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## THE STORY OF THE MISSION DISTRICT

The Mission is the fascinating story of one of the oldest and most vibrant neighborhoods in San Francisco. The Mission District was originally home to the Ohlone Indians, nomadic hunters and gatherers. They roamed the lush marshlands and verdant hills of the Bay Area for over 2,000 years, living in harmony with the land and its mysteries. But with the many waves of immigrants who, in a little over 200 years, dramatically transformed the Mission District several times over, such harmony vanished.

The first settlers were the Spanish friars, who arrived in 1776 to establish a mission in the area. Their efforts to convert the Ohlone into loyal, docile Christians and use them as a source of slave labor desecrated the Ohlone way and rendered its people extinct. A way of life that had endured for generations was obliterated in just three short decades!

But the Spanish empire was soon to crumble as well. The Spanish missionaries were supplanted by the Californios, Mexican-born traders and retired soldiers. They turned Mexico's newly won independence from Spain to their advantage by taking over the mission lands and turning them into vast *ranchos*. Their wealth sparked the growth of Yerba Buena, a port city to the north that was later to be renamed San Francisco.



## HOW DID THE OHLONE INDIANS LIVE?

No one knows for certain, but the historical and anthropological evidence points to a way of life lived very much in harmony with the land. Every stream and boulder had great significance to the Ohlone. They lived in tribelets consisting of several small villages. Their territory spanned only a few miles, which meant that a person would probably die a very short distance from his or her place of birth. The land was so abundant with wildlife that they had no need for wars. What battles they did have usually ended with the first casualty.

The Ohlone were not strict parents; they did not physically punish their children or scold them in public. But they did not want their children to grow up to be unique, independent people either. Freedom was a foreign notion to them. Being bound to nature, to the spirit world, to one another was their truth, and they strove to maintain the status quo in every way. Children were encouraged, not to do better than their elders, but to copy them as closely as possible.

The Ohlone lived completely in the present. History — as we know it — meant nothing to them, and even mentioning a dead person's name was an indecency! Their spiritual life was lived moment to moment, and was not separate from their day-to-day life. Every object, from people to plants to baskets to feathers, had life, power and magic in their view. Most aspects of their lives were filled with sacred ceremonies, a fact that completely escaped the Spaniards, who had contempt for the Ohlones' apparent lack of religion.

Ohlone ancestors  
migrate across  
Bering Strait.

Magellan crosses  
Pacific Ocean.

Cortes conquers  
Mexico and names  
it "New Spain."

San Francisco Bay  
named by Europeans  
for the first time.

Presidio of San  
Francisco and  
Mission Dolores  
founded.

Ohlone resisters  
rebel against  
Mission  
Dolores.



**4,000-5,000**  
years ago

**1510**

**1521**

**1769**

**1776**

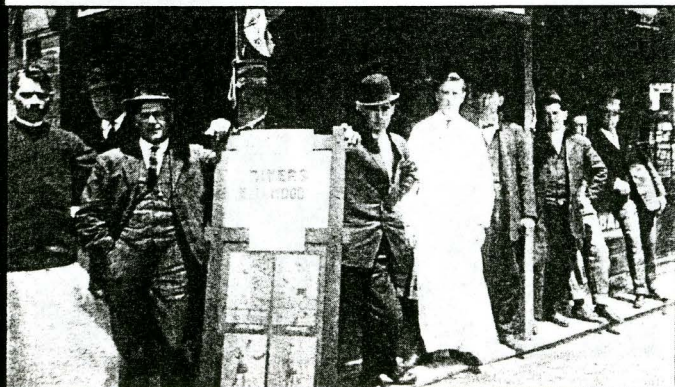
**1795**

## WHAT SPARKED THE CALIFORNIA GOLD RUSH?

It began with rumors, but the rumors weren't confirmed until a gentleman by the name of Samuel Brannan visited Coloma and Mormon Bar on the American River in 1848. He returned to San Francisco and walked up and down the streets brandishing glittering particles of gold, shouting "Gold, gold, gold from the American River!"

By the summer of that year, gold fever had struck southern California and northern Mexico. It later spread to Hawaii, Oregon and other parts of the United States. Almost three-quarters of California's newcomers were from the continental United States, originally hailing from countries in western Europe. Males outnumbered females 12 to 1.

Later on, Chileans, Australians and some Chinese joined the ranks of fortune-hunting prospectors. Still later, thousands of impoverished or persecuted Europeans took to the high seas and braved cholera, thirst and numerous other hardships in the hope of a better life for the distressed and the lure of an easy fortune for the greedy. In the first three years of the Gold Rush, more than 200,000 people came to California, in one of the greatest peaceful mass migrations in human history.



## FROM CALIFORNIO RANCHOS TO COSMOPOLITAN NEIGHBORHOOD

The Californios' tenure was to last less than two decades. Their hold on the land was guaranteed by treaty with the United States government when the area came under American dominion after Mexico lost the Mexican-American War of 1846. But such paper promises meant nothing in the face of the land-grabbing fortune hunters who heard the siren call of the California Gold Rush of 1849. Practically overnight, the population of San Francisco exploded from less than 1,000 to more than 34,000!

The newcomers stayed on after the Gold Rush faded, and turned the area into a bona fide city primarily populated by working people. Real estate speculators bought up the Californios' ranchlands and turned them into residential neighborhoods, dotted with thousands of hastily erected yet sturdy Victorian houses chosen from catalogs. These became the homes of the people who worked the factories, shipyards and restaurants of San Francisco. They hailed from all over the globe — from European countries such as Germany and Ireland, and from Latin American homelands such as Puerto Rico, Chile and Colombia. By the early 1900s, the Mission District had become home to a rich diversity of ethnic groups and cultures, from blue-collar workers to the city's elite.

Francisco Gonzales Family



Mexico declares independence from Spain.

The Mexican Colonization Act gives land to the Californios.

Mexican government ends church ownership of the missions.

Mexico loses war with United States.

Gold discovered at Sutter's Mill.

Plank road built from San Francisco to the Mission.

1821

1824

1834

1848

1848

1851

## EARTHQUAKE AND FIRE IMPACT THE MISSION

The 1906 earthquake and the devastating fire that followed changed the neighborhood dramatically. The disaster destroyed most of San Francisco's business district and many of its residential neighborhoods, but the Mission District was largely spared. As a result, a large influx of homeless refugees flocked to the area and transformed it into the densely populated, blue-collar neighborhood that it remains to this day.

With such a strong working-class population, it was inevitable that the Mission District would become the center of San Francisco's labor movement. Unions were born here, labor wars were conducted here, workers stood up and were counted here. And the neighborhood defined itself much like a small town would, with strong family ties and ethnic loyalties. From the turn of the century through the 1930s, the Irish in particular were a powerful presence here. According to history professor Robert Cherny of San Francisco State University, "The Irish were to be found at all levels of politics in the city — just as there were Irish bankers and Irish unskilled laborers, you would find Irish political workers at the most basic precinct level as well as at the highest levels of politics." But soon, they too would move, to be replaced by waves of new immigrants.

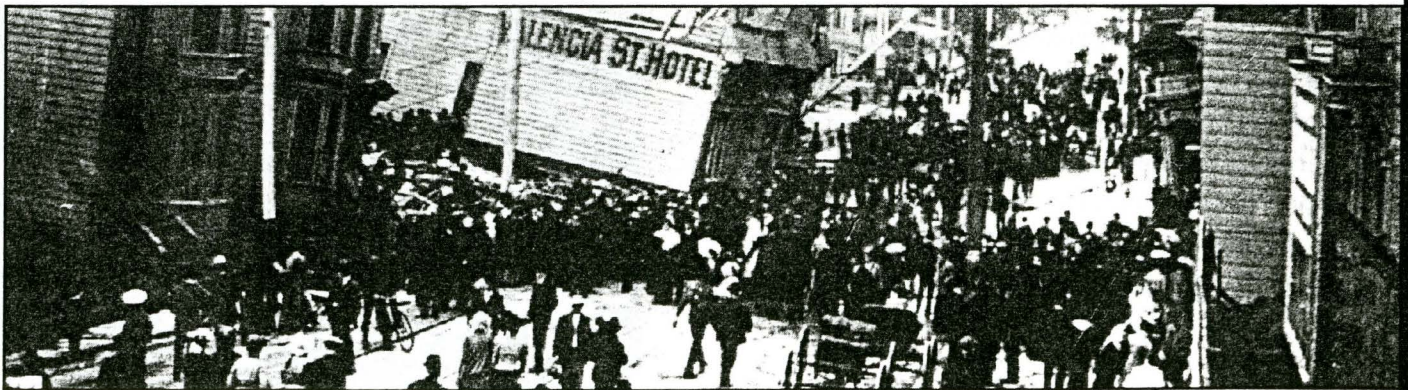
## WHAT WAS THE EFFECT OF THE 1906 EARTHQUAKE IN SAN FRANCISCO?

The greatest damage occurred in North Beach and the Financial District, where brick buildings collapsed, trolley tracks zigzagged and countless bottles in countless stores crashed to the floor. The new City Hall was completely destroyed within seconds.

But the earthquake itself accounted for only about 20 percent of the ruin San Francisco was about to suffer. Broken gas mains and hundreds of gas lanterns and candles that had fallen to the floor set fires all over the city. Soon, 50 separate fires were burning out of control. To make matters worse, the water mains that ran up to the city from the lower peninsula 30 miles south were broken, rendering the fire department helpless.

The fires merged into two major blazes threatening to devour the city. By afternoon, the Financial District was a holocaust of flame and 90 percent of the city's homes, most of which were made of wood, served as kindling for the great inferno.

For three days and two nights the fire blazed, and was only stopped by a shift in the wind that turned the fire back on itself, sparing the western part of the city. In the end, an estimated 250,000 San Franciscans out of a total population of 400,000 were left homeless!



Major strike  
strengthens unions  
in San Francisco.

Earthquake starts fire,  
destroying much of  
San Francisco.

First transcontinental  
talk by phone.

Great flu epidemic.

General strike ties  
up San Francisco.

World's Fair opens  
in San Francisco.

1901

1906

1915

1918

1934

1939



## WHY DID CENTRAL AMERICANS IMMIGRATE TO SAN FRANCISCO?

Central Americans were originally drawn to San Francisco because of the 1849 Gold Rush. At that time, coffee became a cash crop in Central America and, since San Francisco was the chief processing center for the major coffee companies, some migration of Central Americans to San Francisco was inevitable.

During the early twentieth century, many Salvadorans, Nicaraguans and other Central Americans were recruited to work on the construction of the Panama Canal. After it was completed, a number of them joined shipping lines operating in the Canal, which brought them to the doorstep of San Francisco, the main port on the West Coast at the time.

To escape civil unrest in their countries in the 1920s and 1930s, natives of Nicaragua and El Salvador moved to a small barrio south of Market Street. This barrio had originally been formed in 1910 by refugees from the Mexican Revolution. The munitions factories of World War II drew more Central Americans to San Francisco. More were to follow in succeeding decades because of the liberalized immigration laws of the postwar years and political struggles in their homelands.

In the 1960s and 1970s, the American government responded to the demands of civil rights proponents and admitted more Latin American political refugees into the country. The 1980s saw increased immigration from war-torn El Salvador and Guatemala. Unlike the earlier Central American immigrants, these refugees entered the country illegally, since the U.S. government supported their countries' leadership. As a result, tens of thousands of undocumented Central American refugees have found their way to the Mission District. Within the umbrella of the Mission District barrio, they form their own barrio, linked by a common insecurity and a desire for a new life.

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## A BARRIO OF MANY COLORS

World War II broke out, bringing a wave of Central Americans to work in the factories that supported the war effort. The postwar flight of the Irish middle class to the suburbs, and the arrival of succeeding waves of Central American immigrants seeking political refuge and economic opportunity gradually changed the face of the Mission District once again. It became a *barrio*, a rich blend of many cultures of Latin origin — Mexican, Cuban, Salvadoran, Bolivian, Chilean, Guatemalan, and Nicaraguan.

In the 1960s, as the shadow of urban redevelopment threatened the jobs and homes of Spanish-speaking immigrants, the Mission District was a hotbed of radical political activity. The famed case of Los Siete de la Raza — a group of seven sons of Central American immigrants accused of killing an Irish American police officer — polarized the neighborhood along racial lines. Many young Latinos were catalyzed to participate in progressive organizations such as the United Farmworkers Movement. The Mission District was also home to the political theater of the San Francisco Mime Troupe, as well as the highly politicized artistic community, which founded the Galleria de la Raza to show and sell their work.

Art spilled out into the streets in the form of stunning murals, many of which articulate the struggles of the neighborhood's Latino immigrants who came to the Mission District in the sixties, seventies and eighties. In the late seventies, the barrio identity was threatened by gentrification, and by an influx of Asian and Arab families that were buying businesses, apartment buildings and homes. But today, the neighborhood's rich and colorful Latin American identity remains strong in the midst of a diverse community of nationalities, cultures and classes.



U.S. Committee on Un-American Activities opens hearings.

1953

Band of Sioux Indians claims Alcatraz Island.

1964

Seven young Mission men accused of murdering an Irish policeman.

1969

Cesar Chavez leads march for migrant farm workers in San Francisco.

1988

Earthquake strikes Bay Area.

1989

## HOW THE GOLD RUSH CHANGED SAN FRANCISCO'S MISSION DISTRICT

This lesson relates to the following topics from the California  
History-Social Science Framework for **grade four**:

**"MISSIONS, RANCHOS AND THE MEXICAN WAR FOR INDEPENDENCE"**

**"GOLD RUSH, STATEHOOD AND THE WESTWARD MOVEMENT"**

### GOAL

By exploring the effects of change on their own lives, students will understand the impact of the Gold Rush on the lives of the Californios.

### TIME REQUIRED

1 CLASS PERIOD - first writing exercise.

1 CLASS PERIOD - screening and discussing the video.

1 CLASS PERIOD - second writing exercise.

### VOCABULARY

**Californios** ← Mixed-blood Mexican settlers who owned vast tracts of land in the Mission District in the 1840s.

**Forty-niners** ← People from all parts of the globe who were drawn to the California Gold Rush of 1849.

### PROCEDURE

1. Have a class discussion about major events in the students' lives — eg., the arrival of a baby, a move, a divorce, a death, etc. What was it like before and after this event? What helped them get used to the changes?
2. Ask the students to choose an event and write a diary excerpt as though the event were happening to them right now. Ask them to write quickly and truthfully. Grammar and punctuation are not of immediate importance. Give them approximately 20 minutes.
3. Where appropriate and where time permits, have some of the students share their diary excerpts with the class.
4. Next lesson, explain to students that just as big changes happen in people's personal lives, big changes also happen to groups of people. Introduce the videotape with some background about the Californios and the Gold Rush. Play the video segment (approx. 7 mins.) beginning at the following point in the narration: *In the Mission cemetery, the gravestones are a reminder that this church has survived many seasons in the life of this neighborhood...and ending with...and built by men who lived in the neighborhood.* This segment is from the Californio takeover to the end of the Gold Rush (approx. 7 mins.). Use the video log to locate the segment.

5. Discuss the video, using the following questions as a guide:

- ✦ What happened to the Californios after the Gold Rush?
- ✦ How did the Gold Rush change the lives of schoolteacher Alfred Rix and his wife, Chastina?
- ✦ What countries did the people who came to California in search of gold come from? Point out some of these places on a map.
- ✦ What happened to these people after the Gold Rush was over?

6. Have the students imagine they are the son or daughter of a Californio rancher who lived in the Mission District before and after the Gold Rush. Have them write a diary excerpt about how this change affects their life, using the passage below as a prompt.

Your father is a Californio rancher, one of the richest men in the Bay Area. You have all the best things in life — fine clothes, rich food, music lessons. You even have two horses of your very own and you are a very good rider.

But then things start to change. Your father starts worrying a lot, and he and your mother start arguing. You don't understand what is happening, except you hear that this businessman named McGregor wants to buy your family's land. Your father has to sell it to him, even though he does not want to. Now you still live on the ranch but your family works for Mr. McGregor. Your life of luxury is over.

7. Have the students share their fictional diaries with the rest of the class.

### EXTENSION ACTIVITIES

1. Develop your diary excerpt into a play and perform it for the class.
2. Imagine you just came to the Mission District during the Gold Rush era. Write a letter to your best friend back home, describing your new surroundings and your adventures. Exchange letters by using KQED Learning Link e-mail. (See page 9 for more details.)
3. Create a mural, showing the gradual evolution of the Mission District from the domain of the Californio ranchers before the Gold Rush to a budding industrial center in the years following the Gold Rush.

## THE RISE OF THE LABOR MOVEMENT IN SAN FRANCISCO'S MISSION DISTRICT

This lesson relates to the following topic from the California  
History-Social Science Framework for **grade eight**:

### "THE RISE OF INDUSTRIAL AMERICA: 1877 - 1914"

#### GOAL

Students will learn about the growth and origins of the labor movement, from both a historical and an experiential perspective.

#### TIME REQUIRED

1 CLASS PERIOD - screening and discussing the video.  
1 CLASS PERIOD - performing the simulation.

#### VOCABULARY

**labor union** ♦ A labor organization created to advance its members' interests regarding wages and working conditions.

**assembly line** ♦ An arrangement of machines and workers where work passes from operation to operation in a direct line until the product is assembled.

**sweatshop** ♦ A manufacturing establishment employing workers under unfair and unsanitary conditions.

#### MATERIALS NEEDED

- ♦ Pieces of 8-1/2" x 11" paper for the "assembly line" simulation.
- ♦ A teacher-produced drawing of a simple human figure.

#### PROCEDURE

1. Ask students about their own experience with labor unions. What do they know about unions? What is their purpose? What are their strengths and weaknesses?
2. Before playing the video segment, instruct students to note details about life in the highly unionized Mission District at the turn of the century. Play the video segment (approx. 5 mins.), beginning at the following point in the narration: *In those days, the Mission was like a small town... and ending with...It was Father Yorke who engineered the end of the strike... and the survival of the Teamsters Union...* Use the video log to locate the segment.

3. After screening the video segment, have students immediately write their responses to the following questions:

- ♦ If you were Irish-born and lived in the Mission District during this time, what would your life be like?
- ♦ What would your life be like if you were Chinese?
- ♦ What would your life be like if your father belonged to the Teamsters Union in 1901?

4. Have students read and discuss their responses. Instruct them to come to the next class prepared to assume the role of workers in an early twentieth century sweatshop.
5. Before students arrive for the next class, arrange the desks so they are very close together, forming a series of assembly lines.
6. Once students arrive, direct them to their seats. Their task is to mass-produce a picture of a person. Have each student "worker" specialize in a particular part of the body. Have students pass the illustration from "worker" to "worker" until the drawing is completed. In your role as boss, urge your workers to speed up, stop dawdling, etc.
7. Stop the simulation. How did students feel while they were on the assembly line? How would it feel, day after day, if their livelihood depended on such jobs? Can they see why people needed to form unions to improve their working conditions?

#### EXTENSION ACTIVITIES

Have students keep a first-person diary of their imaginary experiences in an early twentieth century sweatshop and share them locally with other classes by using KQED Learning Link e-mail or internationally by using Newsgroups found on KQED Learning Link.



VIDEO LOG

Ohlone overtaken  
by Spanish  
missionaries.

5 mins.

California  
takeover.

10 mins.

California  
Gold Rush.

13 mins.

Earthquake &  
fire of 1906.

21 mins.

Labor struggles  
of the early  
1900s.

26 mins.

## DISCOVERING CULTURAL IDENTITY IN SAN FRANCISCO'S MISSION DISTRICT

This lesson relates to the following elective course from the California  
History-Social Science Framework for **grade nine**:

### "ETHNIC STUDIES"

#### GOAL

Students will gain an appreciation of the difficulties and challenges faced by immigrants to this country, as well as the contributions they have made to American culture.

#### TIME REQUIRED

2 CLASS PERIODS - student interviews.

1 CLASS PERIOD - screening and discussing the video.

ADDITIONAL TIME FOR RESEARCH PROJECTS.

#### VOCABULARY

**ethnic** ♦ The characteristics possessed by members of a group because of their common heredity and cultural tradition.

**immigrant** ♦ A person who comes to a country for the purpose of establishing permanent residence.

#### PROCEDURE

1. Explain to students that they are going to find out more about each other's background. Divide them into pairs. Using the questions below, have students interview one another and record their responses either on tape or on paper.
  - ♦ Where were you born?
  - ♦ When did your family first come to America?
  - ♦ What customs did they bring here from their homeland?
  - ♦ What was the most difficult thing for them to get used to here?
2. Have students share some of the interviews with the class. They will discover that almost everyone in the room comes from an immigrant family.
3. Next class, before playing the videotape, instruct students to note the dominant ethnic groups being featured in *The Mission*.

Play the video segment (approx. 13 mins.) beginning at the following point in the narration: By the time Frank Quinn attended parochial school at Saint Peter's in the 1920s... and ending with...A rainbow of children now play in Dolores Park... between the labor segment and World War II. Use the videolog to locate the segment.

4. Discuss the video, using the following questions as a guide:
  - ♦ What was the Mission neighborhood like when it was predominantly Irish?
  - ♦ How did the Mission neighborhood become a Latino barrio?
  - ♦ How did that change the character of the neighborhood?
  - ♦ What are some of the difficulties that Latinos have faced living in the Mission District?
  - ♦ How have they dealt with these difficulties?
5. Next class, assign the students research projects about an ethnic group of their choice from their own neighborhood or city. Instruct them to research their group's history in depth — their country of origin, what brought them here, their lives in the old country, their original customs, customs they've retained, the influence of other cultures, how they've retained their ethnic identity, etc. Encourage them to be creative in their presentation to the class. They could act out a significant event in the history of their group or present audio- or video-taped interviews of representatives of their group of choice.

#### EXTENSION ACTIVITIES

1. Do an on-line project exchange about the cultural history of names. Kidlink, available through KQED Learning Link, has an on-line project that you can join. Or create your own e-mail exchange.
2. Explore the art or music of an ethnic group of your choice. Do your own drawings or murals imitating the art of that group. Invite musicians to perform for the class.

World War II and  
the birth of the  
barrio.

33 mins.

Urban redevelopment  
and the emergence  
of radicalism.

38 mins.

Barrio threatened  
by '70s and '80s  
gentrification.

44 mins.

Mission a diversity  
of cultures and  
classes.

47 mins.



VIDEO LOG

## THE IMPACT OF WORLD WAR II ON SAN FRANCISCO'S MISSION DISTRICT

This lesson relates to the following topic from the California  
History-Social Science Framework for **grade eleven**:

### "WORLD WAR II"

#### GOAL

Students will understand some aspects of World War II's effect on the United States home front by exploring its impact on the people of San Francisco's Mission District.

#### TIME REQUIRED

1-2 CLASS PERIODS

#### PROCEDURE

1. Introduce the topic by asking the students about the effects of World War II on the people on the home front. What were their grandparents' experiences?
2. Play the video segment (approx. 5 mins.), beginning at the following point in the narration: For Frank Jordan... living in the Mission was a time of pleasant memories... and ending with... By then the Mission had become a Latin neighborhood. This segment is between the labor segment and World War II. Use the video log to locate the segment.
3. Divide the students into groups of 3 or 4 and have them enact role-plays, using the scenarios below as a guide. Encourage them to add details and additional characters as they see fit. They can also invent scenarios of their own. They may wish to do the scenario more than once and switch roles.

Your name is Sean. You are a soldier from an Irish immigrant family, just returning from the war. Before the war your parents lived in the Mission District. Now they live in a new home in the Sunset District but since you didn't get their last letter, you don't know this. You return to your old home and a family from Central America is now living there. The only person who can speak English is the eldest son, Pedro, who is about your age.

You are Maria, the daughter of a Nicaraguan family, newly arrived in the Mission District. Working in the garment factory, you become friends with a young Irish girl, Maureen, who invites you to her family home for dinner. Her parents aren't expecting you. They are not pleased but they try not to show it.

You are Hans and you come from a German family. Your girlfriend's name is Heather and her family is English. War has just broken out in Europe. That evening you go to Heather's house to take her to the movies. Her father greets you at the door and tells you that Heather will not be going out with you anymore. You don't understand why.

You are May and you are from a family of Japanese immigrants. You return home from school one day and discover to your surprise that your family is quickly gathering up a few possessions. They have been told to leave immediately to go to an internment camp for the duration of the war. You are to go with them, no questions asked.

4. Discuss each of the role-plays as they are presented. To what degree were the students able to step inside the shoes of the character they were playing? How did it feel? What did they learn about that person's experience?

#### EXTENSION ACTIVITIES

1. Write a poem from the point of view of a soldier returning home to the Mission District after having been away at war.
2. Is Neo-Nazism a strong political force today? Join a Kidlink discussion group and see what other students around the nation are talking about. Or use KQED Learning Link to find other California classes for e-mail exchanges.



**KQED Learning Link brings the history of San Francisco to your fingertips with a rich collection of on-line resources for the classroom. It's easy to use and complimentary accounts are available.**

### **WHAT IS KQED LEARNING LINK?**

Accessible via computer and modem, KQED Learning Link is an on-line electronic communications and information service that provides up-to-the-minute information about KQED programs, KQED School Services and Instructional Television. It also includes on-line educational activities for teachers and students, electronic messaging and conferencing, curriculum support and resource materials, and a variety of databases. With a connection to the Internet, users also have access to resources from hundreds of museums, universities, libraries, publishing companies, and other organizations, such as the Library of Congress, NASA Space Center and the U.S. Weather Service.

### **WHAT CAN I FIND ON KQED LEARNING LINK?**

#### **\* DOWNLOAD SAN FRANCISCO HISTORY RESOURCES**

The California/San Francisco History Forum in the Curriculum Resources area provides a complete chronology of San Francisco history, information on neighborhoods, historical sites, transportation, biographies, and curriculum materials from the San Francisco Unified School District, the Chinese Historical Project and the Japanese American League.

#### **\* USE E-MAIL TO SHARE ON-LINE PROJECTS**

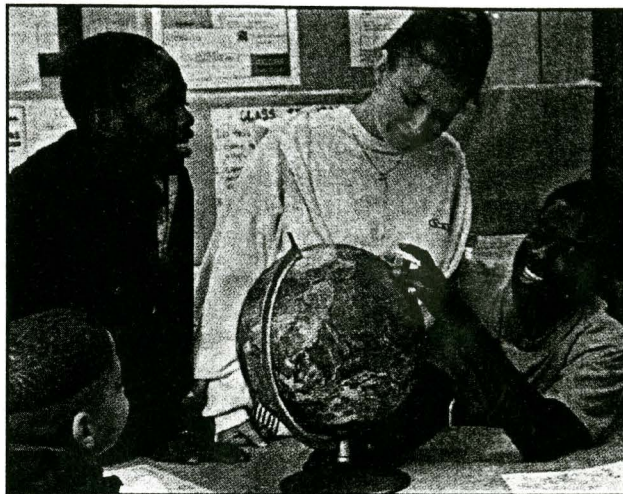
Learning Link provides the opportunity for e-mail exchanges with classrooms around the state and around the world. Since many classroom telecommunications projects are built on e-mail exchanges, you can connect with other schools with access to the Internet. Try an e-mail exchange using one of the curriculum ideas found in this guide.

#### **\* MAKE LOCAL AND GLOBAL CONNECTIONS**

Using the Learning Link Discussion Center you can participate in discussions about *The Mission* program, locate partners for e-mail exchanges and discover ways to extend the program's content in your classroom. You can also join related conference groups on the Internet.

#### **\* FIND A WORLD OF RESOURCES**

Explore the Internet and Curriculum Resources on Learning Link. Here you can download satellite images from NASA, view artwork from the National Gallery of Art, find earthquake and weather information, join a Kidlink global project, or access PBS viewer guides and lesson activities for all curriculum areas and grade levels.



Connect with schools across the country and around the world on KQED Learning Link.

### **REQUESTING A KQED LEARNING LINK ACCOUNT**

Complimentary accounts are available to educators and education-related organizations through an easy on-line registration process. You can dial directly to KQED Learning Link at:

**(415) 546-5210**

**or via telnet (sierra.fwl.edu).**

- 1.** Set your modem to 8 data bits, no parity, 1 stop bit.
- 2.** Follow your software instructions for dialing out.
- 3.** When you see login, type **newuser** in lower-case letters with no spaces. Press ENTER.
- 4.** When you see password, type **newuser** in lower-case letters and press ENTER.
- 5.** Select **Request an Account** from the menu.
- 6.** Answer the questions completely. You will receive a complimentary KQED Learning Link account in about two weeks by mail.

## RELATED BOOKS

### **The Story of the Mexican Americans, the Men and the Land**

by Rudolph Acuna  
American Book Company

### **California Rancho Days**

by Helen Bauer  
Doubleday & Co.

### **Growing Up with California: A History of California's Children**

by John Baur  
Western American Studies Series: Los Angeles

### **The Great American Gold Rush**

by Rhoda Blumberg  
Bradbury Press

### **A Short History of San Francisco**

by Tom Cole  
Don't Call It Frisco Press: San Francisco

### **Neighborhoods in Transition — The Making of San Francisco's Ethnic and Nonconformist Communities**

by Brian J. Godfrey  
University of California Press: Berkeley

### **San Francisco 1865-1932 — Politics, Power and Urban Development**

by William Issel and Robert W. Cherny  
University of California Press: Berkeley

### **The Ohlone Way — Indian Life in the San Francisco-Monterey Bay Area**

by Malcolm Margolin  
Heydey Books: Berkeley

### **The San Francisco Bay Area — A Metropolis in Perspective**

by Mel Scott  
University of California Press: Berkeley

### **Ethnic Conflict in California History**

by Charles Wollenberg  
Tinnon-Brown Inc.: Los Angeles

### **The Forty-niners Time-Life Series**

## EXPLORING HISTORY BEYOND THE MISSION

Discover your personal history and the history of the neighborhood where you live and work. Viewers can use the following questions and activities as catalysts for exploring and recording the history of their families and communities.

### QUESTIONS FOR FAMILY VIEWERS

How would the Ohlone people characterize the history of the Mission District?  
Which ethnic group's story in the program impressed you? Why?

How many ethnic groups can you identify in your community?  
What is their history and their present-day role within your community?

When did your family immigrate here? Why?  
What are your family members' most memorable experiences about immigrating to the United States?

How do the immigration experiences of your family compare to the experiences of present-day immigrants?

### ACTIVITIES FOR SCHOOLS AND ORGANIZATIONS

- ✦ Interview senior citizens from various ethnic groups and produce an oral history of your community. Illustrate the history with photographs from family albums.
- ✦ In the early days of San Francisco, street names commonly referred to the landowner or their esteemed colleagues, friends or family members. Research the history of the street names in your neighborhood.
- ✦ Choose a critical time in your neighborhood's history and produce a newspaper, including relevant news articles, editorial columns and cartoons of the day.
- ✦ Create a cross-cultural food fest and explore the origins of ethnic cuisines in your community.
- ✦ Have a contest for the best poem or short story about the experience of an immigrant moving to your community.
- ✦ Write and produce a play illustrating key events in your community's history.
- ✦ Create a "living museum" tour consisting of sites of key events in your community's history.
- ✦ Research the poets and authors who lived in and/or wrote about your community and produce a reading of their works.
- ✦ Have a musical night featuring artists from different cultural groups in your community.

## MISSION NEIGHBORHOOD ORGANIZATIONS

**There are hundreds** of community resources in the Mission, including neighborhood and merchant organizations, boys and girls clubs, health and senior centers, child care programs, and theater and dance performance spaces.

The following list is intended to serve as a starting point to find organizations that promote the history and culture of the Mission District.

### **Galeria de la Raza/Studio 24**

2857 24TH STREET  
415.826.8009

A nonprofit arts organization that presents Chicano/Latino art exhibitions and cultural programs, and serves as a cross-cultural and educational resource for artists. Gift store and gallery are open 12-6 pm Tue.-Sat.

### **Intersection for the Arts**

446 VALENCIA STREET  
415.626.2787

Offers artists and audiences the opportunity to experiment with aesthetically and culturally diverse media and materials encompassing theater, performance art, literature, and visual arts.

### **Latino Issues Forum**

1535 MISSION STREET  
415.552.3152

A "think tank" that addresses Latino concerns in the areas of banking, communications, health, and welfare.

### **Mission Cultural Center**

2868 MISSION STREET  
415.821.1155

Dedicated to developing, promoting and preserving Latino cultural values through art. The theater, gallery, arts facilities, and class offerings make art accessible to all. Open 10 am-6 pm Tue.-Fri., 10 am-4 pm Sat.

### **Mission Dolores**

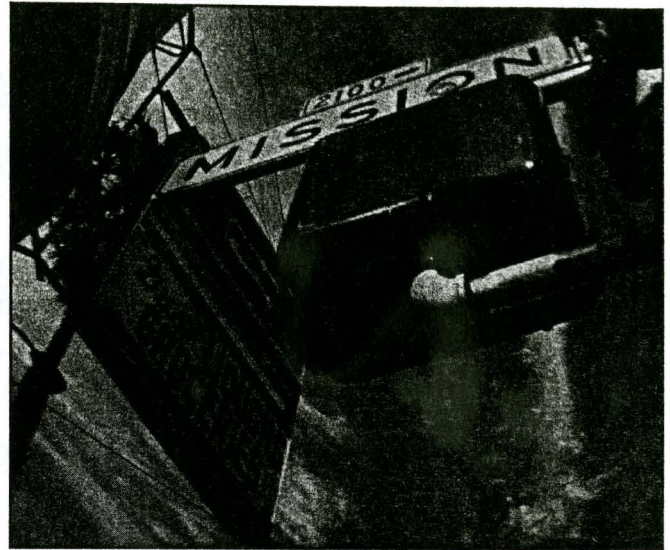
3321 16TH STREET  
415.621.8203

Completed in 1791, the Mission is the oldest intact building in San Francisco. The Mission Basilica, Museum and Cemetery are open daily 9 am-4 pm with guided tours by appointment.

### **Mission Economic Cultura Association (MECA)**

2899 24TH STREET  
415.286.1401

A nonprofit network of Hispanic Bay Area merchants, educators, artists, and community social service organizations focused on the enhancement of the cultural and economic health of the community. They promote and organize cultural events, such as Carnaval, Cinco de Mayo and Festival de las Americas.



### **Mission Economic Development Association**

2601 MISSION STREET, 9TH FLOOR  
415.282.3334

Serves the business community needs by packaging loans, providing technical assistance and designing programs that contribute to the overall well-being of the neighborhood and the diversity of its merchants.

### **Precita Eyes Mural Arts Center**

348 PRECITA AVENUE  
415.285.2287

Studio for planning and designing commissioned and portable murals and a workshop for mural painting and other classes. Dedicated to enhancing the environment through murals and educating the community in the process of mural designs.

### **San Francisco Hispanic Chamber of Commerce**

2601 MISSION STREET, 9TH FLOOR  
415.647.0224

Focuses on promoting, developing and advocating for Hispanic business by providing information, referrals and business development opportunities.

### **San Francisco History Association**

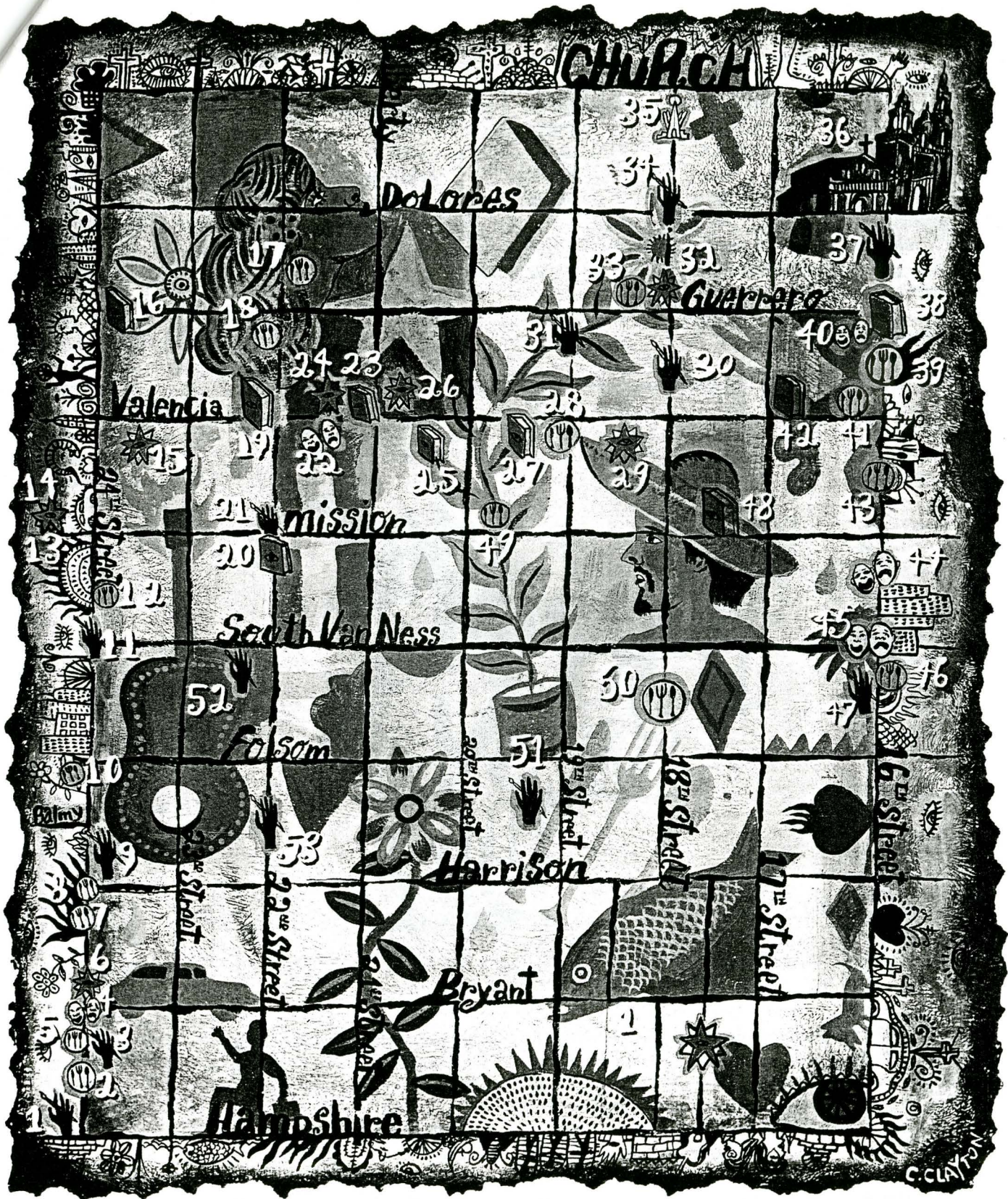
P.O. BOX 31097, SAN FRANCISCO, CA 94131  
415.750.9986

Assembles and promotes historical exhibits and shows. Holds monthly program meetings, providing a distinctive forum and fellowship for both collectors and history enthusiasts in San Francisco.

### **San Francisco Public Library: Mission Branch**

3359 24TH STREET  
415.750.9986

Offers the largest general-interest Spanish language collection focusing on the history of Latino cultures, including Latino experience in the U.S.



A VISUAL GUIDE TO THE MISSION DISTRICT'S LANDMARKS, RESTAURANTS, BOOKSTORES, MURALS, AND CULTURAL GATHERING PLACES.



Murals



Restaurants



Bookstores



Other Points  
of Interest



Landmarks



Theaters

**1 Y TÚ, Y YO, Y**

**QUE** (mural) 24th St  
between York and  
Hampshire

**2 CASA SANCHEZ**

2778 24th St

**3 MINIPARK** (mural)

24th St near Bryant

**4 THE YORK THEATER**

2789 24th St

**5 ST. FRANCIS  
FOUNTAIN AND  
CANDY STORE**

2801 24th St. This  
landmark soda  
fountain and candy  
store has been making  
its own ice cream and  
candy since 1918.

It was founded by a  
Greek immigrant, Jim  
Christakes, and is now  
run by his grandson.

**6 GALERÍA DE LA  
RAZA/STUDIO 24**

2857 24th St

This gallery showcases  
Hispanic art from both  
international and local  
artists. Next door,  
Studio 24 sells Latin  
American handicrafts,  
books, and cards.

**7 CASA LUCAS MARKET**

2934 24th St

**8 LA VICTORIA**

2937 24th St

Mexican bakery and  
grocery.

**9 BALMY ALLEY****MURAL ENVIRONMENT**

(mural) 24th St  
between Harrison and  
Treat

**10 EL NUEVO****FRUTILANDIA**

3077 24th St

**11 CARNAVAL**

(mural) 24th St at

South Van Ness

**12 EL TACO LOCO 2**

3274 24th St

**13 MISSION CULTURAL  
CENTER**

2868 Mission St

A local community  
center for Latino arts,  
lectures, theater  
performances, and

exhibits, the Mission  
Cultural Center also  
offers classes in the  
performing arts, dance,  
and music.

**14 LA RAZA****GRAPHIC CENTER**

2868 Mission St

With the Mission

Cultural Center,

La Raza offers graphic  
arts internships  
and apprenticeships

**18 MANGIAFUOCO****RESTAURANT**

1001 Guerrero St

**19 DOG EARED BOOKS**

1173 Valencia St

**20 ALTO AL FUEGO****BOOKSTORE**

Mission and 22nd Sts

**21 REFLECTION OF****THE MISSION** (mural)

Mission and 22nd Sts

**22 THE MARSH**

1062 Valencia St

architecturally richest  
streets, with several  
styles represented.

**27 MODERN TIMES****BOOKSTORE**

888 Valencia St

**28 TIMO'S****RESTAURANT**

842 Valencia St

**29 NEW COLLEGE OF****CALIFORNIA**

777 Valencia St

**30 THE WOMEN'S****33 CANTO DO****BRASIL RESTAURANT**

3621 18th St

**34 SAN FRANCISCO****COMMUNITY LAW****COLLECTIVE**

(mural) 503 Dolores St

**35 MISSION HIGH****SCHOOL**

3750 18th St

**36 MISSION DOLORES**

16th and Dolores Sts.

Founded by Father

**38 ADOBE BOOK SHOP**

3166 16th St

**39 TI COUZ CREPERIE**

3108 16th St

**40 ROXIE CINEMA**

3117 16th St

This theater showcases  
independent films.

**41 LA CUMBRE****TAQUERIA**

515 Valencia St

**42 MAELSTROM BOOKS**

572 Valencia St

**43 PANCHE VILLA****TAQUERIA**

3071 16th St

**44 VICTORIA THEATRE**

2961 16th St

**45 THEATRE****RHINOCEROS**

2926 16th St

Gay and lesbian  
theater located in the  
San Francisco Labor  
Temple.

**46 ORIGINAL CUBA****RESTAURANT**

2886 16th St

**47 MISSION****NEIGHBORHOOD****HEALTH CENTER**

(mural) 240 Shotwell  
near 16th St

**48 BOLERUM BOOKS**

2141 Mission St

**49 FINA ESTAMPA**

2374 Mission St

**50 CHAVA'S MEXICAN****RESTAURANT**

3248 18th St

**51 LAS AMERICAS****CHILDREN'S CENTER**

(mural) 3200 20th St

**52 CESAR CHAVEZ****ELEMENTARY SCHOOL**

(mural) 825 Shotwell  
between 22nd and  
23rd Sts

**53 SAN FRANCISCO****MIME TROUPE****BUILDING**

(mural) 822 Treat St

**54 KQED**

2601 Mariposa St  
Headquarters for  
KQED Channel 9,  
KQED radio 88.5,  
and *San Francisco*  
*Focus* magazine.

**THE CITY'S FIRST NEIGHBORHOOD  
IS ALSO ITS MOST DIVERSE.  
WHETHER YOU SEEK NOURISHMENT OF THE  
MIND, BODY, OR SPIRIT, YOU HAVE . . .**



MAP ILLUSTRATED BY CHRISTIAN CLAYTON

to high school students  
and art classes to  
the entire community.

**15 For**

information

see the

December, 1994

issue of

*San Francisco Focus*

magazine.

**16 SMALL PRESS****TRAFFIC**

3599 24th St

**17 THE FLYING****SAUCER**

1000 Guerrero St

This theater serves as  
an alternative  
performance space for  
local talent.

**23 OLD WIVES' TALES****VISIONS AND BOOKS**

1009 Valencia St

**24 WOMANCRAFTS****WEST**

1007 1/2 Valencia St

**25 LA CASA DEL LIBRO**

973 Valencia St

**26 LIBERTY STREET**

Between Valencia and  
Guerrero Sts. This is  
one of the Mission's

**BUILDING 3543**

18th St. This Mission  
landmark houses  
offices for social and  
political organizations  
and sponsors  
conferences and  
workshops for women.

**31 NEW WORLD****TREE** (mural) Mission

Park Playground pool,  
Nineteenth St between  
Valencia and Guerrero

**32 ROUND WORLD****MUSIC**

593 Guerrero St

Junipero Serra, this  
adobe mission was  
dedicated in 1791.  
On the premises are a  
museum and a  
cemetery containing  
the graves of more  
than five thousand  
Indians.

**37 CREATIVITY****EXPLORED OF SAN  
FRANCISCO**

(mural)

3245 16th St

between Dolores and  
Guerrero