

Growing Up in Davis Bottom: Teaching Tips

1. In this part of the painting (page 2 or project the slide in the PowerPoint), you can see children playing stickball and coming up from the stream with fish they have caught. Looking at the picture as a whole (page 3 or project the slide in the PowerPoint), what else are young people doing? What can we learn about the lives of young people in Davis Bottom from this painting?
2. What can we learn about the lives of young people in Davis Bottom from the background essay?
3. Both the painting and the background essay are secondary resources based on primary resources. What primary resources provided information for the secondary resources? Lead a discussion about how we learn about history using primary and secondary sources. Share various examples and ask students to identify the examples as primary or secondary.
4. Ask students to work in small groups and make Venn diagrams comparing their lives to the lives of the students who lived in Davis Bottom. Reconvene and share what the different groups identified.
5. Ask students to work in groups and discuss what should be included in a painting to represent the lives of young people in your community. What *vignettes* (small illustrations that are part of a larger image) should be created to show the various activities? Reconvene and compile a class list of activities and vignettes. Ask students to work as individuals or in small groups to write a description and make a sketch of what should be included in a specific vignette. How many children should be shown? Where should the children be? What season?

Discuss the need for each individual or group to describe and illustrate a different activity to make sure that a wide range of activities is included. Different children will have different experiences and insights to share. Celebrate the diversity.

6. If possible, provide time or collaborate with the art teacher to provide time for students to create illustrations of one of their activities. The illustrations could be used to create a bulletin board collage or possibly as a planning process for a mural.
7. Discuss these questions: If the students create texts and illustrations about their own lives, are they creating a primary or secondary resource? Did they have different ideas related to different experiences in their lives? Do primary resources sometimes present different perspectives about the same time in history?



