



McConaghy House Teacher Packet Grades 3 and 4

WELCOME TO THE McCONAGHY HOUSE!

Visiting the McConaghy House is an exciting field trip for students and teachers alike. Docent-led school tours of the house focus on local history, continuity and change, and the impact of individuals in our community. The house allows students to step into the past and experience and wonder about the life of a farming family. The McConaghy House is also an example of civic engagement as the community mobilized in the 1970's to save the house from pending demolition. Through the efforts of concerned citizens, an important part of our local history has been preserved for future generations to enjoy.

The McConaghy House Teacher Packet contains historical information about the McConaghy family, surrounding region, and American lifestyle. Included are pre and post visit lesson plans, together with all necessary resources and background information. These lessons are not required for a guided visit but will greatly enrich the experience for students. The lessons can be completed in any order, though recommendations have been made for ease of implementation.

We welcome comments and suggestions about the usefulness of this packet in your classroom. An evaluation form is enclosed for your feedback.

Thank you for booking a field trip to the McConaghy House. We look forward to seeing you and your students!

Sincerely,

Education Department

22380 Foothill Blvd
Hayward, CA 94541
510-581-0223
www.haywardareahistory.org

Table of Contents

Teacher Information

The Hayward Area Historical Society	4
Why do we study history? How does a museum work?	5
History of the McConaghy Family for Teachers	6
Your Field Trip	9
Chaperone Contract	10
Teacher Packet Evaluation Form	11
Vocabulary	12

McConaghy House Pre-Visit Content

History of the Family for Students	16
- <i>Lesson Plan: The McConaghy Family Tree</i>	20
- The Architecture and Rooms of McConaghy House	24
Architecture	25
- Room Descriptions	28
<i>Lesson Plan: Designing McConaghy House</i>	42
Life in the Late 1800s	47
- Food and Cooking	48
- Farming	50
<i>Lesson Plan: Mapping the Area Around McConaghy House</i>	54
Industry	59
- Salt Industry	59
- Transportation	60
- Hunt's Cannery	62
- Fashion	63
<i>Lesson Plan: American Fashion: 1880s - Present Times</i>	65
- Entertaining and Leisure	71
- Hosting Guests	71
- Parties	72
- Social Clubs	73
Vacationing	74

McConaghy House Post-Visit Content

Saving the McConaghy House	76
The Hayward Area Community	77
What is the meaning of community?	77
Civic Engagement	77
What you can do for your community	80
<i>Lesson Plan: Your Community</i>	81

Teacher Resources

Books and Other Publications	85
Websites	86

The Hayward Area Historical Society (HAHS)



HAYWARD
AREA
HISTORICAL
SOCIETY

Our Mission

Stewardship • Relevance • Inspiration

In support of our mission, we:

- Engage the public in relevant educational programs, exhibitions and public services
- Support the preservation of historic sites and the historic legacy of the Hayward area
- Provide a place for dialogue around contemporary issues impacting our community
- Build collaborative relationships and partnerships for higher community involvement.



Aztec dancers during the Days of the Dead Celebration, 2010

Our geographic area

We represent the region of the greater Hayward area which includes Hayward, San Lorenzo, Castro Valley, Cherryland, Fariview, Mt. Eden, and Ashland.

Our Properties

1. The Downtown Museum located at 22380 Foothill Blvd
2. The McConaghy House, located on Hesperian Boulevard, is owned by the Hayward Area Recreation and Parks District (HARD) and managed by HAHS. The 1888 farmhouse is open for public tours –check haywardareahistory.org for more information
3. The Meek Estate, located on Hampton Road in Cherryland, is owned by HARD and managed by HAHS. HAHS is restoring the Estate to its former glory in preparation for opening to the public.



Meek Mansion

Why do we study history? How does a museum work?

History is the study of the past. Through history we examine how, where and why people lived in a given location at a given time in the past. Studying the past and looking at how and why changes occurred over time gives us a better understanding of ourselves and how we live, work and play today. Museums are places where objects of value are stored and displayed. This value does not need to be monetary and is more often historical, aesthetic, personal, or scientific in importance. Historical societies and museums collect objects so that we can learn more about the past and present, and they share this information with the public through exhibits, tours, and programs.

Museums are able to tell stories through the use of primary source materials. According to the Encyclopedia of Local History:

- A **primary source**, in handwriting, voice, materially, or print is one created contemporaneously with an event or later by witnesses to an event or an era. This is a material by which history is known.
- A **secondary source** is one that is conscientiously created to record or explain the event, person, trend, or place using all available material, including primary sources.

Examples of primary sources include:

- Objects/Artifacts: Tools, clothing, household items, tombstones
- Images: Photographs, film, video, e/digital, fine art
- Audio: Oral histories, interviews, music, audio recordings
- Statistics: Census data, land surveys, maps, ordinances, blueprints, architectural drawings
- Text: Journals, letters, diaries, documents, newspapers, cookbooks, advertisements
- Community: Family photographs, memorabilia, souvenirs, recipes, oral histories, genealogical information, sheet music
- Physical surroundings: Bridges, buildings, homes, parks



A hat from the HAHS Collection



A photo of Hayward Union High

The McConaghy House and collections offer countless examples of primary source materials for historians to use. It is a pristine example of a 19th century farm house, providing examples of architecture, molding, wallpaper, and carpeting. The collections, while not all from the McConaghy family, are confirmed as period-appropriate pieces ranging from approximately 1880 to 1930. Most of the objects in the McConaghy collection have been donated by private, local citizens who were interested in historic preservation, while others are on loan from other museums and private individuals. All of the objects belong to a broader collection maintained by the Hayward Area Historical Society, but are currently housed at McConaghy House to teach visitors about the McConaghy family and the different era's they lived through.

History of the McConaghy Family for Teachers

Neal McConaghy, who had this Eastlake house built was born in County Antrim, Ireland, on August 11, 1828 to Scottish parents. The family lived there until Neal was eight years old when they moved to a farm in County Renfrow, Scotland. Neal attended the common schools and lived in Scotland until August 13, 1848, when he left for the United States on a sailing vessel. He arrived in Philadelphia, Pennsylvania, after six weeks.

Times were rough in Ireland and Scotland in those years, so many young men came to the New World to make their fortune. Others of the family to come were John McConaghy, born March 15, 1825, in County Antrim, Ireland; he came to California in 1850 and moved to Humboldt County, where he became a prosperous farmer. He remained there until his death. A Peter McConaghy settled in San Francisco, where he acquired considerable property in the financial district (which he left to Neal's family as he never married). He died about 1895 and was buried with others of the family in the San Lorenzo Cemetery.



Neal worked for a year in a grocery store in Philadelphia and for three years in a shipping business. In October 1853, hoping to improve his financial condition, he left by steamer by way of the Isthmus of Panama for San Francisco, where he arrived on November 7th. After a few months in San Lorenzo, Neal went to Sawyer's Bar on the north fork of the Salmon River. He worked in the mines for about four years. While there he made the acquaintance of U.S. Senator George Hearst and John Daggett, who later became Superintendent of the San Francisco Mint. Neal made several thousand dollars but lost it somehow and had to work for a butcher to make money to pay his debts.

In 1858, with \$5.00 in his pocket, he returned to San Lorenzo and went to work on a ranch. He was able to save enough money to build a small grist mill at the foot of Grant Avenue in San Lorenzo in 1861. He was successful during the next three years and in 1864 rented more land and started to raise grain. By 1865, he was able to buy 197 acres surrounding the vicinity of the grist mill and continued to raise grain but also devoted part of his ranch to tomatoes, cucumbers and other vegetables and fruits of all kinds. He sent these to the markets in San Francisco by steamer from Robert's Landing at the foot of Lewelling.

In November 1863, Neal married Sarah McCaw, who was also born in County Antrim, Ireland, migrated to Philadelphia in 1858 and came to San Francisco by way of Panama in 1863. Neal built a house for them on the property on Grant Avenue near the Southern Pacific Railroad tracks where the couple lived for just over twenty years. All of their five children were born there.

Archibald, the oldest, was born in 1864. He attended local schools and helped on the ranch throughout his youth and early manhood. He never married and was killed in a farm accident in 1892, at age 27.

Mary, the second child, was born January 2, 1866 and lived all of her life with the family, as she never married. Mary was an artist and we think did much of her painting in the sewing or boutique rooms to take advantage of the better light. She was attractive and reportedly had a good sense of humor. She kept herself busy with work women must do on a ranch, was a member of the Ladies Aid Society as were the other members of the family, and a hard worker for their many bazaars. She also co-hostessed numerous card parties in their home with tables set up in the two parlors and library. All members of the family were staunch Republicans. She died October 4, 1939 at age 73. At this time, John, her younger brother had those of his family who were buried in the San Lorenzo Cemetery transferred to Mountain View Cemetery in Oakland. These included his parents, Neal and Sarah, his Uncle Peter, his two brothers, Archibald and the third child, and his wife, Florence.



*Mary McConaghy
as a young girl*

John, the third child, died at age 3 in 1871.

Neal Alexander was born July 3, 1869. He attended San Lorenzo School and studied law which he practiced for a time. He also farmed his share of the ranch for many years and married Dora Louise Norris of San Leandro, late in life. They lived in his parents' first home at the end of Grant Avenue and later built another one on the site. In 1932, he had a beautiful, white pillared 9-room house built on Prospect Street in Hayward. Neal A. and Dora had one child, Sally, who was born in 1914 and adored by all members of the family, as she was the only offspring of this branch of the McConaghy family. Sally attended Hayward schools and showed considerable dramatic talent. She was a vivacious, well-liked girl who traveled extensively throughout her life and eventually settled in Santa Monica. This adored child was later disowned by her last surviving uncle, John, who disapproved of her divorce and termed her unreliable. It is not known whether Sally had any children, and there was no mention made of any in John's will. Neal A. died August 1, 1944 at age 75. His wife, described as beautiful and sweet, was ill during much of her life, needing nurse companions until her death in 1959.

The youngest child of Neal and Sarah McConaghy, born July 28, 1871, was also named John after the child who had died shortly before he was born. It was this John who outlived others in the family and had possession of the home on Hesperian at the time of his death. John was 17 when his parents had the house built on Hesperian about two miles from the Grant Avenue home. John attended San Lorenzo School which was across the street from the



John McConaghy, age 10

San Lorenzo Cemetery on the site where the San Lorenzo Unified School District Administration building now stands. His eighth grade graduation diploma is framed and displayed in the house. He married Florence Smyth in 1903. The couple intended to build a home on Bockman Road, but both John's mother and father were ill, and needed the young couple to live with them and sister Mary in the big house. Florence was the second of five daughters and two sons born to Henry and Elisabeth Marlin Smyth. Henry was a blacksmith on Lewelling Blvd.

Sarah died in late 1912 and Neal Sr. in 1914 in the library which had been converted to a hospital room for the ailing parents. After his father's death, John assumed responsibility for the farm which he shared with Mary and Neal Jr. The three McConaghys also shared in their Uncle Peter's property and holdings in San Francisco as he never married.

John and Florence did not have any children. Florence McConaghy loved children and was known as "Mrs. Cookie-Lady" to neighboring children.

John joined the Masons in 1911 and was a member for over 60 years. In 1961, he was awarded a 50-year certificate from the Grand Council of Royal Select Master as the oldest living member of the Eucalyptus Lodge, 32nd Degree Mason, and the blue 50-year Scottish Rite hat.



Both Mary and Florence became ill in the late 1930s, and Anthony and Freda Grischott were employed as gardener and housekeeper and lived in a small house where the tennis courts are at present. Florence died on July 28, 1939 and Mary died on October 4, 1939. John stayed alone except for when the Grischotts took care of him. John, best known as Jack, continued to take an active interest in his business holdings and was often seen driving his new Cadillac (every year he purchased the latest model) around San Lorenzo and San Francisco to oversee his ranch and other properties. He was frequently seen in Van's Bakery in San Lorenzo or at the Post Office to pick up his mail.

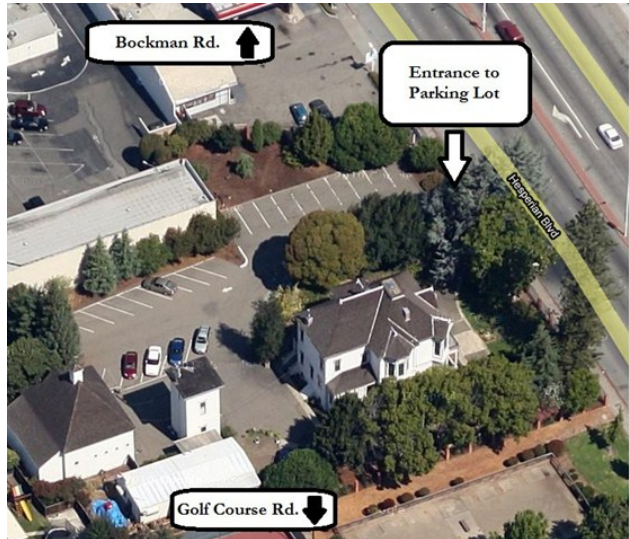
After the end of World War II, when the population in the East Bay skyrocketed, John began selling property in San Lorenzo, and businesses and residences started hemming in the house. When Hesperian Boulevard widened, a six-foot redwood fence was constructed around the property, which was eventually replaced by the fence now standing. There are hundreds of houses where the family once raised grain and vegetables, and at the base of Grant Avenue near where their first house stood is the Ora Loma Sanitary District facility which is a far cry from the time when John could stand on his back porch and shoot ducks.

John finally gave up driving in his 90th year in 1961, and Mr. Grischott did his driving until 1964 when Dick Shrum became John's live-in companion to help in any capacity where needed by John or the Grischotts. John McConaghy passed away July 6, 1972, and originally donated the house to Shriners' Hospital in San Francisco, which planned to demolish it and sell the land. However, a group of community members collected signatures and petitioned the city to save the house. The Hayward Area Recreation and Park District (HARD) agreed to purchase the house and save it from demolition.

On July 30, 1973, HARD received a verbal acceptance from the Shriners' to HARD's offer of \$103,400 for the McConaghy House and adjoining property and \$38,200 for the Grischott's property. The necessary resolutions were adopted and passed by the Board with a 4 to 1 vote that HARD enter into an agreement for the purchase with the stipulation that all funds for the purchase be repaid out of the capital outlay fixed asset portion allocated to the San Lorenzo area, with the primary purpose of the acquisition for recreational purposes and historical uses secondary and that HARD makes no commitment to retain, refurbish or maintain the estate buildings. Instead, HARD and the Hayward Area Historical Society (HAHS) have an agreement by which HAHS maintains and interprets the house, and runs tours and programs for the public.

Your Field Trip

School tours at McConaghy House are an exciting experience. To ensure the quality of your visit, please plan on arriving at the house 5-10 minutes before your field trip is scheduled to begin. There is a parking lot adjacent to the building on the north side of the property, accessible only from southbound Hesperian Boulevard. This lot can accommodate up to 15 cars or 1-2 school buses. Please note that U-Turns are not permitted at the intersection of Hesperian and Bockman.



Before your arrival, please distribute the contract found on page [10] to your chaperones. We also recommend reviewing the rules for the field trip with your students to ensure the safety of both the participants and the collection. The rules for the field trip are:

1. Do not touch any of the artifacts unless the tour leader gives permission.
2. Do not lean against the walls or furniture in the house.
3. No food or drink is permitted in the house.
4. Raise your hand if you have a question or comment.

At the beginning of the field trip, the students will sit in the front hallway for an introduction by the tour leaders. The tour leaders will give a quick background on the house, its history, and its function today, as well as repeat the rules for the students. After that, students will be divided into two groups, one of which will start on the first floor while the other starts on the second floor (note: it will be more time-effective if the students already know which groups they will be in). Once they have seen all the rooms on their floor, the groups will switch. The formal tour will last approximately 45 minutes, allowing for students' questions. After the tour, each group will be able to spend 10-15 minutes playing old-fashioned games outside and exploring the hands-on history room, Archie's Playroom. If time allows at the end, students will regroup to view the Carriage House.

Please note: we do not allow photography inside McConaghy House except in Archie's Playroom and outside.

Chaperone Contract

Dear Parent Chaperones -

Welcome to the McConaghy House! We hope that both you and your children are excited to visit us today. For many parents, this is your first visit to the house. While we do want you to enjoy the experience as well, we ask that all chaperones fulfill the following expectations:

- Stay with your group. The Discovery Guide is the only other adult with your group, so your presence is important in keeping everyone together.
- Help children pay attention with kind but firm words. Lead by example by staying quiet and paying attention to the group.
- Stand by a disruptive child or briefly remove that child from the group. The house is small so disruption affects all tour groups, not just yours.
- If a child must leave the group for any reason (visiting the bathroom is the most common) please stay with that child.
- Photography is not permitted.
- We do not allow any food or drink inside the house.

We are grateful for all your help and suggestions. We hope you and your students enjoy the tour!

Education Staff, Hayward Area Historical Society

Apreciados Padres Acompañantes -

¡Bienvenidos a la McConaghy House! Esperamos que ambos, ustedes y sus hijos estén emocionados de visitarnos hoy. Para muchos padres, ésta es su primer visita a la McConaghy House. Mientras que queremos que disfruten de su experiencia, también les pedimos que todos los acompañantes satisfagan las siguientes previsiones:

- Quédese con su grupo. La Guía de Descubrimiento es el único otro adulto con su grupo, así que su presencia es importante para mantener a todos juntos.
- Ayúdeles a los niños a poner atención con buenas pero firmes palabras. Guíe con ejemplo permaneciendo tranquilos y poniendo atención al grupo.
- Póngase al lado de un niño molesto o separe por un rato al niño del grupo. La mansión es pequeña así que las interrupciones afectan a todos los grupos de la gira, no solamente al suyo.
- Si un niño tiene que dejar el grupo por cualquier razón (ir al baño es la más común) favor de estar con ese niño.
- La fotografía no está permitida en la casa
- No comer ni beber nada son permitidos en la casa.

Les agradecemos toda su ayuda y sugerencias. ¡Esperamos que usted y sus estudiantes disfruten de la gira!

Educativa, Sociedad Histórica del Área de Hayward

Teacher Packet Evaluation Form

Your responses are important and will be considered as we improve and expand our programs. Thank you!

1. How many times have you used the McConaghy House teacher packet with your class?

First time 2 – 4 times More than 5 times

2. How did you hear about the teacher packet?

From another teacher From HAHS brochure or flyer
 When booking a field trip HAHS Website Other:

3. How do you rate the ease of use of the teacher packet?

Well organized Okay Difficult

4. How do you rate the quality of the lesson plans?

Very helpful Helpful Not so helpful

6. How useful was the teacher packet in preparing for your field trip to the McConaghy House?

Just what we needed Okay Poor

7. Would you recommend the teacher packet to your colleagues? Yes No

8. What would you like to see changed or improved in the teacher packet?

9. Other comments:

Thank you!

Please return by FAX, 510.581.0217, ATTN: Education Director

Or by email: education@haywardareahistory.org

Vocabulary

Ancestors: the people that a person is descended from, such as his or her parents, grandparents, great grandparents, etc.

Artifact: any object made or changed by a human being

Bazaar: a marketplace or shopping center

Blacksmith: a person who makes objects such as horse shoes or tools out of metal

Brine: salt water, usually from the ocean

Brochure: a pamphlet or leaflet

Buggy: a light type of horse-drawn carriage that carries a single person

Bustle: an undergarment that created a bump in the back of a skirt and was useful in keeping it out of the dirt during travel

Butler's Pantry: a small room in the house that connects the kitchen and the dining room, used to store linens and china

Camaraderie: friendship or fellowship between people

Carriage: a wheeled, horse-drawn vehicle that carries people

Carriage House: a building used to house carriages and horses

Chamber Pot: a portable container that was kept in a bedroom to be used as a toilet at night

Chute: a tube or shaft used to convey water or food to a lower level

Civic Engagement: when an individual or group of citizens improves or changes something about their community for the good of everyone

Coexist: to exist together at the same time

Combination Gas and Electric Light: a light that could be powered by gas and electricity through the same fixture

Community: a group of people who live in a specific location and share common characteristics or interests

Corset: a close-fitting undergarment used to shape and support a woman's upper body

Crops: cultivated plants that are grown on farms to yield fruits and vegetables

Demolition: to tear something down, to destroy a building

Dining Room: a room where families eat meals together, often including a large table and chairs

Docent: a knowledgeable guide who tours visitors through a museum or other educational site

Evaporation: the process of turning a liquid into a vapor

Family Room: a room used by the family to spend time together, not used to entertain guests

Family Tree: a genealogical chart showing the ancestry, descent, and relationships of one another within a family

Fertile: being capable of producing vegetation, crops, etc.

Fireplace: an open structure embedded into the wall, used for fires

Floriculture: growing flowers

Fortune: wealth or riches

Genealogy: a record or account of a person's ancestry or descent

Generation: a group of individuals who have roughly the same age, usually divided by periods of 30 years

Geography: the study of the earth's surface, in terms of features, elevation, land use, population, etc.

Gristmill: a mill for grinding wheat grain into flour for baking

Harness: a combination of straps and bands that are placed over the face or shoulders of an animal and used to guide it

Hay Loft: the second floor of a building (such as a carriage house), used for storing hay to feed the animals

Headboard: the top portion of a bed frame

Heritage: all of the people and traditions of the same culture or group that have come before a person

Horticulture: growing flowers, fruits, vegetables, and ornamental plants

Hosier Cabinet: a cabinet, commonly found in a kitchen, which includes drawers, shelves, and a counter top

Ice Box: a cabinet used to keep things cold; it included a container for a large block of ice at the top, and shelves for food at the bottom

Irrigation: a method of watering crops through technology rather than rain

Kitchen: a room in the house where cooking takes place

Lawyer: a person whose profession is to represent clients in a court of law or to advise or act for clients in other legal matters

Library: a room in a house where books are kept

Lincrusta: a type of wallpaper that has a raised pattern

Livestock: the animals kept on a farm, usually including horses, cows, goats, and chickens

Marble-topped Sink: a sink that has a marble counter top

Mare: a female horse

Master Bedroom: a bedroom, usually the largest in the house, where the owners or parents of the family would sleep

Modest: humble, not fancy

Nativist: protecting the interests of native inhabitants against those of immigrants

Orchard: an area of farmland dedicated to growing fruit or nut trees

Painting: a picture or design made with paint

Pantry: a room or closet in a house where dry foods, groceries, pots and pans, and cooking utensils are stored

Philanthropy: charity, donating money or other goods and services

Pocket Doors: doors that are slid into the walls when open

Poultry: birds kept as livestock, including chickens, ducks, and geese

Primary Source Material: materials, including objects, documents, and recorded words that can be used to research the past

Profitable: yielding money or goods

Queen Anne Style Architecture: a specific style of architecture popular in the late 1800s, which included such features as a wrap-around porch and an ornate exterior

Remarkable: worthy of notice or attention

Restoration: to bring something back to the way it used to be

Saline: salty or salt-like

Seasonal Rotation of Crops: an agricultural process by which a farmer changes the crops grown during each season based on climate and soil type

Sewing Machine Cabinet: a machine, enclosed in a cabinet, that was used to stitch cloth

Silt: very fine dirt or sand

Sitting Room/Parlor: a room used by a family to entertain guests

Skylight: an opening in a roof or ceiling, fitted with glass, to allow natural light inside

Social Status: the role a person plays within society or the respect a community gives a person

Soil Exhaustion: the point at which crops have used all the minerals from the soil, and it can no longer support plant life

Stained Glass Windows: windows where the glass has been stained a different color or a pattern of colors as decoration

Stallion: a male horse

Stereoscope: creates the illusion of depth in a 2-dimensional picture

Stick-Eastlake Style Architecture: a specific style of architecture popular in the late 1800s, which included such features as triangular roofs and a plain exterior

Tank House: a building used to store and pump water into a house

Veranda: a wrap-around porch

Victorian Panel High Tank Toilet: a toilet where the water tank hangs several feet above the bowl and is flushed by gravity

Victrola: an old-fashioned record player

Wallpaper: decorative paper used to cover walls

Wealth: a great amount of money, possessions, or property

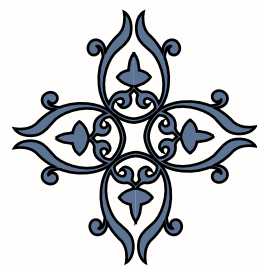
Wholesale: the sale of goods of the same kind in large quantity, with a price that is smaller than only buying one item

Windmill: a machine powered by wind that can be used for pumping, grinding, or generating electricity

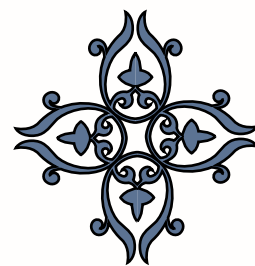
Wood-burning Stove: a stove heated by a wood fire



McConaghy House Pre-Visit Content



History of the McConaghy Family

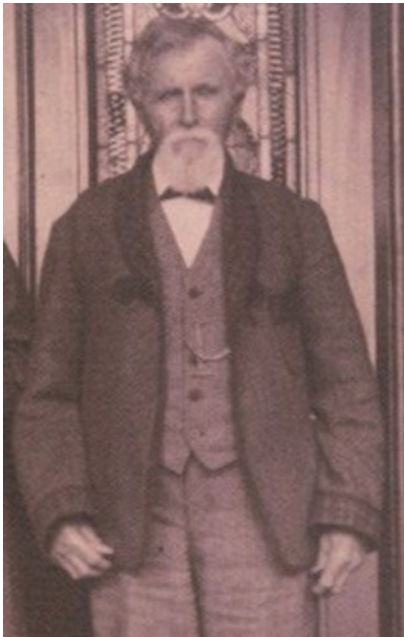


History of the McConaghy Family for Students

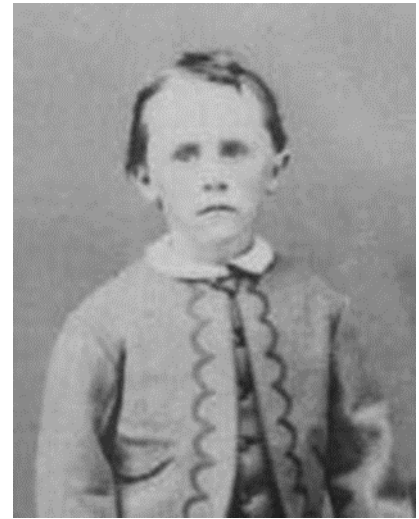
Neal McConaghy was born in 1828 in Antrim County, Ireland to Scottish parents. Neal arrived in America from Scotland in 1848, first settling in the Philadelphia area for several years. Stories of the gold rush in California lured Neal west in 1853 to seek his fortune. Upon arriving in San Francisco, Neal spent a brief time in San Lorenzo before heading to gold country. Over the course of four years, Neal was said to have both made and lost several thousand dollars in his efforts.

Neal McConaghy returned to San Lorenzo, and settled there in 1858. It was said that Neal had \$5.00 in his pocket. He first worked as a ranch hand and then as a farmer. Neal saved enough money to rent some land of his own, upon which he constructed a gristmill. Both the land and mill proved profitable.

In 1863, Neal married Sarah McCaw, who was also from Antrim County, Ireland. In 1865, Neal purchased 197 acres of San Lorenzo land and built their first house at the foot of Grant Avenue. The McConaghys lived in a modest home on Grant Avenue for two decades. This is where a daughter and four sons were born. In 1888, though, Neal began building on a parcel of land along Hesperian Boulevard (formerly known as Telegraph Road), near Bockman Road, it stands today.



Archibald, the oldest, was born in 1864. He attended local schools and helped on the ranch throughout his youth and young adulthood. He was a very popular boy who attended many parties and social events in Hayward. At the age of 27 he died in a farming accident.



Archibald McConaghy



Mary McConaghy

Mary, their only daughter, was born on January 2, 1866, and lived with her family her whole life as she never married. Mary was an artist and did much of her painting in the sewing or boutique rooms to take advantage of the better light. She was pretty and reportedly had a good sense of humor. She kept herself busy with the work women must do on a ranch, was a member of the Ladies Aid Society and a hard worker for their many bazaars. She was also known for hosting card parties at their house.



Neal A. McConaghy

Their second son, named John, died when he was only three years old. It was not uncommon for children to die at a young age then.

Neal Alexander was their third son, born on July 3, 1869, and he became a lawyer. He attended San Lorenzo School and studied law which he practiced for some time. He also farmed his share of the ranch for many years and married Dora Louise Norris of San Leandro, late in life. Neal A. and Dora had one child, Sally, who was born in 1914 and adored by all members of the family, as she was the only issue of this branch of the McConaghy family.



Their fourth son was also named John. He was born on July 28, 1871, and he and Neal took over the farm after Archie's death. His eighth grade graduation diploma is framed and displayed in the house. When the McConaghy family moved into the house, John was 17 years old. He married Florence Smyth in 1903. The couple intended to build a home on Bockman Road, but both John's mother and father were ill and needed the young couple to live with them and sister Mary in the big house. John, who lived to be 100 years old, remained in the house for the rest of his life. One of the most remarkable aspects about the McConaghy House is that it was owned and occupied by the same family from 1888 to 1972, over 85 years!

Discussion Questions

1. Why did Neal and Sarah both leave their home country and move to the United States?
2. People from many different countries live in San Lorenzo today. Are your family or your ancestors from a different country?
3. Who were the McConaghy children? What do you know about each one of them?

State Standards:
Social Studies 3.1
Social Studies 4.4
Reading 3.6, 4.2
Listening 3.0, 4.0

Lesson Plan:

The McConaghy Family Tree

Learning Objectives

Students will:

Understand who the McConaghys were and their relationships to one another.

Learn more about their own family's history.

Materials

For the Teacher:

McConaghy Teacher Packet
Projector

For the student:

2 Worksheets
Pencils
Markers/Crayons

Vocabulary

Genealogy
Family Tree
Generation
Ancestors

Background

The McConaghy family lived in the Hayward area from the 1860s through the 1970s, over one hundred years. The parents of the family, Neal and Sarah, were Scots-Irish immigrants who made their money from farming. They had five children, four of whom survived to adulthood. The story of their family is exemplary of many California immigrants, and much can be learned about their lives from their family tree alone.

Setting the Stage

Before completing the family tree activity, please review with your students the story of the McConaghy family and house (on pgs. 17-19). The history can be projected and read aloud as a class, or passed out as a take-home or in-class reading assignment. Discussion questions are available alongside the story and will help students understand the importance of the McConaghy story, as well as reinforce who the members of the family were.

Procedures

Activity Duration: 35-45 minutes total

1. See 'Setting the Stage' (15-20 minutes).
2. Pass out the McConaghy Family Tree worksheet (pg. 23) and pencils.
3. Project the photos of the McConaghy family so that students can view them throughout the activity.
4. Instruct students to complete the McConaghy Family Tree worksheet. Students should use projected photos of the family as inspiration to draw their own pictures of the McConaghys in the blank ovals.
5. Once the students are finished, collect their work for grading, and possibly display in the classroom. Review the completed family trees with your students. Ask them to identify McConaghy family members based on facts about them, or to describe family members from memory.

Closure

Prepare your students for the Your Family Tree exercise. Constructing a simple family tree will require that students have time at home to talk with family members. Students can collect names; birth, marriage, and death dates; places of birth and death; and anything else they find interesting, such as information about occupations, hobbies, places of residence, unusual facts, family pets, etc. If photographs are available, these can be added to the tree as well.

There are many family tree templates available online or in genealogical guides. However, given the complexity of families today, most of these templates only allow for two parents, four grandparents, etc. You may want to consider having each student make a family tree from scratch. You may also want to use this time to discuss the changing dynamics of families and promote a positive attitude about all types of families.

Have the students complete the assignment within one week, giving them enough time to complete their family interviews. Once complete, have the students discuss their family trees, and compare them to that of the McConaghy Family. How many brothers and sisters do they have? Where do their grandparents come from? Are any of the students or their ancestors immigrants from another country? Once you have discussed these concepts with your students, collect their family trees.

Assessment

1. Collect the McConaghy Family Tree worksheets and provide feedback to students.
2. If desired, formally quiz students on the members of the family.

Extension

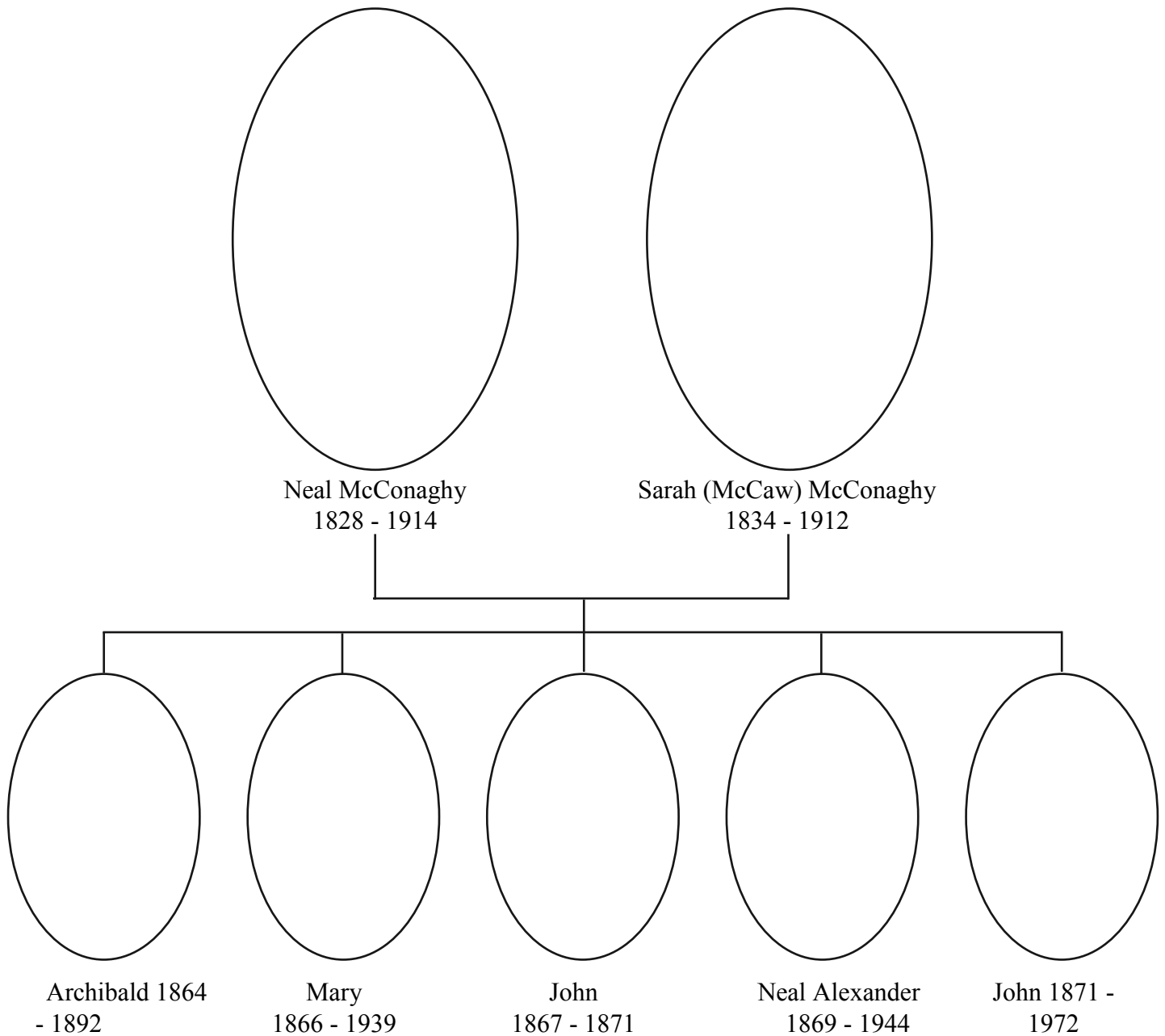
1. Have students write a journal entry about what they learned about their own and/or the Mcconaghy family.
2. Preview the next lesson, Designed the McConaghy House.

Additional Resources

1. <http://www.ancestry.com/>
2. http://www.genealogy.com/index_n.html

Name: _____

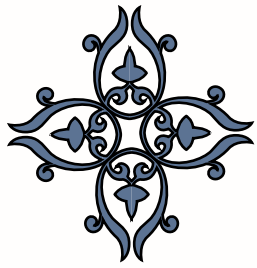
Student Worksheet: The McConaghy Family Tree



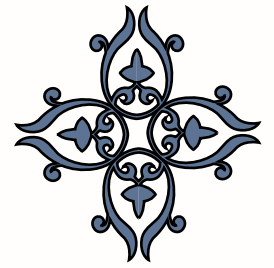
Married:
Dora Louise Norris
1878 - 1959

Married:
Florence Smyth
1872 - 1939

Sally McConaghy
1914 - 1979



The Architecture and Rooms of the McConaghy House

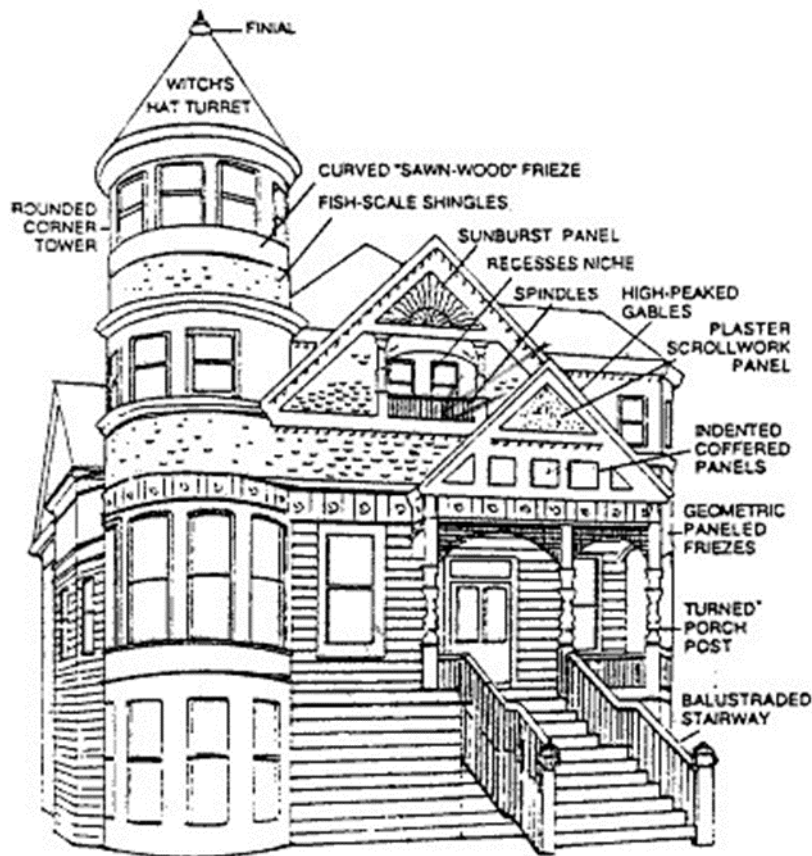


Architecture of the McConaghy House

John Haar, Sr., who later became mayor of Hayward, designed and constructed the McConaghy House in 1888. The house was constructed specifically for the McConaghy family and was probably influenced by the popular styles of the time. Both the outside and inside of the house closely resemble the designs found in “pattern books,” which provided example architectural designs for people to reference.

The McConaghy House’s external architecture is a combination of the **Stick-Eastlake style** and the **Queen Anne style** was its ability to **coexist** with other styles, making it very popular and allowing families to pick and choose which elements to incorporate in their homes. It also could be built with any material, and most suburban and country homes were primarily built of wood.

Queen Anne Style



www.sharonkramlich.com/sfinfo/architecture/

Stick-Eastlake Style

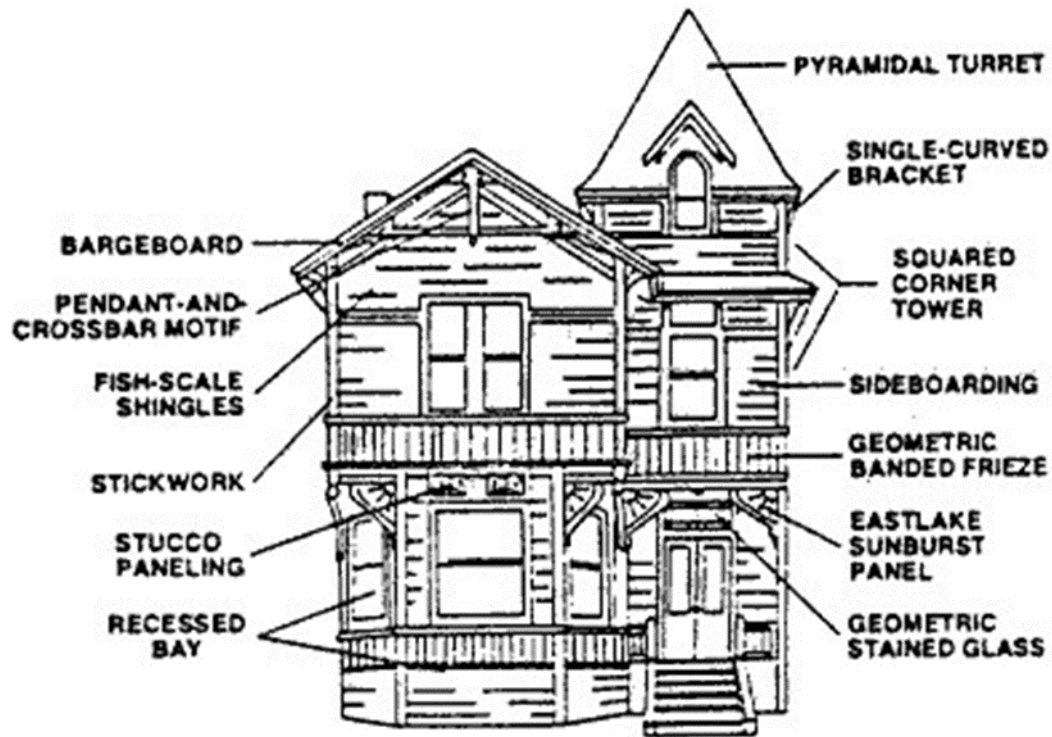


Image from: <http://www.sharonkramlich.com/sfinfo/architecture/>

Discussion Questions

1. Compare the Stick-Eastlake and the Queen Anne styles. Which elements are similar? Which are different?
2. How do the styles compare with the picture of the front of McConaghy House? A photograph of the house has been provided on the next page.

McConaghy House



The Rooms Inside McConaghy House

The McConaghy House has two high-ceilinged floors, a basement under half the house and a well-floored attic that spans the entire length of the house. There are brick steps leading up to the front door, with a **veranda** that extends across the front and right side. The front double-doors open to a wide entry hall with an impressive stairway on the left leading to the second floor. (In later years, supposedly John always counted the steps as he went upstairs.) These double doors have beautiful **stained glass windows** which were removed in the 1910s when the house was redecorated but were reinstalled in the 1980s.

There are pictures in the house of the McConaghys' first home at the foot of Grant Avenue and of McConaghy House in 1904. In the sitting room there are family photos, including the elder McConaghys in the parlor and in front of the main entrance doors; another one with John, Florence, Mary, and Neal Jr. on the front steps (below). These pictures show that the front stairs were wooden when the house was built but have since been converted to brick.



On the left hand side of the main hall is the **Parlor**. This room was likely used to entertain guests of the McConaghy family. One of the three **fireplaces** in the house kept guests comfortable, and the **painted ceiling** provides a cheerful atmosphere.





To the right of the main hall is the **Living Room**. The portraits on the wall (as you are looking in from the main entrance) are of Neal and Sarah McConaghy. The living room is joined to the dining room by double **pocket doors**.



The **dining room** is set up for a small gathering.



The **library** features a secretary desk, a gramophone with cylinder records, several bookcases filled with books, and John McConaghy's **Masonic** awards, including his Shriners' fez and his 50-year membership hat for Scottish Rite. Other Masonic papers are displayed on the walls. Interesting items in this room include the post card collection, the mounted deer head, and the taxidermy owls. John's and Neal's 8th grade graduation diplomas from San Lorenzo School District are located in this room as well. This room was occupied by the elder McConaghy's when they were too old to climb the stairs and also by John McConaghy in his later years.



The **kitchen** was de-modernized when the house opened as a museum to reflect what it would have looked like without electricity. The room today features an **ice box** with its drip pan, a **hosier cabinet**, and a **wood-burning stove**. A large working **pantry** features many storage bins for cooking staples and also cupboards which have had the doors removed to better exhibit objects. There are two other closed doors off of the kitchen, one which leads to the basement, and the other to the back porch. There is also a **butler's pantry** which connects the kitchen and dining room, and was used to store fine linens and good china.



The covering on the wall of the main staircase, called **lincrusta**, is made from a mixture of pressed paper and glue and molded into a floral pattern. The carpeting in front of the window in the second floor hallway is quite worn, as supposedly the McConaghy's enjoyed the view from there, especially the Hesperian Blvd. traffic and the McDonalds going in the last few years. An ornate skylight is also visible from the top of the stairs. During the 1906 earthquake, part of the roof caved in, and chimney bricks crashed through the **skylight** leaving scars and dents in the upstairs railing. The skylight was later replaced to match the stained glass in the front doors.



The **master bedroom** is the only room upstairs with a fireplace. The master bedroom is joined to another bedroom by a small room containing a wash stand. That bedroom is now set up as Neal and Sarah's room.



The bedroom to the front of the house (which was always John's bedroom) is set up as **John and Florence's bedroom**.



Mary's bedroom features several works of art by Mary McConaghy herself, including the containers on the vanity.





A set up of what it may have looked like if Mary painted in her room.

Off the back hall are **two bedrooms** and the **bathroom**. The bath tub was originally a wooden one and late replaced by the present enameled one. The toilet is a **Victorian Panel High Tank toilet**, with a traditional bowl shaped like an elephant trunk. Of the other town rooms, one is an office for staff and volunteers; the other one is set up as a seamstress' room. The light fixture is a **combination gas and electric** one. This home was one of the first in the area to have electricity, but in many places people had dual fixtures (as in the seamstress room), as electricity was only available during certain hours of the day. We do not know in which year the house was wired.



In the backyard is a two-floored **tank house**, with a **windmill** on the top. The first floor was used as a work room for separating milk, churning butter and candling eggs. The second floor was usually occupied by a ranch hand as his living quarters. After the water tank was removed, John McConaghy liked to sit up there to read and enjoy the view. The tank house is not open to the public.



The large **Carriage House** contains four stalls for mares with convenient chutes to supply hay and feed from the second floor (the hay loft), and a fifth stall completely enclosed for the stallion. The rooms in the rear were used for cows, harnesses and other equipment. The right side of the Carriage House is large enough to accommodate many buggies, wagons and farm machinery. Behind this area is a blacksmith shop. The narrow stairway leads up to the **hay loft**. Hay was lifted to the loft through the 2nd story doors by a block and tackle arrangement still visible on the outside right side of the building. The loft is completely floored, and the main floor is very well floored for people to enjoy a barn dance.



State Standards:
Visual Arts: 3.4
Reading 3.5, 4.3
Listening 3.1, 3.2, 4.1

Lesson Plan: Designing McConaghy House

Learning Objectives

Students will:

1. Learn about the spatial organization of McConaghy House, basic theories of architecture, and features of a traditional middle class home in the 1880's through to the 1920's.
2. Be prepared to visit the house during their field trip and be knowledgeable about the rooms they will see.

Materials

For Teachers:

McConaghy Teacher Packet
Projector
Photos of the house interior

For the student:

2 Worksheets
Pencils
Markers/Crayons

Vocabulary

Social Status

Wealth

All bolded vocabulary words from pages 28—41

Background

Historians can learn a lot about the way people lived from their homes and personal belongings. We can learn about their professions, social status, wealth, interests, hobbies, and families. We can also learn about the popular styles and designs of the time period, and compare them with our own tastes today.

Setting the Stage

Review the Room Descriptions with your students, using the projector to show them the interior pictures of the house. Discuss the organization, furniture, and decorations you see in each room to establish what styles the McConaghy's liked. Consider the colors, patterns, and materials. Ask students what room in their homes are, and compare them with the rooms in the McConaghy House. Which rooms are the same? Which are different? How are they different?

Procedures

Activity Duration: 30-45 minutes total

1. See 'Setting the Stage' (20 minutes)
2. Pass out copies of the "blank" McConaghy House floor plan (first and second floors, pgs. 44 and 45).
3. Have students bring out pencils, markers or crayons.
4. Have students design the house to their tastes. This should include labeling the rooms, deciding where to place furniture, and developing a color scheme.
5. If students do not finish the activity during class, have them complete the assignment at home to be handed in the next day.

Closure

Have students show off their personal designs for the house and discuss their furniture and color choices, and compare it to the way McConaghy House is set up and decorated.

Assessment

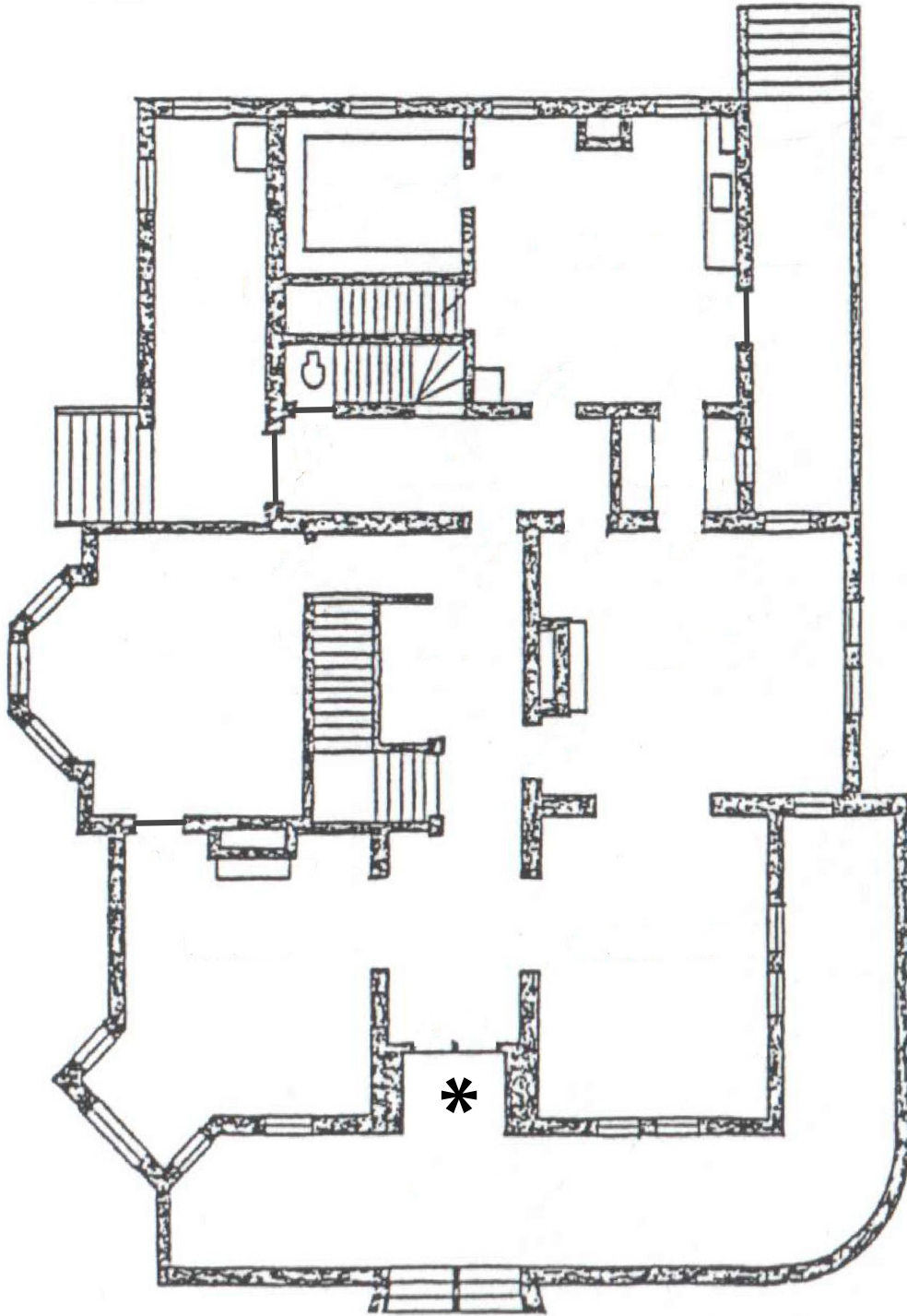
1. Listen for contributions in closure/reflection regarding the activity.
2. Collect floor plan design as homework.

Extension

1. After you and your students have actually visited the McConaghy House, ask if student have further comments about the layout and objects at McConaghy House.
2. Preview next lesson in this unit, One Hundred Years of Fashion.

Name: _____

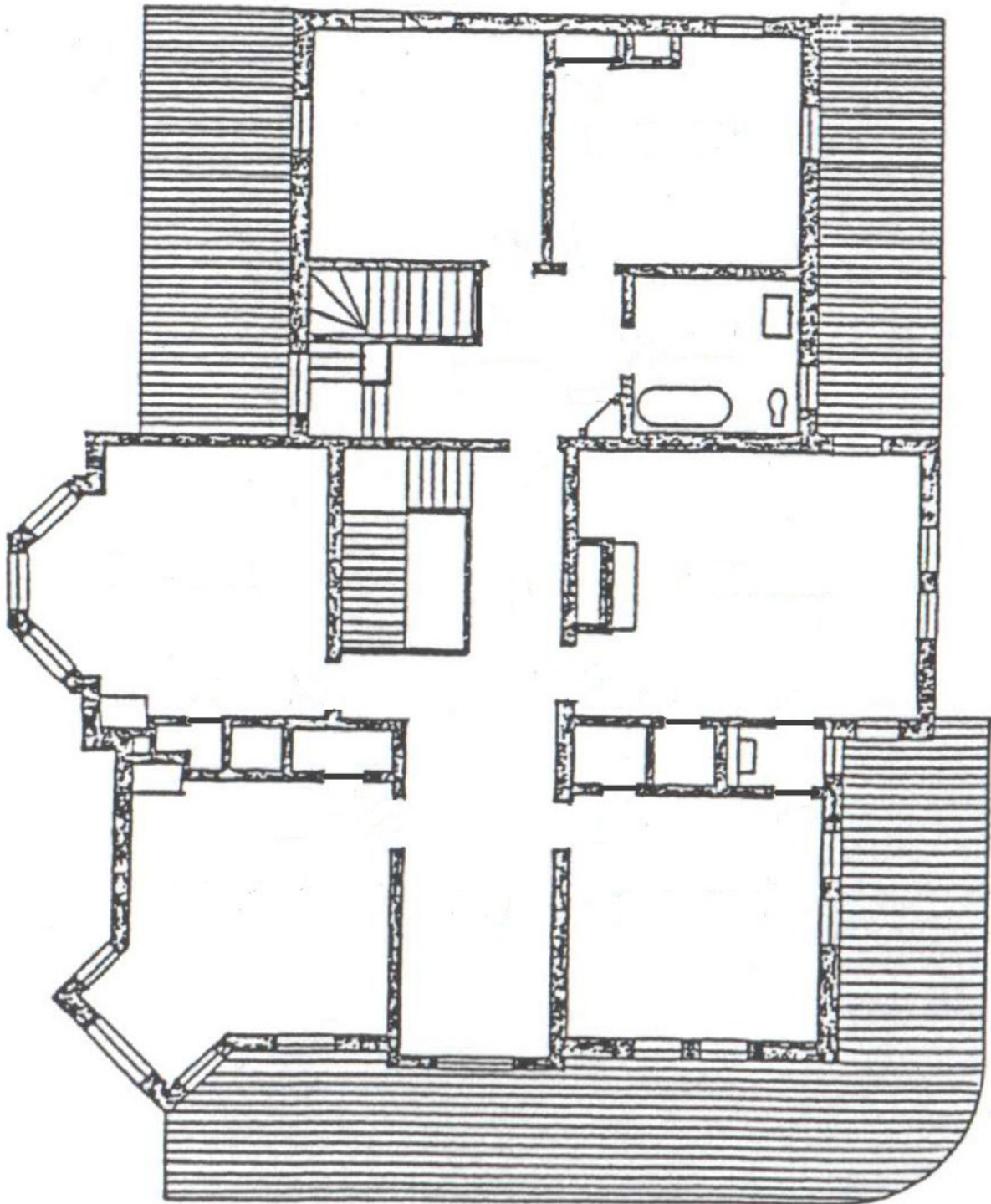
Student Worksheet: Floor Plan - First Floor



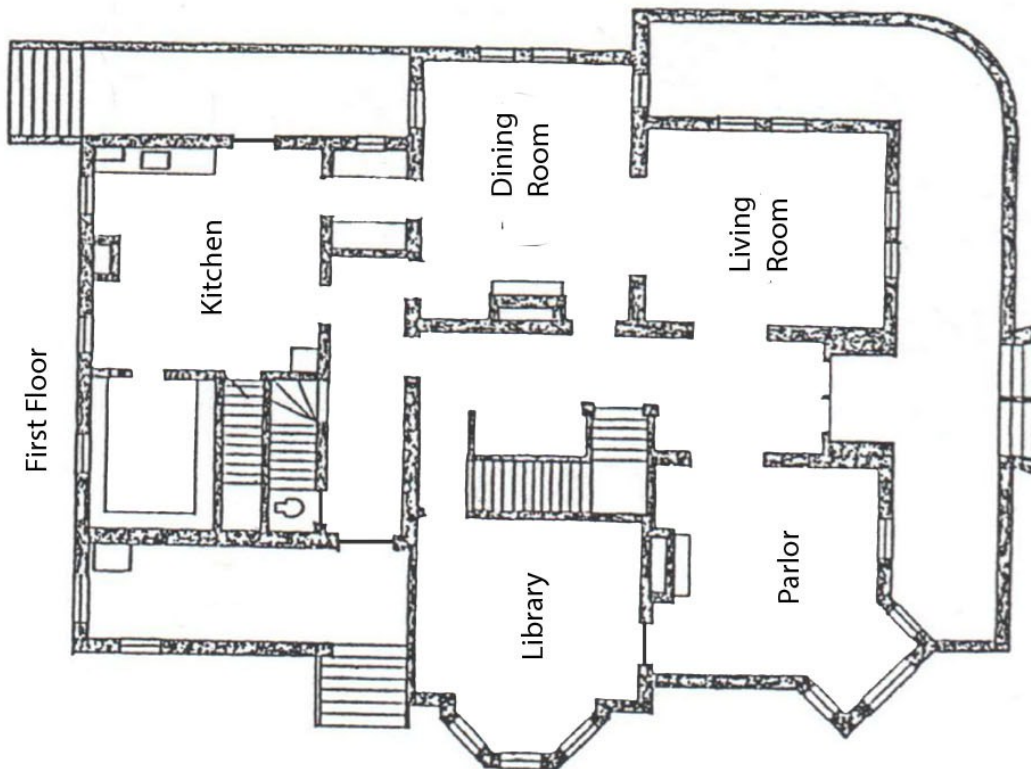
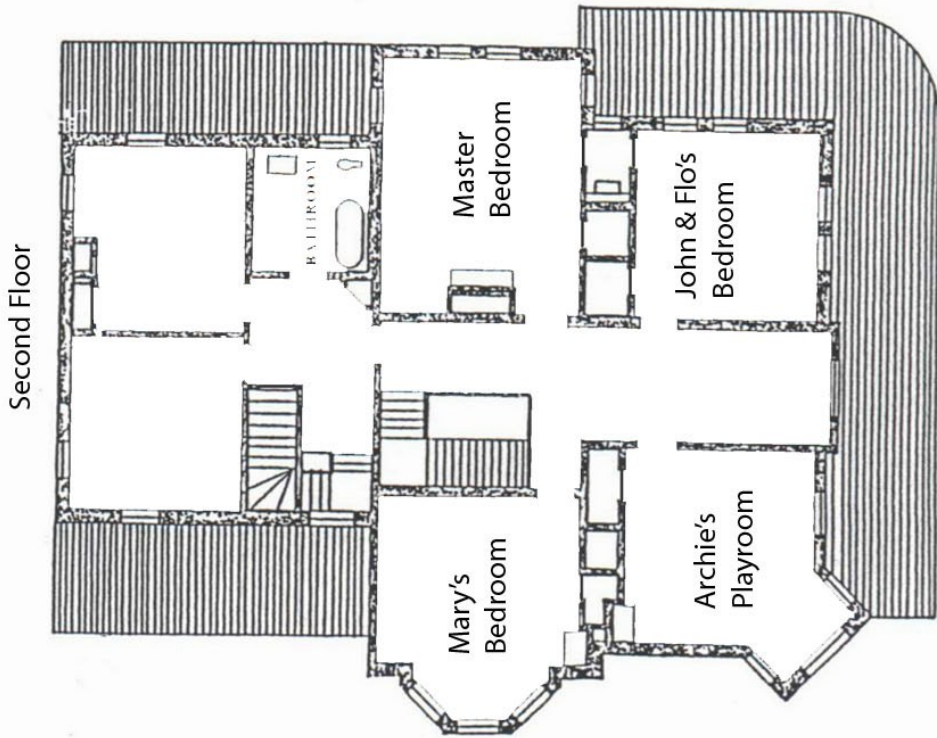
* Front Door

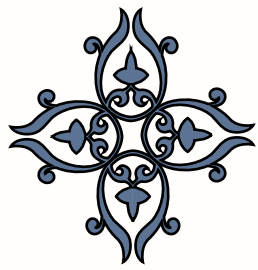
Name: _____

Student Worksheet: Floor Plan - Second Floor

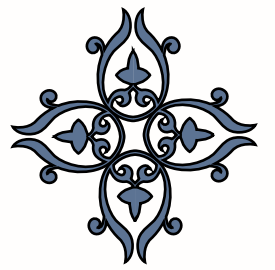


Floor Plans - Teacher Key





Life in the Late 1800s



Life in the Late 1800s

Daily life was physically demanding, with men and women oftentimes working from sunrise to sunset. The men of San Lorenzo worked on their farms, growing crops and raising livestock. The women maintained the homes, doing all of the cooking, cleaning, and laundry.

Food and Cooking

For the most part, a family grew or raised the food they ate. Family farms produced fruit and vegetables, grains for making flour and baking bread, cows for meat and dairy (milk, cheese, and butter), and chickens for meat and eggs. The children were often the ones who worked with the animals on the farm. Boys milked the cows every morning; the milk was then poured through a strainer and left to sit so that the cream would rise to the top. Girls fed the chickens, collected eggs, and helped their mothers water the vegetable garden. These chores helped to keep the whole family fed.

During the summer, a variety of fresh food was available from the farms in the area. Common crops near San Lorenzo included wheat, peaches, cherries, strawberries, apricots, potatoes and cucumbers. Women canned fruit and vegetables during harvest time and stocked them in the pantry, so they could continue to eat healthy foods during the winter. Because of the mild Bay Area climate some crops could also be grown during the winter, such as leafy greens.

Anything that could not be canned was kept in an **ice box**, including milk, butter, and eggs. An ice box only held a few items, though, and you only bought or kept what your family would eat in the next few days.

Some things could be purchased by taking a trip into town (usually Hayward). At the General Store, you could buy foods that did not need to be kept cold in an ice box, such as flour, rice, sugar, and dried meats. Fresh meat could be purchased at a butcher's store.

The food that women cooked on a daily basis tended to be very simple and plain, as there was not the same variety of spices and seasonings there are today. Cooking was done in and on a wood-burning stove. Families usually ate dinner together around the dining room table.





Discussion Questions

1. How do we get our food today? Where does it come from?
2. Who do you eat your meals with?
3. How often do you eat home-cooked meals? How often do you eat food prepared by restaurants?
4. Look at the photo of Holmes grocery store. What do you see?

Farming

Farming was the primary industry in San Lorenzo while the McConaghy family was living there. Settlers who came to the Hayward area discovered a wealth of natural resources for farming:

- Water - Diverted from the San Lorenzo Creek and other local creeks allowed farmers to irrigate their **crops**.
- **Fertile Soil** -Annual flooding and **silt** from the San Lorenzo Creek enriched the soil with minerals beneficial for **crops**.
- Good Weather -Consistently moderate temperatures meant that mild-weather **crops**, such as leafy greens, could be grown throughout the year.

Rancho San Lorenzo was renamed Eden Township by the early pioneers who settled in the areas we now know as Hayward, San Lorenzo, Castro Valley, and a small part of San Leandro.

The types of **crops** grown and animals raised by farmers were influenced by the availability, demand, and their price in the marketplace. The book "Eden Township: Its Agriculture" outlines changes through several different periods.



Grain Period (1850–1900)

First commercial crops were grains such as wheat, barley and oats. Hay fed livestock. Neal McConaghy ran a **gristmill** that processed wheat for food production.

Crop harvesting: Hand methods and horse-drawn equipment gave way to the development of more efficient, fuel-powered harvesting machines.



Fruit and Vegetable Period (1860–1930)

Commercial **crops**: Fruit and vegetables were gaining favor with farmers. **Soil exhaustion** had resulted in declining harvests of grain **crops**, causing farmers to practice **seasonal rotation of crops**. **Crops** included cherries, apricots, plums, peaches, pears, grapes, almonds, walnuts, strawberries, tomatoes, peas, fava beans, cucumbers, cauliflower, rhubarb, and spinach.

Fruit drying was a popular means of preserving apricots, prunes and pears from spoilage during railroad shipping, while avoiding the cost of expensive refrigerated railroad cars.



Poultry Period (1900–1960)

The poultry industry thrived in Eden Township by the 1900s. Farms sprang up in the Little Copenhagen area of Hayward, but Castro Valley in particular became known as Eden Township's poultry capital. In 1925, there were 5,000 people in Castro Valley and 800,000 chickens! While the land was not as **fertile** as that of Hayward or San Lorenzo, Castro Valley's mild climate, and an easy accessibility to grain made it the perfect place for raising chickens, pheasants, and 1948 (pigeons) for the marketplace.

Nursery and Floriculture Period (1870 –1970)

Horticulture thrived in the 1870s as nurserymen, such as Meek and Lewelling, developed new strains of fruit trees and supplied stock for farms and orchards throughout the Pacific Northwest.

Floriculture: Field and greenhouse flowers, such as roses, carnations, gladiolus, orchids, bonsai trees, and chrysanthemums became important industries thanks to a group of Japanese floriculturists, including the Okada, Shibata, Dotomo, Fujii and Yoshida families. The plants grown in these nurseries were sold **wholesale** to buyers throughout the San Francisco region, to individual residents of the Hayward area, and later flown across the country to other flower shops.

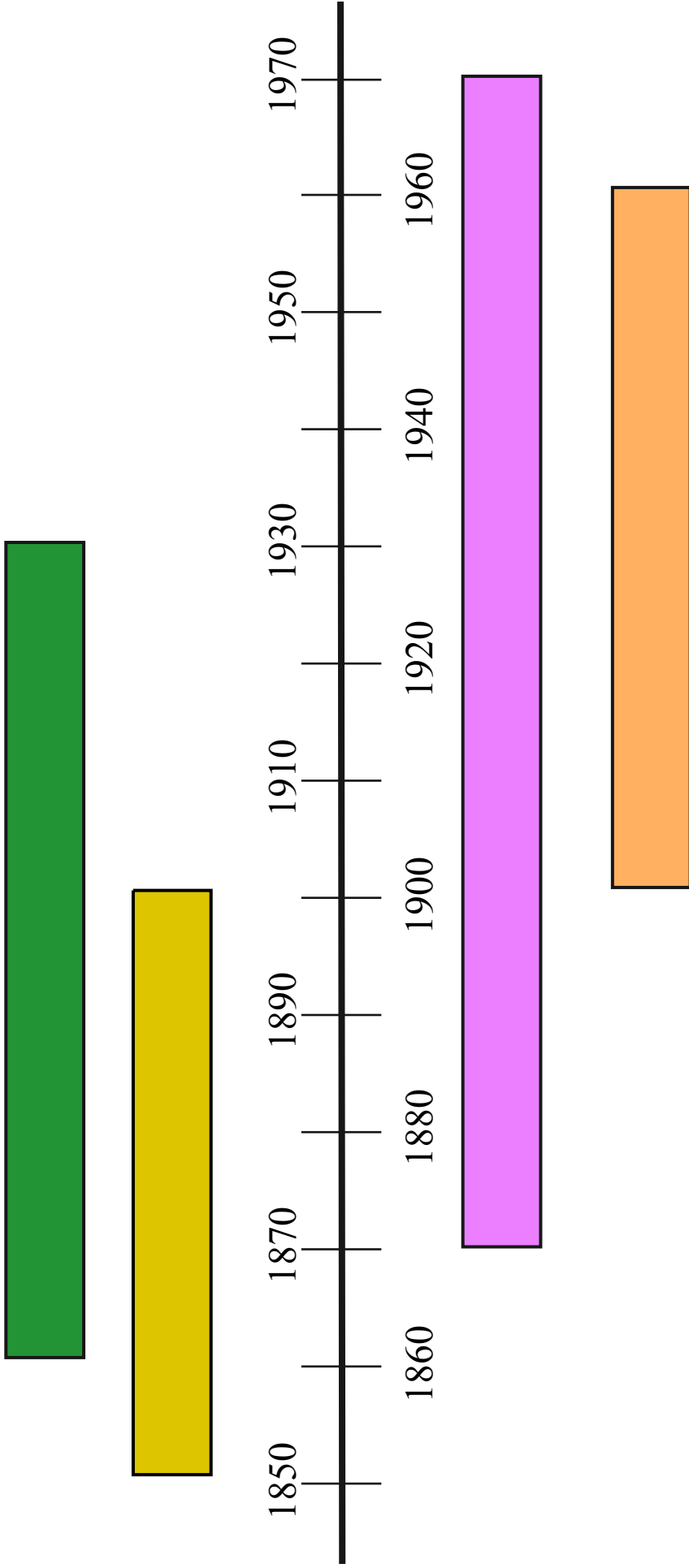


Growing chrysanthemums at the Higashi greenhouses, mid-20th Century

Discussion Questions

1. In the late 1800s, the majority of people in the area were farmers. What occupations (jobs) are present in the community today? What are your parents' jobs? Do any of them work as farmers? Think about all the jobs that are necessary for a community to function.
2. What do you think happened to all the farms? What's on the land today?
3. If you had to name today's period of San Lorenzo's history, what name would you give it (e.g. The Technology Period, or The Electric Period)? Why?

Eden Township Agricultural History 1850 - 1970



KEY

- FRUIT AND VEGETABLE PERIOD
- GRAIN PERIOD
- NURSERY & FLORICULTURE PERIOD
- POULTRY PERIOD

State Standards:

Social Studies 3.1, 3.3

Social Studies 4.1, 4.4

Lesson Plan:

Mapping the Area Around McConaghy House

Learning Objectives

Students will:

1. Compare a map of San Lorenzo from when the McConaghy family lived there with one from modern times.
2. Be able to align where the two maps overlap by matching roads and landmarks.
3. Be able to identify geographical and man-made features on the maps.

Materials

For the teacher:

McConaghy Teacher Packet

Projector

For the student:

Copies of 1878 and the 2011 maps

Pencils

Markers

Vocabulary

Geography

Background

In 1878, the McConaghy family owned 197 acres of farmland in San Lorenzo. A map from that year clearly shows both the farmland and the plot that was later purchased for the McConaghy House. This map also clearly marks the land of other well-known pioneers to the area, including the Meeks, Roberts, and Webbs. Many things can be inferred about life in the region from this map, including average amount of land owned, number of residents in San Lorenzo, and transportation routes. Comparing the 1878 map with one from today highlights the changes that occurred over a relatively short period of time (only 130 years).

Setting the Stage

Discuss with your students what the land was like before American and European settlers arrived. If you have already covered the Ohlone period in class, you can reinforce prior learning by discussing how the Ohlone lived on and used the land. Ask students what they think the land looked like, what resources were available, and how the Ohlone viewed ownership.

Procedures

Activity Duration: 25-30 minutes total

1. See 'Setting the Stage' (5 minutes)
2. Either project or hand out copies of the 1878 San Lorenzo map (pg. 56) to students. Ask them to locate the original 197 acre farm owned by the McConaghys.
3. Discuss with your students how the land was divided, and why they think it was done this way. How many people lived in the area as shown on the 1878 map? Do you think the size of the McConaghys' land was typical or atypical of the time period?
4. Next, project or hand out copies of the 2011 street map of the same area (pg. 57), and have the students align the two maps. Hint: use Bockman Rd. near the McConaghy land as your starting point.
5. Based on the 2011 map (pg. 57), ask students to identify what has changed in San Lorenzo since 1878. Do you think the land is used in the same way? Do you think more or fewer people live on the land today? The McConaghys owned 197 acres. How much land does the average family own today?

Closure

At the end of the lesson, project the third map (satellite images from 2011, pg. 58) for all the students to see. This map highlights the farm land once owned by the McConaghys. Discuss with your students what they see in the image, and have them identify as many features as possible (homes, roads, industrial areas, public spaces, businesses, etc).

Assessment

1. Listen for contributions in closure/reflection regarding the activity.

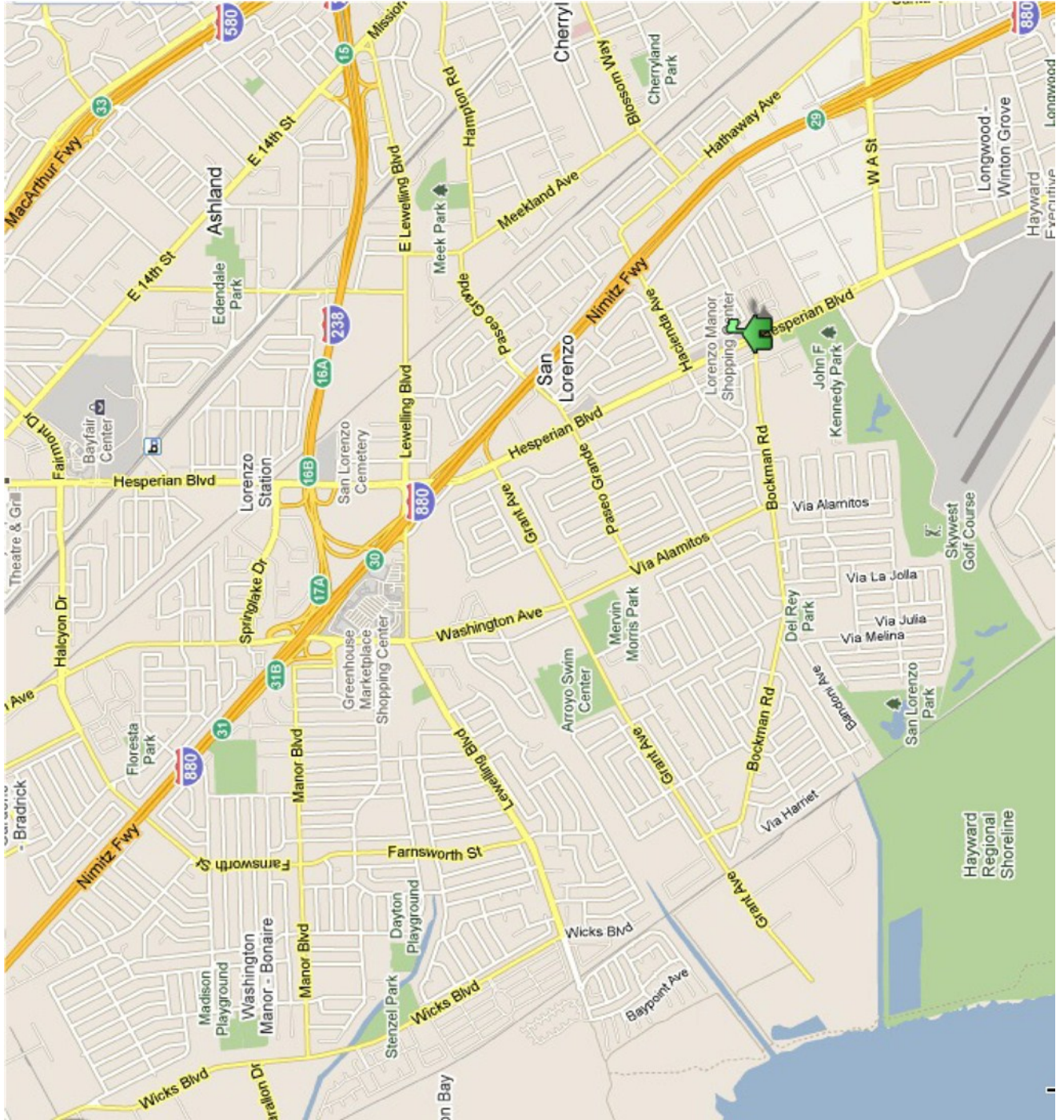
Extension

1. Based on your school's location, provide students with an old map and a 2011 map of the area, and ask them to discuss the changes.
2. Preview the next lesson in this unit.

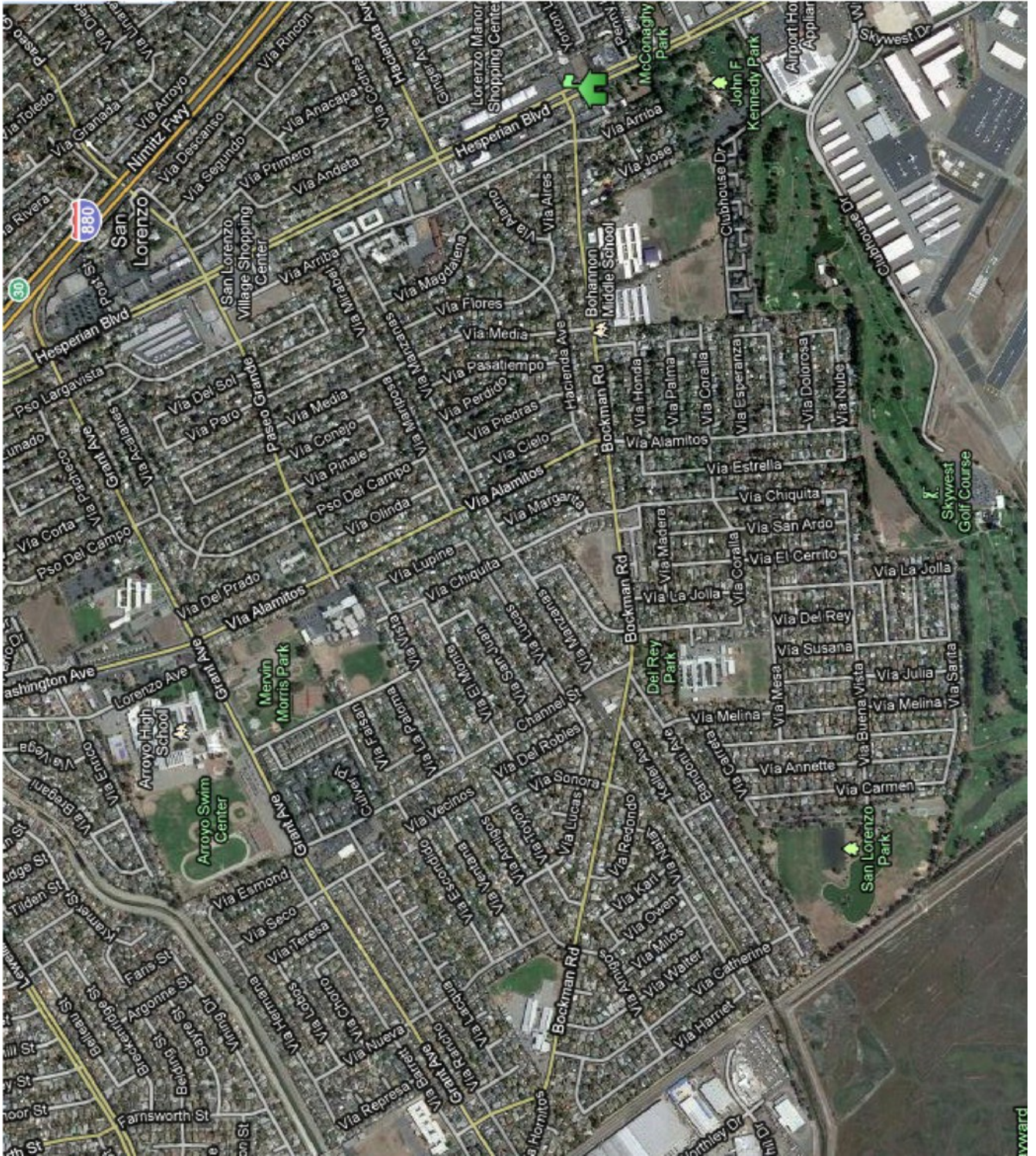
Additional Resources

- Download Google Earth (www.earth.google.com) to explore the San Lorenzo area more closely.

Street Map of San Lorenzo



Satellite Map of San Lorenzo



Life in the Late 1800s (continued)

Industry

New industries changed the face of the Hayward area in the late 19th century. Influential businesses included the Hunt Brothers Cannery, the Oliver Salt Company, and the arrival of the electric train from Oakland.

Salt Industry

The San Francisco Bay is one of only a few places in the world where salt is harvested through **evaporation**. Favorable conditions include: rapid **evaporation** in the warm summers; steady winds blowing through the Golden Gate create small waves along the sloping shoreline; and the bay is highly **saline**.

People living along the bay have always used salt. The Ohlone collected it from driftwood and rocks and traded it with inland tribes. Mission San Jose traded salt for goods from other missions and eventually with English, American, and Russian traders. The demand for salt increased with the Gold Rush, as more was needed for tanning leather and preserving meat.

Former gold miners purchased land along the shoreline for \$1.25 an acre or simply claimed land through “squatter’s rights.” By 1851, there were salt pond operations from the San Leandro Bay to Warm Spring’s landing, but the most favored lands were west of Mount Eden.

By 1868, there were 17 companies harvesting 17,000 tons of salt per year. Two of the biggest companies were the Oliver Salt Co. formed in 1872 and Leslie Salt formed in 1901. In 1931, Leslie Salt bought the Oliver company, and it operated until 1981.



Men shoveling salt into piles in front of what is probably the Oliver Salt Works

While the Hayward area is not the salt dynasty it once was, Cargill Salt Company still owns a sizeable amount of land here. Remnants of the old ponds can be seen as you walk along the shore. While salty bay water does not enter these old pond basins anymore, rainwater does. When the rainwater mixes with the salt on the ground, a **saline** habitat is created that supports wildlife. Several species of birds eat the organisms that live in the **brine**.

Transportation

When the earliest squatters began trickling into the area, they likely came by horse along the trails and small roads that connected the East Bay and Livermore Valley ranchos. El Camino Real (today's Mission Boulevard) ran from Mission San Jose to Mission Santa Clara in the southwest and Mission Sonoma in the north.

As settlements increased, more roads were added locally and within the region. Often locals had to instigate the building of these roads. William Hayward had a road built from Lewelling's Corner to San Leandro and partially financed it himself. Oftentimes, business reasons were behind this, such as making sure people could get to his hotel in downtown Hayward. Statewide transportation improved with stage coach service. Between 1850 and 1865, a stage coach ran from Los Angeles to Oakland, and another one ran from Warm Springs Spa to Oakland, passing through Hayward. In 1860, a route was added from Hayward to Dublin.

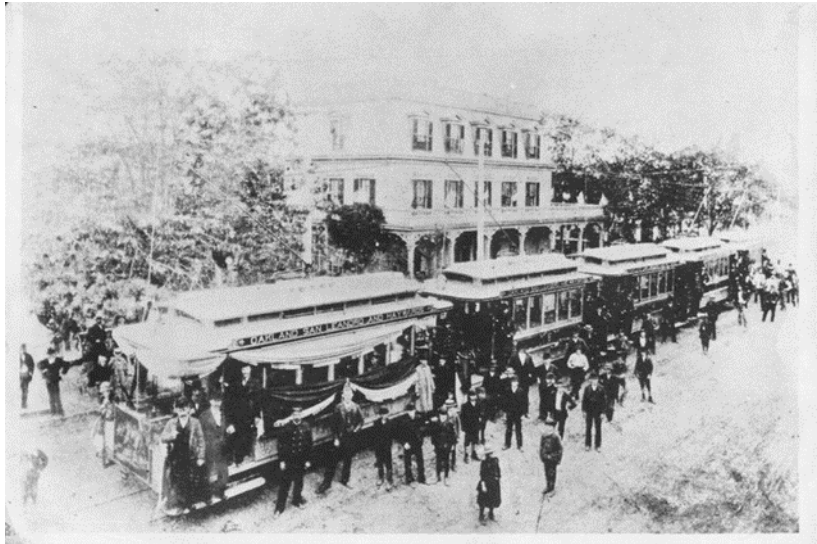
The roads throughout the area were rough and muddy in the winter. The easiest way to get crops to market in San Francisco was by boat. Products were stored at large warehouses at the landings until the goods could be shipped to San Francisco.

In 1853, an English immigrant named William Roberts purchased some bay front property and began operating a freight and passenger schooner called the Helen Eliza, which carried agricultural products and people to San Francisco. Over the years, the Helen Eliza hauled tons of vegetables (particularly potatoes), grain, hay, cattle, and salt. Once the railroads began shipping freight, the schooners became obsolete. Today, Robert's Landing is part of the preserved Hayward Shoreline. Remnants of its past can be seen from the recreational trails.

By 1865, the San Francisco, Alameda, & Hayward Railroad reached Hayward, and a bridge was constructed over San Lorenzo Creek. The Hayward station was at the south end of the City Plaza (today Watkins and D Streets). On August 14, 1865 the whole town turned out to see the first steam engine pull into the station. There were five trips between Hayward and San Francisco daily for \$.75. It took about 45 minutes.

Businesses built up around the train station: grain warehouses, the Brighton Drover Market, a flour mill, and others. As this was the end of the line, there was a round house for turning the locomotive around to head north. For a few years, the rail station was a central part of the community, until in 1868 the earthquake destroyed the depot.

One of the highly anticipated events of the 1890's was the opening of the narrow gauge electric railroad called the Oakland San Leandro and Haywards Electric Railway. On May 7, 1892, the single track line officially opened, and 5 of the 6 cars made the first revenue run. They made stops at the Oakes Hotel in Hayward, the Estudillo Hotel in San Leandro, California Railway crossing, and the 13th Avenue terminal in Oakland.



Opening day of the Oakland, San Leandro, and Haywards Electric Railway Line, May 7, 1892.

The line featured hourly service during most of the day and half hour trips during peak hours. The fare was only seven cents. A conductor and a motor man operated each car.

In early 1893, the tracks were extended into Downtown Oakland, up Washington Street to First Street. Soon after the extension opened, on March 29, pouch style mail service started on the line. In 1906, one of the larger style cars was partially rebuilt to serve as the U.S. Mail (Railway Post Office) car and put into service between the Oakland and Hayward post offices.



Southern Pacific Train Depot, circa 1900

Hunt's Cannery

One of the first businesses to operate in the city of Hayward was the Hunt's Cannery.

The cannery was opened in Hayward in 1895 by brothers Joseph and William Hunt, who had moved the business down from Santa Rosa. The Hunt brothers dreamt of building a great cannery where they would be able to can such products as tomatoes and peaches. Hayward was the perfect location for a fruit packing company, as it had just the right climate for growing different crops that were good for canning. Another incentive for having the cannery in Hayward was that it would be close to the railroads, making it easy to ship products across the country and allowing the company to grow.

The cannery existed in Hayward for about one hundred years. During those years, many people living in Hayward worked at the cannery. Not only that, but people came from far away places such as Oklahoma and Mexico to work at Hunt's, because the pay was good and it was a friendly place to work.

The Hunt's Cannery closed in 1981, but even today many people still remember it. The City of Hayward even has a park named for it: Cannery Park in the Burbank Neighborhood.



Women and men peeling tomatoes, with crates of tomatoes stacked in the foreground, circa 1930

Fashion

Fashion in the late 1800s was dependent on gender, wealth, and daily responsibilities. Most of the popular fashion styles that characterized the Victorian Era were not practical for farming or housework, and instead were worn only by the wealthy who had other people doing most of their work. The McConaghys, as a middle class farming family, would likely have worn simple clothing during the day, and more elaborate outfits when entertaining company in their home or out at parties in the neighborhood.

Men and women wore very different types of clothing, with women exclusively wearing skirts and dresses. Women's fashions included **bustles** and **corsets**. A **bustle** created a bump in the back of a skirt and was useful in keeping it out of the dirt during travel. A **corset** changed the shape of a woman's body, creating a tiny waist and an hourglass figure. These styles were considered very beautiful during Victorian times but were quite restrictive to women. When wearing a **bustle** and **corset**, a woman could not sit down, eat, or go to the bathroom.

Men wore suits that were similar to those worn today. Jackets were shorter than in previous years, and often came in black, browns, and greens. Stripes, checkers, and tweeds were popular patterns for clothes. Top hats, neck ties, and pocket watches often completed a man's outfit.



Bustle, circa 1885



Top Hat, circa 1885



Women's Dress, circa 1880

Photo Credits: All photos on this page are from The Costume Institute webpage - http://www.metmuseum.org/works_of_art/the_costume_institute



Members of the Meek family in front of their home, circa 1893



*Members of the Marlin family on a picnic, exemplifying daily clothes as opposed to high fashions.
John McConaghy is pictured standing at the very back, with a blurred face and hat, circa 1910*

State Standards:

Listening 3.5, 4.8

Speaking 3.4, 4.2

Lesson Plan:

American Fashion: 1880s - Present Times

Learning Objectives

Students will:

1. Be able to match different fashion styles with different time periods in U.S. history.
2. Be able to describe fashion styles using art critique vocabulary.
3. Be able to critically discuss and analyze the inspiration for fashion trends.

Materials

For the teacher:

McConaghy Teacher Packet

Projector

For the student:

Worksheets

Pencils

Markers

Vocabulary

Fashion

Fashionable

Trend

Background

The McConaghy House collection features many examples of men's and women's fashion from the late Victorian era. Fashion is a uniquely engaging and accessible way to trace social changes throughout history. The last hundred years especially have seen a shift away from conservative styles to the more liberal fashions we see in today's society. When the McConaghy House was built in 1886, American fashion was still heavily influenced by high Victorian ideals, with men sporting tail coats and top hats and women wearing elaborate dresses, often with bustles and trains. Many people today find these fashions to be impractical and too restrictive; however, Victorian era citizens would probably find our style of dress just as unfamiliar. Fashion is an ever-changing aspect of our society. The McConaghy family lived in their home for almost 100 years and witnessed decades worth of fashion evolutions. As more time passes, fashion will continue to shift away from recent trends, providing valuable information about our generations.

Setting the Stage

Share the images labeled as Victorian style fashion (pgs. 63 and 64, and pgs. 68 and 69) with your students, and discuss the elements of the outfits (colors, patterns, shapes, materials, etc.). Ask students what they think about these styles, and whether they would enjoy wearing them today. Encourage them to think about how comfortable and practical the different styles are, and for what occasions they may have been worn.

Procedures

Activity Duration: 45 minutes total

1. See 'Setting the Stage' (15 minutes).
2. After reviewing Victorian fashion trends, show students the additional images (pgs. 68 and 69) of various fashions throughout the 20th century.
3. Discuss with students the changes over time, evaluating the trends in the same way as for the Victorian styles. Consider the differences between male and female fashions.
4. Explain to students that while we may consider many of these outdated fashions strange-looking, people in the future might think the same about the clothes we wear today.
5. Pass out the "Fashion in 2050" worksheet (pg. 70).
6. Have students think about what fashion in the United States might look like in 2050, and draw an example of what they think will be popular at the time.
7. Students can either finish in class, or take the worksheet home to complete it. Once they have completed it, have them show the class what they drew and explain why they think it will be fashionable in 2050.

Closure

Have a discussion with students about how something becomes a fashion trend.

Questions to consider include:

- Who creates fashion?
- Who decides what is fashionable?
- What and who inspires fashion?
- Why do some trends become popular and others don't?
- Why do people follow fashion trends?
- When do fashions change?

Assessment

1. Listen for contributions in closure/reflection regarding the activity.
2. Collect the “Fashion in 2050” worksheet

Extension

1. Compare fashion styles from different countries around the world.
2. Preview the next lesson, Your Community, in this unit.

Additional Resources

- The Metropolitan Museum’s Costume Institute http://www.metmuseum.com/org/works_of_art/the_costume_institute
- The Museum at the Fashion Institute of Technology <http://fitnyc.edu/3662.asp>

Years of Women's High Fashions



1884-1886



1910



Circa 1925



1937



1953



1967



1975



1987

Years of Men's High Fashions



1888



1894



1927



1938



1950



Late 1960s



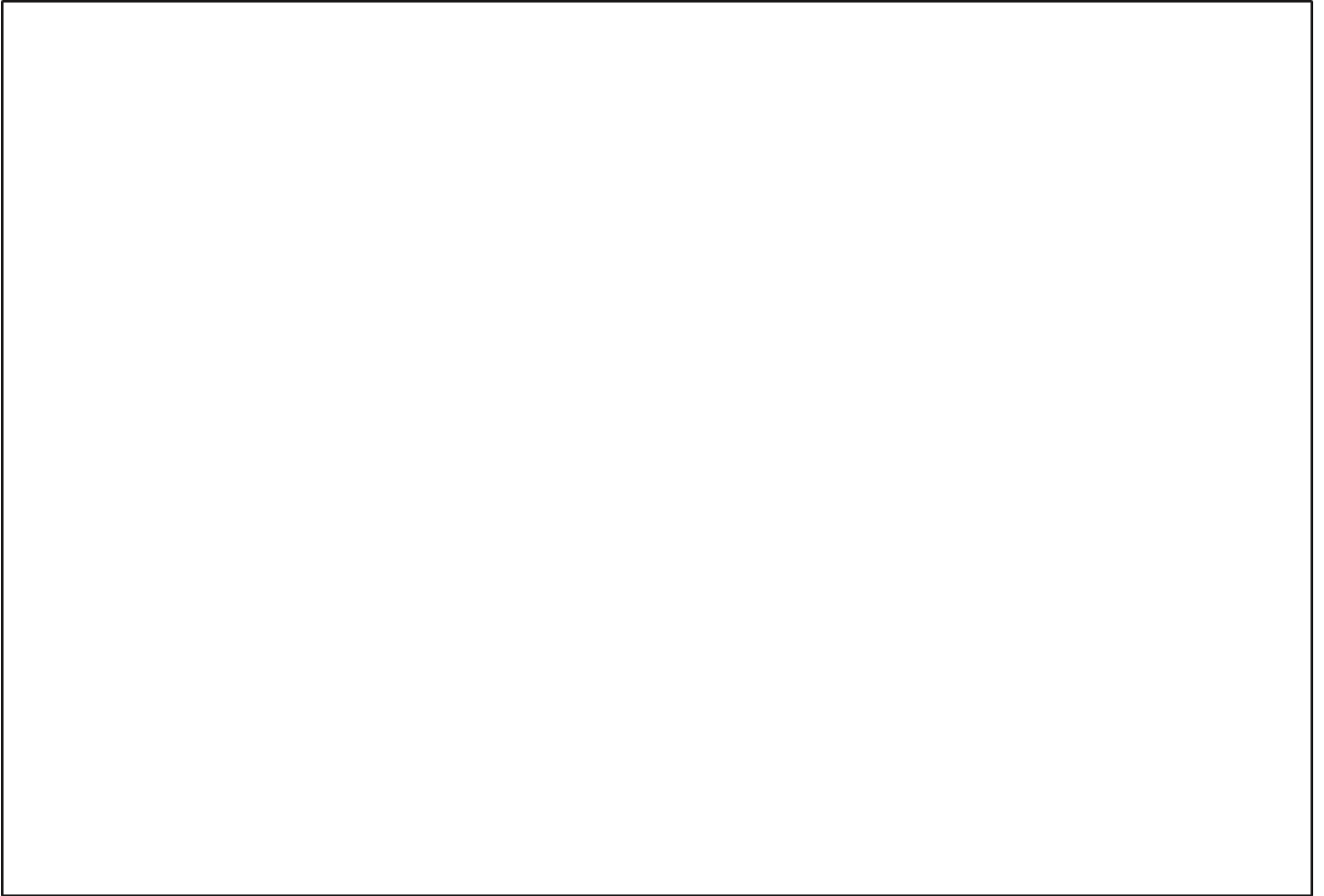
1972



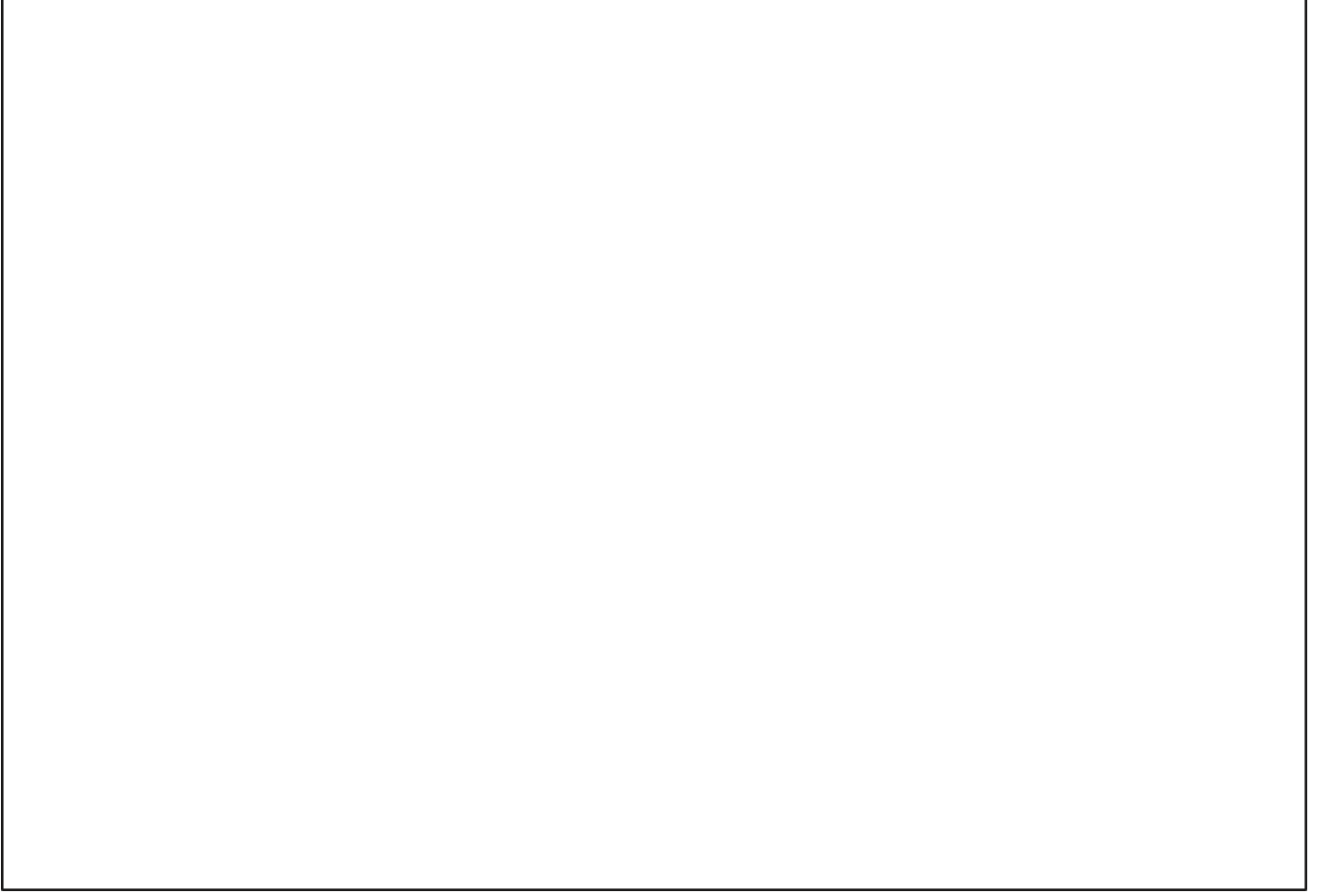
1980-1987

Name: _____

Student Worksheet: Fashion in 2050



What do you think women's fashion will look like in 2050?



What do you think men's fashion will look like in 2050?

Life in the Late 1800s (continued)

Entertaining and Leisure

While farm life was difficult, people still made time for leisure activities and entertainment. Social events happened with friends and family inside the home privately and also outside of the home. When at home, people would read, converse with one another, play instruments or games, and pursue hobbies, such as painting, wood-working, and collecting objects. Outside of the home, entertainment was usually social, and local residents enjoyed keeping track of how their neighbors were spending leisure time. The following are copies of newspaper clippings announcing and reporting on social events that the McConaghy family was involved with. These clippings provide a glimpse at how people in San Lorenzo spent their leisure time. Reading the society pages in the newspaper itself, was a form of entertainment!

Hosting Guests

June 22, 1889

Mr. Spreckles of Alameda is a guest of Archie McConaghy.

May 7, 1892

Miss Dora Vortman of Alameda was the guest of Miss Mary McConaghy Sunday.

March 22, 1929

Miss Mary McConaghy entertained members of her bridge club at her home on Telegraph Road. Those present: Mrs. Rose Flett, Mrs. John McConaghy, Mrs. L.C. Robbers, Mrs. Paul Weber, Mrs. H. Heisel, Mrs. H. Gansberger, Mrs. L.L. Brown and Miss Mary McConaghy.

June 14, 1929

Miss Mary McConaghy and Mrs. Neal McConaghy entertained a large group of friends at a delightful luncheon and bridge party at the Alabam. Tables were colorful with flowers and dainty place cards added to the pleasant effect.



Florence McConaghy also called Mrs. John McConaghy in the newspapers

Parties

Aug. 30, 1884 (Reprinted from San Leandro Reporter, August 23, 1884) On Wednesday evening of last week the young friends of Archie McConaghy tendered him a surprise party at the residence of his father, N. McConaghy, near San Lorenzo, the event being his 20th birthday. Those in charge engineered it nicely for the recipient of the honors was just hitching up a horse to go to a friend's house when the guests arrived. The young man was caught off his guard, quickly recovering himself, and welcomed the visitors and showed during the course of the evening that he knew how to entertain. Dancing, vocal and instrumental music, games and card playing were on the evening's programme and everyone entered the varied sports with a will. A most excellent lunch was served at about 10 o'clock, the young ladies each bringing a good supply. It was early Thursday morning before the assembled guests left for their homes but when they did, they all wished the young man many happy returns of the day. A pleasant coincidence of the affair was the 56th anniversary of Mr. McConaghy coming on the same date; that gentleman also came in for his share of congratulations. Those present were: Mr. and Mrs. McConaghy, Mr. and Mrs. J. Adams, Mr. and Mrs. H. Smyth, Mrs. L. Jasper of Alameda, Miss Lizzie Ferguson of S.F., Miss Jessie Inman, Livermore, Miss Elva King, Miss Elsie Tidd, Miss Alice Roberts, Miss Lillie Smyth, Misses Josie, Annie and Sophie Nielson, Misses Vose, Mary McConaghy, Messrs, Archie McConaghy, J.L. Harper, S.F., A. Kelley, Oakland, Clinton King, Preston Crane, Thomas Heller, Gove Roberts, Wm. Stone, Ed Marx, John McDermod, Orrin and Harry Knox, San Leandro, Cornelius Neilson, Brady and John Marlin, Harry Smyth, George Vose, Neal and John McConaghy.

July 31, 1886

A very enjoyable party was given in Oakes Hall last Friday evening by the young ladies of this place. The Haywards band furnished excellent music for dancing. Present: Gove Roberts, Johnny Marlin, N. McConaghy...

Oct. 31, 1896

A most delightful Halloween party was given in the commodious residence of Mr. Archibald near Centerville. The garret was especially weird and ghostly with its crawling snakes, flitting bats and huge spiders. In the center of the dimly lit room was a huge caldron which emitted flames...At supper time there was great fun

reading fortunes in nut shells, finding the thimble, ring and dime. There was dancing, music and narrating of blood curdling ghost stories. Present: N.A. McConaghy, H. Patterson.

Jan. 25, 1929

Neighbors of Miss Mary McConaghy gave her a surprise party last Saturday evening at which bridge was the principal amusement. Those present: Mr. and Mrs. Wm. Jacobsen, Mr. and Mrs. L. C. Robbers, Mr. and Mrs. E. C. Schultz, Mr. and Mrs. L.L. Brown, Mrs. Rose Flett, Miss Mary McConaghy.

June 26, 1930

The Walsh home on Garden Avenue in Sunset was the scene of a merry party in honor of Miss Mary McConaghy last Sat. evening. About 36 guests were assembled to surprise the young lady when they presented her with a beautiful cedar chest as a birthday token. Elaborate refreshments were served during the evening. [A Nov. 27, 1930 Hayward Journal ad for a cedar chest at Wards shows a price of \$26.95].

Social Clubs

April 5, 1929

Garden Circle, Women of Woodcraft met at Village Hall last Wednesday. After the business meeting whist was played and refreshments served. Miss Mary McConaghy was chairman for the evening.

April 19, 1929

San Lorenzo League of Women Voters held their meeting. Harry Bridges, a prominent San Leandro banker, gave an address on "Women in Business". The June picnic committee includes Miss Mary McConaghy.

August 15, 1929

The next meeting of the Ladies Aid Society will be held at the home of the president Miss Mary McConaghy on Wednesday Sept. 4th.

Vacationing

Feb. 15, 1890

Miss Mary McConaghy returned from a week's visit to the metropolis, accompanied by Miss Lizzie Ferguson who will visit seven days.

Aug. 28, 1897

Mr. and Mrs. E.C. Perkins, Miss Mary McConaghy, Miss Flora Smyth, and John McConaghy leave for a trip to Portland.

Feb. 13, 1930

Miss Mary McConaghy left last Tues. for a visit with friends in Los Angeles.

July 31, 1930

Mr. and Mrs. Neal McConaghy, Miss Sally McConaghy and Miss Mary McConaghy returned last week from the Yosemite.



John and Florence (right) on vacation with friends near Yosemite

Discussion Questions

1. How did the McConaghys spend their leisure time?
2. What types of activities were they involved in?
3. How do you spend your time off?
4. What types of entertainment do we have today? How do they compare with the entertainment available to the McConaghys?
5. How did the McConaghy's entertain themselves?
6. How did the McConaghy's spend time with their friends?
7. What do you do for entertainment when you spend time with your friends?



McConaghy House Post-Visit Content

Saving the McConaghy House

The story of saving the McConaghy House is an excellent example of civic engagement, which is when an individual or group of citizens are committed to improving or changing something about their community for the good of everyone.

Neal McConaghy's son John lived in the house until his death at age 100 on July 6, 1972. The McConaghy House was willed to the Shriners' Hospital for Crippled Children. The following February a hearing notice was posted, alerting the community of plans to rezone the 2.47 acre residential property for retail business purposes, meaning the 90-year old house would be torn down.

Nearby residents did not want to see this happen and quickly formed a committee of concerned San Lorenzo residents. The committee contacted several service organizations to adopt a resolution for saving the McConaghy House. Within six days the committee was able to present over 362 signatures to the Zoning Commission.

The Hayward Area Recreation and Park District (HARD), who was also opposed to commercial development, purchased the McConaghy Estate from the Shriners' Hospital on July 30, 1973. The Hayward Area Historical Society (HAHS) was given the responsibility of restoring the McConaghy House as the house museum we know today.

HAHS contacted the service organizations that originally supported saving the house. These organizations, along with HAHS, each adopted a room to clean, paint, and furnish. Other organizations assisted with painting the exterior of the house and replaced the carriage house roof. In September 1976, the McConaghy House was finally ready to open its doors for docent tours, thanks to the help of many individuals and community organizations.



Three of the community members who helped save the house, on the front porch

Discussion Questions

1. Why did neighbors in the area feel it was important to save the McConaghy House from demolition?
2. If you had lived in the neighborhood at that time, would you have supported the committee? Why?

The Hayward Area Community

What is the meaning of community?

A community is a social group of any size, whose members live in a specific location, and share common characteristics and interests. A group can share a distinct identity within a community based on occupation, e.g. the business or education community; heritage, e.g. the Latino community; values, e.g. charity or philanthropy; religious beliefs, e.g. Islam or Christianity; and hobbies, e.g. quilting or wood-working.

Civic Engagement

The communities that exist in the San Lorenzo area today come in a wide variety of shapes and sizes. They range from whole neighborhoods, to churches and other worship centers, to the clubs that are present in local schools. The goal of these organizations and clubs is to bring together people with common interests and goals. Oftentimes within thriving communities, organizations focused on civic engagement will form with the goal to improve the world around them. These groups facilitate both group and individual accomplishments and can be permanent (e.g. the Rotary Club) or short-term (e.g. the group that saved McConaghy House).

Discussion Questions

1. What clubs are present in your school?
2. Are you a member of any club(s)?
3. What are the rules and goals for the club(s)?
4. Are your parents members of any clubs or other community organizations?
5. What is the purpose of these organizations?

In the past, people also joined different clubs, and many of these clubs are still around today. Archie, Neal Jr. and John McConaghy belonged to two prominent organizations in Hayward that were dedicated to their community and civic engagement. These groups were the Masons and the Native Sons of the Golden West.

The Masons are a private social club that enjoys **camaraderie** and **philanthropy**. They have many rituals that are kept secret, but their purpose is to bring together men who share common interests in the community. Freemasonry's central preoccupations remain charitable work within a local or wider community, moral uprightness (in most cases requiring a belief in a supreme being) as well as the development and maintenance of fraternal friendship. One of the most important things that the Masons have done for their community is the building of several children's hospitals across the country. While they have given many wonderful things to their communities, they are still an exclusive, private group, and many people have criticized them for not being more inclusive.

The Native Sons of the Golden West was a "**nativist**" organization that began as an "order embracing only the sons of those sturdy pioneers who arrived on this coast prior to the admission of California as a state," meaning any men who were born in California. During the McConaghys' time, a great hall was located at the corner of C and Main Streets which was the meeting center of Hayward's chapter of the Native Sons and Daughters of the Golden West. The tower was visible from across town, and the hall was used for various social events in town. Today, the organization welcomes all men and women who live in the state, regardless of where they came from. However, they are no longer as active or influential as they were during the McConaghys' time.



Native Sons of the Golden West Hall, circa 1891

One of the most popular community organizations today is Rotary International, and there are several active groups in the Hayward area. Their purpose is “to encourage and foster the ideal of service as a basis of worthy enterprise and, in particular, to encourage and foster:

1. The development of acquaintance as an opportunity for service;
2. High ethical standards in business and professions, the recognition of the worthiness of all useful occupations, and the dignifying of each Rotarian’s occupation as an opportunity to serve society;
3. The application of the ideal of service in each Rotarian’s personal, business, and community life;
4. The advancement of international understanding, goodwill, and peace through a world fellowship of business and professional persons united in the ideal of service.

Rotary International is an inclusive club that accepts volunteers or members for a small annual due (\$50 per year). Rotary clubs undertake service projects to make improvements in their communities.

Discussion Questions

1. Why do you think the McConaghy men joined the Masons and the Native Sons of the Golden West?
2. What purpose do these groups serve in the community?
3. Would you want to join any of these groups today? Which one(s)? Why?

What you can do for your community

Some ways in which individuals can improve their community include:

- Voting.
- Writing letters to politicians.
- Collecting signatures for a cause.
- Raising funds for a cause.
- Donating usable items to charity.
- Volunteering for a non-profit in the community.
- Helping with clean-up days in the community.
- Treating the people in the community in a fair, kind, and respectful way.

People can accomplish more when they work as a group. Ideas for improving your school community include:

- Cleaning up litter in and around your school grounds.
- Planting a garden or a tree at your school.
- Shopping for and using school supplies made from recycled materials.
- Researching the benefits of recycling and present your findings to your school administration.
- Including everybody in your school/class community and stop bullying.

Around your neighborhood with your family/friends:

- Writing letters asking city officials to convert a vacant lot into a playground, and applying for city funds to build a playground.
- Planting trees or a garden in a vacant spot.
- Helping an elderly neighbor by mowing their lawn, pulling weeds or carrying their groceries for them.
- Participating in creek, shoreline or beach clean-up days.

State Standards:

Social Studies 3.4

Visual Arts 3.2

Visual Arts 4.2

Writing Applications 3.2, 4.3

Lesson Plan: Your Community

Learning Objectives Students will:

1. Learn about different aspects of their community today.
2. Be able to express what makes their community unique.
3. Be able to develop pride for their community.

Materials

For the teacher:

McConaghy Teacher Packet

Projector

For the student:

Construction Paper

Magazines or Newspapers

Scissors

Crayons, Markers, Pencils

Glue

Vocabulary

Brochure

Community

Background

Communities exist in a variety of forms, ranging from the traditional “neighborhood” community to the individual community found inside the classroom. A classroom (or more broadly, a school) serves as a location in which a group of people share a common experience. The community is comprised of teachers and students working together over a period of time and abiding by a set of rules, traditions, common goals, and social systems.

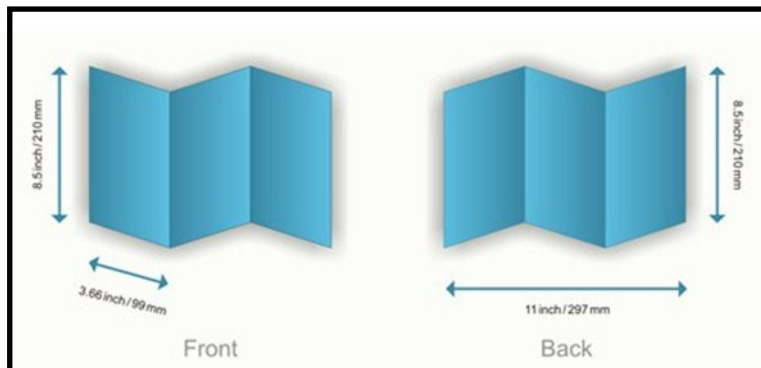
Setting the Stage

Ask students to brainstorm what images and words would describe the important aspects of their community. What makes their town a special place? Think about the community from different perspectives: weather, location, cultural diversity, educational community, transportation, activities, recreation, etc. Compile a list of the students’ suggestions on the board for everyone to reference. Ask the students what they would want to tell someone who has never been to their community before to encourage them to visit. Students will create a brochure to highlight what makes their community special.

Procedures

Activity Duration: 30-40 minutes total

1. See 'Setting the Stage' (5 minutes).
2. Have students select a piece of paper (whichever color they would like), and fold it into a basic tri-fold brochure
3. Ask the students to first select the cover page of their brochure, leaving it blank for the time being.
4. Instruct them to select a theme for each of the remaining five pages of their brochure, highlighting some of the topics discussed in 'Setting the Stage.'
5. Once their themes have been selected, have the students search through the magazines and newspapers and cut out images that represent these themes. Instruct the students to place the images in the appropriate places on their brochure but not to glue them yet.
6. Next, students should write in basic descriptions of their town (1-2 sentences), describing the themes and pictures they have selected. Students will glue in their pictures to go along with the descriptions.
7. Last, instruct your students to design their cover page after they have completed the rest of their brochure.



Closure

Have the students present their completed brochures to the rest of the class, telling their classmates about their community by using themes and images they selected to represent their community.

Assessment

1. Listen for contributions in closure/reflection regarding the activity.
2. Collect tri-fold brochures and evaluate for content, accuracy, and creativity.

Extension

1. Students can create a travel brochure for their county/state/country or place they would like to visit.

Additional Resources

- <http://www.edenareachamber.com/>
- <http://www.slzUSD.org/>
- www.hayward.org
- www.husd.k12.ca.us
- www.cv.k12.ca.us



Teacher Resources

Books and Other Publications

Alvarado, Amy Edmonds and Patricia R. Herr, *Inquiry-Based Learning Using Everyday Objects*, Corwin Press, 2003.

**Eden Writers, *Hayward: The First 100 Years*, Hayward Centennial Committee, 1975.

**Hall, Harwood L., *Eden Township: Its Agriculture*, Hayward Area Historical Society, 1997.

*Lewis, Barbara A., *The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference*, Free Spirit Publishing Inc., 1995.

*McAlester, Virginia and Lee, *A Field Guide to America's Historic Neighborhoods and Museum Houses: The Western States*, Alfred A. Knopf, 1998.

**Sandoval, John S., *The Rancho of Don Guillermo, A History of San Lorenzo, Hayward and Castro Valley, Volume I The Early Years: 1843 –1890*, Mt. Eden Historic Publishers, 1991.

**Shinn, Charles Howard, *Historical Sketches of Southern Alameda County*, Alameda County Historical Society, 1991.

Wietzman, David, *My Backyard History Book*, Little Brown, 1975.

*Wilson, Mark, *East Bay Heritage: A Potpourri of Living History*, California Living History, 1979.

*Books available through the Alameda County Library System.

**Books available for reading at the Hayward Area Historical Society through Education or the Archives.

The Hayward Area Historical Society also has a *Hayward Area Coloring Book and Greetings from Hayward, California: Hayward Area History Through Postcards* by Banning Fenton and Lois Over that are available. You can purchase these at the museum.

Websites

<http://www.californiahistoricalsociety.org/timeline/> for a timeline of events in California.

www.coastal.ca.gov for information on Coastal Clean-Up Day, held the 3rd Saturday of September.

www.museumca.org/picturethis for California history resources for teachers.

<http://www.nps.gov/nr/twhp/descrip.htm> for history-centered lesson plans from the National Park Service.

<http://museumca.org/> for the Oakland Museum of California.

www.haywardareahistory.org is the website of the Hayward Area Historical Society.

<http://www.acgov.org/> for Alameda County resources. <http://www.ci.hayward.ca.us/>

for Hayward city resources. <http://www.hayward.org/> for the Hayward Chamber of Commerce.

<http://www.edenareachamber.com/> for the Castro Valley/Eden Area Chamber of Commerce (includes Castro Valley, San Lorenzo, Cherryland, and Ashland).

<http://library.ci.hayward.ca.us/> for the Hayward Public Library system.

<http://www.aclibrary.org/branches/csv/default.asp?topic=CastroValley&cat=CSVHome/> for the Castro Valley Public Library, through Alameda County.

<http://www.aclibrary.org/branches/slz/default.asp?topic=SanLorenzo&cat=SLZHome/> for the San Lorenzo Public Library, through Alameda County. <http://www.husd.k12.ca.us/> for the Hayward Unified School District. <http://www.cv.k12.ca.us/> for the Castro Valley Unified School District. <http://www.slz.usd.org/> for the San Lorenzo Unified School District.

<http://www.haywardrec.org/hayshore.html> for the Hayward Shoreline Interpretive Center.

<http://www.ebparks.org/parks/ardenwood> for the Ardenwood Historic Farms.