

Crossing the Bay.

Instructions for Teachers for Museum Visit

Have students look at the exhibit *Bridges: Dreaming Big, Building Big*, especially the materials related to the ways people have crossed the bay over time, and/or ideas on ways to cross. Have students complete the worksheet at the Museum. **Make sure students use only pencils for work done at the museum.**

After the Visit

Allow time for students to share some of the items from their worksheets (either individually before the whole class or in small groups). Have them listen for students who identified similar items and to listen to their explanations (and again to see if these are similar or different from their own explanations).

Make copies of the second worksheet for students (for individual students or as group work). *Before they start work*, help students to understand what the following are (they will have seen some of them at the museum, but check to be sure they are familiar with them):

- **Ohlone tule boats**—either find photos from the Internet and/or help them to understand that these were boats made from tule reeds and they held two to four people who each had to use oars to make it go.
- **Ferry boats**—again either find photos from the Internet and/or explain that these were large boats that could carry as many as 100 or more people and also had space to carry cars and trucks in the spaces below the decks.
- **Electric streetcars**—find photos from the Internet of Key System and/ or explain that these were essentially buses that ran by electricity on tracks.
- **BART**—find photos, if necessary (some students may not be familiar with the system). It also runs by electricity and actually it crosses the Bay about as fast as the Key System did—the difference in times is the distance between the stations that are noted.

If two pages seems like too much for your student group, you might assign less for each student/group. You could have students choose which ways they might like, or find any other way to shorten the assignment that works for your students. In this case F and G could be used as follow-up for all students.

Allow time for sharing and/or have students make a drawing to go with the way they liked best and/or the other way they chose. You might make a class mural to show different ways people have crossed the bay, having groups and/or individual students work on the various parts.

Student worksheet—Complete at the Museum

Look at the things displayed in the exhibit. There are many photos, objects, and displays about the Bay Bridge. Look for things that show or tell ideas people had for how to cross the Bay. Some of these ideas were used, some were just ideas. Write down two (2) or three (3) things you find interesting about ways people thought of or used to cross the Bay. Explain why you chose them.

See if you can find other interesting or important ideas, objects, or facts you would like to share with other students when you get back to class. Write them below. Explain why you think they are interesting or important.

Student worksheet—Complete after the Museum Visit

The San Francisco Bay has changed and been developed over time. The water of the Bay are cold and rough waters due to waves and weather. Some people get seasick when the water is very rough, so that could make crossing difficult. Ferryboat captains also needed to watch out for other boats and ships on the bay. Imagine what it might have been like to cross the bay in each of the ways listed below:

A. Ohlone tule boat—thousands of years ago:

How long would it take? About three to four hours with 2 to 4 people rowing. Describe the trip:

Tell what you like about this trip and some of the challenges (problems):

B. A Bay Bridge ferry—about seventy five to one hundred years ago:

How long would it take? About 40 minutes, taking people and cars. Describe the trip:

Tell what you like about this trip and some of the challenges (problems):

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- C.** The Key System electric streetcars running under the Bay Bridge—from 1939-1958:
How long would it take? 30 minutes from Oakland to San Francisco. Describe the trip:

Tell what you like about this trip and some of the challenges (problems):

- D.** Crossing the Bay Bridge by automobile—from 1936 to present day:
How long would it take? 20 minutes or longer, depending on traffic. Describe the trip:

Tell what you like about this trip and some of the challenges (problems):

- E.** Crossing the Bay Bridge by BART—from 1974 to present day:
How long would it take? 8 minutes from West Oakland to Embarcadero. Describe the trip:

Tell what you like about this trip and some of the challenges (problems):

F. Which ride across the bay was best? Explain why you chose it.

G. If you could make or choose another way to cross the bay what would it be? Guess about how long it would take to cross/Describe the trip/Tell why this would be better than the other ways and if there would be challenges (problems).