

# Unit 3 Overview: History of San Diego

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## California History-Social Science Grade 3, Standard 3

Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land, in terms of:

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing upon primary sources (e.g., maps, photographs, letters, newspapers)

## Description of the Unit

Students will recount the history of San Diego, including the explorers who have visited here, the newcomers who have settled it, and the people who continue to come to it. Students will trace their community's development including how individuals and families have contributed to its founding and growth, and how the community has changed over time, drawing on historical documents, eyewitness accounts, artifacts, photographs, maps, architecture and other primary sources.

As students describe the original economies established by early settlers and how these economies continue to influence present-day ones, the focus shall remain on how San Diego has grown and developed over time. Students examine "the coming of the railroad" and the impact of new industries such as ranching, agriculture, fishing, the Navy and tourism. The unit concludes with a Living History Museum where historical figures from the community's history are portrayed by students.

## Focus Questions for Unit 3

Lesson 1	What are some of your family's cultural and religious traditions? When and why did your family come to San Diego? What is the population of San Diego and how has it changed over time?
Lesson 2	Who were the early explorers of San Diego? Who were the newcomers who settled in San Diego? Why were the first settlements and how did individuals or families contribute to their founding and development?
Lesson 3	How has San Diego changed over time, drawing upon primary sources such as photographs, advertisements and interviews? Why do some things change over time and some things stay the same?
Lesson 4	What economies were established by the early settlers and what influence do these economies have on the present-day economy? What key businesses exist in San Diego and how have these changed over time? (i.e., ranching, agriculture, fishing, the Navy, tourism)
Lesson 5	What are the key events in the history of San Diego?

## California Historical and Social Sciences Analysis Skills

- Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
- Students differentiate between primary and secondary sources.
- Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, artifacts, photographs, maps and architecture.
- Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
- Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.
- Students summarize the key events of the era they are studying and explain the historical contexts of those events.
- Students identify the human and physical characteristics of the places they are studying.
- Students develop historical, geographic, economic, and cultural literacy while building basic study skills, critical thinking skills and participation skills.

The above skills are developed as follows:

Lesson 1: Students construct their own artifact box, the time line of San Diego’s history is introduced, and the city’s population is graphed.

Lesson 2: Bio-sketches of people important to San Diego’s history are introduced, students begin to make event cards for the time line, and a map of Old Town is analyzed.

Lesson 3: “Then and Now” photographs are used to help show how the city has developed over time. Bio-sketches are introduced to tell the story of San Diego’s history from the 1880s to the opening of the Panama-Exposition in 1915. Students analyze photographs and early advertisements that promote San Diego, and they become historians as they interview local residents and complete a community scavenger hunt.

Lesson 4: Students plan a trip on the railroad and they learn about the changing economy of San Diego during the 20<sup>th</sup> century. Students compare and contrast maps of the harbor area from 1996, 1967, 1953 and 1942 to note how things have changed over time and that some things have stayed the same. Bio-sketches are introduced to tell the story of San Diego’s history during the 20<sup>th</sup> century.

Lesson 4 or Lesson 5: Students create a *Living History Museum* to depict people and events in the history of San Diego.

Lesson 5: Students focus on the *Time Line of San Diego’s History*.

### Assessments, Prompts and Rubrics for Standard 3:3

Lesson	Title	Teacher Directions	Handout for students with the prompt/rubric
Lesson 3	Analysis of a Primary Source: a Photograph	pages 40-41	page 48, Handout #3.1
Lesson 4 or 5	Living History Museum	pages 9-11	Page 12; Handout Unit Project #1
Lesson 5	Time Line of San Diego History (Individual Project)	pages 5-8; page 70	page 73; Handout 5.2
Lesson 5	A 3-D Time Line of San Diego History (Group Project)	pages 5-8; page 71	pages 74-75; Handout #5.3 and Handout #5.4

**For additional assessments, refer to the *Assessment* section at the end of each lesson.**