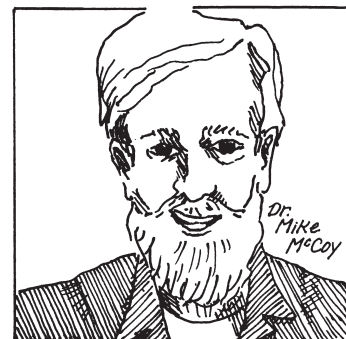
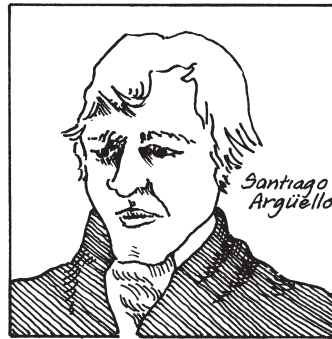


## History Chapter Teacher Sheet



### Activity #3: Historical Figures Report

#### Objectives:

To research an historical figure associated with the Tijuana Estuary area and write a report about this person.

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#### Time:

This activity will require 3 - 5 class periods, or can be partly or wholly assigned as homework.

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#### Background:

Throughout the history of the Tijuana Estuary, there have been a number of people who have had an impact on the Estuary and on the people who lived in the region. During their study of this chapter of the Tijuana Estuary Guide, the students have developed a timeline of the various populations that have lived in the area. Now, the students will select one person to research, prepare a written report about that person, and present the results of their research to the class.

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#### Materials:

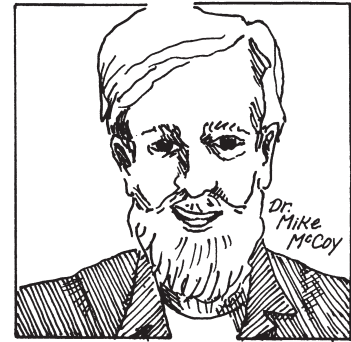
The students will need access to resource materials, such as books, newspapers, primary documents, and the internet, and they will need a computer on which to write their report. The San Diego Historical Society website ([www.sandiegohistory.org](http://www.sandiegohistory.org)) and journal is a great reference.

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**Procedure:**

Divide the class into groups of four. Each student in the group will select one of the historical figures and work with students from other groups who have also selected that historical figure. The groups will research the lives of their historical figure and write an "autobiography" of that person - in other words, the students will write the report from the perspective of the historical figure. This autobiography should primarily concentrate on their involvement with the area that is now called Tijuana River National Estuarine Research Reserve. Assign a due date for the students to turn in a rough draft of their paper to you, and a due date for the final draft of their paper. After the report has been completed, the students will present their reports to the class.

## History Chapter Student Sheet



### Activity #3 - Historical Figures Report

#### PURPOSE:

To research and report on the life of an historical figure who was prominent in the history of the Tijuana Estuary.

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#### INTRODUCTION:

Throughout the history of the Tijuana Estuary, there have been people who have had an impact on the estuary or on the people living around the estuary. Each one of these people had their own ideas about the importance of the Estuary and the ways it should be used that was largely influenced by the political and social climate in which they lived. These ideas can be viewed by us today as negative or positive, but it's important to understand what each person was trying to accomplish, and the results of their actions. During this activity, you will research one historical figure that had an impact on the Tijuana Estuary, and you will write a report about that person. The report will be written in the form of an autobiography - in other words, you will "become" that person. Finally, you will present your report to the your classmates.

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#### MATERIALS:

You will need to use the library and/or internet resources in order to learn as much as you can about the historical figure you are assigned.

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#### PROCEDURE:

Select one of the following historical figures from the History reading of the Tijuana Estuary Guide:

- 1) Don Gaspar de Portolá
- 2) Santiago Arguello
- 3) R. R. Morrison
- 4) Congressman Lionel Van Deerlin

Work with students from other groups in your class who have also chosen the same historical figure you have chosen. Your Historical Figure group will research the life of the person you have chosen.

Answer the following questions, if you can, about your historical figure:

1. Where and when was this person born and where and when did they die?
2. What was the economic condition of the family as they were growing up? What influence, if any, did this have on the person?
3. What education did this person receive?
4. What career did this person expect to have, and what career did they end up having?

Your research should include the culture in which the person grew up, who they were working for, what they hoped to accomplish in regard to the estuary, and what forces, both positive and negative, they had to contend with during their lifetime. You might also want to know what else the person did during their life that was not directly related to the Estuary. Use the internet, library, history books and encyclopedias to gather information about your historical figure. Keep track of the information you find in a notebook, and be sure to write down the sources of each piece of information to use for the bibliography section of your report.

After you have thoroughly research your historical figure, you can begin to write the first draft of your report. Remember, you are writing an "autobiography", so you are writing as if you are the historical figure. This means you will write in the first person (for instance, "I first saw the Tijuana Estuary in 1863.") There is no minimum number of pages due for this report - you should write as much as you need to in order to cover your topic well.

Turn in your rough draft to the teacher by the due date for editing. When you receive the rough draft back from the teacher, write the final paper incorporating any suggestions your teacher has written on the paper. Include a bibliography of your sources of information as the last page of your report.

Be prepared to present your report to the class. Your teacher may decide to give you extra credit for any visual aids you include with your report, such as clothing or other items from the time your historical figure was alive.

<http://www.mymission.org/hisexpb.shtml>



