



A  Sempra Energy utility®

# MTS Rolling History Lessons

## Third Grade Curriculum

### San Diego History & Public Transit



January 2017  
Edition

**Building Students' Knowledge of  
San Diego's Present Through a  
Better Understanding of its Past**





Special thanks to San Diego Gas & Electric's Inspiring Future Leaders giving initiative for making the field trips possible. SDG&E supports nonprofit organizations whose programs create a meaningful impact on the community through the promotion of responsible leadership, STEM education, college and career readiness including the development of youth leaders to the K-12 populations of underserved communities in San Diego County and southern Orange County.

The *Third-Grade Curriculum* was written by San Diego Unified School District third grade teachers Marilyn Posella, Darcy Rhodes and Tracy Larkin under review and direction of Marilyn Posella and Micheline Wagner, Program Manager History/Social Studies.

Revised January 2017; © August 21, 2015, Metropolitan Transit System (MTS)

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## Before You Get Started

### Curriculum Introduction

The goal of this program is to increase students' appreciation for the past by experiencing how San Diegans were transported (traveled) in the early part of the 20<sup>th</sup> century. By riding on a restored vintage Presidents' Conference Committee (PCC) car, analyzing photographs as primary sources, learning about landmarks, and comparing and contrasting the past with today, students will get a better understanding of the role mass transit has played in San Diego over a period of time.

Each lesson was designed to be presented either before, during, and after the students' ride on the San Diego Vintage Trolley. Teachers are welcome to select lessons that will best meet their instructional needs. Lessons have been built upon California Academic Standards for History-Social Science and Common Core State Standards for English Language Arts in History/Social Studies for Grade Three.

### San Diego Vintage Trolley - Reserving a Date for your Field Trip

Any third grade class in a public, private, parochial or charter school in San Diego County is eligible to submit an application. The complimentary field trip is subject to space availability and available funding.

The tour includes

- A complimentary 25-minute trip around downtown San Diego on the **San Diego Vintage Trolley's SDG&E® Silver Line**.
- The option to arrange complimentary round-trip transportation on regular MTS Bus and Trolley routes for your class to travel between the closest MTS bus stop or trolley station to your school and the 12<sup>th</sup> & Imperial Transit Center where you would board the Vintage Trolley.

You may also plan another downtown activity before or after the Vintage Trolley ride.

Dates and times are limited.

The San Diego Vintage Trolley streetcar operates on Tuesdays, Thursdays, and weekends.

Reservations are accepted on a first-come, first-served basis.

To send your reservation request:

- Complete and e-mail or fax the form on the next page at least 12 working days before your trip date.



# Third Grade Class SDG&E® Silver Line Field Trip Application Form

The purpose of the Third Grade Program sponsored by SDG&E® is to educate students about the past, present and future of San Diego’s transportation system. MTS and SDG&E® invite you and your class to join us for a rolling history lesson on the **SDG&E® Silver Line** aboard the beautifully restored, historic Vintage Trolley cars. This program also offers you the ability to add a complimentary round-trip for your class on any regularly scheduled MTS Bus, Rapid, and Trolley routes operating between your school and downtown.

To schedule your trip, please complete the information below and send the completed form (by email or fax) to the MTS Classroom Day Trip Coordinator at [daytrippers@sdmts.com](mailto:daytrippers@sdmts.com) or fax to (619) 696-3961.

### Program Restrictions:

- Program is for third grade students, their teachers and a limited number of chaperones.
- A teacher may only schedule one complimentary trip per academic year.
- Travel can be scheduled on Tuesdays and Thursdays between 9 am and 3 pm.
- Application must be submitted AT LEAST TWELVE (12) working days before your requested trip.

### STEP 1 – Provide information about your group:

School Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

Address: \_\_\_\_\_ Email: \_\_\_\_\_

School Number: \_\_\_\_\_ Contact Number: \_\_\_\_\_

Number of Adults (limit 1 adult for every 5 students) \_\_\_\_\_ Number of people in group using wheelchairs: \_\_\_\_\_

### STEP 2 – Provide three travel dates so we can do our best to accommodate your class:

Dates must be either a Tuesday or Thursday

- 1st Choice date: \_\_\_\_\_
- 2nd Choice date: \_\_\_\_\_
- 3rd Choice date: \_\_\_\_\_

### STEP 3 – Check the departure time you would like to start the 30-minute ride on the Vintage Trolley:

**A.M. Trips:**  9:20 a.m.  9:52 a.m.  10:22 a.m.  10:52 a.m.  11:22 a.m.  11:52 a.m.

**P.M. Trips:**  12:22 p.m.  12:52 p.m.  1:22 p.m.  1:52 p.m.

### Step 4 – Optional Round-trip travel between the nearest bus/trolley stop to your School & Downtown San Diego:

Check one box:

YES. I would like round-trip transportation between the nearest bus stop or Trolley station to the school and Downtown San Diego. The nearest MTS bus stop or Trolley station to the school is located at \_\_\_\_\_.

NO. The School will provide alternate transportation for students to get to/from to the 12th & Imperial Transit Center to ride Vintage Trolley in Downtown San Diego.

If you have any questions, please call the MTS Classroom Day Trip Coordinator at (619) 233-9558.

## Lesson 1: MTS Gallery Walk with Landmarks (Before)

**Objective:** Third grade students will be able to make inferences and observations of primary sources and notice changes that occur over time in San Diego's history relating to public transportation. Students will explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things have changed over time and some things have stayed the same.

**Historical Question:** What can you infer from the primary sources about the changes that occurred in San Diego?

**Materials:** primary source, primary source worksheets

**Vocabulary:** primary source, secondary source, circa

### Reading Content Standard:

- RI.3.2 Determine the main idea of the text; recount the key details and explain how they support the main idea.
- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect.

### Writing Content Standard:

- W.3.2 Write informative/explanatory text to examine a topic and convey ideas and information clearly.

### Speaking and Listening Standard:

- SL.3.1.A Come to discussion prepared. Participate in collaborative conversations in whole group, small group, and partnerships.
- SL.3.1.C Ask questions to check for understanding of information presented.

### History/Social Science Content Standard:

- HSS.3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement has left its mark on the land.

**Task:**

1. For the Gallery Walk task, the teacher will post around the room, at least six primary sources of San Diego from the past. A selection of sources is included in the appendix. Number each station.
2. Teacher will explain what a primary source is and a secondary source is by citing examples.
3. Teacher will use one of the sources, model how to observe it and determine whether it is a primary or secondary source.
4. Students will each receive a primary source observation sheet (select from the ones attached).
5. Students will work in small groups as they rotate through each primary source, noting observations on their observation sheet. Approximately 5 minutes per station.
6. Students will meet as a whole class and share what they noticed.
7. Teacher will chart students' observations and discuss what they can infer.
8. Students may add to their observation chart.

**Extension Activities:**

1. Write a comparison of current San Diego vs. San Diego of the past.
2. Venn diagram **Then and Now**.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Student Worksheet: Analysis of a Primary Source – A Photograph\*

### Step 1: Observations

- A. Study the photograph for a few minutes and form an overall impression of the photograph.
- B. Divide the photograph into quadrants and study each section to see what new details you can find.
- C. Use the lines below to list the people, objects and the events you can see in the photograph.

People, Objects, and/or Events (What is happening in the photograph?)

_____	_____
_____	_____
_____	_____
_____	_____

### Step 2: Identify the Work

- A. Who is the photographer? \_\_\_\_\_
- B. When was the photograph taken? \_\_\_\_\_
- C. Does it belong to a collection? \_\_\_\_\_
- D. Does the photograph show a specific geographic location an historic time or event? Yes No  
Explain

\_\_\_\_\_

\_\_\_\_\_

- E. List two items in the photograph that tell you something about life during the time period it was taken. \_\_\_\_\_

\_\_\_\_\_

- F. Why do you think the photographer took the picture?

\_\_\_\_\_

\_\_\_\_\_

### Step 3: Inference. Based on what you have observed above, list three important parts of the photograph and why.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

### Step 4: Write a question you would like to ask the photographer about the picture.

\_\_\_\_\_

\_\_\_\_\_



# TEACHER'S GUIDE ANALYZING PRIMARY SOURCES



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

## OBSERVE

**Have students identify and note details.**

Sample Questions:

What do you notice first? · Find something small but interesting. · What do you notice that you didn't expect? · What do you notice that you can't explain? · What do you notice now that you didn't earlier?

## REFLECT

**Encourage students to generate and test hypotheses about the source.**

Where do you think this came from? · Why do you think somebody made this? · What do you think was happening when this was made? · Who do you think was the audience for this item? · What tool was used to create this? · Why do you think this item is important? · If someone made this today, what would be different? · What can you learn from examining this?

## QUESTION

**Have students ask questions to lead to more observations and reflections.**

What do you wonder about...  
who? · what? · when? · where? · why? · how?

## FURTHER INVESTIGATION

**Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.**

Sample Question: What more do you want to know, and how can you find out?

**A few follow-up activity ideas:**

- Beginning**  
*Have students compare two related primary source items.*
- Intermediate**  
*Have students expand or alter textbook explanations of history based on primary sources they study.*

**Advanced**  
*Ask students to consider how a series of primary sources support or challenge information and understanding on a particular topic. Have students refine or revise conclusions based on their study of each subsequent primary source.*

*For more tips on using primary sources, go to <http://www.loc.gov/teachers>*

## Lesson 2: MTS SDG&E® Silver Line Trolley Map “Reading it Closely” (Before)

**Objective** – Students will use the San Diego Vintage Trolley SDG&E® Silver Line map (on next page) to understand the SDG&E® Silver Line Trolley Route and how to read the map.

**Materials** – SDG&E® Silver Line Trolley Map and teacher-created chart called “SDG&E® Silver Line Trolley Landmarks and Observations.”

**Vocabulary** – Trolley stop, Trolley line, service, cross street, landmark, location

### Reading Content Standard –

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect.
- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text, e.g., where, when, why, and how key events occur).

### Speaking and Listening Content Standard –

- SL.3.1.A Come to discussion prepared. Participate in collaborative conversations in whole group, small group, and partnerships.
- SL.3.1.C Ask questions to check for understanding of information presented.

### History/Social Science Content Standard –

- HSS 3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

### Task

1. Teacher will hand out San Diego Vintage Trolley SDG&E® Silver Line Map to small groups.
2. Students will take time to observe and discuss what they notice.
3. Teacher and students will come back to whole group and begin to chart out what they noticed making sure that: vocabulary is discussed, students notice how the map is organized, and which landmarks are on the Trolley line.



## SDG&E® Silver Line

### San Diego Gas & Electric - Energizing San Diego since 1881

SDG&E believes in improving customer's lives and cleaning the air we breathe, so that the communities we serve can grow and prosper. Reducing greenhouse gas emissions (GHG for short) is vital to the health of the community and the natural world. One of the best ways we can reduce GHG emissions is by increasing the use of electric vehicles and reducing our use of vehicles that are fueled by gasoline.

The transportation sector currently accounts for 40% of California's total GHG emissions, so it's important that we look at all the different ways to reduce carbon emissions. That is where SDG&E's new *Power Your Drive Program* comes in. This program will install 3,500 electric vehicle (EV) charging stations at businesses and multi-family residences such as apartments and condos where 50% of the region's customers live but currently lack access to EV charging. The program will expand access to charging in the community, multiply EV ownership rates, and clean the air we breathe. For more information, visit [www.SDGE.com/PowerYourDrive](http://www.SDGE.com/PowerYourDrive).

## Lesson 3: MTS SDG&E® Silver Line Trolley “I Spy” Activity (During)

**Objective** – Students will be able to identify various locations/landmarks throughout the Trolley ride/route and begin to infer why the Trolley stops at those landmarks. They will also observe the historical transit vehicle they are riding and make observations.

**Historical Questions** – What differences and similarities do you notice with each location? How does transportation connect people to landmarks?

**Materials** – pencil, lapboards, copy of worksheet, SDG&E® Silver Line Trolley Map, Scavenger Hunt Student Worksheet

### Reading Content Standard –

- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

### Speaking and Listening Standard –

- SL.3.1.A Come to discussion prepared. Participate in collaborative conversations in whole group, small group, and partnerships.
- SL.3.1.C Ask questions to check for understanding of information presented.

### History/Social Science Content Standard –

- HSS 3.3.1 Students draw from historical and community resources to organize the sequence of local historical events and describe how each settlement period has left its mark on the land.

### Task

1. Teacher and students will review what they noticed on the SDG&E® Silver Line Trolley Map from Lesson 2.
2. Teacher will explain the Trolley “I Spy” Worksheet before the trip.
3. Teacher will pass out materials for the Trolley ride (worksheet, clipboard or chip board, pencils). Alternatively a teacher or parent can work with a group of four to six students and record what the students observe as the Vintage Trolley travels along its route.
4. Students will complete the “I Spy” Worksheet while riding along the Trolley route.



Name \_\_\_\_\_

Date \_\_\_\_\_

### Trolley "I Spy" Student Worksheet

1. Where did you get on the Trolley? \_\_\_\_\_
  - a. What do you notice? \_\_\_\_\_  
\_\_\_\_\_
2. What is the next station? \_\_\_\_\_
  - a. What do you notice? \_\_\_\_\_  
\_\_\_\_\_
3. What is the next station? \_\_\_\_\_
  - a. What do you notice? \_\_\_\_\_  
\_\_\_\_\_
4. What is the next station? \_\_\_\_\_
  - a. What do you notice? \_\_\_\_\_  
\_\_\_\_\_
5. What is the next station? \_\_\_\_\_
  - a. What do you notice? \_\_\_\_\_  
\_\_\_\_\_
6. What is the next station? \_\_\_\_\_
  - a. What do you notice? \_\_\_\_\_  
\_\_\_\_\_
7. What is the next station? \_\_\_\_\_
  - a. What do you notice? \_\_\_\_\_  
\_\_\_\_\_
8. What is the next station? \_\_\_\_\_
  - a. What do you notice? \_\_\_\_\_  
\_\_\_\_\_
9. What is the next station? \_\_\_\_\_
  - a. What do you notice? \_\_\_\_\_  
\_\_\_\_\_
10. What do you notice about the Trolley car you are riding?  
\_\_\_\_\_

## Lesson 4: MTS Landmark Game – *Where am I?* (Optional – During or After)

**Objective:** Students will learn to identify historical landmarks in San Diego.

**Historical Question** – Why are historical landmarks important?

**Materials** - copies of descriptors

**Vocabulary** – landmarks

### Reading Content Standard –

- RI.3.1 Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.
- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

### Speaking and Listening Standard –

- SL.3.1.A Come to discussion prepared. Participate in collaborative conversations in whole group, small group, and partnerships.
- SL.3.1.B Follow agreed-upon rules for discussions; e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.
- SL.3.1.C Ask questions to check for understanding of information presented.
- SL.3.1.D Explain student’s own ideas and understanding in light of the discussion.

### History/Social Science Content Standard –

- HSS 3.3.1 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

### Task

1. A shortened version of this game could be played during the trip. A longer version could be played after the trip. The Descriptors and the Answer Key are on the next pages.
2. During Trip:
  - a. Some of the Landmarks like Petco Park, the new Central Library, the Santa Fe Depot and City Hall are visible during the ride.
  - b. Teacher could use these descriptors to describe one or more of these Landmarks and prompt the students to guess what the descriptors refer to.

3. After the Trip:
  - a. Teacher will cut descriptors into strips to give to each group.
  - b. Teacher will form students into several groups and give each group one (or more) landmark descriptor(s).
  - c. Teacher will explain how to play the “Where Am I” game.
    - i. Each group will hold up the descriptor for one of the other groups to read and guess what landmark it describes.
    - ii. The group that is guessing will explain what evidence from the descriptor helped them get the right answer.
    - iii. When group gets the correct answer, it’s the other group’s turn to guess.
    - iv. Once both groups have guessed the correct answer it’s time for them to switch to the next group. If they guess incorrectly the group holding the descriptor can give more clues.
  - d. After everyone gets to play, teacher will lead students in a discussion about why they think these landmarks were chosen and what evidence from the descriptors helped them guess the landmark.

See Answer Key on next page.

## ***Where am I?* Landmark Game: Answer Key**

**Landmark Descriptor 1** – Balboa Park

**Landmark Descriptor 2** – Spreckels Theatre

**Landmark Descriptor 3** - Federal Court House: John Rhoades Federal Judicial Center

**Landmark Descriptor 4** – The Gaslamp Quarter

**Landmark Descriptor 5** – San Diego Central Library

**Landmark Descriptor 6** – Petco Park

**Landmark Descriptor 7** – San Diego Harbor

**Landmark Descriptor 8** – Coronado Bay Bridge

**Landmark Descriptor 9** – Santa Fe Depot

**Landmark Descriptor 10** – San Diego City Hall

**Landmark Descriptor 11** – San Diego High School

**Landmark Descriptor 12** – *San Salvador*



## **MTS *Where Am I* - Landmark Game**

**These landmarks are in or close to Downtown San Diego. You can take MTS Trolley, Rapid, and bus routes to all of these Landmarks.**

### **Landmark Descriptor 1**

This landmark was built as a result of the Panama - California Exposition that was going to be held in San Diego in 1915. The US Assistant Secretary of the Navy Franklin D. Roosevelt came to the opening of the exposition. (Roosevelt later was elected President of the United States). A famous San Diegan Kate Sessions planted over 100 trees there. Today we visit the many museums there.

### **Landmark Descriptor 2**

John D. Spreckels was a prominent business man in the San Diego community in the late 1800's and early 1900's. This landmark was built by him and to be a place where people could go to see concerts and plays. People go there today for the same reason. Spreckels also helped develop San Diego's downtown to bring culture to the San Diego.

### **Landmark Descriptor 3**

This landmark is the heart of the federal judicial system in San Diego. The original historical landmark is still standing as well as several new buildings where judges rule on cases and the people of San Diego see our justice system at work.

### **Landmark Descriptor 4**

This landmark is a special neighborhood in downtown San Diego. In 1867, this landmark area was called "New Town" and was developed by early San Diegans, such as Alonzo Horton, John Marston, John D. Spreckels, and Matthew Sherman. A former Mayor of San Diego Pete Wilson redeveloped the area and gave it its current name, which refers to a type of street lights that existed before electricity.

### **Landmark Descriptor 5**

This modern landmark took many years to build. Thousands of adults and children use this landmark on a daily basis. Children in the community gave input into the design of the building and its beautiful glass, dome-shaped roof. It is where people spend time enjoying books. The City of San Diego built the first one of these types of buildings in 1902.

### **Landmark Descriptor 6**

This modern landmark is hard to miss. It's the place where people watch a game that was said to be invented in America in 1791 and is now played around the world. In San Diego, families have fun and come together to this downtown location to cheer for a common cause. Tours are given at this landmark where you can see a tribute to one of the most famous players, Tony Gwynn. Go Padres!

### **Landmark Descriptor 7**

This landmark came about because of William Kettner. Kettner was a California congressman in the early 1900s. He developed this landmark to allow large ships to dock in San Diego. Without his foresight, the military (specifically Navy) would not have come to San Diego, and San Diego's development would not have grown into the San Diego of today. Today, you will see a floating museum with historic ships next to modern military ships.

### **Landmark Descriptor 8**

This landmark was built in 1969. It is 11,179 feet long and 63 feet wide. It replaced the need for people to board ferries to cross the bay. When it opened, it cost \$0.60 to drive across this landmark. It connects to an "island" across from downtown.

### **Landmark Descriptor 9**

This landmark was dedicated on March 7, 1915 to welcome the world to the Panama-California Exposition. The architectural style of the landmark is mission/Spanish revival. It was built by the Atchison, Topeka and Santa Fe Railway. It is called Union Station, but it is commonly known by another name and is the boarding point for four different rail lines:

- Amtrak
- MTS Trolley Orange Line
- COASTER
- MTS Trolley Green Line

### **Landmark Descriptor 10**

This landmark was built in 1964 and it is the place where City of San Diego leaders go to make decisions. City officials meet at this location to discuss and decide important subjects. When San Diego became a city in 1850, there were only 650 residents. Now more than 1.4 million people live in in the city of San Diego. San Diego citizens are responsible for electing the Mayor and City Councilmembers who meet at this Landmark.

### **Landmark Descriptor 11**

This landmark was established in 1882. It was originally named Russ School after Joseph Russ who donated the lumber to build the school. Kate Sessions was a principal at this school in 1884. This school started with 64 students and grew and grew. Now this school has more than 3,000 students. In 1907, the old wood building was torn down and a new one built and renamed after the city. It has that name to this day. It is the oldest high school in San Diego

### **Landmark Descriptor 12**

This landmark is an historical replica of a ship that came to San Diego more than 470 years ago. In 1542, Portuguese explorer Juan Rodríguez Cabrillo sailed this ship into San Diego Bay making San Diego the first site visited by Europeans on what is now the West Coast of the United States. The replica of this ship is now on view at the Maritime Museum, which is located on the Embarcadero.

## Lesson 5: MTS Landmark Brochure (After)

**Objective** - Students will choose a landmark they saw on their Trolley ride or they learned about in the Landmark Game, research its history, and create a trifold brochure.

**Historical Question** - Why are these San Diego landmarks important?

**Materials** - paper, markers, pencils, materials to create brochure, sample brochures to show students, computer to research landmark.

### Reading Content Standard –

- RI.3.1 Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.
- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

### Writing Content Standard–

- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### Speaking and Listening Standard –

- SL.3.1.A Come to discussion prepared. Participate in collaborative conversations in a whole group, small group, and partnerships.
- SL.3.1.C Ask questions to check for understanding of information presented.

### History/Social Science Content Standard –

- HSS.3.3.1 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement has left its mark on the land.

### Task

#### Landmark Brochure

1. Teacher will review with students the findings from the Trolley Scavenger Hunt and the various landmarks they saw. *If students want, they may choose other landmarks not on the SDG&E® Silver Line, such as those in the “Where am I?” Landmark Game.*



2. Teacher will show samples of various brochures and discuss how they are made, why certain information is in a brochure, and the purpose of a brochure.
3. Teacher will review the brochure assignment with students.
4. Teacher will assign a landmark or students may choose one of their own. They will each create a landmark brochure following the sample.

Sample: (See attached sample)

*Variations: Teacher will use the MTS brochure provided by MTS if available. The MTS **Fun Places to Go** brochure is available to download by visiting <http://www.sdmts.com/Bus/pointsofinterest.asp>*

## Lesson 6: Transportation over Time (After)

**Objective** – Students will draw conclusions regarding transportation and the effects it has on various societies, such as California Native Americans/Explorers of the 1500s, San Diego in the 1800s, San Diego today and what the future of transportation may look like.

**Historical Question**- How was the transportation of the California Native Americans and explorers of the 1500s different from/same as the transportation used by San Diegans in the 1800s and San Diegans today? 100 years from now, what do you think people will think about the different ways San Diegans get around today?

**Materials** - Transportation Comparison Student Worksheet

**Vocabulary** - transportation, draw conclusions

**Writing Content Standard -**

W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

**Speaking and Listening Standard -**

SL.3.1.A Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1.D Explain student's own ideas and understanding in light of the discussion.

**History/Social Science Content Standard –**

HSS.3.3 Students will explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things have changed over time and some things stay the same.

**Task**

1. Teacher will discuss the importance of transportation in the various societies and times.
2. Teacher models an example on the worksheet citing an example of a type of transportation used by California Native Americans/Explorers of the 1500s, in San Diego in the late 1800s and early 1900's and in San Diego today. Teacher will then discuss/write the effects transportation had on those societies.

3. Teacher asks students to think about how transportation is changing, what the future might look like. Discussion could include following trends: increased usage of public transportation, increased adoption of zero-emission vehicles (including electric cars), ultimate goal of reducing air pollution through clean transportation choices.
4. Teacher will ask the students to work in groups and complete the worksheet paying close attention to the differences and similarities between all three societies.
5. Students share out with whole group while teacher charts their responses.
6. Teacher discusses the differences and similarities. Teacher discusses the way transportation influenced each society.
7. Teacher asks students “What conclusions can we make?” Students discuss in groups and share out.
8. Teacher assigns students to write a paragraph about their conclusions, citing evidence from the student’s Transportation Worksheet.

Name \_\_\_\_\_

Date \_\_\_\_\_

### Student Transportation Comparison Worksheet

<b>California Native American and European Explorers in the 1500s</b>	<b>San Diegans between 1850-1915</b>	<b>San Diegans Today</b>	<b>San Diegans of the future</b>

### Paragraph about Conclusions


## Lesson 7: Mass Transportation Research Paper (After)

**Objective – Students will compare and contrast various societies’ transportation and draw conclusions.**

**Historical Question -** How can transportation, over time, help to shape a society?

**Materials –** Transportation Worksheet from Lesson 6

**Reading Content Standard –**

RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**Writing Content Standard –**

W.3.2 Write informative/explanatory text to examine a topic and convey ideas and information clearly.

**Speaking and Listening Standard –**

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language Standards 1 and 3 here for specific expectations.)

**History/Social Science Content Standard–**

HSS.3.3 Students will explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things have changed over time and how some things stay the same.

**Task**

1. Students will write a research paper about transportation used by California Native Americans and European explorers to San Diego during the 1500s, the people who lived in San Diego in the 1800s, and the people who live in San Diego today. They will also include the effects it has had on society.

2. The paper should include 6 paragraphs:
  - a. Paragraph 1: Introduction
  - b. Paragraph 2: Transportation used by California Native Americans and the effects on their society
  - c. Paragraph 3: Transportation of the European Explorers.
  - d. Paragraph 4: Transportation in San Diego in the 1800s and its effect on society
  - e. Paragraph 5: Transportation in San Diego today and its effect on society
  - f. Paragraph 6: Conclusions drawn from the comparisons made about the development of transportation over time and the effects on each society.
3. Students will partner/share their paragraphs and discuss their partner's conclusions.
4. Teacher will choose a paragraph to share and discuss.

### **Where to Learn More About San Diego's History**

- Balboa Park History <http://www.balboapark.org/info/history>
- City of San Diego <http://www.sandiego.gov/city-clerk/aboutus/history.shtml>
- Metropolitan Transit System <http://www.sdmts.com/MTS/timeline.asp>
- San Diego History Center <http://www.sandiegohistory.org>
- San Diego Unified School District <http://www.sandi.net/page/25>

## Lesson 8: Reflection and Thank You to MTS (After)

**Objective** – Students will reflect on their experience by writing about what they learned on their field trip in the form of a thank-you letter to MTS.

**Historical Questions** – How has your view of transportation changed after experiencing the MTS Trolley Field Trip?

**Materials** – Paper and pencil or laptop computers  
Observation sheet from the I Spy Worksheet  
Notes students have taken over the course

**Vocabulary** – appreciate, landmarks, Trolley maps, SDG&E® Silver Line Trolley, primary sources

**Writing Content Standard** –

W.3.2 Write informative/explanatory text to examine a topic and convey ideas clearly.

**History/Social Science Content Standard**–

HSS.3.3 Students will explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things have changed over time and how some things stay the same.

**Task**

1. Teacher will review how to write a formal thank you.
2. The students will each write a three-paragraph thank-you to MTS and include what they have learned through this experience citing evidence from the trip.
3. Letters should be sent to:

Mr. Rob Schupp  
MTS Marketing and Communications Director  
Metropolitan Transit System  
1255 Imperial Avenue, Suite 1000  
San Diego, CA 92101

E-mail [Rob.Schupp@sdmts.com](mailto:Rob.Schupp@sdmts.com)



**Gallery Walk Primary Source Documents for Lesson 1**



**Primary Source 1 - On July 3, 1886 the San Diego Street Car Company began the first public transit route. The street car, pulled by one or two mules or horses, went up Fifth Avenue, crossing D Street (now Broadway) with a top speed of five miles per hour and passengers paid a five cent fare. MTS Archives.**



**Primary Source 2 - Bum the dog called “New Town” (now known as the Gaslamp Quarter) home. This 1891 photograph shows Bum getting a donut to eat. Photo: Gaslamp Quarter Historical Foundation Collection.**









**Primary Source 4 – On January 1, 1915, the United States Secretary of the Treasury William G. McAdoo delivered President Woodrow Wilson’s remarks to kick-off the Panama-California Exposition in Balboa Park. San Diego History Center Collection.**

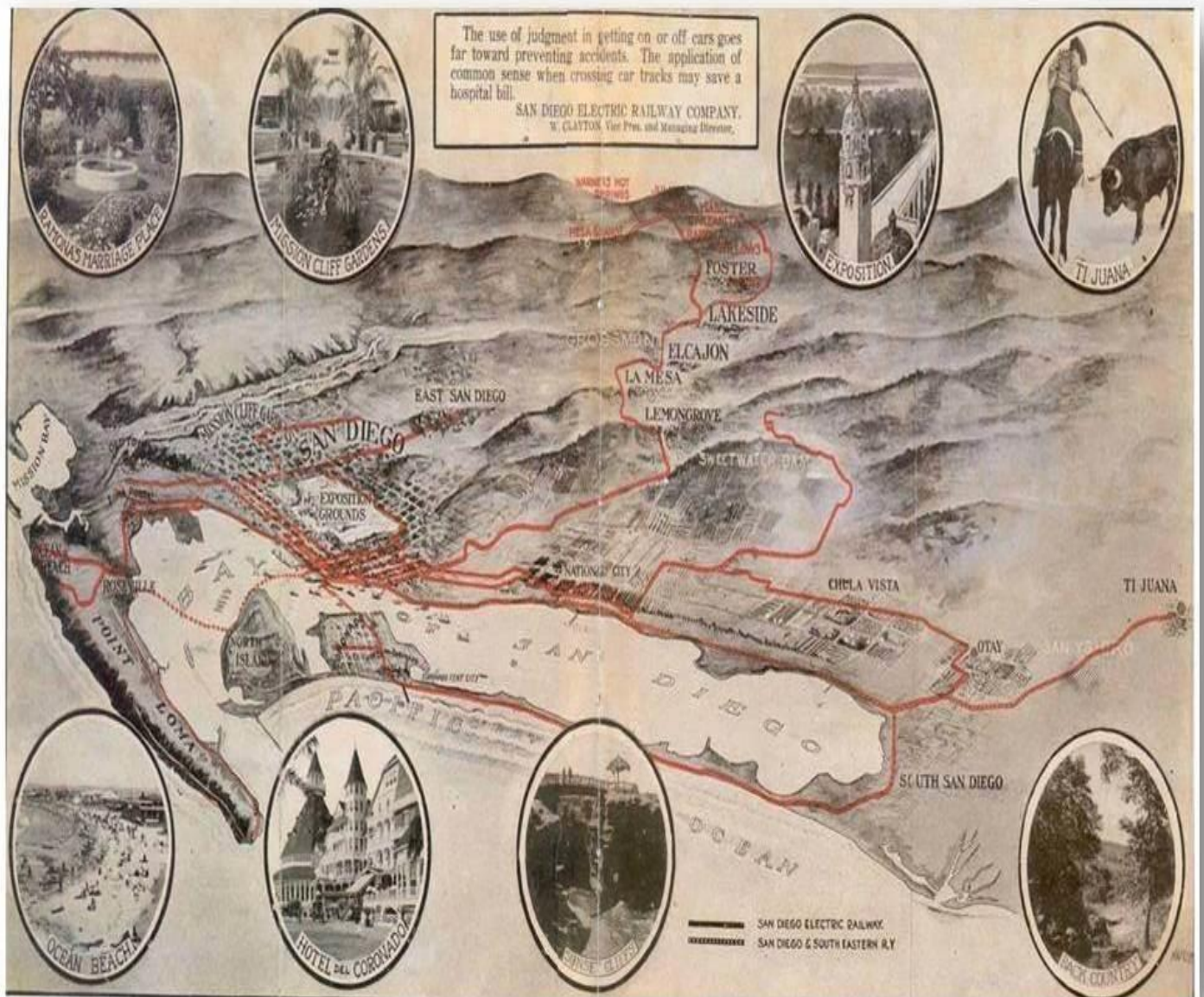


**Primary Source 5 - Balboa Park Plaza de Panama during the 1915 Panama-California Exposition.**



**Primary Source 6 – A family feeds pigeons while riding an Electriquette in the Plaza de Panama at the Panama-California Exposition. The 1915 photo is from the San Diego History Center Collection.**





**Primary Source 7 - This is a photo of a map from a circa 1915 travel brochure to attract visitors to San Diego. The map shows railroad and streetcar routes and popular destinations. The brochure was produced by the San Diego Electric Railway Company and the San Diego & South Eastern Ry Co." Map courtesy of the Gena Holle Collection.**





**Primary Source 8 - The Davis-Horton house is the oldest building in the Gaslamp Quarter. This home was built in 1850. This house is named for William Heath Davis, the original founder of *New Town* San Diego and Alonzo Horton, the successful founder of downtown San Diego. Originally located at State and Market Street, the house was moved to its present location at 4<sup>th</sup> Avenue and Island Avenue in 1981. The house is also a museum. Photo courtesy of the Gaslamp Quarter Historical Foundation Collection.**



**Primary Source 9 – Photo shows students outside the original eight-room Russ School located on Park Boulevard. Russ School opened in 1882 with four teachers and 276 students of all ages. Kate Sessions was the principal at Russ from 1883 to 1885. As the number of students continued to grow, Russ became the city’s first High School in 1893; in 1903, Russ was renamed San Diego High School. SDHS’s original wooden structure was replaced with a larger new building in 1906. SDHS was rebuilt again in the 1970s to comply with new state earthquake-safety legislation. Today, about 3,000 students attend SDHS. Circa 1882 photo courtesy of the San Diego Unified School District.**





**Primary Source 10 – City of San Diego Police officers in the *Stingaree*. The *Stingaree* was once a part of New Town that was teeming with sailors, saloons, and gambling establishments. It is said the area got its name because sailors joked it was easier to get “stung” in this part of town than in the bay with all the stingrays. Photo circa 1927; Gaslamp Quarter Historical Foundation Collection.**



**Primary Source 11 - In 1927, a San Diego company called Ryan Airlines used San Diego Gas & Electric power to build the *Spirit of St. Louis* for famous aviator Charles A. Lindbergh. Lucky Lindy's (as he was called) flight from San Diego to New York broke the fastest transcontinental flight record. His solo non-stop 3,600 mile flight made him the first person to be in New York one day and in Paris the next! Photo courtesy of SDG&E.**



**Primary Source 12 – The beauty industry was just one of many that were modernized by electricity, as seen in the use of this curling iron at the Rose Marcelle Beauty Shop. Circa 1930s photo courtesy of SDG&E.**



# United States District Court Southern District of California



*Celebrating 100 Years of History*  
*Annual Report 2013*

**Primary Source 13 - This report cover has a photograph that is actually a blend of two photos of San Diego's first federal building. On the left, the vintage photo shows the building in the early 1900s. It's blended with the photo on the right which was taken from the exact same angle in 2013. The Weinberger Courthouse (as it is named now) is part of the Federal Judicial Center in downtown San Diego. Cover courtesy of the Federal Judicial Center in San Diego.**



**Primary Source 14 – The full-sized replica of the *San Salvador* uses its engines to sail under the San Diego-Coronado Bridge for the first time on Friday, September 4, 2015. In 1542, Juan Rodriguez Cabrillo sailed the original *San Salvador* ship into San Diego Bay, making him the first European explorer to reach what is now California’s west coast. The San Diego Maritime Museum began construction of the replica of Cabrillo’s flagship in 2011 and completed it in 2015. The *San Salvador* is now the newest addition to the Museum’s fleet of historic vessels docked at the Embarcadero. Photo by Chris Stone, *Times of San Diego*.**





**Primary Source 15 - SD Electric Railway streetcar passes San Diego High School. The April 9, 1925 photo was taken by L.K.D. Ewein. MTS Archives.**



**Primary Source 16 – This 1935 photo shows San Diego High School and San Diego City College students getting a ride to ride the streetcar to Balboa Park. San Diego City College celebrated its 100<sup>th</sup> Anniversary in 2014. The 1935 photo courtesy San Diego City College archives.**





**Primary Source 17 – This photo shows San Diego’s Santa Fe Depot train station. One of the streetcars in the photo is a similar model to the ones that have been restored for the San Diego Vintage Trolley. The circa 1940 photo courtesy MTS Archives.**



Primary Source 18 – John Spreckels opened the Spreckels Theater in downtown San Diego in 1912. First a vaudeville house, then a movie palace the theater is now used for concerts and plays. It was designated as a National Historic Site in 1973. The circa 1936 photo courtesy of the Spreckels Theater Archives.



**Primary Source 19 – This photo shows downtown San Diego’s busy intersection at Broadway and Fourth Avenue. Circa 1943 photo from the San Diego History Center.**



**Primary Source 20 – This photo shows the Balboa Theatre which is located on Fourth Avenue, one block south of the intersection shown above. Built in 1924, Balboa Theatre was a vaudeville house until 1934 when it became Teatro Balboa and featured contemporary films from Mexico. Now listed on the National Register of Historic Places it reopened in 2008 after extensive \$26.5 million restoration as a performing arts venue.**





**Primary Source 21 – The photo was shot looking west to show progress on the construction of the 11,179-foot-long concrete/steel girder San Diego-Coronado Bridge. The bridge opened August 3, 1969, replacing ferry service that had operated between San Diego and Coronado since 1886. 1967 photo courtesy of Caltrans.**

## Teacher Evaluation Survey

You may fill out this form, scan and Email it to [Judy.Leitner@sdmts.com](mailto:Judy.Leitner@sdmts.com) or you may take the on line survey at <https://www.surveymonkey.com/r/MTSTeacher> .

**1. What is your role? (Check all that apply.)**

- |   |  |
|---|--|
| <input type="checkbox"/> District Level Administrator | <input type="checkbox"/> School Site Administrator           |
| <input type="checkbox"/> Third Grade Teacher          | <input type="checkbox"/> Resource Teacher/Content Specialist |
| <input type="checkbox"/> Other _____                  |  |

**2. Please select from the list below the description that best represents your knowledge and understanding of the curriculum’s topics before using the Curriculum:**

- |   |  |
|---|--|
| <input type="checkbox"/> No knowledge   | <input type="checkbox"/> Knowledgeable |
| <input type="checkbox"/> Some knowledge | <input type="checkbox"/> Expert        |
| <input type="checkbox"/> Other _____    |  |

**3. Circle the number that that best describes your level of agreement for each of the following statements.**

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
This Curriculum provided me with tools and ideas for teaching students to think critically and to read and analyze.	1	2	3	4	5
The Curriculum goals, objectives and tasks were clearly stated.	1	2	3	4	5
The Curriculum was well organized.	1	2	3	4	5
The materials, instructions and handouts were clear, useful, and aligned to the goals and objectives.	1	2	3	4	5



I would recommend this Curriculum to other Third Grade teachers.	1	2	3	4	5
I would use this Curriculum next year.	1	2	3	4	5
Lessons 1-3 prepared class for Field Trip	1	2	3	4	5
Follow-up Lessons provided meaningful instruction that aligned with Common Core.	1	2	3	4	5

**4. Please select from the list below the description that best represents your knowledge and understanding of the Curriculum’s topics AFTER using the Curriculum:**

- No knowledge
- Some knowledge
- Knowledgeable
- Expert
- Other\_\_\_\_\_

**If your class went on the transit field trip, please answer questions 5 and 6. If the class did not take the transit field trip, skip to Question 7.**

**5. Check the transportation mode your class used for their Field Trip (check all that apply):**

- MTS Vintage Trolley
- MTS Bus
- MTS Rapid
- Other\_\_\_\_\_
- MTS Trolley
- Parent Carpool
- School Bus

**6. Select the choice that best describes your students’ field trip experience as it related to the Curriculum:**

- Not useful
- Somewhat useful
- Useful
- Very Useful
- No Opinion
- Other \_\_\_\_\_

**7. Use this space to add any suggestion(s) or comments for improving this Curriculum.**

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**8. Please provide the following optional information in case we want to ask any follow up questions.**

Name (optional)	
School (optional)	
Date of Field Trip	
Teacher Email	

## Field Trip Options

Here are descriptions and contact information for some of San Diego's other historic neighborhoods, museums and buildings. To schedule a Field Trip using MTS bus and Trolley and get a discounted Class Pass, visit <http://www.sdmts.com/Marketing/daytripper.asp>.

- **San Diego Chinese Historical Museum in the Asian Pacific Historic District** is a short walk from the Convention Center Trolley Station. The Museum offers education programs about San Diego's Chinese community, arts and culture through historic photographs, miniature models and ancient artifacts. For price and tour information email [education@sdchm.org](mailto:education@sdchm.org) or visit [www.sdchm.org/education/school-programs/](http://www.sdchm.org/education/school-programs/).
- **San Diego Firehouse Museum in Little Italy** is a four-block walk from the America Plaza Trolley Station. Located in the original home San Diego Fire Station Number 6, there are historic firefighting memorabilia dating back 100 years, from fire buckets to early firefighting apparatus. For price, hours or to schedule a tour, call (619) 232-3473 or visit [www.sandiegofirehousemuseum.com](http://www.sandiegofirehousemuseum.com).
- **San Diego History Center** on the eastern end of the Prado walkway in Balboa Park is a short walk from Route 7 or **Rapid** 215 stops on Park Boulevard. The Center's K-12 programs are aligned with California State Content Standards and the Common Core. Docent-guided tours explore San Diego's past, present, and future through diverse exhibits, events, and programs. For pricing and reservation information, contact the School Programs Manager at (619) 232-6203, ext. 112 or visit [www.sandiegohistory.org/school\\_programs.html](http://www.sandiegohistory.org/school_programs.html)
- **San Diego Maritime Museum** is a three-block walk west from the America Plaza Trolley Station. Explore the San Diego's and California's maritime heritage, including the newest exhibit the **San Salvador**, the historically accurate replica of the San Salvador, the first European vessel to reach America's west coast. For price and schedule information on education programs and docent-led guided tours contact the Education Department at (619) 234-9153 x124 or visit <http://www.sdmaritime.org>.
- **U.S. Bankruptcy Courthouse** is a short walk from the Civic Center Trolley Station and bus and Rapid stops on Broadway. Dedicated in 1913, it was the first Federal building in San Diego. For a walking tour of the John Rhoades Federal Judicial Center contact the Community Outreach Program liaison at 619-557-7824 or visit <https://www.casd.uscourts.gov/Court%20Info/SitePages/CommunityOutreach.aspx>
- **William Heath Davis House Museum in the Gaslamp Quarter** is a short walk from the Gaslamp Quarter Trolley Station. Built in 1850, the house is the starting point for a tour of the Gaslamp Quarter's Victorian architecture. For price and tour information call 619-233-4692, e-mail at [jeff@gaslampquarter.org](mailto:jeff@gaslampquarter.org) or visit [www.gaslampquarter.org](http://www.gaslampquarter.org).

# Downtown Map



A Sempra Energy utility



Approximate scale  
 0 1/4 1/2 mile

### Legend

<b>Bus</b>	<b>Other Symbols</b>
— Regular service	000 Route number
<b>Rail</b>	○ Rail station
UC San Diego Blue Line Trolley	Park & Ride lot
Green Line Trolley	Paid parking
Orange Line Trolley	Airport
SDG&E Silver Line Trolley	One-way direction of travel
COASTER	