

## **Making a Living: Teaching Tips**

1. Before looking at the vignette, look at the painting as a whole (page 4) or project the whole painting slide in the PowerPoint. Ask students what day of the week they think it might be. Ask them to explain their thinking. Share the information that the artist was told to create a scene that would take place on a Sunday afternoon in September.

With that knowledge in mind, look at the vignette (page 3) or project the vignette slide in the PowerPoint. Allow time for students to respond to the vignette using visual thinking strategies. What did they learn from the image? What questions do they have?

Have students read the background essay. What did they learn from the essay? What questions do they still have?

2. If your class is not using the “Investigating a Shotgun House,” case study, which is part of the *Project Archaeology: Investigating Shelter* curriculum unit (<http://projectarchaeology.org/teachers#Shelter-Database>), share the following information with them:

### **United States Census**

*The U.S. Constitution requires the federal government to take a census, or count, of everyone living in America every ten years. Residents fill out survey forms or census takers interview residents to collect information on households. This is how the government figures out the number of representatives a state should elect to the House of Representatives.*

*The census also is a way to take a snapshot of Americans every decade. Censuses are packed with information about people, their children, where they worked, how much money they made, and many other facts.*

According to U.S. Census records, by 1880, the population of Davis Bottom was 387 residents. It was a young neighborhood. The average age was twenty-three. Sixty-nine percent of the residents were identified as black. Thirty-one percent were white. The census records also show black residents had limited job opportunities.

Explain that census records are a primary resource. Lead a discussion about primary and secondary sources, and how we use them to learn about history. Share various examples and ask students to identify the examples as primary or secondary.

3. Ask students what they might learn about your state from the 2010 census. An excellent lesson plan for interacting with census data can be found at

<http://www.census.gov/schools/facts/picture.pdf> . This lesson helps students learn about their state as they collect, organize, analyze, map, and graph a variety of information in “State Facts for Students.” They have the opportunity to examine data about children their own age, as well as a variety of other facts selected to appeal to young students.



