

Lesson 1:

Migration, Traditions, and Population

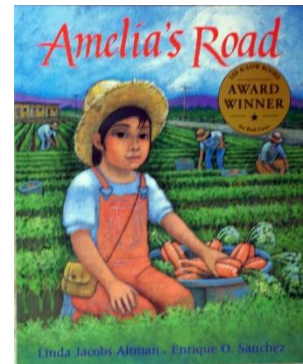
Focus Questions:

- 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?

Activity # 1 Migrant Farm Workers

Information for students: We are going to study about the many people who have come to live in San Diego and the reasons that brought them here. In this first activity, we will learn about some people who are migrant farm workers. The term "migrant" means to move from place to place. For migrant farm workers it means people who move from harvest to harvest, staying in temporary housing or labor camps for short periods of time. **If *Amelia's Road* is not available, skip to Activity #2.**

A Book to Read: Show the cover of the book *Amelia's Road* by Linda Jacobs Altman. Point out the cover picture shows Amelia, the daughter of a farm worker. In the book, she describes how she is tired of moving around so much and dreams of a stable home. The constant farm work and moving about makes it very difficult for Amelia to know any one place very well or to make friends. In Amelia's story, she is looking for a place where she belongs and can call home, a place to which she can come back home.



After reading the story, have students talk with a partner as you ask the following:

- What is Amelia's life like as the daughter of migrant farm workers?
- Why does Amelia's family move from farm to farm?
- What do you think it would be like to move from place to place?
- What was meant by the phrase, "accidental road"? (a short cut Amelia found by "accident." It was narrow and rocky, more like a footpath)
- At the end of the story, why does Amelia feel that now she has a place that belongs to her and to which she belongs? How does she adjust to this new place?

Writing and Drawing assignment: Share with the students a special place that you, the teacher, enjoy. Ask students if they have a special favorite place. Have **them** draw a picture of "some place that is really special," and title it "My Special Place." Either before drawing or afterward, have students write what makes their place so special.

Note: *Amelia's Road* is an appropriate book because it deals with the issues of migration. In the next activity, students will construct "artifact boxes" similar to the one Amelia made in her story. These boxes help to describe today's cultural and religious traditions in the students' community.

Activity # 2 Artifact Boxes : An Exhibit of Cultural + Religious Traditions

In the story *Amelia's Road*, Amelia creates an "artifact box" which contains some of her favorite things. She calls it, "Amelia's Things."

As the teacher, describe or share with the students some of your favorite and “treasured” belongings. Include items that are special as well as describe your cultural and/or religious traditions.

Note: It is helpful for the teacher to construct an “Artifact Box.”



Homework assignment: Have students collect personal artifacts reflecting some of their favorite things, including things that tell about their family’s culture (e.g., photographs of the family, special items used for holiday celebrations, cultural artifacts, religious items).

Ask students to decorate the outside of a box (such as a shoe box) with drawings that represent themselves. The treasures (or pictures of the treasures) can be inside the box.

Students bring “Artifact Boxes” from home to school. Provide school time each day for a few students to share their boxes with the class. Discuss what the artifact boxes tell us about the people who have settled in our community. Be sure to cover the cultural and religious traditions of people in the local community. Save the artifact boxes and display them at the end of the unit at *The Living History Museum*.



Activity #3 My Family’s Migration to San Diego

FAMILY MIGRATION INTERVIEW

- Name of Interviewer Rosa Aleman
- Name of Interviewee Paul Aleman
- Date of the Interview 03-19-2006
- Interviewer’s relationship to the Interviewee Mother and father
- When did your family (or ancestors) first move to the local area?
1983
- From where did your family move?
Mexico Mexico
- Why did your family choose to move to the local area?
Opportunities to work.
- Describe some cultural and religious traditions that your family celebrates.
On December 12
We celebrate La Virgen
de Guadalupe.

Ask students to conduct an interview with a parent, older relative, or older friend to determine the answers to the *Family Migration Interview* (Handout #1.1).

Note: Be sensitive to family’s who do not wish to answer questions about their migration story.

Discuss the interview questions in class. Have students interview each other, you, or even the principal to get practice asking the questions and recording the answers.

Send the questionnaire home. Allow enough time for students to conduct the interview. Sample questions on the interview form include:

- When did your family (or ancestors) first move to San Diego?

- From where did your family move?
- Why did your family choose to move to San Diego?
- Describe some cultural and religious traditions that your family celebrates?

Discuss the students’ interviews. Record the data collected on a large class chart such as:

My Family's Migration to San Diego

Name of person interviewed	Date of Arrival	Where the Person Came From	Reasons for migration/emigration

Review the chart, “My Family’s Migration to San Diego.” Ask the following questions:

- When did most of the families in our class come to San Diego?
- Why did they come?
- What are the reasons why people come to San Diego today?
- What “trade-offs” or individual economic choices do people make when they move to a new place?
- What does someone “give up” when a move is made?
- What does one gain from a move to a new community? What are the “benefits” of moving? What are the “costs” (not only financial) of moving?

Writing and drawing assignment: Discuss the cultural and religious traditions the families celebrate. Have each student write and illustrate a page, “**Our Family’s Traditions.**” Assemble these into a class book. Discuss whether there are other cultural and religious traditions celebrated in the local community.

Activity # 4 Time Line of San Diego’s History

Materials needed: Refer to the procedure for constructing a time line included at the beginning of the unit on pages 3 and 4.

Once the time line is on display, explain to the students that a time line helps keep track of events. It shows the dates on which events take place. Use the following three steps listed below to understand the scope of a time line.

List the three steps where the students can easily refer to them:

1. Study the title to learn what the time line is about.
2. Figure out the time period the time line covers.
3. Read the time line from left to right. The event on the far left is the oldest event. The event on the far right is the most recent event.

As each student’s family migration interview is complete, have the student write on a small card or post-it his/her name and the date the family member arrived in San Diego. Post it on the *Time Line of San Diego’s History* according to the decade in which the students’ family arrived.

Activity #5 Map Exploration

Students write their names and where their families came from on a “post-it.” Post-its are affixed to a United States map and/or a world map. Ask questions such as:

- What does the mapping activity tell you about the movement of people from one place to another?
- What were the reasons that people migrated to San Diego?
- Are there any patterns?

In a discussion about the reasons for migration of different families, compare and contrast the different

patterns of movement.

Activity # 6 (Optional) Geography Activity: A Family Map

Have students draw a family map showing where their family (parents, grandparents, others) lived before residing in San Diego. Include the route taken from the place of origin to the local community. Trace the family back as far as possible including ancestors who may have emigrated to the U.S. Trace the route on a United States and/or world map.

Activity # 7 San Diego 's Population from 1850 to 1890

Explain to students that the population of a city is determined by an official United States Census taken every 10 years. This Decennial Census (10 year survey) attempts to count all persons living in the United States on April 1st in all years ending with a zero (1990, 2000, 2010 etc...). The census includes categories such as men, women, children, age and ethnicity.

The first census conducted for San Diego was in 1850, after it became a city. Share with students the population data for the early years of San Diego.

Year	Population
1850	650
1860	731
1870	2,300
1880	2,637
1890	16,159

As students study the Population Chart, have different students make a small event card with the population for each census year beginning in 1850. Add the cards to the *Time Line of San Diego's History*.

Share with students that in 1887, the population was an unofficial estimate of 30,000. This was at the peak of San Diego's boom. According to historical records, 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.

Make "unofficial" population cards for 1885 and 1887 and affix these to the *Time Line of San Diego's History*. Ask, "Why do you think San Diego grew so much after 1880 and then declined by 1890?"

Background Information: The Population of San Diego – From Boom to Bust

The transcontinental railroad reached San Diego in 1885. The arrival of the railroad marked a turning point in San Diego's history. The city was no longer an isolated outpost. Travel coast to coast by train now took only a week. The railroad meant expansion of San Diego's new agricultural industry and ready eastern markets for all kinds of produce. Thanks to the region's climate, farmers could raise multiple crops each year. Many San Diegans believed the railroad would also assure the development of the port.

Word spread quickly about the potential for investment in San Diego. Get-rich-quick speculators arrived in droves, eager to buy up every available bit of real estate. Land fever caused such frenzy that sometimes the same property sold two or three times over in the same day.

Construction of Hotel del Coronado began in 1886. At an auction, a million dollars worth of Coronado lots were sold. With the proceeds, a ferry system, water services, and the Coronado Gas & Electric service were established. In May, 1886, construction began on Cuyamaca Dam and a wooden flume 35 miles long to bring water to San Diego. On July 4, the first streetcars began operating over a two-mile track on Broadway. All of these improvements and a railroad war led to a population boom and land stampede. San Diego's Victorian Santa Fe Railway station opened downtown. Sweetwater Dam, a major engineering feat and San Diego's first dam, was completed in March 1888.

The vision for the city as the southwestern terminus for shipping and transportation proved to be short-lived. The boom in real estate was followed by a bust, forcing San Diegans to realize their vision for the city had to be based on a solid economy, not hopeful speculation. San Diegans also realized the city's vulnerability to the whims of the railroad when the Santa Fe abruptly removed its repair and switching yards from National City to San Bernardino. The final blow came next with the Santa Fe's decision to re-route the railroad along the coast and San Diego became the terminus of a spur line from Los Angeles. By the end of the decade the population had dropped from 40,000 to 16,000.

Activity # 8 San Diego Bar Graph 1890 to 2000

Materials needed: Display or duplicate copies of **San Diego's Population (Handout #1.2)** For each student, provide a copy of the bar graph template in **Handout #1.3**.

San Diego Population Decennial Census: 1890 to 2000

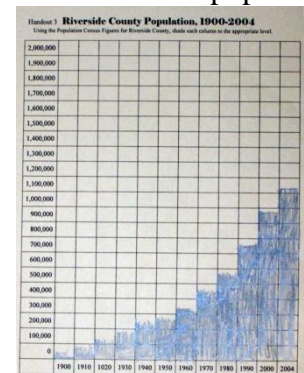
Year	Population
1890	16,159
1900	17,700
1910	39,578
1920	74,361
1930	147,995
1940	203,341

1950	333,865
1960	573,224
1970	696,769
1980	875,538
1990	1,110,549
2000	1,223,400

Source: [U.S. Bureau of the Census](http://www.census.gov) or [Census QuickFacts](http://sandiegohistory.org/timeline/timeline.htm)
<http://sandiegohistory.org/timeline/timeline.htm>

As students study the Population Chart, have different students make an event card with the population for each census year beginning in 1900. Add the cards to the *Time Line of San Diego's History*. (Events cards for 1850-1890 were made earlier in Activity #7.)

Construct a Bar Graph. Demonstrate how to construct a bar graph. Use the figures in the *Population Census for the San Diego (Handout #1.2)* and the bar graph template for *San Diego's Population, 1890-2000 (Handout #1.3)*. Students will need a lot of assistance with the graph. Use pencil for the first draft and then, once approved, students may color over the pencil marks.



How does the population of a community change over time?

Ask the students how the population of San Diego has changed over time? Ask questions such as:

- Why do you think San Diego grew so much from 1940 to the 1950?
- Why do people want to come to San Diego today?
- In what year would you predict that the population of San Diego may reach 2 million?
- How much population is enough, and how much is too much?

Assessment:

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

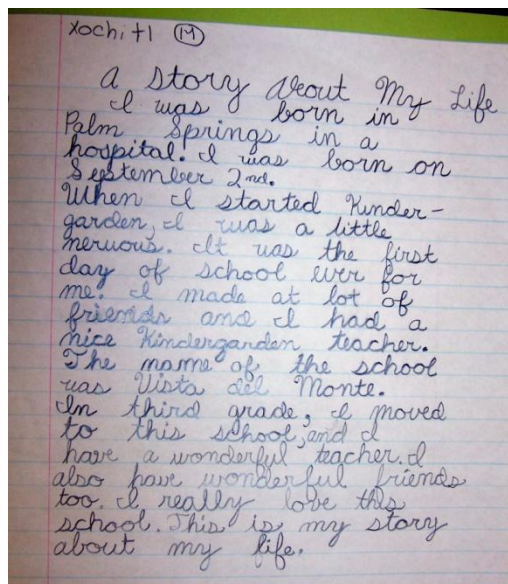
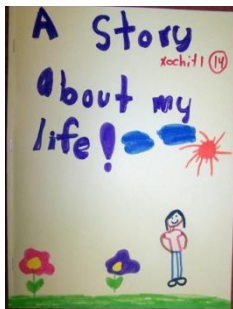
- **Construct an artifact box** that tells about your family's cultural and religious traditions and then **orally summarize** for the class what is included in the artifact box (Activity #2).
- **Conduct a family migration interview** (Activity #3).
- **Write and illustrate a page** for the class book, "Our Family's Traditions" (Activity #3).
- **Write on a small card or post-it** your name and the date your family member arrived in San Diego and post it on the **Time Line of San Diego's History** according to the decade in which your family arrived (Activity #4).
- (Optional) **Draw a family map** showing where your family (parents, grandparents, others) lived before residing in this community. Trace the route on a United States and/or a map of the world (Activity #6).
- **Construct a bar graph of the population of San Diego from 1890 to 2000** (Activity #8).

Handout 1

FAMILY MIGRATION INTERVIEW

1. Name of Interviewer: Stephanie Tellez
2. Name of Interviewee: Araceli Tellez
3. Date of the Interview: 3-22-06
4. Interviewer's relationship to the interviewee: daughter
5. When did your family (or ancestors) first move to the local area?
Three weeks ago
6. From where did your family move?
From Moreno Valley
7. Why did your family choose to move to the local area?
Because my dad works in construction and he works on all local areas.
8. Describe some cultural and religious traditions that your family celebrates.
Our family is Catholic. We baptize all children. And we go to church. They also get married by church.

Optional Activity: Students write a brief "Story of My Life" to accompany their artifact box.



Family Migration Interview

1. Name of Interviewer_____

2. Name of Interviewee_____

3. Date of the Interview_____

4. Interviewer's relationship to the Interviewee _____

5. When did your family (or ancestors) first move to San Diego?

6. From where did your family move?

7. Why did your family choose to move to San Diego?

8. Describe some cultural and religious traditions that your family celebrates.

San Diego's Population

The official United States Census is conducted every ten years. The first census for the city of San Diego began with 1850.

1850	650
1860	731
1870	2,300
1880	2,637

In 1887, the population is an unofficial estimate of 30,000. This was 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.

Decennial Census: 1890 to 2000

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Source: U.S. Bureau of the Census or Census QuickFacts or <http://sandiegohistory.org/timeline/timeline.htm>

San Diego Population, 1890-2000

Using the population figures listed on Handout #1.2, color in the population for each ten year period.

1,250,000												
1,200,000												
1,150,000												
1,100,000												
1,050,000												
1,000,000												
950,000												
900,000												
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0												
	1890	1900	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000

Name _____ Date: _____