you think that might cause some of the differences you noticed in the earlier pictures?