

# Preparing Your Students to Visit Hayward Area Historical Society Museum



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Dear Teachers,

We hope you and your students are looking forward to your visit to the Hayward Area Historical Society Museum. We are certainly pleased that you have chosen to enhance your history curriculum with a museum tour.

This packet may help you in preparing for the visit. Regardless of how much your students know about the history of this community, this material will provide an overview of the information that is covered at the museum.

Please share the following information with your students. Research suggests that students who are prepared for museum tours are more likely to have good and memorable experiences. This preparation includes engaging in classroom activities relating to museum exhibit content both before and after the visit. Additionally, students who are told about the museum – what to expect, who they will meet, what they will do – have more comfortable museum visits because the fear of the unknown is lessened.

If you have any questions, please feel free to contact me at 510.581.0223.

Best regards,

Jeanine Sidran  
Education Director

# The Museum

The Hayward Area Historical Society Museum is at the corner of Main and C streets in downtown Hayward.

The building used to be a **post office** and was built in 1927. There are still some reminders of the old post office, including mailboxes, postal employees' time card slots, and a mailman's uniform and mailbag.

The town of Hayward was named after **William Hayward**, who lived in the area in the 1800s and who happened to be the town's first postmaster. In Mr. Hayward's day, there was no post office building. People picked up and dropped off mail at his store – a stop along the stagecoach route. For many years people called the little town "Haywards" because of the mail stop. Later the name was changed to "Hayward" to sound more official.

Just down C Street is the Bradford post office, built in the 1930s to replace this building as a post office. Various businesses were in the museum building until 1975 when it became the home of the **Historical Society and museum**.

Today, the Historical Society stores thousands of **artifacts, photographs, newspapers, books, and other records** in the museum. These precious items help tell the story of our communities, including Castro Valley, Hayward, and San Lorenzo. Often, people donate items for safekeeping at the museum. Some of these items are on display in exhibits.

Researchers and others seeking to learn about history can visit the **library and archives**. The *archive* is a special place for photographs and papers to be stored.

There are **two exhibit areas** in the museum: one that tells about the history of the area, and one that has different exhibits throughout the year.

**Kids' Corner** is a fun place for children to visit while at the museum. Activities, games, toys, and books help make learning about history fun. There are also old-time clothes for kids to try on.

There is a **gift shop** at the museum that sells gifts, books, children's activities, and Hayward area souvenirs.

Museum **staff and volunteers** will be there to greet you. You and your students will take a **tour** and participate in some **hands-on activities**.

We hope you enjoy the museum!

# Local History Exhibit

The history of the Hayward area is told in an exhibit that uses illustrations, photographs, maps, artifacts, and other resources to introduce students to the cultures that have lived in this area beginning several thousand years ago through to the present. These include:

- Ohlone
- Spaniards
- Mexicans
- Worldwide Immigrants
- Americans

These topics can be further explored through the general themes of plants, animals, landscape, working, fun and games, buildings, and people (see Student Worksheets).

The local history exhibit augments the *State Board of Education's History/Social Science Content Standards* for 3<sup>rd</sup> grade – Continuity and Change – in the following ways:

- 3.1 – How people have used natural resources and shaped the land
- 3.2 – Native Americans in this region
- 3.3 – The explorers and settlers who came here, and those people who continue to immigrate to the area
- 3.4 – Stories of local landmarks and their importance to us
- 3.5 – The area's agricultural roots

Additionally, the local history exhibit can illustrate concepts in the 4<sup>th</sup> grade content standards – California: A Changing State – including:

- 4.1 – The physical and human geography of the Bay Area region
- 4.2 – Pre-Columbian, Spanish Missions, and Mexican Rancho period
- 4.3 – Effects of the Gold Rush on the Hayward area
- 4.4 – The agricultural economic base of this region

Other grade levels will benefit from the local history exhibit as well. Connections can be made to the study of cultures, land use, geography, government, architecture, agriculture, and other subjects.

# Key eras of history for review before your visit

## Ohlone

The first people to live in the Bay Area were the Ohlone. These native Californians relied on the abundant wildlife, and the area's creeks, bay, and shoreline, and enjoyed the mild climate.

- The **landscape** was very different long ago. There were grasslands, saltwater and freshwater marshes, oak forests, and redwood forests, as well as creeks, springs and ponds. Larger streams, such as San Lorenzo Creek, flowed into the Bay and provided freshwater and food. Along the shoreline were tule (a type of reed) marshes, as well as the salty pickleweed and cordgrass swamps.
- **Wildlife** included: pelicans, gulls, cormorants, geese, ducks, condors, bald eagles, wolves, elk, antelope, deer, rabbits, mountain lions, bobcats, and bear. The ocean teemed with mussels, clams, oysters, abalone, fish, and whale.
- Ohlone **villages** reflected this lush landscape. There may have been 30 to 40 permanent villages along the bay. People lived in dome-shaped tule-thatched or cat tail-thatched houses, or pit houses with willow frames covered with soil. In each village were granaries for storing acorns, sweathouses for spiritual ceremonies, and a ball field for games. Shellmounds for each village were used for garbage – mostly the shells from seafood.
- **Men** were in charge of hunting and fishing, while the **women** gathered plants for food and tended to the children and houses. Each village had a chief who would make major decisions for the tribe.
- Women made **baskets** which were used for many purposes, including gathering, cooking, storing, water carrying, and for games. Baskets were made from plant materials and some were decorated with feathers, shells, and beads.
- Tribes would **trade** with each other. One of the most important trade items for the Ohlone was the volcanic rock, obsidian, because it is not found in the Bay area naturally. Obsidian was used for making arrowheads, drill bits, and knife blades. Trading parties from the Sierra Nevada, Central Valley, and other parts of California would trade for such things as shells – found in abundance along the shoreline.

*Available from HAHS...*

### Ohlone Discovery Kit

Bring the world of the Ohlone people into your classroom with this multi-faceted discovery kit. In it you will find:

- Replica tools and cooking utensils, hunting & gathering necessities, musical instruments
- Maps and Images
- Games
- Stories
- Traditional music
- Basketmaker video
- Teacher's Binder with historical information, suggested activities, glossary, bibliography and other resources

*Available in weekly intervals. Fee \$10. Pick-up on Saturdays, Drop-off on Fridays.  
Call 510.581.0223 to reserve the kit.*

## Spaniards and the Missions

Explorers from Spain were among the first non-native people to come to California. They came in search of new lands and gold.

- Over the years **explorers** scouted the San Francisco Bay Area and in 1776, the Anza Expedition set up camp along the San Lorenzo Creek.
- Spain's Catholic **missions** were being established throughout California and in 1797 Mission San Jose was founded in present-day Fremont. The Hayward area became part of that mission's land.
- Each mission had a church, homes for the padre and workers, a tannery, a blacksmith shop, work areas for potters and weavers, a farm, and livestock.
- Much of the **labor** at the missions was done by the Native Americans. In addition to the various artisan trades, they tended the crops and livestock, and worked in the kitchens. Many of the native people were converted to the Catholic religion.
- But exposure to European **diseases** like small pox and measles cost the lives of many Ohlone.

## The Mexican Period

War broke out between Spain and Mexico, and in 1821, Mexico gained its **independence** from Spain. After this, the missions were closed and the land was given to people who had been good soldiers or good friends of the Mexican government. These new landowners established *ranchos* for farming and ranching.

- In the Hayward area, much of the **land** was granted to Guillermo Castro who had been a soldier in the Mexican Army. His family's adobe once stood on present-day Mission Boulevard (then El Camino Real) between C & D Streets.
- Life on the **ranchos** was simple and remote from the rest of Mexican life. *Vaqueros*, or cowboys, raised cattle for food, tallow (hard fat used to make candles and soap), and leather. The farming of wheat was important too.
- **Leisure** activities like rodeos with trick riders, bull fights, dances and music, and horse racing were popular. A big fiesta was held each year for the annual round up of cattle.
- **Labor** on the ranchos was also done by native people, as well as colonists.

Available from HAHS...

### Alta California Kit

Explore local and state history using this discovery kit with these themes:

- Spanish Exploration in the East Bay
- Spanish Missions - Mission San Jose
- Mexican Era - Californios – Castros and Sotos

*Kit contains:*

- Replica clothing and Artifacts
- Maps
- Images and Artwork
- Videos and Music
- Student worksheets and Information
- Suggested classroom activities
- Bibliography and Resource links

*Available in weekly intervals. Fee \$10. Pick-up on Saturdays, Drop-off on Fridays.  
Call 510.581.0223 to reserve the kit.*

## Worldwide Immigration, Statehood, and the Americans

In the late 1840s two events occurred (separately) that forever changed California. First, after the war between America and Mexico, the California territory was annexed by the United States and eventually became a state in 1850. Secondly, the discovery of gold at Sutter's Mill on the American River unleashed the California Gold Rush, bringing immigrants from around the world.

- For the Hayward area, the Gold Rush meant that many people, who couldn't make a fortune in the gold mines, needed a place to live and a way to make a living. "**Squatters**" took up residence on the Mexican landowners' properties.
- One squatter, **William Hayward**, eventually bought some land from Guillermo Castro. Realizing what a popular place the area was becoming, Hayward built a store, hotel, and restaurant. The new little town became a resort for people seeking relaxation from San Francisco. Hayward also established a post office along the stage coach route.
- **Mr. Hayward** grew in population as more people moved to the area to be farmers. The town was eventually incorporated as a city in 1876.
- **San Lorenzo** was once known as "Squattersville" because several squatters took up residence along the San Lorenzo Creek. The town's name San Lorenzo, may have come from the name of San Lorenzo Creek or from Rancho San Lorenzo. No one knows for sure.
- **Castro Valley**, named after Don Guillermo Castro, became a busy little town for the workers who were harvesting redwood and oak trees for lumber from the hills and canyons.
- All three communities became reliant on **agriculture**. At first, wheat was a major crop, then eventually other plants were grown. Crops such as tomatoes, apricots, cherries, strawberries, currants, sugar beets, broccoli, cauliflower, corn, and carnations became profitable for local farmers. Canneries – such as Hunts – were also big business. Chickens were hatched at local hatcheries and baby chicks were shipped all over the world.
- The Hayward area became an important **transportation** hub. The railroad came through in the mid-1860s, and shipyards were busy along the shore into the 20<sup>th</sup> century. Flat bottom boats, barges, and ferries once carried people and goods between the East Bay and San Francisco. Eventually, the modern era of transportation brought automobiles, freeways, bridges, buses, and BART, replacing trolley cars and street cars.

*Available from HAHS...*

### Early Settlers Kit

Bring the world of the Early Settlers into your classroom with this multi-faceted discovery kit. In it you will find:

- Books and Music
- Maps and Images
- Household, School & Local Industry interactive artifacts
- Teacher's Binder with historical information, suggested activities, glossary, bibliography and other resources
- Games
- Clothing and Personal Care interactive artifacts

*Available in weekly intervals. Fee \$10. Pick-up on Saturdays, Drop-off on Fridays.  
Call 510.581.0223 to reserve the kit.*

## The Hayward Area Today

- After World War II, the construction of new homes in the area meant the end of much of the farming here. The **population** of Hayward had jumped from 14,000 to 72,000 between 1950 and 1960.
- According to the 2000 US Census, Hayward's population is 140,030 people; Castro Valley has 57,292 people; and there are 21,898 people living in San Lorenzo.
- What are Castro Valley, Hayward, and San Lorenzo like today? Discuss this as a class.

*Available from HAHS...*

### **Immigration Kit**

Explore local history, culture and immigration using this discovery kit with this theme:

- The stories of 12 children who represent different waves of immigration/migration to the Hayward area over time.

*Kit contains:*

- Storybooks that reflect immigration/migration
- Clothing to be tried on
- Working and learning tools
- Suggested classroom activities
- Toys, games and musical instruments
- Cultural artifacts
- Student worksheets and Information
- Bibliography and Resource links

*Available in weekly intervals. Fee \$10. Pick-up on Saturdays, Drop-off on Fridays.  
Call 510.581.0223 to reserve the kit.*

# Vocabulary

## *About the Museum*

**archives** – a special place where photographs and papers are stored and kept safe

**artifacts** – objects that are in safe-keeping, objects that can teach us about the past

**exhibits** – displays of artifacts, photographs, and other things for people to learn from and enjoy

**historical society** – an organization in charge of keeping information about history

**library** – a special place for books and other materials

**museum** – a place where things are on display for people to see, learn from, and enjoy

## *About Local History*

### *Ohlone*

**chief** – the leader of a group

**granary** – a place for storing grain (for the Ohlone, for storing acorns)

**marsh** – a wet area of land, either freshwater or saltwater, where many plants grow and animals live

**obsidian** – a type of black, glass-like volcanic rock, often used to make arrowheads

**shellmound** – a large pile of discarded shells from the seafood the Ohlone ate

**sweathouse** – a ceremonial house for rituals

**trade** – to exchange things, giving one thing and receiving another thing

**tribe/triblet** – a group of people that share the same language and culture, and who live together in the same village or area

**tule reed** – a thick, three-sided reed that floats and grows in tall mounds in marshes

### *Mission Days*

**blacksmith** – a person who shapes metal with a hammer

**explorers** – people in search of new things, like land or gold

**livestock** – animals that are raised for food and other products; cattle, sheep, chickens

**missions** – religious places where many people lived and worked together

**tallow** – fat from animals used to make candles and soap

**tannery** – a place where the hides from animals are made into leather

### *Mexican Days*

**fiesta** – Spanish word for party

**hacienda** – a large house

**independence** – when a group of people become free from a government

**land grant** – a piece of land given to a person by a government

**rancho** – Spanish word for ranch

**vaquero** – Spanish word for cowboy

### *Statehood*

**squatter** – someone who lives on another person's land without permission

**resort** – a place people go to for relaxation

**agriculture** – the growing of plants and animals for food and other products

**cannery** – a place where food is put into cans

**hatchery** – a place for egg hatching

# Walking Tour Information

If your trip to the museum includes a walking tour, here is some information.

The guided walking tour of historic downtown Hayward includes stops at various locations where the students can learn bits about local history. This walk takes about 30 – 60 minutes depending on your timeframe. We use sidewalks and paved areas; therefore it is safe and accessible to everyone. Please be prepared for inclement weather.

Some of the stops along the tour represent where things *used* to be, so we will have visual aids to show what we are talking about. We understand that this concept may be confusing to young minds so we explain how sometimes old things get torn down or destroyed and then new things are built in their place.

Stops along the tour could include:

- Location of Don Guillermo Castro's adobe: Once the home of the Mexican land grant owner, his wife, and seven children. This was the center of Rancho San Lorenzo Alta, and eventually the area became the center of what is now downtown Hayward. Located behind Historic City Hall.
- Historic City Hall: Built in 1930 as the first permanent city hall building, it was used until 1969 when it was deemed unsafe in the event of an earthquake (it sits directly on the Hayward Faultline). The Art Deco façade contains many symbols of Hayward's agricultural roots.
- Veteran's Memorial Building: Just south of the museum on Main Street
- El Camino Real – Mission Boulevard: This was the main road used to travel through California from Mexico (Alta California) to the Bay Area and farther north. The route connected each of the missions. Each was one day's journey from the last.
- Hayward Fault: The infamous earthquake fault that runs right through downtown Hayward. We will actually stand right on top of it. No shaking!
- The Plaza: Now the home of the Hayward Public Library, it was once the property of Don Castro. In his days, many fiestas were celebrated there. After Castro sold the land, it became and has remained a public park.
- The site of Hayward's first Fire Station: Now a parking lot on Mission, the building served not only as a fire station, but also as the site of City Council meetings until the first City Hall was built in 1930.
- New City Hall: Built in 1998, this award winning building has many interesting features, including earthquake engineering, a touch garden, art exhibits, and the Council Chambers. 777 B Street

- 714 B Street: This little Victorian house gives a glimpse at what most Hayward families would have been living in around 1900. Originally built by a baker for his family, it has been restored and now serves as an accountant's office.
- Site of the first Hayward High: Hayward Union High School was created in 1893. This vacant lot on A Street was the site of the town's first high school. It employed seven teachers, a principal (Dr. John Gamble), and graduated ten students in the first class in 1894.
- The site of the Central/Villa Hotel: This resort hotel was built by Tony Oakes in the mid-1800s and was the center of Hayward social life. Oakes encouraged the circus to winter in Hayward and there would often be performances on the hotel grounds. This is now the new Albertson's parking lot. Located where Albertson's is now.
- The site of Hayward's Hotel: Once the spot of Hayward's first resort hotel with its 100 rooms, it was also the location of Mr. Hayward's store. The building burned in the 1920s but it is great to imagine what it looked like in this spot. Corner of A Street & Main.
- The IOOF Hall: Built in 1868, this is the oldest standing building in Hayward. It is still in use by this fraternal organization – the International Order of Odd Fellows. C Street at Foothill.
- Portuguese Park: A sizeable part of the Hayward community can trace its roots to Portugal. This park was built in conjunction with our sister city, Faro, Portugal to celebrate that connection. Corner of Foothill and C Street.
- Father Duran Statue: Father Duran was the priest in charge of Mission San Jose from 1826 to 1848. While the mission buildings are in Fremont, mission lands extended into the area that is now downtown Hayward. B Street at Foothill.
- Murals: There are several murals in the downtown area that help to tell the story of our community. These are located on the LARC Thrift Store, Pablito's Restaurant, the City Parking garage, and the Longs Drug Store.

# At the Museum

## STUDENT ACTIVITY

*This Student Activity is designed for school groups to complete with or without a guided local history tour at the museum.*

*Before your visit*

1- Divide the class into teams of 3 to 4 students

2- Assign each group one of these topics:

Plants  
Animals  
Working  
Fun and Games  
Buildings  
People

3- Give each student within each group a worksheet for the group's topic. If each group has only one worksheet, have one student be his or her group's recorder.

4- Each group of students will become the "experts" on their topic while visiting the museum.

5- Please have children use pencils when completing the worksheets at the museum (accidental pencil marks are much easier to remove than pen marks).

6- After your visit, each group of students can tell their classmates about what they learned.

# Plants

**List your names.**

Expert #1: \_\_\_\_\_

Expert #2: \_\_\_\_\_

Expert #3: \_\_\_\_\_

Expert #4: \_\_\_\_\_

**You will discover the answers to these questions on your exploration of the museum.**

1. The Ohlone used many plants in their daily lives.

List the plant used to make boats: \_\_\_\_\_

List one plant they used for food: \_\_\_\_\_

2. The Missions used the Ohlone to help them grow crops on their farms.

True or False

3. Farms, orchards and nurseries are all places where \_\_\_\_\_ are grown.

4. Many farmers once lived in the Hayward area.

List two crops grown by these farmers:

1. \_\_\_\_\_

2. \_\_\_\_\_

Notes:

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# Animals

**List your names.**

Expert #1: \_\_\_\_\_

Expert #2: \_\_\_\_\_

Expert #3: \_\_\_\_\_

Expert #4: \_\_\_\_\_

**You will discover the answers to these questions on your exploration of the museum.**

1. The Ohlone fished and hunted animals for food.

True or False

2. Cows were raised on the Mission lands and by Mexican Ranchers.

List three things cows were used for:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. The Hayward area became an important producer of what type of animal?

Circle one. llamas pigs chickens buffalo

4. Wagons carrying people and goods were pulled by this animal: \_\_\_\_\_

Notes:

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# Working

**List your names.**

Expert #1: \_\_\_\_\_

Expert #2: \_\_\_\_\_

Expert #3: \_\_\_\_\_

Expert #4: \_\_\_\_\_

**You will discover the answers to these questions on your exploration of the museum.**

1. Ohlone men were in charge of hunting and fishing.

True or False

2. Ohlone women used grasses and other plants for \_\_\_\_\_ making.

3. Spaniards built \_\_\_\_\_ and towns along the coast of California.

4. Miners who did not find much gold gave up and moved to the Hayward Area.

Name two ways they tried to make money in the Hayward Area.

1. \_\_\_\_\_

2. \_\_\_\_\_

5. Many people in the new towns of Hayward, Castro Valley, and San Lorenzo were farmers.

True or False

Notes:

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# Fun & Games

**List your names.**

Expert #1: \_\_\_\_\_

Expert #2: \_\_\_\_\_

Expert #3: \_\_\_\_\_

Expert #4: \_\_\_\_\_

**You will discover the answers to these questions on your exploration of the museum.**

1. Don Castro had a \_\_\_\_\_ every year with lots of food and dancing at his ranch.

2. Mr. Hayward built a hotel for people who were on vacation.

True or False

3. Where did people go for fun in the Hayward area?

List two places.

1. \_\_\_\_\_

2. \_\_\_\_\_

4. What games or toys did people play in the Hayward area?

List two games or toys.

1. \_\_\_\_\_

2. \_\_\_\_\_

Notes:

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# Buildings

**List your names.**

Expert #1: \_\_\_\_\_

Expert #2: \_\_\_\_\_

Expert #3: \_\_\_\_\_

Expert #4: \_\_\_\_\_

**You will discover the answers to these questions on your exploration of the museum.**

1. Most Ohlone homes were made out of \_\_\_\_\_ reeds.

2. Mission San Jose and other buildings were built from adobe.

List the 3 ingredients needed for adobe:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. Mr. William Hayward built several building in town including a hotel.

True or False

4. The Hayward Area Historical Society building used to be a post office.

True or False

Notes:

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# People

**List your names.**

Expert #1: \_\_\_\_\_

Expert #2: \_\_\_\_\_

Expert #3: \_\_\_\_\_

Expert #4: \_\_\_\_\_

**You will discover the answers to these questions on your exploration of the museum.**

1. The first people to live in this area were the \_\_\_\_\_.
2. Explorers from what country came to this area looking new land? \_\_\_\_\_
3. Castro Valley is named after what man? \_\_\_\_\_
4. Hayward is named after what man? \_\_\_\_\_
5. Today, many new people move to Hayward from other countries.

Name two countries.

1. \_\_\_\_\_

2. \_\_\_\_\_

Notes:

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## KEY

### Plants

1. The plant the Ohlone used to make boats was the tule reed. Plant food included acorns, berries, seeds, and nuts.
2. The Missions used the Ohlone to help them grow crops on their farms. TRUE
3. Farms, orchards and nurseries are all places where plants are grown.
4. Hayward farmers once grew tomatoes, peaches, strawberry rhubarb, cauliflower, celery, carrots, apricots, cherries, seeds, etc.

### Animals

1. The Ohlone fished and hunted animals for food. TRUE
2. Cows were raised for leather, tallow, and food on the Mission lands and by Mexican Ranchers.
3. The Hayward area became an important producer of chickens/poultry – especially chicks and eggs.
4. Horses pulled wagons carrying people and goods.

### Working

1. Ohlone men were in charge of hunting and fishing. TRUE
2. The chores of Ohlone women included basket making, and preparing and storing food.
3. Spaniards built Missions and towns along the coast of California.
4. Failed 49ers moved to the Hayward Area and farmed, ranched, opened shops, mined salt, became involved in the shipping and transportation industry, etc.
5. Farming was an important part of the local economy. TRUE

### Fun & Games

1. Don Castro had a fiesta every year with lots of food and dancing at his ranch.
2. Mr. Hayward built a hotel for people who were on vacation. TRUE
3. People in the Hayward area enjoyed things like baseball, football, basketball, cheerleading, the Plunge (swimming), mini golf, rodeo, and playgrounds and parks.
4. What games or toys did people play in the Hayward area? Comic books, marionettes, lotería, stuffed animals, toy trucks and baseball.

### Buildings

1. Most Ohlone homes were made out of tule reeds.
2. Adobe requires soil, water, (mud) and straw.
3. Mr. Hayward built several buildings including a store, hotel and restaurant. TRUE
4. The Hayward Area Historical Society building used to be a post office. TRUE

...Key continued on next page

Student Worksheet KEY

## People

1. The first people to live in this area were the Ohlone.
2. Explorers from Spain came looking for gold and new land.
3. Castro Valley is named after Don Guillermo Castro. (The term “Don” translates from the Spanish for “sir” or “mister.”)
4. The city of Hayward is named after William Hayward.
5. Today, many new people move to Hayward from countries including Vietnam, Laos, India, Korea, Mexico, Cambodia and other places like Hawaii and Puerto Rico.

## Follow-up Discussion & Suggested Activities

We hope you enjoyed your trip to the museum!

### Discussion

Now it is a good time to review students' worksheets and to talk about what your class saw and did. Each of the expert groups can report to the class about what they learned. As the questions and answers are read, talk about these things. What do you remember seeing? What do you remember touching? Were you surprised by anything? What was unusual or funny? What did you learn while on the walking tour?

For each main topic, review the general concepts.

- ✓ Plants are an important source of food and building materials
- ✓ Animals provide food, leather, and other products such as tallow
- ✓ Different people do different jobs – all needed for towns and villages to run smoothly
- ✓ Fun and games are part of everyone's life, no matter how old they are!
- ✓ Building styles and construction materials have changed over the years
- ✓ Many different kinds of people have lived in this area over time

### Suggested Activities

- *Literature* – Read from the books listed in the bibliography (see page 25).
- *Writing* – Have students write journal entries as if they were living in a different time.
- *Art* – Create a landscape scene depicting what it once looked like in this area. Murals are good ways to involve the entire class in creating art.
- *Science* – Have students collect leaves from plants growing around school or their neighborhood. Which of plants can be used for food or building materials? Which of these plants is native to California?
- *History* – Collecting oral histories from family members is a great way for different generations to interact, and for the stories of our elders to be recorded. HAHS can provide information on how to conduct oral history interviews.
- *Social Studies* – Have students talk with family members about traditions that have been handed down from generation to generation. From what countries did these traditions come? Holidays, food, music, and clothing are all possible topics for this discussion.

## Gift Shop Information

*If you choose to*, you can bring your students into the museum's Corner Store. Items include:

- Books about local history
- Coloring and activity books for children on many subjects relating to history, science, art, and culture
- Toys
- Hayward area memorabilia
- Gift items
- Stationery
- Holiday items

Generally, students who bring between \$2 and \$5 are pleased with the selection.

The Corner Store visit occurs at the end of your time at the museum. Be sure to tell your tour guide if you want to visit the store.

## Other Things You Can Do

While in Downtown Hayward, here some other places you may want to visit.

### *For lunch:*

- Library Plaza is a great place for a picnic lunch (Mission between C and D Streets). Many of the trees there have interesting stories and origins. A map with information about the trees is available from the Historical Society.
- Newman Park is another nice lunch spot. This little park is at the corner of Mission and B Street.

### *Art Galleries:*

- The Hayward City Hall has a great space for local art shows, presented by the Hayward Arts Council.
- Hayward Arts Council – Located at 22654 Main Street, the Art Council's Green Shutter Gallery is open Wednesday through Saturday from 11am to 4pm. Call 510.538.2787 for more information.
- PhotoCentral – Located at 1099 E Street in the Hayward Area Parks and Recreation District headquarters. Photograph gallery open Monday through Friday from 12pm to 6pm (to 10pm on Monday and Friday). Call 510.881.6721 for more information.
- Sun Gallery – Located at 1015 E Street, this art museum changes exhibits often and also has education programs available for school groups. Call 510.581.4050 for more information.

### *Cultural and Civic Sites:*

- Portuguese Park (at the corner of Foothill Boulevard and C Street) was built in conjunction with Hayward's sister city Faro, Portugal, to celebrate this area's Portuguese community.
- Hayward City Hall (at the corner of B and Watkins) is another location for field trips. Call Gail Lundholm at 510.583.4304 to set up a tour.
- DeAnza Camp plaque (at the SE corner of Foothill Boulevard and City Center Drive) marks the site where the De Anza Expedition camped in the 1770s.
- The Japanese Gardens on A Street (although not in Downtown) is a free local botanical garden that makes for a lovely afternoon.

# Bibliography and Resources

## Ohlone and other Native Americans

Bean, Lowell John. ed. *The Ohlone Past and Present: Native Americans of the San Francisco Bay Region*. Ballena Press Publication, 1994.

An academic resource for teachers wishing to delve further into this topic. *Available for research in the Historical Society library.*

Eargle, Dolan H. Jr. *The Earth is Our Mother: A Guide to Indians of California, Their Locales and Historic Sites*. Trees Company Press, 1986.

A good survey of Californian tribes arranged by region and language group. Many illustrations and photographs. Also has a brief introduction, information about reservations, and resource list.

Emanuel, George. *California Indians, An Illustrated Guide*. Diablo Books, 1991.

Traces the history of 16 major groups of California Indians.

Faber, Gail, and Michelle Lasagna. *Whispers from the First Californians: A Story of California's First People*. Magpie Publications, 1994.

Covers subjects such as trade, food, basket making, clothing, homes, customs, and art.

Gendar, Jeannine. *Grass Games and Moon Races: California Indian Games and Toys*. Heyday Books, 1995.

Learn about and enjoy the games of native peoples.

Margolin, Malcolm, ed. *The Way We Lived: California Indian Stories, Songs and Reminiscences*. Heyday Books, 1981.

Margolin has assembled stories from Native peoples from around the state. They describe growing up, family relationships, old age and death, the natural world, post-Columbia contact, and the present. Poetry, songs, and artwork throughout. *Available at the Hayward Public Library.*

Margolin, Malcolm. *The Ohlone Way: Indian life in the San Francisco-Monterey Bay Area*. Heyday Books, 1978.

Still regarded as one of the best books on the Ohlone, this book was written for adult readers. However, it is a great source of sketches and information. Written in a semi-story form, from the perspective of Ohlone. *Available for research in the Historical Society library and at the Hayward Public Library.*

Margolin, Malcolm, and Yolanda Montijo, ed. *Native Ways: California Indian Stories and Memories*. Heyday Books, 1995

Explore past and present cultural traditions.

Wolfson, Evelyn. *Growing Up Indian*. Walker and Company, 1986.

Traces the life of Native American youth from cradleboard to young adulthood. Drawings by William Sauts Bock. Appropriate for later elementary grades. *Available at the Hayward Library.*

### Websites

Catherine Dilts, Marilyn Love Lane, and Jeannine Thompson have written an informative essay for third graders. Topics include Ohlone food, shelter, ceremonies, the division of labor, clothing, and medicine. You can find this great resource at <http://mail.springer.lsalts.k12.ca.us/1999/19/ohlone/default.html>.

The official website of the Muwekma Ohlone Indian Tribe can be found at <http://www.muwekma.org/>. In addition to a history of the tribe, there is a colorful photo gallery of modern people reminding us that there is still a vibrant Ohlone culture.

A section of the “Oakland on the Move” game asks “Ohlone – Where are They Now” <http://www.sims.berkeley.edu/courses/is290-2/f98/oaklandkids/sites/ohlone/where.html>

Coyote Hills Regional Parks has several programs throughout the year including tours of the Ohlone shellmond there. For more information: <http://www.ebparks.org/parks/coyote.htm>.

### Spanish and the Missions

Mervyn’s of California has an entire package of mission information –

This includes replica missions and accessories (people, farm animals, etc.) and an 8-volume video series hosted by Huell Howser with a teacher’s guide. All schools in the Hayward area should have a set of these great resources.

Sunset Books. *The California Missions*. 1997.

This book is full of photographs of all the missions – inside and outside. Recipes, a chronology of mission history, visitors’ guide, and a bibliography are included. *Available at the Hayward Library.*

White, Tekla. *Missions of the San Francisco Bay*. 1996

Part of a 6-volume set from Lerner Publications. Other volumes include the Central Coast, Inland Valleys, Los Angeles, Monterey Bay, and Southern Coast.

Young, Stanley. *The Missions of California*. Chronicle Books, 1998.

Includes color photographs (by Melba Levick) of present-day buildings, grounds, and furnishings; a short helpful introduction; and descriptions of each mission, from San Diego to Solano. *Available at the Hayward Library.*

*Websites* – There are many California Mission related websites on the Internet. One of the newest is:

<http://mystery.sdsu.edu>

This website accompanies a CD-ROM virtual tour of a mission. The website also has lesson plans and other resources. HAHS has a copy of the CD-ROM for loaning out.

## **Mexican Period**

Bauer, Helen. *California Rancho Days*. Doubleday, 1953.

Although quite old, this book includes lots of photographs of present-day historic sites and living history reenactments. Describes some of the major rancheros. Elementary reading level. *Available at the Hayward Library.*

Coronel, Antonia. *Tales of Mexican California*. Bellerophon Books, 1994.

A first-hand account of California in the late 1840s.

Fox, Frances. *Land Grant to Landmark*. Pied Piper Publishers, 1978.

Tells the stories of several San Francisco Bay Area ranchos.

Higuera, Jacqueline. *California Rancho Cooking*. The Olive Press, 19983.

Stories and recipes from a San Francisco area rancho.

## **Statehood**

Wills, Charles A. *A Historical Album of California*. The Millbrook Press, 1994.

This book traces the steps leading up to statehood. Historical sketches, paintings and photographs make this a vivid book for young learners.

Vessel, Matthew, Herbert Wong, and Helen Mitchell. *California Emblems*. Fearon Press, 1965.

Although dated, this book gives students information on California's flag, seal, flower, bird, animal, tree, colors, fish, insect, and rock. Information on this is also available on the Internet at the State of California official website.

California's Official Website: [www.ca.gov](http://www.ca.gov)

The California Historical Society also has resources for students and teachers. Visit [www.californiahistoricalsociety.org](http://www.californiahistoricalsociety.org).

## **Farming**

Agriculture in the Classroom (AITC) is a national program designed to increase awareness about the role of agriculture in the economy and in our culture. In California, the California Foundation for AITC has a website (<http://www.cfaitc.org/>) that offers many resources, including lesson plans and activities for children.

Here is a site that gives you a history of farming; tracing its roots in different cultures such as African, Chinese, European, Egyptian, Greek, Indian, Mayan...Also information on different tools and techniques. [http://www.historylink101.com/history\\_of\\_farm.htm](http://www.historylink101.com/history_of_farm.htm).

*Eden Township: Its Agriculture* by Harwood Hall is a good source of information on the history of farming in this region. Published by HAHS, and available at the museum Corner Store.

## Other Hayward Resources

There are three publications from the Hayward Area Historical Society that are useful when teaching about this area. All are available at the museum.

*Hayward: Heart of the Bay* by Banning Fenton

*Hayward Area History Coloring Book* with illustrations by Kay Sullivan and text by Lois Over

*Hayward Area History Through Postcards* with text by Banning Fenton

Although not for young readers, local historian John S. Sandoval's *The Rancho of Don Guillermo: A History of Hayward, Castro Valley, and San Lorenzo* provides much background about the era from 1843 to 1890

*San Lorenzo from A to Z* by Doris Marciel

*San Lorenzo Cemetery* by Doris Marciel

Check out the history page on [www.mycastrovalley.com](http://www.mycastrovalley.com). Historical Society member and volunteer Lucille Lorge provided much of the information and photographs.

San Lorenzo history information can be found at <http://www.sanlorenzoexpress.com/history.htm>

The City of Hayward's website is <http://www.ci.hayward.ca.us/>.

The San Lorenzo School District operates a Native American Museum. Call Deanna Espina at 317.4700 for more information.

Speakers and slide presentations are available for your classroom as well. Contact the Historical Society for more information (510.581.0223).

Also check out [www.haywardareahistory.org](http://www.haywardareahistory.org) – Hayward Area Historical Society's website.

# Evaluation Form

Please complete and return to the Historical Society. Your responses are important and will be considered as we improve and expand our programs.

1. How many times have you brought your class to the museum?

First time                       2 – 4 times                       More than 5 times

2. How did you hear about the museum program?

From another teacher                       From a museum brochure/email/website  
 Personal affiliation with museum                       Historical Society member  
 HAHS program or outreach                       Other:

3. How do you rate the experience when scheduling your visit?

Easy & Pleasant                       Got the job done                       Painful

4. How do you rate the quality of this guide, "Preparing Your Students to Visit?"

Very helpful                       Helpful                       Not so helpful

5. How well do you rate the experience at the museum, in terms of logistics?

Well organized                       Okay                       Chaotic

6. How well do you rate the quality of the tour/program at the museum?

Just right                       Okay                       Poor

7. Would you recommend a tour/program to your colleagues?    Yes    No

8. What would you like to see changed or improved at the museum?

9. Other comments:

***Thank you!!!!***

Please return to:

Education Director  
Hayward Area Historical Society, 22701 Main Street, Hayward CA 94541  
or FAX 510.581.0217 or [education@haywardarea.org](mailto:education@haywardarea.org)