



WELCOME TO THE McCONAGHY HOUSE!

Docent-led school tours of the McConaghy House focus on local history, continuity and change, and the impact of individuals in our community. The house provides students with an opportunity to step into the past, to experience and wonder about the life for an 1880s farm family. The McConaghy House is also an example of how the community mobilized itself in the 1970s to save the house from pending demolition. Through the efforts of concerned citizens, an important part of our local history is retained today for future generations to learn about and enjoy.

This Teacher Packet provides background material and resources about McConaghy family and house, as well as other information about the Hayward Area. We hope you will find one or more of the readings and activities useful as you prepare your students for their visit to the McConaghy House.

Teachers, please note: We welcome comments and suggestions about the usefulness of this packet in your classroom. An evaluation form is enclosed to receive your feedback.

We hope your visit will spark students' interest in our local history!

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3rd GRADE HISTORY/SOCIAL SCIENCE REQUIREMENTS

The McConaghy House tour and enclosed activities address the 3rd grade Social Science curriculum standards (Social Studies: 3.1; 3.3-1; 3.3-3; 3.4-2) set forth for students in California, which include:

Using maps, photographs and charts to organize information about people, places and environments in a spatial context.

Examining the people who settled here, and people who continue to come to the region, including their cultural traditions and contributions.

Tracing why the community was established, how individuals and families contributed to it's founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

Discussing of the role of local citizens, including how to participate in a classroom, in the community and in civic life.

VOCABULARY WORDS

Artifact: any object made or changed by a human being

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

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

Demolition: to tear something down, to destroy a building

Floriculture: growing flowers

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

Heritage: all of the people and traditions that have come before you

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

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

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

PART I. STEPPING INTO THE PAST

1. WHO WERE THE McCONAGHYS?

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 a rush for gold in California lured Neal west in 1853 to seek his fortune. Upon arriving to 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.

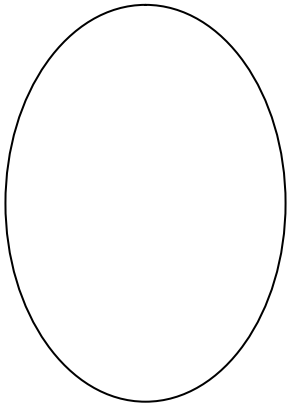
In 1865, Neal purchased 197 acres of San Lorenzo land and built his first house at the foot of Grant Avenue. During that same year, Neal married Sara McCaw, who was also from Antrim County, Ireland. The McConaghys lived in a modest home on Grant Avenue for two decades. This is where a daughter and four sons were born.

In 1886, Neal purchased a parcel of land along Hesperian Boulevard (formerly known as Telegraph Road), near Bockman Road. When the McConaghy family moved into the new house, John, the youngest son, was 15 years old. 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 1886 to 1972, or over 85 years!

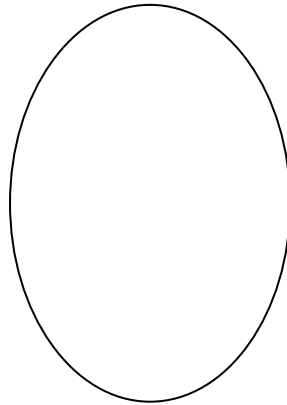
The following page provides you with the McConaghy family tree. Using the pictures provided in this packet of the family members, have students draw each of the McConaghys.

Please note: One of the McConaghy sons, John, died as a child and there is no picture of him. They had a son later whom then also named John. This may be confusing and students may want to know why he died. As you know, it was not uncommon for babies and children to die from diseases that we now have vaccinations and medications to combat.

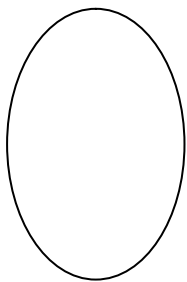
McCONAGHY FAMILY TREE



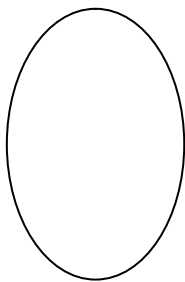
Neal McConaghy
1828-1914



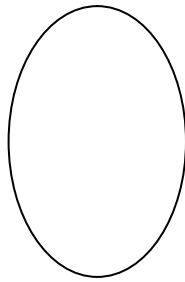
Sarah (McCaw) McConaghy
1834-1912



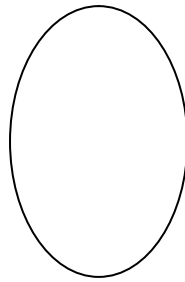
Archibald
1864-1892
|
Never married



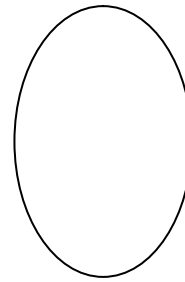
Mary
1866-1939
|
Never married



John
1867-1871



Neal Alexander
1869-1944
|
Married:
Dora Searle Norris
1878-1959
|
Daughter:
Sally McConaghy
1914-1979



John
1871-1972
|
Married:
Florence Smyth
1872-1939
|
No children

ACTIVITY – CREATE YOUR OWN FAMILY TREE

Constructing a simple family tree will require that students have time at home to talk with family elders. 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 family trees 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.

Once completed, students can share and compare family histories: Whose ancestors came from the same country? Who came from the farthest distance? How did they get here? When did family members immigrate to the United States? In what other parts of the country do family members live? What were some of the occupations held by ancestors in the past? What do names and surnames mean? Does the popularity of certain first names change over time?

Students can also share with the rest of the class any special stories they may have learned about their family heritage. This can be done through a short oral presentation, a written story, or through artwork.

Discuss with your class that when they conduct family research, they are mostly discovering and using primary sources. Their completed family tree becomes a secondary source and could be used by other researchers in the future – if it is donated to an archive like at the Hayward Area Historical Society! We welcome this!

You can also discuss with your students:

Why we study history, anyway?

History is the study of the past. When we examine how, where and why people lived in a given location at a given time in the past, we are studying history. 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.

What types of evidence do historians use to put pieces of the past together?

Through examination of bits and pieces of information from the past, a historian can begin to form a picture. The evidence used by historians is referred to as primary source materials and includes:

- ü Objects –artifacts, clothing, tools, furniture, tombstones
- ü Images –photographs, portraits, picture post cards, video
- ü Documents –birth/marriage/death certificates, diplomas,
- ü Audio –music, audio recordings, interviews, oral histories
- ü Statistics –census data, maps, land surveys, blueprints
- ü Text –diaries, letters, cookbooks, magazines, newspapers, advertisements,
- ü Physical surroundings –historic homes, landmarks

2. THINGS YOU WILL SEE

The McConaghy House contains a broad cross section of artifacts that were found in Victorian era homes. You may want to discuss some of these items with students along with changes in technology by using the information on the following page.

Communication

Crank-handle telephone
Victrola
Gramophone
Stereoptican/Steroscope
Photographs/tintypes

Transportation

Horse-drawn carriage
Saddle

Farm Tools

Sickle
Horse-drawn plow
Blacksmith tools
Knife-sharpening stone

Technology

Gaslight
Indoor plumbing
"Elephant trunk" toilet
Coal for heating (earlier)
Furnace for heating (later)
Mousetrap (a better one was built!)

Food Preparation

Wood-burning stove
Butter churn
Icebox
Hoosier cabinet
Water pump
Egg scale
Coffee bean grinder

Clothing/Grooming

Bustle
Button-top shoes
Button hook
Razor strop
"Claw foot" bathtub
Wash basin and pitcher
Chamber pot

Household Chores

Wringer washer
Tub and washboard
Flat iron
Clothesline
Carpet beater
Spinning wheel (an antique to the McConaghys)

THEN & NOW: CHANGE COMES TO THE COMMUNITY

The McConaghy House visit can provide a good contrast between past and present technologies. Prepare by talking about how our day-to-day lives are different than they were 100+ years ago.

Changes on the farm

- ü Hand tools (sickle and grain cradle) and horse-drawn plows replaced by mechanized tools
- ü Straw-burning steam engine to gas powered engine

Changes in communication

- ü Face-to-face: Early crank telephone to cordless/cellular phone
- ü Listening to music: Victrola/gramophone/phonograph to tape/CD/MP3 player (celluloid/shellac discs to vinyl records to tapes to CD)
- ü Visual: Postcards/photographs to camcorders/video
- ü Entertainment/news: Newspapers, lectures to radio/movies/television/Internet

Changes in how food was obtained and preparation

- ü Raising your own animals and crops to buying from grocery store
 - Cattle provided milk (butter made at home)
 - Chickens provided eggs, meat
 - Vegetable garden and fruit trees
- ü Water pumped from well to indoor plumbing
- ü Wood-burning stove to electric oven
- ü Ice box to refrigerator with freezer

McCONAGHY HOUSE ARCHITECTURE

The McConaghy House is a Stick-Eastlake style farmhouse. John Haar, Sr., who later became mayor of Hayward, designed and constructed the McConaghy House in 1886.

Features of note on the grounds of the McConaghy House:

Main house, exterior:

- ü Squared bay windows
- ü Stained-glass entry doors (original)
- ü A wide, curved veranda (porch)
- ü Storm-cellar door
- ü Iron cresting on the second floor and roof (the widow's walk)

Main house, downstairs:

- ü Company and family parlors
- ü A library
- ü Formal dining room
- ü Kitchen with walk-through pantries.
- ü Walls are made of wood and plaster that contains horse hair

Main house, upstairs:

- ü Four family bedrooms
- ü A single bath
- ü Two rooms for servants (one used for sewing)
- ü Main staircase with large skylight (reproduction) above the central stairway
- ü Servants' staircase

Structure behind the main house:

- ü Carriage house
- ü Tank house

PART II. HAYWARD AREA'S BEGINNINGS

3. HAYWARD AREA'S BEGINNINGS

Who were the first people to inhabit the area?

The coastal natives known the Ohlone were the first people living in and around Hayward. Small villages of families lived along the shoreline and banks of the San Lorenzo Creek, Dry Creek, and Sulfur Creek. The mild climate produced an abundance of food including acorns and berries. Game animals roamed the land, while creeks and streams supplied salmon, and shellfish were gotten from the bay.

The Mission Period (1769-1839)

Spanish explorer Captain Gaspar de Portolá and Father Junipero Serra led an expedition to the San Francisco Bay in 1769, and declared the east bay land as "Mission Lands." Mission San Jose was built in 1797 (in present-day Fremont). During the Mission Period, the Hayward Area served as grazing lands for cattle that supplied hides and tallow for the mission. San Lorenzo Creek was an important watering location for livestock.

The Rancho Period (1800-1850)

In 1841, Guillermo Castro was granted ownership of a large parcel of land, known today as Hayward, Castro Valley, San Lorenzo, and San Leandro (a small part). Castro named his land Rancho San Lorenzo.

The Rancho Period came to an end, due to the following events:

- ü California became a U.S. territory following the War with Mexico in 1846. As a result, the Mexican landowners no longer held a legal claim on California lands.
- ü News of the Gold Rush in 1848-49 attracted hundreds of thousands of people to California to stake a claim. People traveled to California from the Eastern United States, as well as from Asia, Europe, South America and Australia.
- ü Thousands of fortune-seekers, unsuccessful in the gold mines, returned to the San Francisco Bay Area to stake a claim on lands that were no longer controlled by Mexico. Neal McConaghy was one of these settlers.

ACTIVITY-MAPPING THE HAYWARD AREA

Using the historic map from 1878 found in this packet and a modern street map, have students compare San Lorenzo in the McConaghy's time with today.

Students can work in pairs. Provide each pair with:

A copy of 1878 San Lorenzo map (from attached master).

A copy of a modern street map (from attached master).

Questions for student discussion:

1. Can you locate the original 196 acre farm owned by the McConaghys on the 1878 San Lorenzo map?
2. Can you locate the McConaghy Estate on the modern map?
3. What features have changed over time?
4. What has stayed the same?

4. NATURAL RESOURCES OF THE HAYWARD AREA

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 beneficial minerals for crops.

Good Weather - Consistently moderate temperatures meant that mild-weather crops could be grown throughout the year.

How did land use and the geography in the Hayward Area change since its settlement in the 1850s?

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 price goods could receive in the marketplace. The book Eden Township: Its Agriculture outlines these 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 by farmers. Soil exhaustion had resulted in declining yields 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.

Industry: The Hunt Brothers Cannery was founded in 1895 in Hayward. Hunts packed cherries, peaches, apricots, pears, plums, tomatoes, peas, and small fruits and berries.

Fruit drying: A popular means of preserving apricots, prunes and pears from spoilage during railroad shipping, while avoiding the cost of expensive refrigerated railroad car.

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 that of Hayward or San Lorenzo, Castro Valley's mild climate, and an easy accessibility to grain made it the perfect place for raising eggs, chickens, pheasants, and squab (pigeons) for the marketplace.

Nurseries 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 HAYWARD COMMUNITY OF THE 1870s-1880s

What is the meaning of community?

A community is a 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; or heritage, e.g. the Latino community, or the community of color.

What were some of the common characteristic and interests that drew early settlers to work and live in Hayward?

Heritage people who shared a common ethnic background working and living side by side. For example, in the 1860s, Joel Russell of Hayward divided and sold parcels of his farmland to a series of Danish families. The area became known as "Little Copenhagen."

Economics of the area were fueled by early settlers' desire to live, work and prosper in a new place. By 1876, the town of Hayward could provide a full range of goods and services to area residences.

ACTIVITY - WHAT MAKES YOUR COMMUNITY SPECIAL?

Have students create a travel brochure for someone who has never been to their town. Students will create a collage by cutting and pasting pictures and words from old magazines onto construction paper. Fold paper into thirds to create a brochure.

Supplies you will need:

- ü Old magazines
- ü Construction paper
- ü Scissors
- ü Paste or glue

Begin the project by brainstorming with students about images and words that 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.

Try creating travel brochures for different eras. A brochure advertising the area in 1900 would be much different than one from today.

5. EARLY PIONEERS OF THE HAYWARD AREA

People who make a contribution to a community are sometimes remembered by having a street, school, building or park named after them. Hayward area pioneers include:

Hayward

Hayward: after William Hayward, owner of the first local mercantile. Hayward also ran a post office. Instead of placing an address on the mail, people simply wrote "Hayward's" - the name stuck!

Meekland Avenue: after nurseryman William Meek.

Harder Road: after dairy farmer Jacob Harder.

Winton Avenue: after fruit & vegetable farmer Crayton Winton.

Sorenson Road: after the Sorenson family. Sons L.T. and Henry Sorensen ran Hayward's livery stable and mortuary.

Hathaway Avenue: after agriculturist Charles W. Hathaway.

Alden Oliver Sports Park: after salt baron Alden Oliver.

San Lorenzo

Robert's Landing (Road): after merchant and farmer Captain William Roberts. Roberts transported fruits and vegetables by barge to market in San Francisco.

Bockman Road: after dairy farmer William E. Bockman.

Lewelling Boulevard: after nurseryman Henderson Lewelling.

Castro Valley

Castro Valley: after Guillermo Castro, Spanish land owner of Rancho San Lorenzo.

Strobridge Avenue: after J.H. Strobridge, a grading and excavating foreman who worked on the Central Pacific Railway.

Parsons School & Parsons Road: after dairy farmer I.B. Parsons, who was served as a school board trustee for Hayward Union High School.

WHO SERVED THE HAYWARD COMMUNITY IN 1876?

(Population: 918 people)

<u>Merchants</u>	<u>Service Workers</u>
3 Shopkeepers	1 Tanner
2 Barbers	1 Whip maker
2 Doctors	3 Blacksmiths
4 Clerks	3 Tinsmiths
1 Butcher	1 Carriage maker
1 Baker	1 Railroad agent
1 Grocer	2 Engineers
	1 Fireman
<u>Service Workers</u>	1 Brakeman
1 Hotel worker	2 Expressmen
2 Livery stable owners	1 Tailor
3 Teamsters	2 Shoemakers
5 Stage coach drivers	1 Teacher
1 Harness maker	2 Ministers

Use the information on this page to answer the questions on your worksheet.

WHO SERVED THE HAYWARD COMMUNITY IN 1876?

1. List the name and number of people who worked with horses?

2 Livery stable owners	1 Tanner
3 Teamsters	1 Whip maker
5 Stage coach drivers	3 Blacksmiths
1 Harness maker	1 Carriage maker
	Total = 17

2. List the name and number of people who worked the railroad?

Railroad agent -1

Engineers -2

Brakeman 1 Total = 4

3a. There were no department stores in Hayward in 1876.

Who provided the clothing and footwear for the community?

Tailors -2, Shoemaker -1

3b. What other way people could get clothing?

By purchasing fabric and sewing their own clothing or by receiving hand-me-downs.

4a. How many teachers worked in Hayward in 1876?

Answer = 1

4b. What did this mean for the children of Hayward?

Hayward Area children attended a one-room schoolhouse. Children did completed education at 8th grade and then worked, unless family could afford to send child to high school in Oakland.

6. THE McCONAGHY HOUSE AS CIVIC ENGAGEMENT

The McConaghy House provides students with 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, meaning the 90 year old house would be torn down.

Nearby residents, like the Jorgensens, 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 of save the McConaghy House. Within six days the committee was able to present over 362 signatures to the Zoning Commission on February 13, 1973.

The Hayward Area Recreation Department, who was also opposed to commercial development, purchased the McConaghy Estate from the Shriners on July 30, 1973. The Hayward Area Historical Society (HAHS) was given the responsibility of restoring the McConaghy House into 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, repaper and furnish. Other organizations assisted with painting of the exterior house and replacement of 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.

Discuss the following points with students:

Why did neighbors in the Hayward area feel it was important to save the McConaghy House from demolition?

Was this a good idea?

If you lived in the neighborhood at that time, would you have supported the Jorgensens?

Name some ways people can improve their community?

- ü Vote
- ü Write letters
- ü Collect signatures
- ü Raise funds
- ü Donate usable items
- ü Provide a free service
- ü Find a need and fulfill it

ACTIVITY – READING THE NEWSPAPER

Have students read the 6/25/03 Daily Review article about a 9-year old San Lorenzo boy and how he spearheaded a fund-raising campaign for the construction of a skate park in his neighborhood.

Questions for students:

How did Cameron let people know about his desire to build a skateboard park in his neighborhood?

Who contributed money to the skateboard park project?

If you were Cameron, what reasons would you give to persuade people to donate to your skateboard park? Who would benefit and why?

THINGS KIDS CAN DO TO IMPROVE THEIR COMMUNITY¹

Around Your School:

- ü Clean up litter in and around your school grounds.
- ü Erase graffiti from hallways and bathrooms.
- ü Plant a garden or a tree at your school.
- ü Shop for and use school supplies made from recycled paper.
- ü Research the benefits of recycling and present your findings to your school administration.

Around Your Neighborhood:

- ü Clean trash from a vacant lot.
- ü Write letters asking city officials to convert a vacant lot into a playground. Apply for city funds to build a playground.
- ü Start a petition that alerts city officials to place a crosswalk or signal in a dangerous intersection. Collect signatures from neighbors.
- ü Plant trees or a garden in a vacant spot.
- ü Help an elderly neighbor by mowing a lawn, pulling weeds or painting a fence.
- ü Participate in creek, shoreline or beach clean-up days.

¹ Source: The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference.

PART III: CLASSROOM RESOURCES

IMAGES & MAPS (attachments)

- Map showing original McConaghy land at the foot of Grant Avenue, 197 acres
- McConaghy Family Photos
- Neal McConaghy
- Sarah McConaghy
- Archibald
- Mary
- Neal Alexander
- John
- First McConaghy home on Grant Avenue
- McConaghy House on Hesperian Boulevard
- Carriage house
- John McConaghy in surrey (carriage)
- McConaghy orchard
- San Lorenzo School, ca. 1900

Newspaper Article - Skatepark

BOOKS & WEBSITES

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 at the Hayward Area Historical Society.

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 and McConaghy House.

WEBSITES:

www.californiahistoricalsociety.org/exhibits/online.html # for a timeline of events at California History Online.

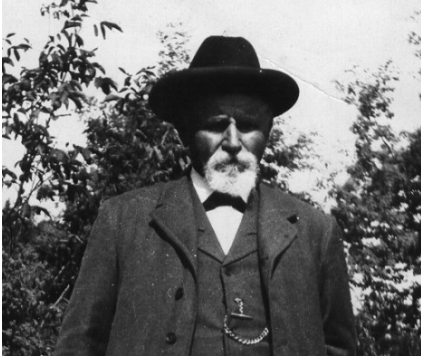
www.coastal.ca.gov for information on Coastal Clean-Up Day, held the 3rd Saturday of September.

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

www.savethebay.org information for teachers and volunteer opportunities.

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

McConaghy Family



Neal & Sarah McConaghy



Archie (age 6) & Neal (age 2)

Mary (age 5) & Neal (age 2)

John (age 9)

The children as grown-ups



Archibald



Mary



Neal Alexander



John

McConaghy Houses



The McConaghy family's first house on Grant Avenue



Then, the family had a new home built on Hesperian Boulevard



The McConaghy carriage house



John riding in a horse-drawn carriage



McConaghy orchard



San Lorenzo School (where SLUSD Office is today on Usher Street)

at Grant and Nielson avenues in San Lorenzo, will be dedicated July 13 — Cameron's 10th birthday. "I didn't think it was going to happen," Cameron said before Monday's meeting. "It's just amazing to

stdized by builders in lieu of donating land.

The new skate park will

And, he added, "You have to be the first skateboard rider, too."