

Project Archaeology



Investigating Shelter

Investigating a Shotgun House

A Curriculum Guide for Grades 3-5



Investigating Shelter: Investigating a Shotgun House

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Preface

Project Archaeology is a national heritage education program for educators and their students. Project Archaeology uses archaeological and historical inquiry to foster understanding of past and present cultures; improve social studies, science, and literacy education; and enhance citizenship education to help preserve our archaeological legacy. We envision a world in which all people understand and appreciate their own culture and history and the culture and history of others.

Project Archaeology was developed in 1990 in Utah in response to widespread vandalism and looting of the state's archaeological treasures. Agency officials from the Bureau of Land Management (BLM), the Forest Service (FS), the National Park Service (NPS), and the State of Utah agreed that education was the best way to protect archaeological resources over the long term. These agencies partnered to develop and maintain a statewide education program known as the Intrigue of the Past Archaeology Education Program. In 1992, when the national Bureau of Land Management launched a comprehensive nationwide heritage education program, Intrigue of the Past was adopted as the classroom component and renamed Project Archaeology. In 2001, Project Archaeology transferred operations to Montana State University in Bozeman, Montana, to maintain and expand the program nationally.

Project Archaeology currently operates in thirty-six states and the District of Columbia and is developing in six additional states. Since its inception, more than 15,000 educators have participated in Project Archaeology workshops. These educators have used Project Archaeology materials to instruct an estimated 300,000 students of all ages annually.

A comprehensive archaeology and heritage education program, Project Archaeology is for anyone interested in learning and teaching about our nation's rich cultural legacy and protecting it for future generations to learn from and enjoy. Designed to appeal to a wide variety of interested groups and individuals, Project Archaeology may be successfully used, for example, by:

- Upper elementary through secondary teachers and their students;
- Museum docents, youth group leaders, heritage site interpreters; and
- Parents and other citizens.

Project Archaeology includes publications, professional development for educators, networking opportunities, and continuing support for participants. Using an innovative hands-on approach to history education, Project Archaeology teaches scientific inquiry, the integration of knowledge across disciplines, citizenship, personal ethics and character, and cultural understanding.

For additional information about participating in Project Archaeology contact:

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Gwynn Henderson and Tom Law were honored to spend time with Kenny Demus, and with Marie (Laffoon) Head and Mary (Laffoon) Pollard at the University of Kentucky’s W.T. Young Library Meeting Room in 2012, talking about their remembrances of the Davis Bottom of their youth. Their love of home, family, and neighborhood was palpable. We hope “Investigating a Shotgun House” has done it justice.

University of Kentucky Information Technology (UKIT) Academic Technology Group provided graphic support. All graphics were designed by Robin L. Jones, except the map on Page 8 in the Archaeology Notebook. It was designed by Jim Giles of Command Z Studio, Cincinnati, OH. After Robin’s untimely death, Tom Dolan, also of UKIT, carried out final editing of the graphics.

Gail Lundeen, Project Archaeology Coordinator for Missouri, provided editorial comments on an early version of these materials and created an amazing classroom-sized version of the Davis Bottom Shotgun House Site for use in our teachers academy, “Making History Local: An Inquiry-based Approach,” held July 14-18, 2014 in Somerset, KY. We also would like to thank the teachers and archaeologists who attended the Academy for their evaluations. Virginia A. Wulfkuhle, Project Archaeology Coordinator for Kansas, provided editorial comments on the piloted version of these materials, and Maria Starck of the Lexington Community Land Trust fact-checked the text regarding the Trust. Linda S. Levstik, Department of Curriculum and Instruction, University of Kentucky College of Education, used selected portions of drafts of this investigation with students in her Middle School Social Studies Methods course (2014 through 2016) and they provided helpful and corroborating feedback. David Pollack, Director of the Kentucky Archaeological Survey, as always, performed formatting wizardry on the final draft. Thanks also goes to the good folks at the national office in Bozeman, especially Courtney Agenten, Crystal Alegria, and Jeanne Moe, for their patience and encouragement through this long process of development, preparation, piloting, and revision.

We close our acknowledgements by extending heartfelt thanks to and with recognition of the teachers and students who piloted “Investigating a Shotgun House” in their classrooms during the 2014-2015 school year. Mimi Becker at Burgin Independent Middle School, Angela Buis at Jones Park Elementary, Karla Johnson at Nancy Elementary, and Lynn Lockard at Barbourville Middle School provided us feedback and very thoughtful comments. To the students who shared their thoughts with us: your enthusiasm for learning was infectious and your willingness to share what you thought about “Investigating a Shotgun House” was priceless.

We agree with you. EVERY student in America should learn about Davis Bottom!

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Testimonials from Piloting Teachers and Students

“This program completely modeled the new social studies standards for the C-3 framework. It would take our students to the next level of learning.” **Lynn Lockard, Barbourville Middle School, Knox County, Kentucky**

“I would recommend this unit because it would be nice for kids to learn about the past. It also teaches a good lesson that you need to be there for everybody. Even if you don’t want to, you need to be there. If they need help, if they are feeling down, you need to cheer them up. All they had was each other.” **5th Grader from Nancy Elementary School, Pulaski County, Kentucky**

“It was interesting to study people who were rich and powerful in history, it was equally interesting to study just normal people like how we are, so we can figure out how they lived and it could help us today.” **6th Grader from Barbourville Middle School, Knox County, Kentucky**

“If you think about it, it is not just learning about Davis Bottom. Davis Bottom is just one of the many neighborhoods that were like this, all around the country, in every state.” **7th grader from Burgin Independent Middle School, Mercer County, Kentucky**

To the Memory Of
Robin L. Jones



Artist, Friend
“Our cause is just!”

Challenge your students to appreciate, as Robin did, the value in all lives.



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No. 12 Investigating a Shotgun House

Investigating a Shotgun House

Instructions for the Teacher



A rare 1940 photograph of DeRoode Street in Davis Bottom, Lexington, Kentucky.

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Investigating an Early 20th-Century Shotgun House

Urban America's 20th-Century Working-Class Neighborhoods

After the Civil War, American cities saw major residential expansion and suburban development, as wage labor became more widespread. Newly arrived immigrants, African-Americans recently freed from slavery, and poor farmers flocked to cities in search of the jobs that rapidly expanding industries and services provided (Pleck 1979).

Land speculators were eager to turn farms and marginal land on the edges of towns into residential developments. They divided up land into small narrow lots and built inexpensive housing. Many of these developers were aiming to attract specifically lower wage earners and the working class.

By the early 20th century, these residential developments formed neighborhoods and communities with their own identities. Some neighborhoods took on ethnic identities because a large number of immigrants from a particular country or region settled there. Others were places where people shared a similar economic situation or a similar social class; or they worked in the same industry. In some neighborhoods, like Davis Bottom, isolation due to the marginal nature of the land as well as the residents' low socio-economic standing bound residents together (McDonald 2006; Moga 2009). Whatever the reasons or historical events that created them, working-class neighborhoods became a fixture in 20th-century American cities.

Why Study the Davis Bottom Neighborhood?

"Resourceful, generous, neighborly." "Urban ghetto, depressed neighborhood, dangerous." These were the two faces of Davis Bottom, a racially integrated, working-class neighborhood near downtown Lexington, Kentucky, as described first by the people who lived there, and next, by those who did not.

In this urban setting, established working-class families and newcomers alike built lives rich with community and family, generosity, and pride. Their labor—often unglamorous, rarely recognized everyday tasks—played a key role in providing a solid foundation for Lexington's commercial growth and helped make it a successful city (Dollins 2011).

After decades of planning and controversy, the Newtown Pike Extension Project destroyed a large section of the Davis Bottom neighborhood in the early decades of the 21st century. The redevelopment associated with the new road, called Davis Park, changed the neighborhood forever.

We rarely learn about the lives of working-class people like those who lived in Davis Bottom. Their neighborhood stories do not appear in our history books. It is as if we do not think those stories matter.

But they do matter! By investigating the early 20th-century Davis Bottom Shotgun House Site at 712 DeRoode (pronounced



Residents walk along DeRoode Street in this rare 1940 photograph of Davis Bottom by Van Deren Coke.

duh-road-ie) Street, we can learn about the lives of these people, and in so doing, about our own. This Shelter Investigation gives students the opportunity to explore: the meaning of neighborhood and the definition of family; how power is used and abused; and the similarities and differences among the haves and have-nots. It exposes the stereotypes we hold about the working poor, and it provides a context for students to discuss the meaning and relevance of our cultural heritage to their lives.

Below is a short history of Davis Bottom. For an illustrated history of the neighborhood, and to access written reports detailing its history as well as hear about its history from the residents themselves, visit the Davis Bottom History Preservation Project webpages (<https://anthropology.as.uky.edu/kas/kas-projects/davis-bottom-project>).

A Short History of Davis Bottom

Its Setting

Between 1870 and 1930, in the language of American cities, “the bottom” meant low-lying land. The term also referred to places segregated by topography, isolated or partially hidden from the rest of the city where low-income people lived. These were places of cheap housing, cultural or behavioral separateness, industry, racial mixing and ethnic difference, flood danger, poor access, and crime (Hanlon 2001; Moga 2009). These characteristics describe the facts and outsiders’ perceptions of Davis Bottom in the early 20th century.

Although the boundaries of Davis Bottom are somewhat ambiguous, most people agree that three city streets (Pine Street/Maxwell Street on the east, Broadway on the south, West High Street on the north) and the railroad (on the west) outline the core of the neighborhood, which encloses about 100 acres (see “Archaeology Notebook” Page 8). Initially, Davis Bottom was situated on the southwestern outskirts of Lexington, although in truth, Davis Bottom was never too far from Lexington’s central business district.

Most of Davis Bottom was a poorly drained, marginal, undesirable area, surrounded by railroad tracks and industries (a brickyard, a rock quarry, and a coal yard). Even in the early 21st century, it was impossible to see much of the community except from the edge of the West High Street Viaduct/Bridge. At night, mist often shrouded the neighborhood, lit by the soft glow of only a few streetlights. This topographic/geographic isolation/segregation mirrors the invisible boundaries that made life hard for people in Davis Bottom: racial boundaries, because some people were black; and economic boundaries, because all were poor, working-class people. This isolation contributed to a pronounced sense of identity for the residents as “insiders” (McDonald 2006).

A Hopeful Beginning

Demand for inexpensive housing was high after the Civil War, particularly for free blacks. In Lexington, the black population had increased by 133% after the War (Kellogg 1982).

In 1865, William “Willard” Davis, the neighborhood’s namesake, a Lexington lawyer and a voice for civil rights during an era of “Black Codes” in Kentucky, bought land along a new street in a low-lying area along Lower Town Branch. Called Brisbane Street, it was situated not too far from the center of town. He subdivided the land into 43 house lots. Davis also sold some of his land in Davis Bottom to another local land developer. In time, Brisbane Street became the main street in Davis Bottom. It was renamed DeRoode Street in honor of land developer Rudolph DeRoode.

Davis Bottom was one of ten black enclaves established on the edges of Lexington in poor, marginal areas—marginal land for marginalized people. The neighborhood started out as one of cheap housing and included businesses, schools, and churches. Lots in enclaves like Davis Bottom were long and narrow. They usually measured no more than 28 feet wide and 80-100 feet long (Kellogg 1982). Narrow lots meant

narrow houses, so many of the neighborhood's early dwellings were shotgun houses: one room wide and two to five rooms deep. Time did not change this. Because the bottom flooded, houses were built on piers.

Free African-Americans, limited in where they could reside in the city, were the first Davis Bottom residents. Some bought land and built homes; others rented houses. Since there were no similar residential restrictions for whites, from the very beginning, European immigrants (German and Irish) as well as native-born Kentuckians of European ancestry also called Davis Bottom "home." The Davis Bottom neighborhood's integrated character always has been noteworthy in this regard.

Hard Times

By the early 1900s, some African-American landowners and tenants had left the Davis Bottom neighborhood. European-Americans from southern Appalachia began moving in, adjusting the community's racial profile. The population had grown to 873, and by the early 1920s, it reached its peak of 1,051 people/323 households (Dollins 2011:64-84). The lower-lying, central section of Davis Bottom (along DeRoode Street north of the McKinley Street intersection) was developed at this time. The house at 712 DeRoode Street, the focus of this Investigation, was built during this period.

As the decades passed, residents struggled with poverty. A long list of negatives came to describe Davis Bottom as a blighted neighborhood: small lots, neglected rental property, absentee property ownership, a lack of infrastructure, dilapidated housing, poor sanitary conditions, and serious threats to public health. City newspapers in the 1920s tended to refer to areas like Davis Bottom as slums, filled with unsightly shacks, or areas of "cheaply constructed, unattractive frame dwellings occupied by Negro families" (Hanlon 2001).

Yet, despite these negatives, Davis Bottom was known as a neighborhood of poor but respectable people with a great sense of community. Many residents, both owners and renters, lived there for many years. In 1930, 756 people lived in Davis Bottom (Dollins 2011).



Depression-era photograph of shotgun houses along DeRoode Street in Davis Bottom, Lexington, Kentucky.

The Road

In 1931, a proposal to address weaknesses in Lexington's road system called for the construction of a new road through the heart of Davis Bottom. This road would have destroyed much of the neighborhood. This proposal placed the neighborhood in development limbo, planting the seeds of its destruction and redevelopment (Powers 2004). With an uncertain future, absentee landlords were unwilling to invest in their properties. They let the shotgun houses, built cheaply from the start, deteriorate. In urban planning contexts, this situation has a name: "death threat syndrome" (Gratz 2010). Entrepreneurs built warehouses and heavy industry amongst the homes that remained.

By the 1950s and 1960s, Davis Bottom had become an inner city neighborhood. Davis Bottom residents maintained a great deal of cohesion, their shared history binding them as a community at the most

fundamental level (McDonald 2006). Nearly every resident lived day-to-day or paycheck-to-paycheck on very low fixed incomes. Southside Park in Davis Bottom, the scene of picnics and ballgames, was a constant in everyone's life. Being a resident was an important identity, marked by a sense of independence and a source of pride. It was not an ethnic identity. It was an identity based in shared extreme poverty and place.

Residents raised concerns with landlords and the City of Lexington about their problems with rats, mice, and snakes. They were worried about the environmental hazards posed by the heavy industrial businesses that had moved into the neighborhood. In 1952, Davis Bottom was among three places targeted for removal by Lexington's slum clearance and redevelopment agency.

Between 1967 and the early 1980s, The City put forth no fewer than four different proposals for the construction of a new road through Davis Bottom. Each time, the neighborhood residents protested and The City scrapped the plans. The residents held (and even now, still hold) a strong sense of attachment to the place and a strong sense of family.

A decade passed, and still the City of Lexington overlooked the Davis Bottom neighborhood. Landlords minimally modernized their rental properties. The City repeatedly denied or postponed improvements and upgrades to infrastructure (for example, to streets and sanitary sewers). People got tired of waiting for the road and the changes it would bring. Some moved away; others died waiting. Due to a lack of funding in the early 1980s, The City shelved, but did not kill, the project.

In the late 1990s, the Kentucky Transportation Cabinet (KYTC) revived the road construction project. KYTC cited traffic congestion and the need for new development in downtown Lexington as the reasons to revive the project. As with the previous plans, the new plans called for the Newtown Pike Extension to cut through the low-lying heart of the community. But this road will not destroy all of the Davis Bottom neighborhood, however. People will continue to live in a small, older section that sits on higher ground, on the eastern edge of the old neighborhood.

These new plans also included neighborhood redevelopment in the part of Davis Bottom that lay in the new road corridor. They called for the transformation of Davis Bottom's dilapidated dwellings and industrial buildings into Davis Park, a multiuse, residential and commercial area with new utilities, roads, and sidewalks. This new neighborhood will be arranged like before. Houses will face a park—complete with a ball diamond—built in the same location as the old Southside Park.

Davis Bottom Today—2016

After decades of neglect, scores of meetings, and endless studies and plans, The City and KYTC finalized plans for the highway's construction and for the neighborhood's redevelopment. The project became a reality in the late 1990s.

In the early 2000s, the City of Lexington began acquiring property. By that time, the number of occupied houses in the targeted area of Davis Bottom had dropped to less than 25 (McDonald 2009). The City began relocating these residents to temporary housing in on-site trailers.

For projects like the Newtown Pike Extension Project, federal agencies must consider how it will affect the health and lives of minorities and poor people, as well as the environment within which they live. Then, the agencies must avoid, minimize, or mitigate the project's social and economic effects on those people (McDonald 2009). Executive Order 12898—Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations—signed into law by President Bill Clinton in 1994, requires this. This is called environmental justice, a kind of social justice: a right to fair treatment: equality, or equal opportunity: support for human rights: and a fair allocation of community resources.

The City of Lexington conducted a social needs assessment in 2006. It found out about the residents' needs and then developed ways to address them. The City created the Lexington Community Land Trust to keep housing affordable in the new neighborhood by protecting land values from market forces. This

organization also works to maintain community cohesion and serves as a voice for determining the new community's future.

The City and KYTC also had to assess the project's impacts to cultural and historical resources and avoid them, if possible, as required by Section 106 of the federal National Historic Preservation Act of 1965. If road construction could not avoid these resources, then archaeologists and architectural historians would have to study the resources before construction destroyed them. Since the road was going to destroy the heart of Davis Bottom, in 2003-2004, archaeologists initiated fieldwork, carried out archival and architectural studies, and collected residents' oral histories. A Lexington-based archaeological contracting firm carried out excavations in 2010-2011, as KYTC began tearing down houses and commercial buildings in the neighborhood. The residents who still lived in Davis Bottom moved into temporary housing on-site provided by the City of Lexington. The Davis Bottom History Preservation Project produced an award-winning documentary on the community in 2013, *Davis Bottom: Rare History, Valuable Lives* (Law 2013), shown on KET (Kentucky Public Television), and it created a website about the neighborhood, its history, and its residents (<https://anthropology.as.uky.edu/kas/kas-projects/davis-bottom-project>).

In 2014, residents were still living in trailers on-site in Davis Bottom, but construction activities for the new Davis Park were finally underway. Bulldozers and backhoes had scraped up contaminated soil and spread between five and ten feet of clean soil across the section of Davis Bottom that the new road would impact directly. The City had built new storm sewers and paved the new DeRoode Street. It had erected a noise containment wall along the western set of railroad tracks, and construction of the first multifamily residences had begun (for more information, go to the Newtown Pike Extension Project webpage <http://www.newtownextension.com/>). By 2016, the first of the former Davis Bottom residents had moved into her new home in Davis Park (Ward 2016).



Frame shotguns with vinyl siding on DeRoode Street in the Davis Bottom neighborhood, Lexington, Kentucky. The house on the right, 712 DeRoode Street, is the focus of this Investigation.

What Is a Shotgun?

by Janie-Rice Brother

In cities, land developers usually subdivide a property in order to fit as many lots on it as possible. This maximizes the amount of money the land developers can make. Narrow and often deep lots are found in many cities across the United States, and these types of lots are ideal for the construction of **shotgun houses**.

The shotgun floorplan likely originated in West Africa and Haiti, and spread via New Orleans throughout the United States (Vlach 1986). American

shotguns, found in both urban neighborhoods and rural areas, have a long history that “extends back at least to the sixteenth century” (Vlach 1986:59). The name comes from the distinct form of the house and the story of firing a shotgun aimed through the front door. The bullet would presumably travel straight through the house unimpeded, from one end to the other (Wilson 1974:71).

Shotguns are rectangular houses: one-story high, one-room wide, and two to five rooms deep. Though shotguns can be built of brick, stone, or wood, most urban examples are wood frame structures. Cheap, easy-to-build framing methods (called *balloon frame* and *box frame*) customarily used in outbuildings and smaller houses are the most common shotgun house construction methods. These types of wooden buildings, like the shotgun houses in Davis Bottom, have thin walls with no cavity for insulation.

Builders constructed shotguns on piers—wooden posts set into the ground to bear the weight of the structure. Pier foundations are ideal for use in settings where a house needs to be built fast and cheaply, and in frequently flooded areas, like parts of Davis Bottom.

Initially, wooden shotgun houses had exteriors covered with either weatherboards or board and batten. Later builders used synthetic materials, such as rolled asphalt or vinyl siding. These houses were not weather tight. Nailing layers of wallpaper or newspaper to the inside walls, in addition to brightening up the inside, would have helped keep out drafts in the winter.

Rooms in a shotgun, often around 12 to 15 feet wide, line up, one after another. The typical shotgun does not have any hallways. The front door is its main entrance. Most shotguns have a front porch and usually a rear porch, too. In warmer weather, a porch served as another room.

The front of a shotgun has one to two windows and one door. Sometimes the door is located in the center, with a window on either side. More often, though, the door is offset, with the window(s) to one side. Typically, the front porch has a *shed roof* (only one slope) or a *hipped-roof* (four sloped sides) and extends completely across the front of the building. If a builder intended to add special decoration to a shotgun, it would occur on the front porch. This decoration might take the form of turned (on a lathe) porch posts or decorative brackets along the roof edge.

A centrally placed chimney was usually the heat source for a shotgun. It was most often located in the front room, which served as a parlor or living room. This was the most public and nicest room in the house. Here families commonly set out their “best” things. In addition to a fireplace, this room might have a nice mantle. It also might be the only one with decorative detailing in the wood around doors and windows.

The chimneystack had an opening in the front room. Sometimes it would have one in the middle room as well, which served as a bedroom. The back room—the kitchen—had its own heat source, such as a stove hooked up to a flue.

Late-19th-century shotguns typically did not have plumbing or a bathroom. In the 20th century, residents or property owners added shed-roofed rear bathrooms or enclosed a back porch for this purpose.

Where houses sit on urban lots is very important. Because of the narrow and deep lots, often no more than 28 feet wide and 80-100 feet long (Kellogg 1982), a shotgun took up most of the lot. There was little to no front yard because the shotgun typically sat at the front of the lot.

A little bit of space at the rear of the lot contained a privy, often a cistern, and perhaps a wood shed and a storage shed. These structures (with the exception of the cistern) were inexpensively built of wood, with little to no framing of the walls and roof.

The Davis Bottom Shotgun House Site

In this Investigation, students will study a single-story, three-room, urban shotgun house, owned and occupied by African-Americans, and the house lot on which it sits. The information is drawn from historical archaeological research at 712 DeRoode Street in the Davis Bottom neighborhood (Site 15FA284) in Lexington, Kentucky (Faberson 2011) and from archaeological research at other urban sites in central Kentucky. The Davis Bottom Shotgun House Site is a composite of the information recovered during archaeological, architectural, and archival research, and oral history interviews undertaken in the Davis Bottom neighborhood.

Cultural Resources Analysts, Inc. conducted the initial archaeological research in 2003 and 2004 as part of the Newtown Pike Extension Project's cultural resource assessment of the Davis Bottom neighborhood (Haney 2004). Excavations took place at 712 DeRoode Street in 2010-2011 (Faberson 2011).

Archival work on the neighborhood, carried out in 2006 (Faberson 2006), targeted records at the Fayette County Clerk's office (deeds, mortgage records, and wills), Lexington City Directories (from 1859-1990), and Sanborn Fire Insurance maps for the City of Lexington. During the Great Depression, the federal government created many work programs through Roosevelt's New Deal, and information about the neighborhood recorded in the 1939 Works Projects Administration (WPA) property survey of Lexington also was consulted. Local newspaper articles (from 1940-present), neighborhood assessment and redevelopment proposals for the neighborhood, and master's theses were consulted. Heather Dollins carried out an architectural survey of the neighborhood in 2011 as part of her master's project in the University of Kentucky's Historic Preservation Program (Dollins 2011). Amanda Abner, KYTC architectural historian, also studied the neighborhood's architecture.

Oral history research (videotaped interviews, transcriptions, copied family photographs) with residents of Davis Bottom was undertaken as part of the Lexington/Fayette Urban-County Government's social needs assessment (McDonald 2006, 2009) and the Davis Bottom History Preservation Project (<https://anthropology.as.uky.edu/kas/kas-projects/davis-bottom-project>). The occupants of 712 DeRoode Street, however, chose not to participate.

Davis Bottom Shotgun House Site: Documentary History and Archaeology History

Information from historical and architectural sources provided contradictory and currently unresolvable information regarding when the first house was built at 712 DeRoode Street. The 1902 and 1925 Lexington City Directories list a resident for the address (Faberson 2006), despite the fact that no buildings appear there on the 1907 Sanborn Fire Insurance Map or any other Lexington maps prior to the 1934 Sanborn Fire Insurance Map.

Architectural survey of the building at 712 DeRoode Street suggests that the house likely was built sometime between 1920 and 1925 (Dollins 2011). Archaeological research corroborates this statement (Faberson 2011). Thus, this Shelter Investigation uses the date range of 1920-1925 as the construction date for the house.

The structure appears on the 1934 Sanborn Fire Insurance Map as a single-story wood frame house with a rolled tar paper roof (a section of that map and an adaptation of that map for a portion of DeRoode Street, "Davis Bottom—1934," are on pages 18 and 20 in the "Archaeology Notebook"). Based on that map, the house measured 12 feet x 30 feet. It had a tin-roofed front porch. A small unlabeled building stood in the backyard near the northwest corner of the house. At the rear of the property, a small section of a large shed extended into the backyard from 714 DeRoode Street, the adjacent property.



Archaeologist Tanya Faberson at the wood-lined 710-712 DeRoode Street privy during excavation.

The 1958 Sanborn Fire Insurance Map and the updated 1970 Sanborn Fire Insurance Map show a building of the same size. The owners added a shed-style kitchen/bathroom on the back of the house, although when that took place is not clear. The Sanborn Maps suggest that this occurred sometime after 1970. Other changes over the years included a new roof, a new porch, replacement windows, vinyl siding, and a wheelchair ramp (“How an Archaeological Site is Formed,” page 29 in the “Archaeology Notebook,” depicts hypothesized steps in the house’s architectural history). The small unlabeled building and large shed do not appear in the backyard on the updated 1970 Sanborn Fire Insurance Map (Faberson 2006). Two modern sheds stood in the backyard at the beginning of archaeological investigations in 2010.

With respect to the lot/house’s owners and occupants, deed books show that members of the DeRoode family owned the property from 1895 to 1920 (Faberson 2006). The Smith's, an African-American family, bought the property in 1920. The Lexington/Fayette Urban-County Government purchased the land from Charles W. Smith, Jr., in 2010. Given the available information, it seems unlikely that the DeRoode Family built the house and more likely that the Smith Family built it.

As mentioned previously, Lexington City Directories show tenants living at 712 DeRoode Street starting in 1902 (Faberson 2006), although this contradicts other historical and architectural information about when the house was built. It is clear, however, that tenants lived in the house from 1920 until the early 1940s. Thereafter, except for a period in the 1980s, when Felix Demus lived as a tenant there briefly (Kenny Demus’ father; see “Meet Two Davis Bottom Families” pages 3-6 in the “Archaeology Notebook”), the owners lived in the house. Everyone who lived at this address was African-American, except for the tenants listed for the property prior to 1925.

Archaeology

During fieldwork, archaeologists encountered the remains of house architecture (waterline pipe trenches, foundation piers, and a dripline) and wooden posts (from outbuildings, a fence post, and a wheelchair ramp) (Faberson 2011). These findings clearly show that the house had been built on wooden post foundation piers.

Most importantly, archaeologists discovered a wood-lined, rectangular privy at the rear of the property (Faberson 2011). It measured 4.8 by 2.2 feet and was 5.8 feet deep. It had 14 layers. The bottom five were nightsoil (or human waste) layers, and the upper nine layers contained a high density of household trash, such as broken glass and ceramics, and personal items, such as buttons and shoes (see “Strata in the Privy” and “The Privy at 712 DeRoode Street” on pages 30-33 in the “Archaeology Notebook”).

Based on the privy’s narrow rectangular shape and the patterning of two of the nightsoil layers, archaeologists interpreted the outhouse as a two-seater (Faberson 2011). High concentrations of ash, coal, and cinders present in the upper layers show that burning coal was the primary source of fuel used to heat the house. Based on the date range of the artifacts the archaeologists recovered, residents likely dug/built the privy sometime between 1925 and 1930. The clear difference in age between when the house at 712 DeRoode was built (1920-1925) and when the privy was first used (1925-1930) indicates that this was not the first privy at 712 DeRoode Street. Since the outhouse was a two-seater, the 712 DeRoode Street occupants, as well as their neighbors living at 710 and 714 DeRoode Street, likely used it. The residents had the privy cleaned out once during its use-life. Then they used it for trash disposal until sometime after 1945 (Faberson 2011).

Investigation Materials

This Investigation supplements *Project Archaeology: Investigating Shelter* (Letts and Moe 2009) and is divided into two parts: “Investigating a Shotgun House: Instructions for the Teacher (this document) and



“Investigating a Shotgun House: Archaeology Notebook” (separate document for students). You must have both documents and *Project Archaeology: Investigating Shelter* to teach the investigation effectively.


Instructions for the Teacher

“Investigating a Shotgun House,” meets national social studies standards and uses an inquiry-based instruction approach. Whether you are teaching about shelter, about 20th-century American history, or about civil rights issues, and whether you choose to use it as immersion, intervention, or enrichment, “Investigating Shelter” is a flexible curriculum, appropriate for students at all academic performance levels.



This document contains all of the instructions you will need to conduct “Investigating a Shotgun House” in your classroom, along with some student materials that you will use in group activities (selected information from the 1940 U.S. Federal Census, and site quadrant maps, artifact location charts, and artifact images). Prior to teaching the unit, you may find it helpful to view Karla Johnson’s seven-minute video of her students as they progressed through the curriculum (Johnson 2015). You can access it at (<https://projectarchaeology.org/programs/kentucky>).

Within these instructions, three symbols will guide you to specific materials needed for each of the sections.

-  Refers to pages in the students’ “Archaeology Notebook.”
-  Refers to pages or sections within this “Instructions for the Teacher.”
- ◆ Refers to Instructional Support Materials – PowerPoints, videotaped interviews, and the documentary *Davis Bottom: Rare History, Valuable Lives*.

Occasionally, you will see another symbol . It refers to extensions for learning – Teaching Through Documentary Art: Lessons for Elementary and Middle School Social Studies Teachers and Lexington City Directories – developed to support instruction (see **Learning Extensions** on Page 13, below).

Teachers should contact the National Project Archaeology office (projectarchaeology@montana.edu) for instructions on how to **purchase** (instead of make):

- a Classroom-sized Floor Map Version on paper of the Family Room Site (“Assessment for Lessons Four-Five-Six,” pages 62-63 in the *Project Archaeology: Investigating Shelter* curriculum guide); and
- a Classroom-sized Floor Map Version on paper of  “Map of the Davis Bottom Shotgun House Site” (page 26 in the “Archaeology Notebook”) or
- a Table-top Map Version on paper of the  four site quadrant maps (pages 57, 60, 63, and 66 in this “Instructions for the Teacher”).

Archaeology Notebook

This document contains all the data sources and analytical tools the students will need to investigate a shotgun house from historical, archaeological, and cultural perspectives. Ideally, each student should have a complete notebook of data and data collection sheets (**PARTS ONE-FOUR** and the **ASSESSMENT**).

Recognizing that providing each student with a complete notebook will require a lot of photocopying, we suggest the following alternatives:

- Make one notebook for each team of students.
- Have students print the notebook at home, if possible. Printing directly from the files will ensure that the quality of photographs and other images is maintained.
- Project the “Archaeology Notebook” pages on an LCD projector or on the classroom SmartBoard using the “Unit Images and Analysis Sheets” PowerPoint (see description below) and work together as a class.

- Have students answer questions in a journal or on a separate sheet of paper instead of using the Analysis Sheets.

Teaching the Investigation

This Investigation is comprehensive and uses the most authentic data sources available. It is organized into four instructional parts; an Assessment/Final Performance of Understanding that can be separated and taught over several days; and Instructional Support materials.

- **PART ONE: GEOGRAPHY** introduces former neighborhood residents Kenny Demus and sisters Cissy and Mary Laffoon and provides background information on the urban geography of the Davis Bottom neighborhood. Students begin an Investigation Timeline.
- **PART TWO: HISTORY** focuses on the history of the Davis Bottom neighborhood and its shotgun houses. It uses historic photographs and data from primary documents dating to the early 20th century. These include a section of DeRoode Street in Davis Bottom depicted on the 1934 Sanborn Fire Insurance Map and selected information from the 1940 U.S. Federal Census for the corresponding section of the street. A short description of the Davis Bottom neighborhood in the early 20th century, based on oral history interviews, also is provided.
- In **PART THREE: ARCHAEOLOGY**, students work with artifact illustrations and quadrant maps of the Davis Bottom Shotgun House Site and a drawing of its privy to make inferences about the activities that took place there, about the people who lived there, and about how the house was built and how the site was created.
- **PART FOUR: TODAY** connects the past with the present. Students learn about the environmental/social justice issues linked to the construction of the Newtown Pike Extension through the neighborhood: the responsibilities The City had vis-à-vis the residents and how city officials went about meeting them, as well as the residents' differing perspectives about the road. Students also learn about the importance of preserving archaeological sites.
- The **ASSESSMENT** asks students to write an essay describing what they learned and to design a project for a local historical society describing the Davis Bottom neighborhood that incorporates at least four ideas from their Davis Bottom Shotgun House Site investigation.
- The **FINAL PERFORMANCE OF UNDERSTANDING: Archaeology Under Your Feet!** is for the entire unit and demonstrates students' grasp of "Investigating Shelter's" Enduring Understandings. The example for "Investigating a Shotgun House" asks students to consider the fate of a poor urban neighborhood threatened with destruction by a proposed road. They argue the point of view of different groups involved in the situation and decide on the fate of the neighborhood. **This should be taught after Lesson Nine: Stewardship Is Everyone's Responsibility (pages 131-144 in the *Project Archaeology: Investigating Shelter* curriculum guide).**
- **INSTRUCTIONAL SUPPORT MATERIALS** developed to support instruction are PowerPoints, videotaped interviews, and the *Davis Bottom: Rare History, Valuable Lives* documentary (Law 2013a).
 - ◆ **Four PowerPoints.** These are downloadable from the Investigating Shelter Database (<https://projectarchaeology.org/teachers>) or the Davis Bottom History Preservation Project website (<https://anthropology.as.uky.edu/kas/kas-projects/davis-bottom-project>).
 1. "Unit Images and Analysis Sheets" (72 slides) provides teachers the images and analysis sheets in this document, "Investigating a Shotgun House: Instructions for the Teacher," and in

“Investigating a Shotgun House: Archaeology Notebook,” to expedite image projection in the classroom.

2. “Kentucky’s Urban Shotgun Houses” (20 slides) provides pictures and descriptions illustrating the diversity of urban Kentucky shotgun houses, including an image of 712 DeRoode Street (the Davis Bottom Shotgun House Site), the focus of this Investigation.

3. “Historical Documents” (20 slides) introduces the diversity of historical documents that historic archaeologists routinely use when carrying out research and provides images of these important sources.

4. “About Privies” (30 slides) describes what privies are, provides illustrations of artifacts from privies, as well as excavation images of the 710-712 DeRoode Street privies and the artifacts recovered from them. One of these privies is the focus of an activity in this unit: ☐ “Strata in the Privy,” pages 30-34 in the “Archaeology Notebook.”

◆ Videotaped interviews. Fourteen short selected cuts of first-person narratives from videotaped interviews with Davis Bottom residents are accessible through the Davis Bottom History Preservation Project website: (<https://anthropology.as.uky.edu/anthropology-oral-history>).

◆ An hour-long documentary, *Davis Bottom: Rare History. Valuable Lives*. You and your students can view longer sections of these interviews as part of this documentary. Teachers who piloted this investigation found it very useful to show the documentary to their students, whole or in part, at the beginning and at the end of this Investigation. Contact the National Project Archaeology office (projectarchaeology@montana.edu) for instructions on how to **purchase** the documentary DVD for classroom use, or you may view it on-line (<http://transportation.ky.gov/Archaeology/Pages/Davis-Bottom.aspx>).

While there are no right or wrong answers, 🍏 Answer Keys, 🍏 Essential Facts/Key Points, and 🍏 Explanations for each student activity are included in this document. They provide examples of reasonable, evidence-based inferences that the students might make, or summarize important facts, or explain the rationale for data presentation and how the archaeologists interpreted the data.

Time to Teach

As conceived of by the curriculum developers, teachers should plan to spend 12 weeks teaching the unit in 55-minute periods. However, teachers often do not have that much instructional time, so suggestions are provided below for teaching “Investigating a Shotgun House” in three weeks or in six weeks, respectively, based on feedback from classroom teachers who piloted this unit. These teachers approached instruction in two different, but still instructionally successful, ways.

In the Three-Week Approach, teachers used “Investigating a Shotgun House” as the primary instructional tool and used the *Project Archaeology: Investigating Shelter* curriculum guide to scaffold concepts and methods where needed.

1. Begin with “Warm-Up: Thinking Like an Archaeologist (pages 15 through 18 in the *Project Archaeology: Investigating Shelter* curriculum guide).
2. Then turn to Lesson 8: Being an Archaeologist (page 75 in the *Project Archaeology: Investigating Shelter* curriculum guide) and teach “Investigating a Shotgun House.” Supplement instruction with lessons 1 through 7 in the *Project Archaeology: Investigating Shelter* curriculum guide as needed.
3. Teach Lesson 9: Stewardship is Everyone’s Responsibility (pages 131 through 144 in the *Project Archaeology: Investigating Shelter* curriculum guide).

4. Return to “Investigating a Shotgun House” for the “Final Performance of Understanding: Archaeology Under Your Feet.”

In the Six-Week Approach, teachers used the *Project Archaeology: Investigating Shelter* curriculum guide as the primary instructional tool, and “Investigating a Shotgun House” as lessons 4-8 in the *Project Archaeology: Investigating Shelter* curriculum guide.

1. Begin with “Warm-Up: Thinking Like an Archaeologist (pages 15 through 18 in the *Project Archaeology: Investigating Shelter* curriculum guide).
2. Then teach lessons 1 through 3 (pages 19 through 38 in the *Project Archaeology: Investigating Shelter* curriculum guide).
2. Turn to Lesson 8: Being an Archaeologist (page 75 in the *Project Archaeology: Investigating Shelter* curriculum guide) and teach “Investigating a Shotgun House.”
3. Teach Lesson 9: Stewardship is Everyone’s Responsibility (pages 131 through 144 in the *Project Archaeology: Investigating Shelter* curriculum guide).
4. Return to “Investigating a Shotgun House” for the “Final Performance of Understanding: Archaeology Under Your Feet.”

Learning Extensions

These materials, referenced where relevant, are offered as optional extensions to learning. They consist of the following:

- ☐ Lexington City Directories (instructions, data, and PowerPoint)—pages from R.L. Polk and Co.’s 1931-1932 and 1948-1949 directories (Polk 1931, 1949). These four pages provide supplemental historical information (house number, name, race, occupation, and employer) about the DeRoode Street residents that students study in **PART TWO: HISTORY**. By combining the 1940 U.S. Federal Census data with the City Directory data, students can explore changes through time in the neighborhood (for example, where families lived, adult occupations, and employers). These materials are downloadable from the Investigating Shelter Database (<https://projectarchaeology.org/teachers>) or via the Davis Bottom History Preservation Project website (<https://anthropology.as.uky.edu/kas/kas-projects/davis-bottom-project>).
- ☐ Teaching Through Documentary Art: Lessons for Elementary and Middle School Social Studies Teachers—six lesson sets targeting art, literacy, and analytical thinking skills (Sizemore and Henderson 2016). Designed to be used separately or as cross-curricular extensions that complement “Investigating a Shotgun House,” these lesson sets were developed for the Davis Bottom History Preservation Project. They provide options for additional discussion, writing projects, and oral history research activities. They focus on a mural in the documentary, “Davis Bottom in the 1890s,” which depicts scenes of life in Davis Bottom at the turn of the last century. A picture of this mural appears in ☐ “The Davis Bottom Neighborhood in the Early 20th Century” essay (Page 16 in the “Archaeology Notebook”). The lesson sets consist of ☐ *Davis Bottom in the 1890s*, ☐ *Attending a Fish Fry*, ☐ *Building A Shotgun House in Davis Bottom*, ☐ *Growing Up in Davis Bottom*, ☐ *Making A Living in Davis Bottom*, and ☐ *Meeting The Hathaway Family* (a regionally and nationally important African-American family from Davis Bottom). They are downloadable directly (<http://arch.as.uky.edu/intro>) or from the Davis Bottom History Preservation Project website (<https://anthropology.as.uky.edu/teaching-through-documentary-art>).

Part One: Geography

Instructions for the Teacher

Materials

For Each Student

- ☐ “Investigating a Shotgun House: Part One: Geography” (“Archaeology Notebook,” pages 2-9)

For the Teacher

- ◆ “Unit Images and Analysis Sheets” PowerPoint (slides 2-11) from the Investigating Shelter Database on the Project Archaeology website (<https://projectarchaeology.org/teachers>)
- Pages 2-9 in “Archaeology Notebook” and ☐ “Historic Photographs of Davis Bottom Shotgun Houses” (Page 11 in “Archaeology Notebook”)
- An LCD projector
- ◆ “Kentucky’s Urban Shotgun Houses” PowerPoint for additional images of shotgun houses from the Investigating Shelter Database on the Project Archaeology website (<https://projectarchaeology.org/teachers>)
- ◆ Short videotaped interviews, and additional illustrations and photographs of Davis Bottom, its residents, and urban context resources from the Davis Bottom History Preservation Project website (<https://anthropology.as.uky.edu/kas/kas-projects/davis-bottom-project>) to accompany ☐ “Meet Two Davis Bottom Families” (pages 3-6) and ☐ “Urban Geography of Davis Bottom” (pages 7-8)
- ◆ *Davis Bottom: Rare History Valuable Lives* documentary as a DVD or on-line (<http://transportation.ky.gov/Archaeology/Pages/Davis-Bottom.aspx>)
- For measuring the size of a shotgun house: 108 feet of string or light-weight rope
- For your timeline: butcher paper or light rope; paper clips or clothes pins; images from the various PowerPoints, student drawings, primary sources, recipe-sized cards (noting, for example, laws and events); colored markers

Preparing to Teach

1. Make a copy of ☐ “Investigating a Shotgun House: Part One: Geography” (“Archaeology Notebook,” pages 2-9) for each student.
2. Get an LCD projector.
3. Access ◆ “Unit Images and Analysis Sheets” PowerPoint and select slides 2-11 for projection. Make a copy of ☐ “Investigating a Shotgun House: Part One: Geography” (“Archaeology Notebook” pages 2-9) and ☐ “Historic Photographs of Davis Bottom Shotgun Houses” (“Archaeology Notebook” Page 11). Access ◆ “Kentucky’s Urban Shotgun Houses” PowerPoint for additional images of shotgun houses.
4. Access ◆ Davis Bottom History Preservation Project website and click on “Anthropology” to select optional short videotaped residents’ interviews to accompany ☐ “Meet Two Davis Bottom Families” and additional illustrations and photographs of Davis Bottom, its residents, and urban context resources for ☐ “Urban Geography of Davis Bottom.”
5. Review *Davis Bottom: Rare History Valuable Lives* documentary.
6. For measuring the size of a shotgun house, obtain 108 feet of string or light rope. Make four marks on the string starting at one end: at 14 ½ feet, 39 ½ feet, 14 ½ feet, and 39 ½ feet. This is the size of the house as found in 2011.

7. For your class timeline, cut a long strip of butcher paper or light rope. You should display the timeline as prominently as possible in your room, and it should be easily reached for adding new elements. If you do not have space in your classroom for your timeline, try hanging it in the hallway near your class. In bold colored marker, place marker dates on the paper, extending from 1865 to Today, or suspend recipe-sized cards with dates from the rope with paper clips or clothes pins. You may want to leave space for dates before this span of time, as your class could need to add events that precede the Civil War. Decide what time increments you will use: decades? 25 years? 50 years? Decide how to choose the elements that will be put on the timeline and how they will be displayed: as a student illustration, a copy of a primary source, an historic image from the PowerPoints, etc. Review 🍏 “Suggested Selected Historical Events in Davis Bottom and in the United States 1865-2016 to Include on Your Davis Bottom Classroom Timeline” (pages 20-22).

WORD BANK

biography: history of a person’s life as told by another person

cultural: having to do with the customs, beliefs, laws, ways of living, and all other results of human work and thought that belong to people of the same society

ethnic enclave: a concentration of people who have the same customs, religion, and origin; an *ethnic group* living in a small area in a city. For example, a section of a town where most people who live there have Italian or Irish heritage.

prejudice: an unfavorable or unreasonable opinion, feeling, or attitude made beforehand or without knowledge, especially an unfriendly opinion, about an ethnic, racial, social, or religious group

redryer: a place in a tobacco warehouse, a machine, and a kind of job. Workers put tobacco leaves on a belt that fed the leaves through a redryer’s heating chambers. This removed moisture so the leaves could be stored in the warehouse without getting moldy.

resident: a person who lives in a place

shotgun house: a long, narrow building that is one room wide, and two, three, four, or five rooms long

urban: related to a city

working-class: people who work for wages, usually in manual labor (with their hands)







UNCOVER PRIOR KNOWLEDGE

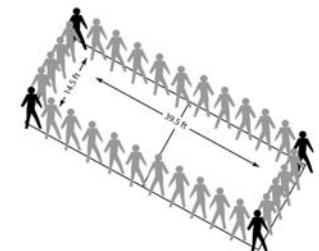
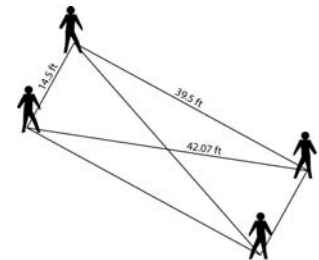
Inform students that this question will guide their learning: *What can we learn about the lives of urban working-class people by investigating a shotgun house in Davis Bottom?*

1. Post the Word Bank words.
2. Tell students that they are going to play the role of an archaeologist as they investigate the shotgun house, a type of shelter used by working-class people in urban settings, like cities.
3. Hand out folders to each student for organizing their papers.
4. Write the word *Shotgun House* on a board and show the students an historic photograph of a shotgun house. You may use the 📄 “Historic Photographs of Davis Bottom Shotgun Houses” (Page 11) or a series of shotgun house photographs in ♦ “Kentucky’s Urban Shotgun Houses” PowerPoint. Tell students that there are many different kinds of shotgun houses. Shotgun houses are linked to urban land restrictions. Ask students:
 - What does the design of the house suggest: about the materials used to build the shelter? About where the shelter was located?

- If students suggest the people probably used wood and/or brick, ask how might the builders have built the house using these materials?
- How might the people have used their house?

DISCOVER NEW KNOWLEDGE

1. Go over the cover sheet information for  **PART ONE** and look at the data sources students will use in their investigation.
2. Review the meaning of the word **culture** (the customs, beliefs, laws, ways of living, and all other results of human work and thought that people of the same society share) from Lesson Three: Culture Everywhere in *Project Archaeology: Investigating Shelter*. Project illustrations and photographs of Davis Bottom residents from the  Davis Bottom History Preservation Project. Watch the videotaped interview clips with Kenny Demus, Cissy Laffoon, and Mary Laffoon. Watch the  *Davis Bottom: Rare History Valuable Lives* documentary as a DVD or on-line.
3. Project  “Meet Two Davis Bottom Families” (slides 4-7 in “[Unit Images and Analysis Sheets](#)” PowerPoint). As a class, read the biographies, or you may wish to assign students to groups, with some reading about Kenny Demus and some reading about the Laffoon Sisters. As class members read aloud, demonstrate how to highlight important information in the text. Share your rationale for selecting each piece of information. Assist students with defining **biography**, **cultural**, **ethnic enclave**, **redryer**, **resident**, **shotgun house**, **urban**, and **working-class**, and adding them to their Word Banks.  Essential Facts/Key Points for  “Meet Two Davis Bottom Families” are provided on Page 18.
4. Estimate the size of a shotgun house using the following procedure:
 - A. Go outside as a class.
 - B. As a group, estimate a rectangle measuring 14 ½ feet by 39 ½ feet. Have a student stand in each of the four corners. Mark the estimated corners with pieces of ribbon or tape.
 - C. Have the rest of the students place themselves along the sides of the rectangle.
 - D. To find out how accurate your estimate is, use the rope to measure the sides. Have a student in one corner hold the end of the rope and another student hold the mark at 14 ½ feet. The student holding the end then turns 90 degrees and another student holds the other end of the rope at 39 ½ feet. Repeat the process until all corners have been marked accurately.
 - E. You can square the rectangle by using the hypotenuse (42.07 feet) or simply by eye-balling the corners and sides.
 - F. Have the rest of the students fill in the sides of the rectangle. How close was your original estimate?
 - G. Measure 3 feet 3 inches (front porch), 12 feet 5 inches (front room), 12 feet 5 inches (back room) (24 feet 9 inches is the length of the original house) and 11 feet 8 inches (kitchen/bathroom addition) on each of the 39 ½ foot-long sides. Have some students place themselves along these lines, simulating the room dividers.
 - H. Ask students: How many people do you think could live in this house? Take some answers and pick one for illustration (8-9 people made up the Demus household). Ask for volunteers to go inside the space to represent that number of people actually living inside the house. Would this number of people be crowded by our standards? Tell students to remember what 8-9 people inside this space



looked like as they continue to investigate the shotgun house. Return to the classroom and project “Size of a Shotgun House” (Slide 8 in “Unit Images and Analysis Sheets” PowerPoint) as review.

5. Direct students to □ “Urban Geography of Davis Bottom” in their notebook and project the essay (slides 9-10 in “Unit Images and Analysis Sheets” PowerPoint). On the map of the neighborhood, circle the locations of 712, 728, and 848 DeRoode Street. These are the shotgun houses the students will study, where Kenny Demus lived, and where the Laffoon Sisters lived, respectively. Point out features on the map like the schools, “The Park,” “The Jungle,” and the roads. Show students which part of the neighborhood is now destroyed (the low-lying area between the railroads, W. High Street, and S. Broadway Road). Project illustrations and photographs of the neighborhood from the ♦ Davis Bottom History Preservation Project website or download them, print them, and post them around the room. Ask students: What do you think this section will be about? Have students jot down their thoughts or take a few answers from the whole class.
6. Teams of two will read □ “Urban Geography of Davis Bottom” and analyze the data together on □ “Urban Geography of Davis Bottom: Analyzing the Data” (slide 11 in “Unit Images and Analysis Sheets” PowerPoint). As part of this activity, each student will draw a picture of what a Davis Bottom shotgun house might look like. After completing this activity, remind students to hold on to their drawings, or you may wish to collect them. Students will be asked at the end of **PART THREE: ARCHAEOLOGY** to reexamine their drawings in light of what they have learned. 🍎 Essential Facts/Key Points for □ “Urban Geography of Davis Bottom” and an 🍎 Answer Key for □ “Urban Geography of Davis Bottom: Analyzing the Data” are provided on Page 19.
7. **TIMELINE INSTRUCTIONS**
 - A. Throughout “Investigating a Shotgun House,” students will collectively construct an illustrated timeline of historic events relevant to Davis Bottom and the national scene. This version of timeline building has been adapted from “Teaching with Timelines” (Fillpot 2008).
 - B. The timeline will help students understand the chronology of historic events and help them situate newly encountered events and figures in relation to those they have already studied. The timeline will provide a visual aid for identifying cause and effect relationships between events, and serve as a visual prompt to activate students’ prior knowledge. It will allow students to recognize how historic events, eras, and topics overlap in time. They will be able to use it to categorize similar or related events into themes, eras, and topics, and help them compare elements in different time periods. All of these purposes are important in their own right, but collectively, the timeline will help students develop a long-range understanding of historic chronology (Fillpot 2008).
 - C. The main classroom timeline may be supplemented by smaller posterboard-sized timelines that include only a few elements, such as changes in environmental regulation over time, or a chronology of legislation related to voting rights and disenfranchisement.
 - 1) Start your classroom timeline at the conclusion of □ “Investigating a Shotgun House: Part One: Geography.” Ask the class what events and elements they would like to include on it. Paper clip/clothes pin the representation of these events and elements to the timeline, with a date and title prominently visible.
 - 2) You will add to the timeline throughout the investigation. Review the timeline when starting each part. Settle your students on the floor in front of the line and invite them to do a silent “walk and talk” of the events on the line. Allow a minute or two for this activity, and then invite a student to stand and do a walk-and-talk aloud. The students do not need to account for every element on the line – they should just use the elements as prompts to tell a story about a particular theme, or inventory various things that were happening during the same time period. Let students finish before correcting any mistakes they may make in their storytelling.

3) When deciding which events and elements to put on your timeline, it is better to be generous than stingy. The more you have on your timeline, the better it reflects your students' learning. But do not limit yourself to events you explore in the investigation – include elements from other disciplines as well (language arts, science, music, math). If you encounter an historic topic in one of those areas, add it to the class line. If a student finds something at home that relates to Davis Bottom, invite them to add it to the line.

D. As your class explores Davis Bottom's history, allow and encourage your students to view and reference the timeline spontaneously to situate new evidence in relation to what they have already studied, or to infer the timing of a new historic element for which they have no date. Refer to 🍎 "Suggested Selected Historical Events in Davis Bottom and in the United States 1865-2016 to Include on Your Davis Bottom Classroom Timeline" (pages 20-22) as a guide.

8. Extension:

A. Access the 📄 "Davis Bottom in the 1890s" mural directly from Teaching Through Documentary Art: Lessons for Elementary and Middle School Social Studies Teachers (<http://arch.as.uky.edu/intro>) or from the Davis Bottom History Preservation Project website (<https://anthropology.as.uky.edu/teaching-through-documentary-art>). This same image is on 📄 "The Davis Bottom Neighborhood in the Early 20th Century" (Page 16 in the "Archaeology Notebook"). 📄 *Davis Bottom in the 1890s* invites exploration of the entire painting. Activities include analyzing the artist's use of the elements of art and writing poetry. 📄 *Meeting The Hathaway Family* provides a link to an audio-biography of one of the most influential African-American sculptors of the 20th century, who grew up in Davis Bottom. There are art and writing activities provided here.

B. If students want to learn more about the history and the people of Davis Bottom, direct them to the history section and the anthropology section on the Davis Bottom History Preservation Project website (<https://anthropology.as.uky.edu/davis-bottom-history>).

Essential Facts/Key Points for 📄 "Meet Two Davis Bottom Families"

integrated
school dropouts, and students didn't do well in school
blended families and single-parent families
lots of kids in each family means little personal space in a house
they live in shotgun houses
they are very poor
they make their own fun
they have more freedom than today's kids
neighbors know each other
the mothers worked
everyone worked menial, low-wage, hourly, laborious jobs

Essential Facts/Key Points for ☐ “Urban Geography of Davis Bottom”

low-lying topographic setting

close to the town center, but isolated by poverty and race

no amenities, infrastructure is poor

the importance of The Park

the neighborhood’s industrial aspect, but also a place where people lived

home gardens and raised animals

NOTE: this essay and ☐ “The Davis Bottom Neighborhood in the Early 20th Century” essay complement each other in their descriptions of the community.

Answer Key for ☐ “Urban Geography of Davis Bottom: Analyzing the Data”

1. From the name of the first landowner and from features of the landscape
2. Railroad tracks, the stream, the bottomland, roads, brickyards, railroad depot, tobacco warehouses, schools, houses, The Park, The Jungle, neighborhood stores, churches
3. Narrow lots meant houses were built long and narrow to fit on them. The tendency for flooding meant some houses had to be built on wooden piers. The soil was not good for farming, so people worked at other kinds of jobs. Living so close to businesses and industries meant residents lived near where they worked. Without curbs, sidewalks, and street lights, people had to be careful when they went out at night. The only place they could walk was the unpaved streets, so dust could come into the houses from the streets when the windows were open. Because no buses came through the neighborhood, it was not easy to come and go. The low-lying nature of the bottom made it easy to be overlooked by others, but made the neighborhood a close-knit community.
5. Berries, apples and peaches, rabbits, chickens, fish
6. Because residents were very poor; because some were African-American; because no public transportation came through the neighborhood; because it was physically hidden from view. Others in Lexington looked down on the people who lived in Davis Bottom. They had no respect for the residents. They overlooked the people and their neighborhood and thought them unimportant.

Suggested Selected Historical Events in Davis Bottom and in the United States 1865-2016 to Include on Your Davis Bottom Classroom Timeline

Below is a suggested, but by no means exhaustive, list of events to consider using as you and your students construct your Davis Bottom Classroom Timeline. Events directly related to Davis Bottom are *indicated with italics*. The first column indicates the section in “Investigating a Shotgun House” where you can find the facts:

Instructions for the Teacher

T-I Introduction

T-H History

T-A Archaeology

Students’ Archaeology Notebook

S-G Geography

S-H History

S-A Archaeology

S-T Today

WHERE	DATE	DESCRIPTION
T-I, S-G	1865	Civil War ends. Reconstruction begins. <i>Former Union officer and civil rights advocate William “Willard” Davis buys forty-three lots of Lexington bottomland to provide housing for African-Americans, some of whom had been recently freed from slavery. The neighborhood becomes known as Davis Bottom. Its diverse mixture of African-Americans, European immigrants, and native-born Kentuckians makes it Lexington’s first integrated neighborhood.</i>
	1867	Davis gives Fourth of July speech in Lexington, arguing for voting and other civil rights for African-Americans. U.S. Senator Charles Sumner of Massachusetts uses the speech to argue for the extension of the Reconstruction Act of 1867 into border states such as Kentucky. Sumner’s extension is turned down.
	1877	Reconstruction ends. Last Federal troops leave South Carolina. There are only four black members in the U.S. House of Representatives. Jim Crow laws in Kentucky and other Southern states enforce racial segregation, including in schooling. These laws remain in force until 1965.
T-I	early 1900s	Migrants from southern Appalachia move into Davis Bottom. <i>873 people live in Davis Bottom.</i>
	1914-1919	World War I.
T-I	1920s	<i>1,051 people live in Davis Bottom (the largest number).</i>
	1920	Nineteenth Amendment passes. Women get the right to vote.
T-I, T-A, S-A	1920-1925	<i>Shotgun house at 712 DeRoode Street is built.</i>

**Suggested Selected Historical Events in Davis Bottom and in the United States 1865-2016
to Include on Your Davis Bottom Classroom Timeline, continued.**

WHERE	DATE	DESCRIPTION
	1929	The Great Depression begins.
S-A	1930s-1940s	<i>712 DeRoode Street shotgun house privy is cleaned out and used as a trash pit.</i>
T-I, S-G	1931	<i>City of Lexington begins planning to build a road through Davis Bottom.</i>
T-I, S-H	1934	<i>Sanborn Fire Insurance Map of Davis Bottom is published. 756 people live in Davis Bottom.</i>
T-H, S-H	1940	<i>U.S. Federal Census is taken, collecting information about the residents of Davis Bottom.</i>
	1941-1945	United States enters World War II after Japan bombs Pearl Harbor. World War II ends with the surrender of Japan.
S-A	1945-1950	<i>712 DeRoode Street shotgun house privy is sealed up.</i>
S-G	late 1940s	<i>Demus Family moves to Davis Bottom.</i>
	1950-1953	Korean Conflict. United States joins other United Nations members to end the invasion of South Korea.
S-G	1953	<i>Laffoon Family moves to shotgun house at 848 DeRoode Street.</i>
	1954	Brown versus Board of Education U.S. Supreme Court decision declares school segregation unconstitutional.
	1955	Official entry of the U.S. into the Vietnam War.
S-H	1958	<i>Family photographs taken of shotgun houses on DeRoode Street.</i>
	1963	March on Washington and Dr. Martin Luther King, Jr. gives his “I have a dream” speech (August 28). Assassination of President John F. Kennedy (November 22).
	1964	Civil Rights Act signed into law, ending segregation.
	1965	Voting Rights Act signed into law. It is aimed at overcoming legal barriers at the state and local levels that prevented African-Americans from exercising their right to vote.

**Suggested Selected Historical Events in Davis Bottom and in the United States 1865-2016
to Include on Your Davis Bottom Classroom Timeline, continued.**

WHERE	DATE	DESCRIPTION
	1966	National Historic Preservation Act signed into law. It requires, among other things, assessment of cultural and archaeological resources prior to beginning federally funded construction projects.
T-I, T-A	after 1970	<i>Kitchen and bathroom added on to the back of 712 DeRoode Street shotgun house.</i>
	1975	End of the Vietnam War.
T-I	early 1980s	<i>City of Lexington scraps plans to build a road through Davis Bottom.</i>
T-I, S-G	1990s	<i>City of Lexington revives plans to construct a road through Davis Bottom.</i>
T-I, S-T	1994	President Bill Clinton signs executive order requiring federal construction projects to consider environmental justice for minorities and underprivileged.
T-I, T-A	early 2000s	<i>City of Lexington buys the 712 DeRoode Street shotgun house lot from owner Charles W. Smith, Jr. Archaeological survey and background research is conducted for the Davis Bottom neighborhood. People live in fewer than 25 houses in Davis Bottom.</i>
	2001	World Trade Center terrorists' attack.
T-I	2006	<i>The City of Lexington conducts a social needs assessment of the Davis Bottom neighborhood residents.</i>
	2008	Global financial crisis and The "Great Recession." President Barack Obama is elected.
T-I, T-A, S-A	2010-2011	<i>The City of Lexington tears down houses in Davis Bottom. Archaeologists study the sites in Davis Bottom and excavate at 712 DeRoode Street.</i>
T-I	2013	U.S. Supreme Court declares unconstitutional a section of the Voting Rights Act of 1965 that required states to obtain federal approval before changing voter registration regulations. Texas is the first state to implement more restrictive voting laws. Road construction begins. <i>Documentary about Davis Bottom, <u>Davis Bottom: Rare History, Valuable Lives</u>, premieres in Lexington.</i>
T-I	2016	<i>First residents move into the new houses along the re-routed DeRoode Street in what is now called Davis Park.</i>

Part Two: History

Instructions for the Teacher

Materials

For Each Student

- ☐ “Investigating a Shotgun House: Part Two: History” (“Archaeology Notebook,” pages 10-22)

For Each Group at a Specific Time in the Investigation

- A copy of the 🍎 “1940 U.S. Federal Census” pages (pages 37-43)

For the Teacher

- ◆ “Unit Images and Analysis Sheets” PowerPoint (slides 12-34) from the Investigating Shelter Database on the Project Archaeology website (<https://projectarchaeology.org/teachers>)
- Pages 10-22 in “Archaeology Notebook”
- An LCD projector
- ◆ “Kentucky’s Urban Shotgun Houses” PowerPoint for additional images of shotgun houses and
◆ “Historical Documents” PowerPoint for additional information about historical documents and images of these important sources from the Investigating Shelter Database on the Project Archaeology website (<https://projectarchaeology.org/teachers>)
- World History For Us All (<http://worldhistoryforusall.sdsu.edu/shared/themes.php>)
- For your timeline, paper clips or clothes pins; images from the various PowerPoints, student drawings, primary sources, recipe-sized cards (noting, for example, laws and events); colored markers

Preparing to Teach

1. Make a copy of ☐ “Investigating a Shotgun House: Part Two: History” (“Archaeology Notebook,” pages 10-22) for each student.
2. Get an LCD projector
3. Access ◆ “Unit Images and Analysis Sheets” PowerPoint and select slides 12-34 for projection. Access
◆ “Kentucky’s Urban Shotgun Houses” PowerPoint for additional images of shotgun houses. Access
◆ “Historical Documents” PowerPoint for additional information about historical documents and images of these important sources.
4. Make copies of the 🍎 “1940 U.S. Federal Census pages (pages 37-43). Make enough for all pairs/groups of students in the class.
5. Access World History For Us All and review the seven “Key Theme.” Each theme focuses on a particular sphere of human activity and thought: Patterns of Population; Economic Networks and Exchanges; Uses and Abuses of Power; Haves and Have Nots; Expressing Identity; Science, Technology, and The Environment; or Spiritual Life and Moral Codes. Select for classroom discussion one or more of the “Key Themes” as they relate to Davis Bottom. Pilot teachers found that the themes “Uses and Abuses of Power,” and “Haves and Have Nots” generated particularly rich discussion.
6. Post the essential question: “*What can we learn about the lives of urban working-class people by investigating a shotgun house in Davis Bottom?*”
7. Post the Word Bank words.

8. For your timeline: paper clips or clothes pins; images from the various PowerPoints, student drawings, primary sources, recipe-sized cards (noting, for example, laws and events); colored markers.

WORD BANK

census: a count the federal government takes, every ten years, of everyone living in America to figure out the number of representatives a state should elect to the House of Representatives

household: the people who live in a house or apartment. They may or may not be members of the same family.








landlord: a person who rents land, a building, or an apartment to someone

primary document: a kind of document, like a photograph, autobiography, memoir, and oral history, that provides first-hand information or direct evidence about a topic or question

smudge pit: a small, shallow pit filled with materials, like rags, that can make a lot of smoke when set on fire

WPA (Works Progress Administration): a work program created during the Great Depression in the 1930s by the federal government as part of President Franklin D. Roosevelt's New Deal

DISCOVER NEW KNOWLEDGE

1. Review the cover sheet information for  **PART TWO: HISTORY** with the students. Ask them to look at the data sources they will use in their investigation.
2. Review the timeline. Settle your students on the floor in front of the line and invite them to do a silent “walk and talk” of the events on the line. Allow a minute or two for this activity, and then invite a student to stand and do a walk-and-talk aloud. The students do not need to account for every element on the line – they should just use the elements as prompts to tell a story about a particular theme, or inventory various things that were happening during the same time period. Let students finish before correcting any mistakes they may make in their storytelling.
3. Remind students that they are studying people who had lived through the Great Depression (1929-1939), which ended 75 years ago (at this writing in 2014). Sometimes how people lived long ago may seem old-fashioned, but people used the resources available to them and often found creative solutions to challenging problems. Using the background information from Lesson Three: Culture Everywhere in *Project Archaeology: Investigating Shelter*, remind them that no culture or time in history is better than another.
4. Ask students to remember what shotgun houses look like. You may find it useful to project images from  “Kentucky’s Urban Shotgun Houses” PowerPoint and remind students that there are many different kinds of shotgun houses. Shotgun houses are linked to urban land restrictions. They are not always poorly made, nor always lived in by poor people. Contrast the house at 712 DeRoode Street with other shotgun houses in the PowerPoint.
5. Project/ask students to look at  “Historic Photographs of Davis Bottom Shotgun Houses” (pages 11-12; slides 14-15 in “Unit Images and Analysis Sheets” PowerPoint) and analyze the photographs in teams of two. Working with their partners, students complete  “Historic Photographs of Davis Bottom Shotgun Houses: Analyzing the Data” (pages 13-14; slides 16-17 in “Unit Images and Analysis Sheets” PowerPoint). Lead a discussion about the students’ findings. An  Answer Key for  “Historic Photographs of Davis Bottom Shotgun Houses: Analyzing the Data” is provided on pages 30-31.
6. Project/have students read  “The Davis Bottom Neighborhood in the Early 20th Century” (pages 15-16; slides 18-19 in “Unit Images and Analysis Sheets” PowerPoint). Discuss the features of the

neighborhood and list them on the board. Brainstorm with students the kinds of questions they would like to answer concerning what the neighborhood was like. Examples might include “Who lived where?” “What kinds of families lived there?” “What kinds of jobs did the adults do?” “What kinds of buildings were there?” Be sure at least these questions are listed, although the primary data sources the students will be working with are so rich, many other relevant questions can be asked and answered. 🍎 Essential Facts/Key Points for ☐ “The Davis Bottom Neighborhood in the Early 20th Century” are provided on Page 32.

7. Explain to students that they will be using diverse primary historic documents to answer their questions and investigate life in Davis Bottom in the early 20th century. Define **primary documents**. Project/have students read ☐ “Using Primary Documents” (pages 17-18; slides 20-21 in “Unit Images and Analysis Sheets” PowerPoint). Contrast primary documents with supporting or secondary documents. Project the ♦ “Historical Documents” PowerPoint. Discuss the images and information to introduce the documents students will use. A section of the 1934 Sanborn Fire Insurance Map for DeRoode Street and a page from the 1940 U.S. Federal Census for DeRoode Street are in this PowerPoint.
8. Explain to students they will examine a section of the 1934 Sanborn Fire Insurance Map and the corresponding 1940 U.S. Federal Census data for DeRoode Street north of its intersection with McKinley Street. Using these data, students will be able to find out, for example, where families lived, the number of children who lived at a house, the racial affiliation of residents, the diversity of households (whether single-family or two families/lodgers), and the nature of home ownership (whether somebody rented or owned the house).
9. A. Using ♦ “Historical Documents” PowerPoint, explain why Sanborn Fire Insurance Maps were developed, and why historical archaeologists use them for their own research purposes. Review ☐ “How To Read A Sanborn Map” and ☐ “DeRoode Street–1934” (pages 19-20; slides 22-23 in “Unit Images and Analysis Sheets” PowerPoint). Point out the map key and the various codes describing roof type, building type, and so forth. Remind students that ☐ “DeRoode Street–1934” was adapted for their use directly from the original color version of the Sanborn Map on Page 18 of their “Archaeology Notebook.”
 B. Direct students to work with their partners to answer Question 1 on ☐ “The Davis Bottom Neighborhood in the Early 20th Century: Analyzing the Data” (Page 21; Slide 24 in “Unit Images and Analysis Sheets” PowerPoint). Explain to the students that they will be graphing the data they collect about the buildings depicted on the Sanborn Map to answer the question on ☐ “The Davis Bottom Neighborhood in the Early 20th Century: Organizing the Data” (Page 22; Slide 25 in “Unit Images and Analysis Sheets” PowerPoint) in the same way they graphed the data they collected in Lesson Two: By Our Houses You Will Know Us in *Project Archaeology: Investigating Shelter*. Extensions might include collecting data about the kinds of roofs on the buildings and the house/porches of the dwellings.
 C. Discuss the results of student work. An 🍎 Answer Key for ☐ “The Davis Bottom Neighborhood in the Early 20th Century: Analyzing the Data” is provided on pages 34-36.
10. A. Pass out the 🍎 “1940 U.S. Federal Census” pages (pages 37-43; slides 26-32 in “Unit Images and Analysis Sheets” PowerPoint). You may provide all seven pages to each pair. Or, since the number of households and residents is generally comparable among the census pages, you may wish to give one page to a pair and then work as a class to answer the questions. Or you may give each student/pair only one census page, ask the student/pair to answer the questions for just that page, and then share out as a whole class and collect the data on the board. This way, you can be sure each student/pair will use the same headings for the graphs. Depending on the number of students in your class, you could consider

giving the same page to at least two students so that they can confirm each other's data frequencies. If there is a difference of opinion between students, allow for group conversation to determine the correct information. Or, you may select one census question to work on as a whole class, then break students into pairs and ask them to choose any other two questions to explore.

B. Review column headings before beginning. Remind students that this information was taken directly from the 1940 U.S. Federal Census. Out of the 34 questions asked in 1940, information from only 13 questions, considered the most relevant for this investigation, was selected for inclusion in this table. Point out that the **highlighted entry** on the last census page (Page 43; Slide 32), relates to 712 DeRoode Street, the Davis Bottom Shotgun House Site. Explanations for column headings in 🍎 "Selected Data from the 1940 U.S. Federal Census for a Section of DeRoode Street" are provided on Page 32 (Slide 33 in "Unit Images and Analysis Sheets" PowerPoint).

C. Classroom piloting revealed that scaffolding for students at the beginning of the census lesson is essential—they had never seen documents like this before, and so they found them overwhelming at first. However, once students understood the charts and the headings, they were fascinated by what the data could tell them about the neighborhood residents.

D. Students also may initially experience difficulty with the concept of "household" as used with respect to the census. A household can be a family (people biologically related to each other), but it need not be for the purposes of the census. There are examples in the census of multiple households living in one house. All people living in a dwelling, related to each other or not, needed to be enumerated for an accurate population count.

E. Students continue working with their partners to answer Questions 2-4 on 🍌 "The Davis Bottom Neighborhood in the Early 20th Century: Analyzing the Data" and 🍌 "The Davis Bottom Neighborhood in the Early 20th Century: Organizing the Data" (pages 21-22; slides 24-25 in "Unit Images and Analysis Sheets" PowerPoint). Or you may wish to assign Questions 2-4 to teams of students and have groups report their findings to the class. Explain to the students that they will be graphing the census data to answer these questions in the same way they graphed the data they collected in Lesson Two: By Our Houses You Will Know Us in *Project Archaeology: Investigating Shelter*.

11. Names Have Power: The "Color/Race" Heading in the 1940 U.S. Federal Census

You will notice the terms "White" and "Negro" under the "Color/Race" heading in the transcription of the 1940 U.S. Federal Census and in the questions posed for students to answer using that document. Although "Negro" is a word not often used today, it was widely used in the past to identify and describe people of African descent. The original words used in the census are retained in these materials, both in the headings and in the entries under them, rather than update them with modern synonyms. Researchers recognize that historic documents hold biases, and that these biases can provide valuable information about the historical context within which the documents were produced and what this may say about a particular time and place. Your students deserve to analyze the census documents as they were prepared.

Thus, as students move through this lesson, take the opportunity to discuss with them: the historical terms "White" and "Negro" used in the column *Color/Race* to describe residents' racial identity; the power of "naming;" and the importance of respectful naming in a civil society and democracy. Use the questions below to help students contextualize race relations in the U.S. in the 1940s, immediately before America entered World War II (see 🍎 Page 33 for information that supports class responses to these questions).

A. Why do you think the 1940 U.S. Federal Census used labels like "White" and "Negro," but the 2000 Federal Census did not? Refer to 🍎 "Defining Labels Used for 'Race' in the 2000 U.S. Federal Census" (Page 27; Slide 34 in "Unit Images and Analysis Sheets" PowerPoint).

- B. The 2000 Federal Census says that race is based on “self-identification.” What does that mean? Why was that important to many people?
- C. Why do you suppose the label “White” has stayed the same?
- D. Why do you suppose the people who create the census are interested in describing people with these names/labels?
- E. Why do you suppose the people who create the census decided to allow people to select more than one race for themselves? How might that change help historians in the future understand more about the people of the U.S.?

Defining Labels Used for “Race” in 2000 U.S. Federal Census

White – a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.





Black or African-American – a person having origins in any of the Black racial groups of Africa.

American Indian or Alaska Native – a person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.

Asian – a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Native Hawaiian or Other Pacific Islander – a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Individuals may report more than one race. It is based upon self-identification.

12. As a class, complete Question 5.
13. Discuss the results of student work. Pose this question: What do you think it was like to be a child growing up in Davis Bottom? You may wish to have students return to the oral histories in  **PART ONE: GEOGRAPHY** or to the videotaped interviews on the Davis Bottom History Preservation Project website (<https://anthropology.as.uky.edu/kas/kas-projects/davis-bottom-project>) as part of your classroom discussion.
14. Introduce the main themes in World History for Us All. You will discuss these at the end of **PART THREE: ARCHAEOLOGY** (see  discussion instructions Page 53).
15. Assist students with defining **census, household, landlord, primary document, smudge pit,** and **WPA**. Instruct them to add them to their Word Banks.
16. Timeline: To conclude **PART TWO: HISTORY**, ask the class what events and elements they would like to include on the class timeline. Tape/paper clip/clothes pin the representation of the new element to the timeline, with a date and title prominently visible. Refer to  Timeline Instructions (pages 17-18) to guide this activity.
17. Extensions:
 - A. The 1940 U.S. Federal Census provides a wide range of topics for student exploration, in addition to those considered on  “The Davis Bottom Neighborhood in the Early 20th Century: Analyzing the Data.” Other options include asking students:
 - to examine adult occupations and compare them for men/women, and Negro/White;
 - to examine the number of years of schooling for residents, and then graph them by age and race;
 - to explore family makeup

Instead of graphing the data, challenge students to write about their findings by setting a scene:

How would families organize an evening in Davis Bottom?

How did they get the cooking done with multiple families sharing a kitchen in a single house?

How would people organize sleeping arrangements?

Ask students to select a residence along DeRoode Street. Then pose this question: If you were sitting on the front porch of that house, who would you see?

B. Consider inviting an African-American historian or community leader to your class to discuss issues of race as they experienced them in their lives.

C. You might share with your class the following nonfiction books that consider the issues surrounding race in the United States. Students can use the books listed below, but they are also good references for teachers. They provide carefully evidenced information on the historical background for Davis Bottom as:

- 1) an example of a community established by a civil rights supporter who wanted to help free and recently freed African-Americans buy or rent affordable housing when that was very difficult to do in many states (see *Slavery and the Making of America*, *Ordinary Americans*, and *To Establish Justice*).
- 2) a community that served as an example of the need to safeguard minority rights during and after Reconstruction (see *Ordinary Americans* and *To Establish Justice*).
- 3) an example of an integrated community when integration was sometimes illegal (Jim Crow laws) and often met with violence (White Citizens' Councils, the KKK, law enforcement) in many parts of the post-Civil War U.S. In addition, Appalachian out-migrants leaving mining communities to find work and new immigrants seeking new lives in the U.S. found affordable housing and community in Davis Bottom (see *Growing Up in Coal Country*, *Ordinary Americans*, *To Establish Justice*, *Brown v. Board of Education*, *Freedom Walkers*, and *We Were There, Too!*).

Bartolli, Susan Freeman

1996 *Growing Up in Coal Country*. Houghton-Mifflin, Boston, MA.

Freedman, Russell

2006 *Freedom Walkers: The Story of the Montgomery Bus Boycott*. Holiday House, New York.

Hoose, Phillip

2001 *We Were There, Too!: Young People in U.S. History*. Farrar, Strauss, Giroux, New York.

Horton, James Oliver, and Lois E. Horton

2005 *Slavery and the Making of America*, Oxford, London.

Martin, Waldo E.

1998. *Brown v. Board of Education: A Brief History with Documents*. Bedford-St. Martins, Boston, MA.

McKissack, Patrick, and Arlene Zarembka

2004. *To Establish Justice*. Knopf, New York.

Monk, Linda R.

1994 *Ordinary Americans: U.S. History through the Eyes of Everyday People*. Close-Up Foundation, Alexandria, VA.

D. There are many fiction books on issues of race and community. Jacqueline Woodson's *The Other Side* (Putnam, New York, 2001), however, is particularly useful in the context of an integrated community in Davis Bottom. Although it is a picture book, the story and illustrations provide a lot to talk about. Teachers will find it useful to project the pages and discuss how the art enriches the spare language to illustrate how children learn to be friends across a physical and racial divide.

E. Access □ “Lexington City Directories” from the Investigating Shelter Database on the Project Archaeology website. Project the PowerPoint images and print out the data pages for students as you did for the 1940 U.S. Federal Census data activity.

These pages provide additional historical data on residents (house number, name, race, occupation, and employer) listed in R.L. Polk and Co.’s Lexington City directories for 1931-1932 and 1948-1949 for the section of DeRoode Street that the students studied in this part of the unit. By combining these City Directory data with the 1940 U.S. Federal Census data, students can explore changes through time in the neighborhood (for example, with respect to where families lived, adult occupations, and employers). The highlighted entry refers to 712 DeRoode Street, the Davis Bottom Shotgun House Site. Suggestions on how to conduct this extension are provided with the data pages.

F. Access the □ “Davis Bottom in the 1890s” mural directly from Teaching Through Documentary Art: Lessons for Elementary and Middle School Social Studies Teachers (<http://arch.as.uky.edu/intro>) or from the Davis Bottom History Preservation Project website (<https://anthropology.as.uky.edu/teaching-through-documentary-art>). This same image is on □ “The Davis Bottom Neighborhood in the Early 20th Century” (Page 16 in the “Archaeology Notebook”). □ *Davis Bottom in the 1890s* invites exploration of the entire painting. Activities include analyzing the artist’s use of the elements of art and writing poetry. □ *Attending a Fish Fry* focuses on community traditions and includes a unit to engage students in exploring their own community traditions and writing about them. □ *Growing Up in Davis Bottom* focuses on the lives of children in this historic time period and invites comparisons to the lives of children in your community. It also explores historic resources (primary and secondary). □ *Making a Living in Davis Bottom* focuses on occupations and includes an interactive lesson with census data.

G. If students want to learn more about the history and the people of Davis Bottom, direct them to the history section and the anthropology section on the Davis Bottom History Preservation Project website (<https://anthropology.as.uky.edu/davis-bottom-history>).

H. The poem □ “Nikki-Rosa” by Nikki Giovanni (<http://www.poetryfoundation.org/poem/177827>) is a primary document that provides a different kind of information about urban working-class neighborhoods. Nikki Giovanni is a well-known African-American poet, writer, and speaker. In her poem, she movingly describes what it was like to grow up black in Woodlawn, a poor neighborhood in Cincinnati, Ohio. Giovanni wrote her poem in a style called “free verse.” This is a kind of un-rhyming poem that is rhythmic, but not regularly metrical. It has verses of varying lengths that follow how people naturally speak. For this reason, this poem’s capitalization and punctuation are different from regular sentences. Ask students to read this poem to discover what it might have been like for black children of working-class parents to grow up in Davis Bottom. Direct students to write notes and questions as they read the text. Lead a discussion.

Answer Key for ☐ “Historic Photographs of Davis Bottom Shotgun Houses: Analyzing the Data”

Available information about the two photographs.

Photo #1: Photo #1: A shotgun house on DeRoode Street, Davis Bottom, Lexington, Kentucky, in 1958, near the West High Street Viaduct/Bridge. *Bryant/Laffoon Family Photographic Collection*, Number 1950L, *Marie (Laffoon) Head and Mary (Laffoon) Pollard*, *Davis Bottom History Preservation Project*. Nellie Bryant.

Photo #2: Front yards of two shotgun houses on DeRoode Street, Davis Bottom, Lexington, Kentucky in 1958. *Bryant/Laffoon Family Photographic Collection*, Number 1950M, *Marie (Laffoon) Head and Mary (Laffoon) Pollard*, *Davis Bottom History Preservation Project*. Charlie Bryant.

Observing and Collecting the Data

1. Photo #1: wood, clapboard, posts, tin/tarpaper roof, bricks (chimney), brick/stone, glass, not painted. Photo #2: wood, clapboard, posts, boards, tin/tarpaper roof, paint, glass.
2. Photo #1: small group talking on porch, conversation, standing, sitting. Discussing something from a paper or letter, woman on porch, children in yard. Not posed, taken from a distance and not acknowledging camera. Photo #2: man on seat in the side yard and woman on seat sitting across from him. Another seated person partially hidden by the tree. Sitting still under a tree/in the yard having a conversation, sitting in shade or working, tinkering with something, talking, maybe aware of photograph. The man and woman are looking in the direction of the camera, but are not necessarily posing. The other person is not.
3. Photo #1: taken in the fall or the early spring, but not in the winter. This is because there are few or no leaves on the trees, sweater on the lady, but the people are not wearing heavy coats. After work/school? From the shadow and lighting, noon/early morning or evening shades. Photo #2: summer, late spring/summer, leaves full on tree, sitting in shade, noonish-shade shape - shade is directly down. Because the people are not wearing coats and because there are leaves on the trees.

Answer Key for ☐ “Historic Photographs of Davis Bottom Shotgun Houses: Analyzing the Data,” continued.

Analyzing and Interpreting the Data

1. both show houses and only white people; in both pictures the houses are wooden and the road is dirt; same type of house. In both pictures, people are outside, talking and socializing, suggesting that the social spaces are in front yards/porches and not inside houses. Photo #1 is about the structure, an overall street scene. A telephone pole is in the foreground and the viaduct is in the background. There are more people. Photo #2 is about the people. It appears to be more about the people than the house. The aesthetics of the houses are different. No telephone pole in front, but the viaduct is in the background.

2: Photo #1: used porch in winter, front porches would be a popular gathering place, outdoor activities were prominent due to home size; no electric lines - no electric; simple living/poor, dirt roads, small wood house; rundown condition of home and surroundings. Photo #2: worked outside house and kept stuff, minimal space for storage - piles of stuff/tires around area, rundown condition of home and surroundings. What kind of clothing the people wore; what kinds of houses the people in the neighborhood lived in; what the neighborhood looked like: no sidewalks, no paved roads, no lawns.

3. Photo #1: preservation of memories, showing daily activities, candid shot/snapshot by neighbor or visiting family?; to show a family's interaction with each other in Davis Bottom; to show a family or (environment) scenery in Davis Bottom; to show proximity to the West High Street Viaduct for insurance purposes; focus was on the particular house and/or people. Photo #2: simple informal snapshot, to intentionally record the people and their stuff since the man and woman are looking toward the camera, preserve “the couple” and their way of life, show typical day or family photo, to highlight a typical resident. Picture of home and neighborhood, general shots.

4: Photo #1: Why was it taken? Who are the people in the pictures? What is the pole? Are these pictures of the same houses in different time periods? Why are the people gathered on the porch? When was this photo taken? Is that a truck on the street? Photo #2: What are the people doing? What are the objects in front and behind them? Who are these people? Is the couple married? What's in the piles of rubbish between the houses? Tires? Is the pile of rubbish actually a junk cart/push cart (five people are listed as having such in the 1940 U.S. Federal Census), and so is the man a peddler resting after working? When was this photo taken? Who took the photograph? Where are these houses located on DeRoode Street? Is the photographer related to the couple?

5. Ask Davis Bottom Project History Preservation Project personnel who gave them the photographs to copy. Interview people or families in the pictures, interview the photograph donor(s).

Essential Facts/Key Points for ☐ “The Davis Bottom Neighborhood in the Early 20th Century”

integrated

most are renters

there was very limited basic infrastructure for a long time in the neighborhood, including sewers, telephones, and indoor running water

houses were small, cramped, had few amenities, and were poorly constructed

men and women were employed mainly in manual labor jobs. They were frugal. Children helped out with chores around the house.

adults and children made their own fun; they played cards, checkers, ballgames.

children shared toys and the whole neighborhood was their backyard.

NOTE: this essay and ☐ “Urban Geography of Davis Bottom” essay complement each other in their descriptions of the community.

Explanations for Particular Rows/Column Headings in 🍏 “Selected Data from the 1940 U.S. Federal Census for a Section of DeRoode Street”

Rows

Highlighted rows present information about the residents of 712 DeRoode Street, the shotgun house under consideration in this investigation.

Column Headings

House/Rent Value

For owners, the dollar value of the house. For renters, the monthly rent in dollars.

Relation to Household Head

The head of the household is indicated by Head. Other people living in the house are listed in relation to the household head (e.g., wife, cousin, daughter, mother, lodger, etc.). There are five examples on DeRoode Street in which separate households share a single house. At 853, 837, 708, and 706, two families share the house and at 739, four families share one house.

Grade of School Finished

This is the highest grade the individual finished. Most of the numbers are self-explanatory. “H-1” means one year of high school; “H-2,” two years of high school; and so forth.

Occupation

Most occupations listed are self-explanatory. However, a few deserve additional description. A “Sticker” entry under Occupation is always linked to a “Tobacco redryer” entry for Industry/Employer, so “Sticker” likely was a special kind of job carried out at the redryer factory. In two instances, a “Laborer” entry under Occupation is linked to a “Breaking” entry for Industry/Employer. It is unclear exactly what this job/industry combination refers to, but it may related in some way to duties in the tobacco industry. “Housework” refers to housework conducted outside the home, while “Home housework” is housework conducted inside the home. It is unknown why one job/industry combination entry – “Housekeeping aide”/“Housekeeping project” – refers to housekeeping in this manner.

Industry/Employer

During the Great Depression, the federal government created many work programs through Roosevelt’s New Deal, and thus information about participation in these programs was collected as part of the 1940 Census. The WPA (Works Progress Administration) and the NYA (National Youth Administration) were two such New Deal programs. The following entries – “WPA rock quarry,” “WPA construction,” and “NYA rock quarry” – reflect this focus.

To Support Class Discussion about the Terms Used under the *Color / Race* Column in the 1940 U.S. Federal Census

A. The terms “White” and “Negro” were more than labels referencing the color of someone’s skin. They also reinforced a racial hierarchy that existed throughout all segments of American society at the time of the 1940 census. It is likely that Census Taker Louise Davis Dickens looked at the people she visited on DeRoode Street on April 22, 1940, and filled-in “White” or “Negro” based on how they looked to her. “White” was a term people of European descent came to call themselves. Sometimes they also called themselves “Caucasian,” but that term was not very useful. Johann Blumenbach (1752-1849), a professor in Germany, came up with the name. He based his theory of race on people’s skull size. He picked a skull from near the Caucasus Mountains to represent one of the races he invented. That ‘race’ included Europeans, so some people ended up using the term “Caucasian.” Most people, however, had little to say about what others called them. Conquerors gave new names to the people over whom they exercised power and control. Map makers made up names for people in far distant places. In 1492, for instance, Columbus did not meet people who called themselves “Americans.” Indigenous people had many more names for themselves than those Europeans used. “Negro” has a different meaning today than it did in the 1940s. The term “Negro” is rarely used anymore for many reasons, including the fact that people did not choose it for themselves. The same is true of other groups, too. Over time, more and more people worked to have the census labels changed. This was a long and contentious process. Finally, the creators of the census listened to complaints about the way the census labeled people and suggestions for alternative names. In 2000, the census began using the labels that you see in the box on Page 27 (Slide 34 in “Unit Images and Analysis Sheets” PowerPoint).

B. “Self-identification” means that people taking the census can select which of the labels for “*Race*” on the census best describes them. That was very important for a number of reasons. During the Civil Rights era in the U.S., some people wanted to be called African-American—a term similar to that used for other Americans (i.e., Italian American, Irish American). Others self-identified as “Black” to emphasize their color as a mark of power and pride. That label remains important for many people and is in general use in the U.S. Other groups that had not been named on the census in the past wanted to be recognized and counted in the census data, and they wanted the census to use names they recognized as describing themselves.

C. The label “White” remains because it was a name many people used to describe their European heritage. Not many people asked to change that label (some preferred “Caucasian” but, as indicated above, that name had problems, too). It is a label associated with power and influence in the United States and those sorts of labels can be very hard to change.

D. It is important to remember that labels change. Someday we may look back on the way we label different races today and wonder why people ever thought to do such a thing. Right now, perhaps the most important thing to keep in mind is *respectful* naming—respecting peoples’ right to self-identify—and to change labels as people come to understand more about the ways in which humans are similar and different.

E. Because people have fought long and hard to choose their own names to describe themselves on documents, including the U.S. census, the census has changed in important ways. Not only do people have a wider choice of labels, they are not stuck with picking only one. Some of us have many different backgrounds, so we want to be able to pick multiple labels that honor all our ancestry. Starting in 2000, people got to do just that when they filled out the census. Historians in the future will be able to tell richer stories about all of us as a result.

Answer Key for ☐ “The Davis Bottom Neighborhood in the Early 20th Century: Analyzing the Data”

Patterns on the Sanborn Map

There are 70 separate buildings depicted on the map: 28 on the east side of DeRoode Street; 37 on the west side; and five in back of the buildings on the west side of the street.

For Question 1

About the Structures on the Map

There are six different kinds of buildings:

58 dwellings

5 outbuildings

2 stores

2 sheds

2 autohouses (likely a term used back then for what we now call a garage)

1 stable

From the plans shown on the map, 15 of the dwellings do not look like they are shotgun houses. From left to right on the map, they are: 867, 865, 848, 844, 826, 824, 800, 800½, 730, 728, 726, 722, 718, 714, and 708.

Ways to modify the basic shotgun house: add onto the back of the house with two or three stories (like 855); add onto the side of the house, making an L-shape (like 844, if it is, indeed, a modified shotgun); add onto the side of the house (like 722, if it is, indeed, a modified shotgun); and add onto the back and side of the house (like 714, if it is, indeed, a modified shotgun). Porches can be on the side of the houses; in the front; in the back.

Patterns in the 1940 U.S. Federal Census Data

The 1940 U.S. Federal Census for this section of DeRoode Street provides information for 38 houses, 46 households, and 136 people. Note that discrepancies are present. Census information is not available for all the houses (n=58) shown on the 1934 Sanborn Fire Insurance Map, and there is census information for houses not shown on the map (like 706½ DeRoode St). There are two separate entries on the census for 724 DeRoode St.

For Question 2

About Who Owns and Who Rents, and Where

Three Negro men and six Negro women owned houses along DeRoode Street. None is younger than 42 years old (they range in age from 42 to 75). They are married (n=3) or are widowed (n=6). No Whites own houses.

Both Negro (n=20) and White (n=17) men (n=27) and women (n=10) rent houses along this section of DeRoode Street. People who rent are the same ages as people who own the houses (42-75; n=21), but they are also younger (the youngest is 15, if you believe that data; otherwise, the next youngest person is 25) than those who own houses (15-41; n=16).

People who own houses live at 865, 825, 836, 800, 730, 728, 726, 724 (and 724) DeRoode Street. They live in a cluster of non-shotgun houses in the southern section of the street. They live in shotgun houses with a more dispersed distribution along the northern part of the street.

For Question 3

About Who Lives Where

There are 46 households in the sample: 29 are Negro and 17 are White. No dwellings house both White and Negro residents, so students will use only the “Color/Race” column data to answer this question. Because five houses contain more than one household – 853, 837, 739, 708, and 706 – students will mark only 36 houses. Along the northern part of the street (in the 800s), Negroes and Whites live in zones, but next to and across the street from each other. More Negro families live here. In the southern part of the street (in the 740s and lower), Negroes and Whites live side-by-side in a more heterogeneous and mixed distribution. About equal numbers of Negro and White households live here.

Answer Key for ☐ “The Davis Bottom Neighborhood in the Early 20th Century: Analyzing the Data,” continued.

For Question 4

About the Household Profiles

Relationship to head of household is diverse. Many of the houses along this section of DeRoode Street are “augmented” households, meaning that several families (noted by several Head listings for one address) live under one roof.

Relatives

Nuclear Family Members

22 wives: 11 Negro; 11 White

30 sons: 12 Negro; 18 White

16 daughters: 4 Negro; 12 White

3 mothers: 2 Negro, 1 White

1 brother: Negro

Extended Family Members

1 granddaughter: Negro

1 grandson: Negro

1 nephew: Negro

1 cousin: White

2 stepdaughters: White

1 stepson: Negro

1 mother-in-law: White

1 son-in-law: White

Non-relatives

7 lodgers: 6 Negro, 1 White

1 lodger’s daughter: Negro

1 housekeeper: Negro

Wives (n=22), sons (n=30) and daughters (n=16) make up most of the nuclear family members. There are more examples of non-relatives living in Negro households (people like lodgers and lodger’s daughter) and extended family members included grandsons/granddaughters, nephews, stepsons. In the White households, extended family members included stepdaughters, mother-in-laws, son-in-laws, and cousins.

For Question 5

About the Children

A total of 47 children (considered to be 18 years old or younger; the numbers here include the 15-year old listed as head of household at 739 DeRoode Street) lived along DeRoode Street in 1940. The numbers of children under the age of 18 were different by race: 15 Negro children and 32 White children. Age distribution also was different. Nine Negro children (two girls and seven boys) were older than 12, but only six White children (three girls and three boys) were older than 12. In contrast, there are only three Negro children (all girls) between the ages of eight and 12, but there are 11 White children between the ages of eight and 12. The youngest children (four and below) are all White (n=8). This speaks to the age of the families.

For Other Possible Questions

About Heads of Households

There are 46 heads of households: 29 black and 17 white. More men than women are heads of households: men (n=30) and women (n=16). There is a significant difference in heads of household based on race. Approximately 50% of Negro heads of households are female, while only about 25% of White heads of households are female.

Answer Key for ☐ “The Davis Bottom Neighborhood in the Early 20th Century: Analyzing the Data,” continued.

For Other Possible Questions, continued

About Where People Were Born

Everyone, except for ten people, were born in Kentucky. Those who were not born in Kentucky were born in Alabama (n=4), South Carolina (n=1), Tennessee (n=2), Texas (n=2), and Virginia (n=1). Thus, everyone was born in the South if they were not from Kentucky. The profile for these out-of-staters is: they are mainly (n=7) Negro, all age 33 and older, and include men (n=5) and women (n=5) with between 0 and 6 years of schooling.

About Occupations

The census lists occupations for 95 adults: 59 blacks and 36 white; 48 men and 47 women.

For those adults who were listed as working (n=76), men were most frequently listed as laborers (n=25) and women were most frequently listed as doing in-home housework (n=24). Other jobs men did were groom (horse industry), junker, push cart, housework, and auto mechanic. Other jobs women did were maid/housekeeper/housework/housekeeper aid, sticker (tobacco industry), and push cart.

There are some differences between the jobs Negro men and White men did. For example, the groom was Negro, whereas the auto mechanic was White. There are some differences between the jobs Negro women and White women did. For example, Negro women were maids/housekeepers/housekeeper aid and stickers, while White women operated push carts.

About Industries/Employers

The industries that employed the adults living along DeRoode Street in 1940 were listed for some individuals. These included:

- 17 tobacco (redryer, breaking)
- 9 private home
- 6 push cart/junker/auto mechanic/self employed
- 5 construction (roads, buildings)
- 4 railroad
- 2 rock quarry
- 2 hotel/housekeeper

And one example each of medicine company, farm, and trotting horses.

Selected Data from the 1940 U.S. Federal Census for a Section of DeRoode Street (Kentucky, Fayette, Lexington, 34-3)

Household Data			About the Person							Other		Employment Status	
Street No.	Own or Rent	House/ Rent Value	Last Name	First & Middle Name	Relation to Household Head	Sex	Color/ Race	Age	Marital Status	School Grade Finished	Birth State	Occupation	Industry/ Employer
867	Rent	\$4/month	Deshazo	Sam	Head	M	Negro	58	Widowed	5	AL	Laborer	WPA rock quarry
865	Own	\$ 300	Brooks	Charleston	Head	M	Negro	75	Married	0	KY	Unable to work	
			Brooks	Ida	Wife	F	Negro	40	Married	4	KY	Home housework	
			Brooks	James	Son	M	Negro	23	Single	6	KY	Laborer	WPA construction
861	Rent	\$4/month	Haggard	Nellie	Head	F	Negro	48	Single	5	KY	Sticker	Tobacco redryer
			Guess	Tom	Lodger	M	Negro	62	Widowed	0	KY	Housework	Private home
			Jones	Willie Mae	Lodger	F	Negro	39	Single	7	KY	Housework	Private home
853	Rent	\$4/month	Young	Will	Head	M	Negro	68	Single	0	KY	Unable to work	
	Rent	\$4/month	Powell	Jim	Head	M	Negro	53	Single	0	KY	Laborer	Breaking
849	Rent	\$4/month	Eaststep	Marcus	Head	M	White	63	Married	0	KY	Unable to work	
			Eaststep	Drusie	Wife	F	White	50	Married	0	KY	Home housework	
845	Rent	\$7/month	Lunsford	William H	Head	M	White	44	Married	5	KY	Laborer	WPA construction
			Lunsford	Pattie Mae	Wife	F	White	28	Married	3	KY	Home housework	
			Rellford	Wallie	Son-in-law	M	White	39	Married	2	KY	Laborer	Building construction
			Rellford	Katherine	Daughter	F	White	20	Married	H-1	KY	Home housework	
			Massie	Hazel	Step daughter	F	White	8	Single	0	KY		
			Massie	Esther	Step daughter	F	White	7	Single	0	KY		

Selected Data from the 1940 U.S. Federal Census for a Section of DeRoode Street (Kentucky, Fayette, Lexington, 34-3)

Household Data			About the Person							Other		Employment Status	
Street No.	Own or Rent	House/ Rent Value	Last Name	First & Middle Name	Relation to Household Head	Sex	Color/ Race	Age	Marital Status	School Grade Finished	Birth State	Occupation	Industry/ Employer
841	Rent	\$8/month	Snowden	Virgil	<u>Head</u>	M	White	34	Married	6	KY	Laborer	WPA construction
			Snowden	Pearl	Wife	F	White	30	Married	6	KY	Home housework	
			Snowden	Jesse	Son	M	White	15	Single	4	KY	Other	
			Snowden	Nancy	Daughter	F	White	11	Single	3	KY		
			Snowden	Johnny	Son	M	White	10	Single	2	KY		
			Snowden	Eugene	Son	M	White	7	Single	0	KY		
			Snowden	Virgil Jr	Son	M	White	5	Single	0	KY		
837	Rent	\$2/month	Bryant	Sam	<u>Head</u>	M	White	48	Married	0	KY	Pushcart peddler	Own cart
			Bryant	Nellie	Wife	F	White	64	Married	0	KY	Home housework	
			Bryant	Billy	Son	M	White	8	Single	2	KY		
			Bryant	Charlie	Son	M	White	3	Single	0	KY		
	Rent	\$2/month	Brown	Lewis	<u>Head</u>	M	White	62	Married	H-2	KY	Unable to work	
			Brown	Mabel	Wife	F	White	55	Married	0	KY	Home housework	
833	Rent	\$6/month	Johnson	James	<u>Head</u>	M	White	48	Married	0	KY	Unable to work	
			Johnson	Annie	Wife	F	White	56	Married	0	KY	Unable to work	
825	Own	\$1,000	Brown	Annie Mae	<u>Head</u>	F	Negro	42	Widowed	6	KY	Maid	Hotel
			Brown	Hiram	Son	M	Negro	21	Single	6	KY	Laborer	Medicine company
			Brown	John	Son	M	Negro	18	Single	H-3	KY	In school	
821	Rent	\$9/month	Coffey	Joe	<u>Head</u>	M	Negro	43	Married	0	KY	Unable to work	
			Coffey	Mattie	Wife	F	Negro	34	Married	5	KY	Sticker	Tobacco redryer
			Coffey	Otis	Son	M	Negro	16	Single	5	KY	In school	
			Coffey	Clarence	Son	M	Negro	14	Single	4	KY	In school	

Selected Data from the 1940 U.S. Federal Census for a Section of DeRoode Street (Kentucky, Fayette, Lexington, 34-3)

Household Data			About the Person							Other		Employment Status	
Street No.	Own or Rent	House/ Rent Value	Last Name	First & Middle Name	Relation to Household Head	Sex	Color/ Race	Age	Marital Status	School Grade Finished	Birth State	Occupation	Industry/ Employer
817	Rent	\$9/month	Johnson	Henry	<u>Head</u>	M	Negro	68	Married	6	KY	Laborer	Breaking
			Johnson	Ella	Wife	F	Negro	57	Married	1	KY	Unable to work	
813	Rent	\$9/month	Arnold	Albert	<u>Head</u>	M	Negro	30	Married	6	KY	Laborer	Southern Railroad
			Arnold	Carrie	Wife	F	Negro	26	Married	6	KY	Home housework	
			Hick	Tommy	Stepson	M	Negro	6	Single	0	KY		
809	Rent	\$9/month	March	James	<u>Head</u>	M	Negro	39	Married	0	SC	Laborer	Southern Railroad
			March	Georgia	Wife	F	Negro	27	Married	8	KY	Housework	Private home
805	Rent	\$10/month	Fountain	Annie Mae	<u>Head</u>	F	Negro	40	Widowed	2	KY	Home housework	
			Mack	Bessie	Lodger	F	Negro	29	Widowed	5	KY	Home housework	
			Gambile	Katie	Lodger's daughter	F	Negro	13	Single	7	KY		
			Long	J W	Lodger	M	Negro	34	Married	3	AL	Laborer	Southern Railroad
			Mattox	Luther	Lodger	M	Negro	38	Single	3	AL	Laborer	Southern Railroad
739	Rent	\$3/month	French	Alice	<u>Head</u>	F	White	42	Married	5	KY	Home housework	
			French	Robert	Son	M	White	9	Single	0	KY		
	Rent	\$2/month	Jones	Bertha	<u>Head</u>	F	White	45	Married	5	KY	Pushcart peddler	Own cart
	Rent	\$2/month	Speaks	Adell	<u>Head</u>	F	White	15	Married	5	KY	Home housework	
			Speaks	Thelma	Daughter	F	White	0	Single	0	KY		
			Speaks	Jennie	Mother-in-law	F	White	67	Widowed	6	TX	Unable to work	
	Rent	\$2/month	Robinson	Alvin	<u>Head</u>	M	White	52	Married	0	KY	Unable to work	

Selected Data from the 1940 U.S. Federal Census for a Section of DeRoode Street (Kentucky, Fayette, Lexington, 34-3)

Household Data				About the Person						Other		Employment Status	
Street No.	Own or Rent	House/ Rent Value	Last Name	First & Middle Name	Relation to Household Head	Sex	Color/ Race	Age	Marital Status	School Grade Finished	Birth State	Occupation	Industry/ Employer
737	Rent	\$6/month	Raines	Minnie	<u>Head</u>	F	White	36	Married	5	KY	New worker	
			Buffler	Anna	Daughter	F	White	11	Single	3	KY		
			Buffler	Hazel	Daughter	F	White	8	Single	2	KY		
			Buffler	David	Son	M	White	4	Single	0	KY		
			Ivy	Leslie	Lodger	M	White	31	Married	4	KY	Laborer	Farm
848	Rent	\$6/month	Baker	Will	<u>Head</u>	M	Negro	67	Single	0	KY	Unable to work	
844	Rent	\$8/month	Cooper	Freddie	<u>Head</u>	M	Negro	41	Married	6	KY	Housework	Private home
			Cooper	Lillie	Wife	F	Negro	40	Married	8	KY	Home housework	
			Williams	S T	Nephew	M	Negro	7	Single	0	KY		
836	Own	\$225	Haddix	Julia	<u>Head</u>	F	Negro	42	Married	0	KY	Sticker	Tobacco redryer
			Haddix	Abraham	Son	M	Negro	23	Married	4	KY	Laborer	Road construction
			Haddix	John	Son	M	Negro	20	Single	4	KY	Laborer	NYA rock quarry
			Haddix	Willie	Son	M	Negro	18	Single	3	KY	New worker	
			Haddix	Bryan L	Son	M	Negro	15	Single	3	KY	New worker	
826	Rent	\$6/month	Hedges	Mary	<u>Head</u>	F	Negro	74	Widowed	0	KY	Unable to work	
			Mitchell	Robert	Son	M	Negro	48	Widowed	0	KY	Housework	Private home
			Mitchell	Robert Jr	Grandson	M	Negro	14	Single	7	KY	In school	
			Morris	Robert	Lodger	M	Negro	76	Widowed	0	KY	Unable to work	
824	Rent	\$6/month	Henderson	Albert	<u>Head</u>	M	Negro	62	Married	0	KY	Laborer	Tobacco redryer
			Henderson	Maria	Wife	F	Negro	53	Married	4	KY	Unable to work	

Selected Data from the 1940 U.S. Federal Census for a Section of DeRoode Street (Kentucky, Fayette, Lexington, 34-3)

Household Data			About the Person							Other		Employment Status	
Street No.	Own or Rent	House/ Rent Value	Last Name	First & Middle Name	Relation to Household Head	Sex	Color/ Race	Age	Marital Status	School Grade Finished	Birth State	Occupation	Industry/ Employer
800	Own	\$500	Howard	Robert	<u>Head</u>	M	Negro	51	Widowed	4	KY	Unable to work	
			Howard	Leon	Son	M	Negro	28	Married	H-1	KY	Laborer	Tobacco redryer
			Howard	Edward	Brother	M	Negro	64	Widowed	2	KY	Groom	Trotting horses
796	Rent	\$3/month	Streets	Clifford	<u>Head</u>	M	Negro	25	Single	6	KY	Laborer	Tobacco redryer
			Hill	Mary	Mother	F	Negro	50	Widowed	0	KY	Home housework	
742	Rent	\$8/month	Herring	Leslie	<u>Head</u>	M	White	40	Married	6	KY	Laborer	Tobacco redryer
			Herring	Cora	Wife	F	White	35	Married	6	KY	Home housework	
			Herring	Raymond	Son	M	White	15	Single	7	KY	In school	
			Herring	Artie Mae	Daughter	F	White	10	Single	3	KY		
			Herring	Geneva	Daughter	F	White	7	Single	0	KY		
			Herring	Robert	Son	M	White	6	Single	0	KY		
			Barnes	Beulah	Cousin	F	White	13	Single	2	KY		
740	Rent	\$7/month	Simpson	Thomas E	<u>Head</u>	M	Negro	45	Married	5	KY	Laborer	Tobacco redryer
			Simpson	Valerie	Wife	F	Negro	28	Married	6	KY	Sticker	Tobacco redryer
730	Own	\$450	Jackson	Annie	<u>Head</u>	F	Negro	68	Widowed	6	KY	Housework	Private house
728	Own	\$350	Waites	John	<u>Head</u>	M	Negro	70	Married	0	KY	Unable to work	
			Waites	Mary	Wife	F	Negro	62	Married	0	KY	Home housework	
724	Own	\$100	Smith	Carrie	<u>Head</u>	F	Negro	42	Widowed	2	KY	Sticker	Tobacco redryer

Selected Data from the 1940 U.S. Federal Census for a Section of DeRoode Street (Kentucky, Fayette, Lexington, 34-3)

Household Data			About the Person						Other		Employment Status		
Street No.	Own or Rent	House/ Rent Value	Last Name	First & Middle Name	Relation to Household Head	Sex	Color/ Race	Age	Marital Status	School Grade Finished	Birth State	Occupation	Industry/ Employer
714	Rent	\$8/month	Sykes	Anna	<u>Head</u>	F	Negro	38	Widowed	4	KY	Housekeeping aide	Housekeeping project
			Sykes	Columbus	Son	M	Negro	16	Single	4	KY	Unable to work	
			Sykes	Mary E	Daughter	F	Negro	14	Single	5	KY	In school	
			Sykes	Alberta	Daughter	F	Negro	12	Single	5	KY		
			Sykes	Otis Lee	Daughter	F	Negro	11	Single	3	KY		
			Sykes	Cordie	Daughter	F	Negro	8	Single	2	KY		
			Vinegar	Mary	Mother	F	Negro	52	Widowed	0	KY	Unable to work	

Homes Behind DeRoode Street (Listed as Driscoll Street in Census)

726	Own	\$400	Claybourne	Jane	<u>Head</u>	F	Negro	64	Widowed	0	KY	Home housework	
724	Own	\$100	Smith	Violet	<u>Head</u>	F	Negro	60	Widowed	2	TX	Unable to work	
722	Rent	\$6/month	Marshall	Ella	<u>Head</u>	F	White	36	Married	6	KY	Home housework	
			Marshall	Mary E	Daughter	F	White	17	Single	4	KY	Home housework	
			Marshall	John A	Son	M	White	15	Single	2	KY	In school	
			Marshall	Benny F	Son	M	White	11	Single	0	KY		
			Marshall	Ella Mae	Daughter	F	White	9	Single	1	KY		
			Marshall	Freida									
			Marshall	Jean	Daughter	F	White	6	Single	0	KY		
			Marshall	Richard	Son	M	White	4	Single	0	KY		
			Marshall	Allaishus	Son	M	White	2	Single	0	KY		
720	Rent	\$8/month	McCullula	MC	<u>Head</u>	M	White	58	Married	0	TN	Junker	Owens wagon
			McCullula	Gustie	Wife	F	White	48	Married	2	KY	Home housework	
			McCullula	Woodrow	Son	M	White	21	Single	5	KY	Laborer	Tobacco redryer
			McCullula	Charles R	Son	M	White	12	Single	3	KY		
			McCullula	James E	Son	M	White	9	Single	3	KY		
			McCullula	Lenora	Daughter	F	White	1	Single	0	KY		

Selected Data from the 1940 U.S. Federal Census for a Section of DeRoode Street (Kentucky, Fayette, Lexington, 34-3)

Household Data			About the Person						Other		Employment Status		
Street No.	Own or Rent	House/ Rent Value	Last Name	First & Middle Name	Relation to Household Head	Sex	Color/ Race	Age	Marital Status	School Grade Finished	Birth State	Occupation	Industry/ Employer
Back to DeRoode Street proper													
712	Rent	\$6/month	Simpson	Dillard	<u>Head</u>	M	Negro	35	Single	6	KY	Laborer	Tobacco warehouse
			Jones	Mamie	Housekeeper	F	Negro	39	Married	6	VA	Housekeeper	Private family
710	Rent	\$6/month	Sapp	Wesley	<u>Head</u>	M	White	31	Married	4	KY	Laborer	Tobacco redryer
			Sapp	Sally	Wife	F	White	34	Married	2	KY	Pushcart peddler	Own cart
			Sapp	Barbara	Mother	F	White	48	Widowed	0	TN	Home housework	
708	Rent	\$6/month	Little	Ben	<u>Head</u>	M	Negro	45	Married	6	KY	Laborer	Tobacco redryer
			Little	Viola	Wife	F	Negro	33	Married	2	AL	Housework	Private home
	Rent	\$6/month	Jones	Henrietta	<u>Head</u>	F	Negro	25	Single	6	KY	Housework	Private home
706 1/2	Rent	\$5/month	Boyce	Richard H	<u>Head</u>	M	Negro	61	Married	4	KY	Junker	Own cart
			Boyce	Maggie D	Wife	F	Negro	42	Married	3	KY	Home housework	
			Johnson	Margaret	Grand-daughter	F	Negro	7	Single	0	KY		
706	Rent	\$9/month	McCullula	Fred	<u>Head</u>	M	White	28	Married	4	KY	Auto mechanic	For himself
			McCullula	Sally	Wife	F	White	25	Married	3	KY	Home housework	
			McCullula	Betty	Daughter	F	White	0	Single	0	KY		
	Rent	\$9/month	Shockley	Hower	<u>Head</u>	M	White	28	Married	8	KY	Laborer	Tobacco redryer
			Shockley	Hazel	Wife	F	White	21	Married	3	KY	Home housework	
			Shockley	Fred B	Son	M	White	4	Single	0	KY		

Part Three: Archaeology

Instructions for the Teacher

Materials

For Each Student

- ☐ “Investigating a Shotgun House: Part Three: Archaeology” (“Archaeology Notebook,” pages 23-34)

For Each Group of Students at Specific Times during the Investigation

- 🍎 “Quadrant Maps” and accompanying 🍎 “Artifact Locations” and 🍎 “Artifacts” pages (pages 57-67). The size of these maps and artifacts will depend on the mapping activity version you choose (see below)
- For the 8½ by 11 Map Version, sheets of 14 by 17 construction paper for each group of four students; for the Table-top Map Version, four large quadrant maps, one for each group of students (**Note:** if using the Classroom-sized Floor Map Version, all student groups use the same map)

For the Teacher

- ♦ “Unit Images and Analysis Sheets” PowerPoint (slides 35-57) from the Investigating Shelter Database on the Project Archaeology website (<https://projectarchaeology.org/teachers>)
- Pages 23-34 in “Archaeology Notebook”
- An LCD projector
- For the 8½ by 11 Map Version: use the 8½ by 11 🍎 “Quadrant Maps” (pages 57, 60, 63, 66), the 🍎 “Artifact Locations” pages (pages 58, 61, 64, 67) and the 🍎 “Artifacts” pages (pages 59, 62, 65, 67) **FOR** the Table-top Map Version, **purchase** the four 🍎 “Quadrant Maps” from the National Project Archaeology office (projectarchaeology@montana.edu). Use 🍎 “Artifact Location” pages (pages 58, 61, 64, 67) and 🍎 “Artifacts” pages (pages 59, 62, 65, 67) **FOR** the Classroom-sized Floor Map Version **purchase** the ☐ “Map of the Davis Bottom Shotgun House Site” from the National Project Archaeology office (projectarchaeology@montana.edu). Use 🍎 “Artifact Locations” pages (pages 58, 61, 64, 67), but **enlarge** the artifacts on the 🍎 “Artifacts” pages (pages 59, 62, 65, 67) so they will be sized appropriately for the large map
- Scissors, rolls of blue masking tape (the kind used for house painting that is easy to remove)
- ♦ “About Privies” PowerPoint, which provides illustrations of artifacts from privies, as well as excavation images of the 710-712 DeRoode Street privies and the artifacts recovered from them, accessible from the Investigating Shelter Database on the Project Archaeology website (<https://projectarchaeology.org/teachers>)
- World History For Us All (<http://worldhistoryforusall.sdsu.edu/shared/themes.php>)
- For your timeline, paper clips or clothes pins; images from the various PowerPoints, student drawings, primary sources, recipe-sized cards (noting, for example, laws and events); colored markers

Preparing to Teach

1. Make a copy of ☐ “Investigating a Shotgun House: Part Three: Archaeology” (“Archaeology Notebook,” pages 23-34) for each student.
2. Get an LCD projector.

3. Select the mapping activity version you wish to use: 8½ by 11 Map Version, Table-top Map Version, or Classroom-sized Floor Map Version.
 - If using the 8½ by 11 Map Version, make copies of the 🍎 “Quadrant Maps” pages, the 🍎 “Artifact Locations” pages, and the 🍎 “Artifacts” pages (pages 57-67). Each pair of students will receive two different quadrant maps of the four 8½ x 11-sized quadrant maps, and the associated 🍎 “Artifact Locations” pages and 🍎 “Artifacts” pages. All quadrants will be equally distributed in the classroom among the student pairs. Cut one sheet of 14 by 17 construction paper for each group of four (two teams of student pairs).
 - If using the Table-top Map Version *purchase* the enlarged quadrant maps from the National Project Archaeology office (projectarchaeology@montana.edu), make copies of the 🍎 “Artifact Locations” pages and the 🍎 “Artifacts” pages (pages 58-59; 61-62; 64-65 and 67) for the four groups of students.
 - If using the Classroom-sized Floor Map Version *purchase* the 🗺️ “Map of the Davis Bottom Shotgun House Site from the National Project Archaeology office (projectarchaeology@montana.edu). Make copies of 🍎 “Artifact Locations” pages (pages 58, 61, 64, 67), but enlarge the artifacts on the 🍎 “Artifacts” pages (pages 59, 62, 65, 67) to scale with the size of the classroom-sized map. **Note:** be sure no images drop off the pages during enlargement.
4. Access 🎯 “Unit Images and Analysis Sheets” PowerPoint and select slides (slides 35-57) for projection. Access 🎯 “About Privies” PowerPoint.
5. Access World History For Us All (<http://worldhistoryforusall.sdsu.edu/shared/themes.php>), and review for classroom discussion the “Key Themes” you selected in **PART TWO: HISTORY**.
6. Post the essential question: “*What can we learn about the lives of urban working-class people by investigating a shotgun house in Davis Bottom?*”
7. Post the Word Bank words.
8. For your timeline: paper clips or clothes pins; images from the various PowerPoints, student drawings, primary sources, recipe-sized cards (noting, for example, laws and events); colored markers.

WORD BANK

archaeological site: a place where people used to live and where they left objects behind

cross-dating: a method of dating objects and deposits by comparing objects recovered from other sites and levels

diagnostic artifact: an object with particularly distinctive characteristics that archaeologists can link to a specific date or time

excavate: to uncover by digging by hand or machinery and expose to view

Law of Superposition: the oldest strata occur at the bottom of archaeological deposits and the most recent strata are at the top

nightsoil: the human waste (or “poop” layer) in a privy

privy or **outhouse** (pronounced *prɪv* I, not like private *praɪ* vɪt): a pit dug into the ground to collect and store human waste in a sanitary way

strata: layers in archaeological sites; one layer is called a *stratum*

DISCOVER NEW KNOWLEDGE

Archaeological Footprints of Shelters

1. Go over the cover sheet information for 🗺️ **PART THREE: ARCHAEOLOGY** (Page 23) and look at the data sources students will use in their investigation. Review the meaning of the words

archaeology and **archaeological site** from the Tool Kit lessons (Lessons Four-Five-Six) in the *Project Archaeology: Investigating Shelter* curriculum.

2. Review the timeline. Settle your students on the floor in front of the line and invite them to do a silent “walk and talk” of the events on the line. Allow a minute or two for this activity, and then invite a student to stand and do a walk-and-talk aloud. The students do not need to account for every element on the line, they should just use the elements as prompts to tell a story about a particular theme, or inventory various things that were happening during the same time period. Let students finish before correcting any mistakes they may make in their storytelling.
3. A. Project ☐ “Footprints of Shelters” (Page 24; Slide 36 in “Unit Images and Analysis Sheets” PowerPoint). Explain to students: Just as human feet leave a footprint, shelters often leave a “footprint” in the ground where they were built. The footprint is sometimes visible after the shelter is gone and archaeologists study this footprint to infer what the shelter looked like.
B. ☐ “Footprints of Shelters” shows four structures (an ancient tipi, a colonial house, a 20th-century shotgun house, and a 21st-century house) and the corresponding footprints that archaeologists find in the ground. Ancient tipis of the Plains Indian peoples were built by leaning numerous poles together in a ‘cone’ shape, then draping an animal hide or canvas covering over the outside of the poles. The hide covering was secured to the top of the tipi and to the ground with rocks or wooden or bone pegs. Postmolds of these shelters are hard to find. Colonial European settlers in Virginia and Maryland from about 1607 to 1750 commonly built earthfast houses. This post-in-ground construction method was easy and inexpensive, but was not very permanent. The post molds are visible in the ground after the structure disappeared. Twenty-first-century houses are usually built on continuous foundations made of concrete blocks, which are clearly visible.
C. Like the colonial earthfast house, the 20th-century Davis Bottom Shotgun House was built by driving wooden foundation posts, called piers, into the ground at the corners and at regular intervals along the planned length and width of the building. The building is of cheap wooden frame construction covered with wooden siding. The roof is tin (porch) or tar-impregnated paper or fabric (house). The brick chimney is located in the wall dividing the two main rooms. The building is shown here with its new porch, which replaced the first porch, a later kitchen/bathroom addition to the back of the house, and a front ramp. In the process of building the new porch, evidence of the first porch’s wooden piers and wooden steps was destroyed. The new porch has a continuous foundation made from cinder blocks and steps of poured concrete. The kitchen/bathroom addition also was built on piers (see 🍎 “The Story Behind the Four Steps in ☐ “How an Archaeological Site is Formed,” Page 55).
4. After the students have a good understanding that buildings of all kinds leave a distinctive trace or footprint on or in the ground, project ☐ “Footprint of the Davis Bottom Shotgun House” (Page 25; Slide 37 in “Unit Images and Analysis Sheets” PowerPoint). Point out the word **excavate** on that page, and assist students in defining the word and adding it to their Word Bank. Explain that in the picture of the trench is a small section of the footprint of the shotgun house at 712 DeRoode Street excavated in an urban neighborhood in Lexington, Kentucky (not the actual human footprints in the soil, but the structure foot print as indicated by the orange flags showing the locations of two of its wooden foundation piers). The house was built sometime between 1920 and 1925 and was lived in until 2010.
5. Project ☐ “Map of the Davis Bottom Shotgun House Site” (Page 26; Slide 38 in “Unit Images and Analysis Sheets” PowerPoint). Explain to students that this is the map that the archaeologists made of the shotgun house site in 2011. Describe the features on the map so the students understand the basics.
6. Tell students that the quadrant maps and the types of artifacts they are using in their investigation of the Davis Bottom Shotgun House Site are authentic. The maps were adapted from a report archaeologist Tonya Faberson wrote in 2011 about the archaeological research she carried out at 712 DeRoode Street

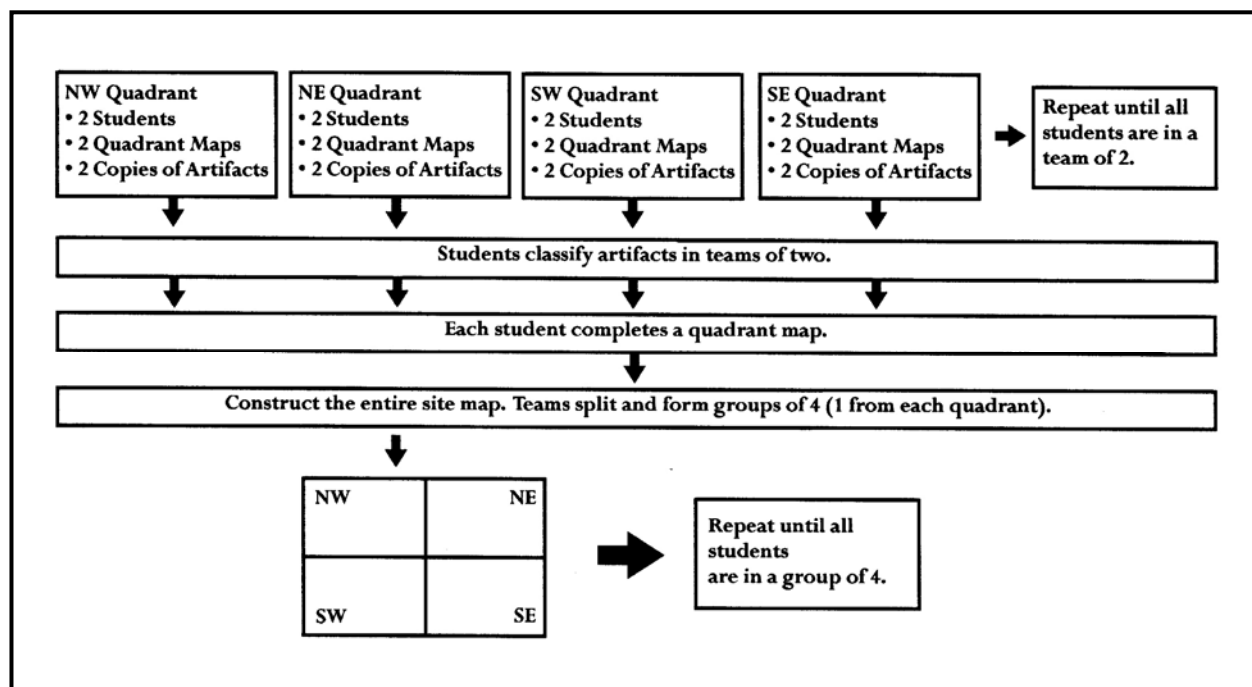
(the Davis Bottom Shotgun House Site) in the Davis Bottom neighborhood. The artifacts are the kinds of artifacts archaeologists find at early 20th-century sites in low-income urban neighborhoods.

7. Project slides 27-30 in the ♦ “About Privies” PowerPoint to show students what some of the artifacts recovered from the site actually look like. Discuss the images with the students.

Directions for 8½ by 11 Map Version and Table-top Map Version (if using the Classroom-sized Floor Map Version, directions begin on 🍎 Page 49. You may wish to project Slides 40-50 in the Unit Images and Analysis Sheets” PowerPoint before beginning).

Classify the Artifacts and Make Inferences

1. A. If you are using the 🍎 8½ by 11 Map Version, students work in teams of two. Give each team two of the four quadrant maps (Northeast, Northwest, Southeast, and Southwest). Because later in the lesson, teams with complementary quadrants will be paired, be sure all quadrants are equally distributed throughout the class. If you are using the Table-top Map Version, students work in four groups, one group for each quadrant.
B. Review the quadrant maps. Draw students’ attention to the map key and discuss how each quadrant map is linked to the 🗒 “Map of the Davis Bottom Shotgun House Site” (Page 26; Slide 38 in “Unit Images and Analysis Sheets” PowerPoint). Draw students’ attention to the shaded-in area on the Southwest Quadrant Map. Be sure they understand that the shaded area is the privy.
2. A. Pass out the corresponding 🍎 “Artifacts” pages (pages 59, 62, 65, and 67), scissors, and blue masking tape. Instruct students to cut out the artifacts on the 🍎 “Artifacts” pages. **Note:** the number of artifacts in the Northeast and Southeast quadrants are significantly fewer than those in the Northwest and Southwest quadrants. Adjust accordingly during the lesson so that all the student pairs complete tasks in about the same amount of time.
B. Referring to Question 2 on 🗒 “Quadrant of the Davis Bottom Shotgun House Site: Analyzing the Data” (Page 27; Slide 39 in “Unit Images and Analysis Sheets” PowerPoint), instruct students to classify their artifacts (sort their artifacts into groups), give each group a name, and then count the number of artifacts in each group. For example, artifact groups could reference what the object is made out of (glass, wood, metal, ceramic) or could be linked to its use or function (detailed information is provided on the quadrant 🍎 “Artifact Locations” pages, but broader categories might include architecture, furniture and furnishings, food and food serving, clothing, and recreation).
C. Mention that while all of the artifacts are represented by a picture of one artifact, some actually equal many artifacts. For example: in the Northwest Quadrant, a picture of one nail can equal 10 nails, 20 nails, and so forth. Initially, student pairs may not understand how to assign names to their artifact groups. Work as a class to model this before the student pairs begin this task. This will help standardize artifact groups and names among groups, which will expedite discussion later in the lesson.
3. Referring to the 🍎 “Artifact Locations” pages (pages 58, 61, 64 and 67), ask students to point out the three columns. Explain that the archaeologists labeled each artifact according to its primary use. This can be one way the student pairs or quadrant groups can classify their artifacts. Then instruct students to complete Questions 3 and 4 on 🗒 “Quadrant of the Davis Bottom Shotgun House Site: Analyzing the Data” (Page 27; Slide 39) in “Unit Images and Analysis Sheets” PowerPoint). For students working on the Southwest Quadrant, remind them that they should place artifacts with a “p” location reference (like C-1p) in the enlarged units on their map where the shaded-in privy is located.



Steps in constructing the entire site map for the 8½ by 11 Map Version.

4. After students have completed these tasks, ask: Based on the artifacts in your quadrant(s), what activities might have taken place there? What might this say about what life was like for the residents?

Construct the Quadrant Maps

1. Now return to the 🍎 “Artifact Locations” pages. Explain to students they will use the coordinates to do archaeology backwards. Instead of unearthing the artifacts and taking them out of the ground, they will place the artifacts back on the map where archaeologists originally found them.
2. Instruct students to find the coordinates of their artifacts on the 🍎 “Artifact Locations” pages and use those coordinates to place the artifact in the location where it was found during the archaeological excavation of the Davis Bottom Shotgun House Site. On their 8½ by 11 quadrant sheets, student pairs tape artifacts in place so they will not fall off. Groups spread their quadrant maps out across desks or a table and tape artifacts in place so they will not fall off.
3. Encourage students to look for patterns in the groups of artifacts they developed while doing the 📄 “Quadrant of the Davis Bottom Shotgun House Site: Analyzing the Data” activity. Encourage them to notice where certain groups of artifacts are located in the quadrant. Prompt students with questions such as “Are artifact groups located in certain places?” “What do the locations of these groups tell you about what used to be there or what people once did there?” Remind students that while artifact locations can be the places where activities took place, they may also represent places where residents dumped trash from a variety of activities. In other words, just because a pencil was found in the privy, it does not mean someone was doing his or her homework in the bathroom. Also remind students to think about what kinds of objects are not present. Are these objects missing because they were never there, or because they were made from perishable material (like wood or paper or cloth), and therefore were not preserved for the archaeologists to find? This is related to Question 4 on 📄 “Quadrant of the Davis Bottom Shotgun House Site: Analyzing the Data” (Page 27; Slide 39 in “Unit Images and Analysis

Sheets” PowerPoint). “Stories” for each quadrant are provided on 🍎 “The Story of Each Quadrant: Answer Key” for ‘Quadrant of the Davis Bottom Shotgun House Site: Analyzing the Data’” (Page 54).

Construct the Entire Site Map

1. For the 8½ by 11 Map Version, assist student pairs in forming new groups of four (combine two pairs). A representative from each quadrant (Northeast, Northwest, Southeast, and Southwest) will comprise each new group. Give each group a piece of 14 by 17 piece of construction paper. If groups are uneven, you should be prepared to represent the third and/or fourth student.
2. A. For the 8½ by 11 Map Version, each quadrant representative places her/his completed quadrant map out for observation before presenting the data. Students tape the four quadrant maps to the construction paper to form a complete map of the site. By the fourth presentation, students are observing the complete map.
B. For the Table-top Map Version, a representative from each quadrant tapes the quadrant to the classroom wall, chalkboard, or Smartboard for observation before presenting the data to the class. Students tape, in turn, the four quadrant maps to the wall, chalkboard, or Smartboard to form a complete map of the site. By the fourth presentation, students are observing the complete map.
3. A. Students now complete Question 5 on 📄 “Quadrant of the Davis Bottom Shotgun House Site: Analyzing the Data” (Page 27; Slide 39 in “Unit Images and Analysis Sheets” PowerPoint). Encourage students to look for spatial patterns of artifact groups on the entire map. Be sure students notice that large amounts of artifacts are in some quadrants and in some quadrants, not so much. This artifact pattern tells archaeologists about trash disposal and where activities were more prevalent.
B. The patterns on the constructed site map will show a more complete picture of where buildings were located on the lot: the house, coal storage shed, and the privy. They will show that most activities and trash disposal took place toward the rear of the lot. Residents disposed of kitchen trash, such as food remains or broken dishes, outside the back door. The side yard was where children played or family gatherings took place (toys and beverage bottles). The front porch area was similar to the side yard in that it might have been a place where children played or people gathered. It was decorated with potted flowers (flower pots), showing that the appearance of the front was important to the residents.
C. Remind students that the privy produced large quantities of artifacts/trash because it became a receptacle for other types of waste in addition to human waste. The presence of the toothbrush, for example, does not mean someone was brushing their teeth in the outhouse. Also note that the distribution of objects, like nails and glass, often create a “shadow” surrounding where the buildings once stood.

Directions for Classroom-sized Floor Map Version (You may wish to project Slides 40-50 in the Unit Images and Analysis Sheets” PowerPoint before beginning).

Classify the Artifacts and Make Inferences

1. A. Divide the class into four groups, one group per quadrant (Northeast, Northwest, Southeast, and Southwest).
B. Review the quadrants. Draw students’ attention to the 📄 “Map of the Davis Bottom Shotgun House Site” (Page 26; Slide 38 in “Unit Images and Analysis Sheets” PowerPoint), noting how the map key and quadrants on this map are linked to their classroom-sized map. Draw students’ attention to the shaded-in area on the Southwest Quadrant Map. Be sure they understand that the shaded area is the privy.
2. A. Pass out the corresponding enlarged artifacts on the 🍎 “Artifacts” pages (pages 59, 62, 65, and 67), scissors, and blue masking tape. Instruct students to cut out the artifacts on the 🍎 “Artifacts” pages.

Note: be aware that the number of artifacts in the Northeast and Southeast quadrants are significantly fewer than those in the Northwest and Southwest quadrants. Adjust accordingly during the lesson so that all the quadrant groups complete these tasks in about the same amount of time.

B. Referring to Question 2 on ☐ “Quadrant of the Davis Bottom Shotgun House Site: Analyzing the Data” (Page 27; Slide 39 in “Unit Images and Analysis Sheets” PowerPoint), instruct students to classify their artifacts (sort their artifacts into groups), give each group a name, and then count the number of artifacts in each group. For example, artifact groups could reference what the object is made out of (glass, wood, metal, ceramic) or could be linked to its use or function (detailed information is provided on the 🍎 “Artifact Locations” pages, but broader categories might include architecture, furniture and furnishings, food and food serving, clothing, and recreation).

C. Mention that while all of the artifacts are represented by a picture of one artifact, some actually equal many artifacts. For example: in the Northwest Quadrant, a picture of one nail can equal 10 nails, 20 nails, and so forth. Initially, quadrant groups may not understand how to assign names to their artifact groups. Work as a class to model this before the quadrant groups begin this task. This will help standardize artifact groups and names among groups, which will expedite discussion later in the lesson.

3. Referring to the 🍎 “Artifact Locations” page (pages 58, 61, 64 and 67), ask students to point out the three columns. Explain that the archaeologists labeled each artifact according to its primary use. This can be one way the student groups can classify their artifacts. Then instruct students to complete Questions 3 and 4 on ☐ “Quadrant of the Davis Bottom Shotgun House Site: Analyzing the Data” (Page 27; Slide 39 in “Unit Images and Analysis Sheets” PowerPoint). For students working on the Southwest Quadrant, remind them that they should place artifacts with a “p” location reference (like C-1p) in the enlarged units on their map where the shaded-in privy is located.
4. After students have completed these tasks, ask: Based on the artifacts in your quadrant, what activities might have taken place there? What might this say about what life was like for the residents?

Construct the Quadrant Maps

1. Now return to the quadrant 🍎 “Artifact Locations” pages. Explain to students they will use the coordinates to do archaeology backwards. Instead of unearthing the artifacts and taking them out of the ground, they will place the artifacts back on the map where archaeologists originally found them.
2. Instruct students to find the coordinates of their artifacts on the 🍎 “Artifact Locations” pages and use those coordinates to place the artifact in the location where it was found during the archaeological excavation of the Davis Bottom Shotgun House Site. Lay out the site map on the classroom floor, in the hall, or on the cafeteria floor; any place large enough to accommodate the over-sized map. Instruct student groups to tape the artifacts in place, so they will not fall off.
3. Encourage students to look for patterns in the groups of artifacts they developed while doing the ☐ “Quadrant of the Davis Bottom Shotgun House Site: Analyzing the Data” activity. Encourage them to notice where certain groups of artifacts are located in the quadrant. Prompt students with questions such as “Are artifact groups located in certain places?” “What do the locations of these groups tell you about what used to be there or what people once did there?” Remind students that while artifact locations can be the places where activities took place, they may also represent places where residents dumped trash from a variety of activities. In other words, just because a pencil was found in the privy, it does not mean someone was doing his or her homework in the bathroom. Also remind students to think about what kinds of objects are not present. Are these objects missing because they were never there, or because they were made from perishable material (like wood or paper or cloth), and therefore was not preserved for the archaeologists to find. This is related to Question 4 on ☐ “Quadrant of the

Davis Bottom Shotgun House Site: Analyzing the Data” (Page 27; Slide 39 in “Unit Images and Analysis Sheets” PowerPoint). “Stories” for each quadrant are provided on 🍎 “The Story of Each Quadrant: Answer Key” for ‘Quadrant of the Davis Bottom Shotgun House Site: Analyzing the Data” (Page 54).

Construct the Entire Site Map

1. Ask each quadrant group to select a representative. Then, ask each quadrant representative to stand by her/his group’s completed quadrant map out for observation before presenting the data. By the fourth presentation, students are observing the complete map. Students tape the four quadrant maps together to form a complete map of the site on the floor of the classroom.
2. A. Students now complete Question 5 on 📄 “Quadrant of the Davis Bottom Shotgun House Site: Analyzing the Data” (Page 27; Slide 39 in “Unit Images and Analysis Sheets” PowerPoint). Encourage students to look for spatial patterns of artifact groups on the entire map and be sure students notice that large amounts of artifacts are in some quadrants and not so much in others. This artifact pattern tells archaeologists about trash disposal and where activities were more prevalent.
B. The patterns on the constructed site map will show a more complete picture of where buildings were located on the lot: the house, coal storage shed, and the privy. They will show that most activities and trash disposal took place toward the rear of the lot. Residents disposed of kitchen trash, such as food remains or broken dishes, outside the back door. The side yard was where children played or family gatherings took place (toys and beverage bottles). The front porch area was similar to the side yard in that it might have been a place where children played or people gathered. It was decorated with potted flowers (flower pots), showing that the appearance of the front was important to the residents.
C. Remind students that the privy produced large quantities of artifacts/trash because it became a receptacle for other types of waste in addition to human waste. The presence of the toothbrush, for example, does not mean someone was brushing their teeth in the outhouse. Also note that the distribution of objects, like nails and glass, often create a “shadow” surrounding where the buildings once stood.

Linking Archaeology to Architecture

1. Ask students to read 📄 “Shotgun House Construction” (Page 28; Slide 51 in “Unit Images and Analysis Sheets” PowerPoint), then have them explain how the original two-room house at 712 DeRoode Street was built. Ask students to compare their archaeological patterns for the Davis Bottom Shotgun House Site to the 📄 “Shotgun House Construction” and to the historic photographs of shotgun houses on 📄 “Historic Photographs of Davis Bottom Shotgun Houses” (pages 11-12; slides 14-15 in “Unit Images and Analysis Sheets” PowerPoint) and 📄 “The Davis Bottom Neighborhood in the Early 20th Century” (pages 15-16; slides 18-19 in “Unit Images and Analysis Sheets” PowerPoint). Help the students make the link between archaeological information and the structure to visualize a completed reconstruction. Ask: What did your artifact patterns from this activity tell you about the construction of the house? What parts of the construction was the archaeology not able to tell us about? Where could we get additional information to help us fill-in the blanks left by the archaeological information?
2. Ask students to read 📄 “How an Archaeological Site is Formed” (Page 29; Slide 52 in “Unit Images and Analysis Sheets” PowerPoint). Then, using that essay, ask them to explain how 712 DeRoode Street became the Davis Bottom Shotgun House archaeological site. “Stories” for each step are provided on 🍎 “The Story Behind the Four Steps in 📄 ‘How an Archaeological Site is Formed’” (Page 55).

Strata In The Privy

1. Using a completed site map (all four quadrant maps), draw students' attention to the Southwest Quadrant, where archaeologists discovered a privy. They found a large number of artifacts there, primarily household trash (bottle glass, ceramic dishes, and animal bone) and building materials (iron nails and window glass). Ask students: How was this area used? Take a few inferences and record them on the board. Project ♦ “About Privies” PowerPoint. Discuss the images and slides to introduce privies.
2. Working with partners, have students read □ “Strata in the Privy” (pages 30-32; slides 53-55 in “Unit Images and Analysis Sheets” PowerPoint). Help students understand how strata are deposited in the privy. The layers on the bottom are older than the layers on the top: this is the **Law of Superposition**. Bring to students' attention that the residents partially cleaned out the privy and filled it with trash. The archaeologists identified 14 different strata in this privy. The privy profile depicted on □ “The Privy at 712 DeRoode Street” (Page 33; Slide 56 in “Unit Images and Analysis Sheets” PowerPoint) is a simplified example of the map the archaeologists drew. For example, five different distinct nightsoil layers (layers X-XIV) were collapsed into Stratum 7 for this figure. Assist students in creating a definition for **archaeological site**, **cross-dating**, **diagnostic artifact**, **excavate**, **Law of Superposition**, **nightsoil**, **privy** or **outhouse**, and **strata**. Add any new words to the Word Bank.
3. Instruct students to turn to □ “Strata in the Privy: Analyzing the Data” (Page 34; Slide 57 in “Unit Images and Analysis Sheets” PowerPoint). Ask students to use information provided by the profile drawing and the descriptions of the strata to analyze the data and make inferences about the lives of the residents at 712 DeRoode Street in Davis Bottom. An ● Answer Key for □ “Strata in the Privy: Analyzing the Data” is provided on Page 56. Point out to students: There are a lot of cinders in the privy. Why might that be the case? Help students understand that the people who lived in the shotgun house used coal to heat it, and that cinders are a byproduct of burning coal. It was difficult to dispose of large amounts of cinders, and the privy was often a good place to throw out cinders and other household trash. Archaeologists inferred that it was perhaps easier to dig out and dispose of nightsoil from the privy to make room for cinders and trash than to dig a trash pit for that purpose. Point out to students the locations of the lime and ash (in the nightsoil layers to help keep the smell down) and the locations of the larger objects (the trash layers).
4. Explain to students: Through their study of the neighborhood's privies, archaeologists discovered that residents in Davis Bottom still used privies well into the 1950s. This is the way the residents dealt with sanitation challenges on their small restricted urban lot. Why? Were there challenges? From oral history accounts and from documents, the archaeologists found out that there were no sanitary sewers in the Davis Bottom neighborhood at that time, or if there were, landlords/landowners would not spend the money to connect houses to sewers. Ask students to discuss how the information from this privy supports the descriptions of the neighborhood as neglected by landlords and the City of Lexington.

Meeting Basic Needs in Davis Bottom–Wrapping Up the First Three Sections in “Investigating A Shotgun House”

1. Return to the “Comparing Cultures” activity sheet from *Project Archaeology: Investigating Shelter*, Lesson Three: Culture Everywhere (Page 38 in *Project Archaeology: Investigating Shelter*). Have students add a fourth column to the chart and label it “Early 20th-Century Urban Working-class People.”
2. Ask students: How did the working-class people in the Davis Bottom neighborhood meet their basic needs?
Students fill in the chart they used in Lesson Three: Culture Everywhere using what they learned from the archaeological investigation of the Davis Bottom Shotgun House Site.

3. Review with students what they have learned about the people who lived in Davis Bottom: from the oral histories, geography, historical documents (photographs, maps, and census), and archaeology. Ask students to find or pass back to them the picture they drew in **PART ONE: GEOGRAPHY** of a Davis Bottom shotgun house. Ask them to examine it and consider what Kenny Demus or the Laffoon sisters might add to or take away from their drawing. Why might Kenny, Cissy, and Mary have different ideas about what to include? Ask the students if they would make any changes to their drawing, now that they have studied a shotgun house.
4. Ask students to draw conclusions/inferences (i.e., to say what they think) about the lives of urban working-class people in Davis Bottom. Ask them to cite the evidence that supports their conclusion/inference. Ask if their thoughts about Davis Bottom have changed, now that they have studied it?
5. Ask students:
 - How do you think the residents of Lexington viewed the Davis Bottom neighborhood?
 - In what ways was the Davis Bottom neighborhood invisible to other people in Lexington? Why is it important to make it visible?
 - Why is it important for Lexington residents to know about Davis Bottom? Why is it important for you?
 - Are there invisible places in your community?
6. Timeline: To conclude **PART THREE: ARCHAEOLOGY**, ask the class what events and elements they would like to include on the class timeline. Tape/paper clip/clothes pin the representation of the new element to the timeline, with a date and title prominently visible. Refer to 🍎 Timeline Instructions (pages 17-18) to guide this activity.
7. Lead a discussion about the theme or themes you selected from World History For Us All (<http://worldhistoryforusall.sdsu.edu/shared/themes.php>) and introduced in **PART TWO: HISTORY** as it relates to Davis Bottom. Select an image or images from the students' "Archaeology Notebook" or from the class timeline that could introduce a museum exhibit on shotgun houses. Ask students to write an interpretive label for the image(s), linked to the World History For Us All theme or themes you discussed. Be sure students cite evidence for the statements they make in the label.
8. Ask students to consider the question that guides this inquiry: *What can we learn about the lives of urban working-class people by investigating a shotgun house in Davis Bottom?* Guide the discussion by emphasizing issues such as stereotyping, haves and have-nots, family and neighborhood support.
9. Extension:
 - A. Access the 🖼️ "Davis Bottom in the 1890s" mural directly from Teaching Through Documentary Art: Lessons for Elementary and Middle School Social Studies Teachers (<http://arch.as.uky.edu/intro>) or from the Davis Bottom History Preservation Project website (<https://anthropology.as.uky.edu/teaching-through-documentary-art>). This same image is on 🖼️ "The Davis Bottom Neighborhood in the Early 20th Century" (Page 16 in the "Archaeology Notebook"). 🖼️ *Davis Bottom in the 1890s* invites exploration of the entire painting. Activities include analyzing the artist's use of the elements of art and writing poetry. 🖼️ *Building a Shotgun House in Davis Bottom* focuses on houses and includes links to art activities to illustrate students' own homes and shelters of diverse cultures. There is also a poetry-writing activity and a lesson on the technology of roof shapes and pitches.
 - B. If students want to learn more about the history and the people of Davis Bottom, direct them to the history section and the anthropology section on the Davis Bottom History Preservation Project website (<https://anthropology.as.uky.edu/davis-bottom-history>).

The Story of Each Quadrant: Answer Key ☐ for “Quadrant of the Davis Bottom Shotgun House Site: Analyzing the Data”

Northwest Quadrant: The backyard and outside the back door of the kitchen addition

The western three-quarters of this quadrant is the backyard; the eastern one-quarter is the house. This quadrant includes a large amount of architecture-related artifacts such as nails and window glass. These artifacts are concentrated in two areas. The first, in the eastern half of the quadrant, is where the back of the house was located. A window glass concentration (A-4) shows where a window was located. A door hinge indicates the location of the backdoor. The second architecture-related artifact concentration (nails) is located along the northern and western edge where a small outbuilding and shed, respectively, were depicted on the 1934 Sanborn Fire Insurance Map. A concentration of coal at the west edge of the quadrant indicates that the shed was probably used for coal storage. The middle of the quadrant near the back door shows a variety of kitchen-related trash, such as food remains (animal bones), food service and storage vessels (dishes, mixing bowl, canning jars), and lighting for the kitchen (oil lamp globe glass fragments).

Northeast Quadrant: The northern half of the original two-room house; and the front yard

This quadrant represents the inside of the house (western three-quarters) and the front yard (one-quarter). There is a large amount of architecture-related artifacts (nails, window glass, brick) signifying the location of the house. The concentrations of window glass (in frequencies of over 25 fragments) indicate the location of windows. The brick indicates the location of the fireplace. The door knob indicates the location of the front door. Items that often fall through the house floor and end up below it are found within the house footprint (pins, buttons, a coin, toys [marble]) and are linked to clothing/sewing and children's activities. Items that show the kinds of activities that occurred on the front porch or in the front yard include bottle glass from beverages (eating/drinking) and flower pot fragments (beautifying the front of the house).

Southwest Quadrant: The backyard and the privy; and the bathroom addition to the house

The western three-quarters of this quadrant is where the privy was located and where backyard activities took place. The eastern one-quarter includes a portion of the house (bathroom addition) and side yard. Architecture-related artifacts (nails, window glass) are concentrated in the northeastern corner of the quadrant, indicating part of the house, and at the west end of the quadrant in the location of where a wood structure (the privy/outhouse) stood. Concentrations of window glass (in quantities of 25 fragments) show where house windows were located. A large concentration of a variety of artifacts is located at the west end of the quadrant where the privy/outhouse was located. The concentration contains artifacts associated with the building (nails) and a wide variety of household trash (dishes, bottles, food remains [bone, seeds]), personal items (toothbrush, penny, toys), clothing, and lighting. These objects are related to a host of activities that took place inside and outside of the house: food preparation and disposal, clothing repair or manufacture, recreation, furnishing a home. These artifacts illustrate why archaeologists like to find privies, because this privy became a trash receptacle.

Southeast Quadrant: The southern half of the original two-room house; and the front yard and side yard

The northern half of this quadrant represents the inside of the house; the remainder of the quadrant represents front- and side yard outside activity areas. A large amount of architecture-related artifacts (nails, window glass) are located along the southern edge of the house. Window glass (in quantities of 25 fragments) indicates the location of windows. Oil lamp globe glass fragments and ceramic dish fragments are items used inside the house. Toys (marble and doll arm), a bottle cap and bottle glass from beverages, a button, and flower pot fragments all represent objects that might have been dropped/lost in the yard during outside activities.

The Story Behind the Four Steps in ☞ “How an Archaeological Site is Formed”

Step One - A New House in 1920-1925

The house at 712 DeRoode Street is new. This is the building that is shown on the 1934 Sanborn Fire Insurance Map. It's a two-room wood frame house with weatherboard siding. The new chimney has clean bricking. The roof of the house is a bitumen-impregnated material (tar paper?) of some kind. Its softness causes it to “melt” to the roof structure, which leaves an impression of the boards nailed across the rafters. The porch is wood like the house, but its roof is tin. Wooden steps extend to the ground. The windows have small panes of glass because windows with bigger panes were expensive. All the foundation piers are wooden posts cut from tree trunks and buried in the ground.

Step Two - An Older House after 1970

712 DeRoode Street is now a four-room house. The owners have added a kitchen and a bathroom to the back - the house has indoor plumbing. The kitchen has a small brick chimney and the bathroom, a standpipe. The addition has the same soft bitumen-impregnated roofing as the original house. The owners replaced the house's soft roof with shake shingles. The porch roof remains tin.

The newness of the addition contrasts with the worn appearance of the original house. The paint on the original house (if it was ever painted or whitewashed) has worn off completely and the boards are beginning to warp slightly and weather heavily. The original chimney is missing a few bricks at the top and looks rough and unkempt. The front porch is worn: floor boards are cupping and small chunks are missing. Because the middle pier on the left side of the house is starting to rot and weather, a pier has been added for increased support.

Step Three - An Older House around 2000

The owner/residents of 712 DeRoode Street have made several improvements. The house is now vinyl sided and has a mailbox. A storm door and windows reflect the siding change. The house roof is now asphalt shingle. The owners have completely replaced the wooden front porch. It now has a poured concrete floor and a concrete block foundation. The new front steps, with metal handrails on either side, are made of poured concrete. The new porch roof is rolled asphalt. Little work has been done to improve the chimneys, however. The heavily flashed main chimney has been skimmed with concrete instead of being properly re-pointed. The kitchen chimney looks a little weathered.

Step Four - Torn Down in 2011

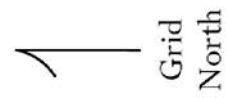
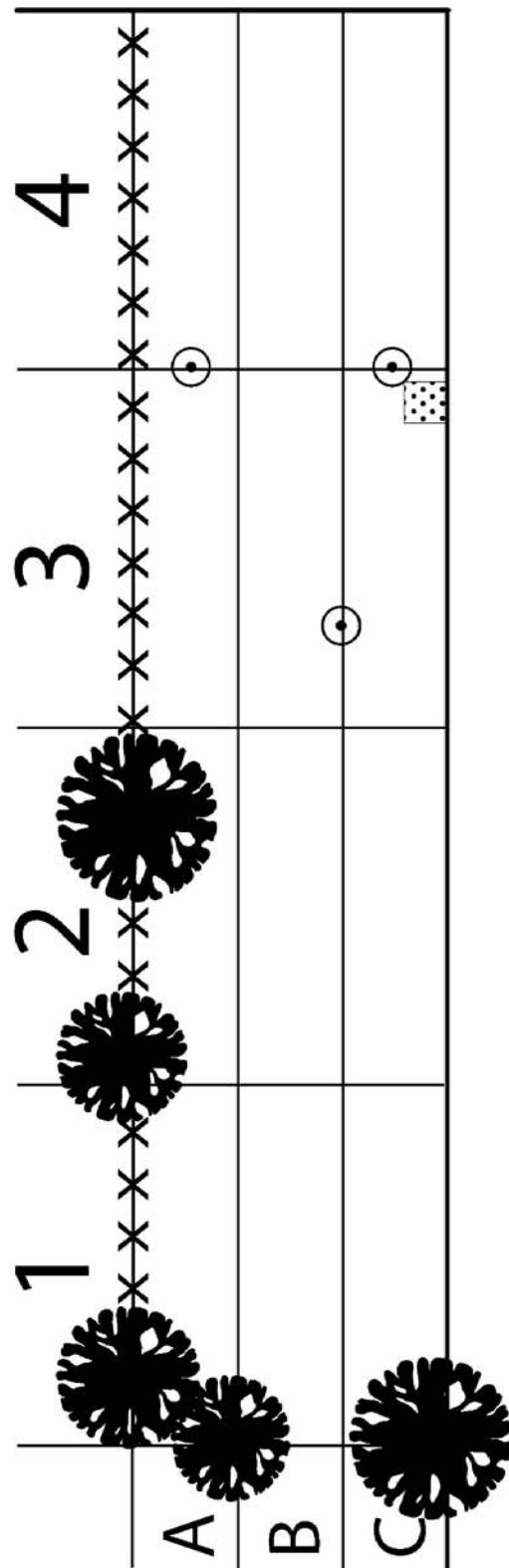
The Lexington-Fayette Urban County Government bought 712 DeRoode Street in 2010, and the former owner/residents moved out. A wrecker is tearing down their 90-year old home. Like all of the houses in Davis Bottom, it must be removed because The City is redeveloping the neighborhood as part of the Newtown Pike Extension Project. This project has been in the planning stages for decades. The owners did make some changes to the house, though. They added a wheelchair ramp.

Now the roof is missing shingles and the chimneys are crumbling. The main chimney is even beginning to topple. Salvagers have taken the siding on the left side of the house and perhaps the screen door. Vandals may have broken windows, a signal that no one lives there. The mailbox has fallen off.

Answer Key for ☐ “Strata in the Privy: Analyzing the Data”

1. Oldest is Stratum 7; most recent is Stratum 1.
- 2a. 1920s/1930s
- 2b. 1930s/1940s
3. Because residents stopped using the privy for nightsoil deposit, they did not need to control the smell from the nightsoil anymore.
4. Because residents no longer used the privy for nightsoil deposit. When new occupants moved into the house, they likely built another privy elsewhere on the property. They used the old privy as a place to deposit trash.
5. Differences:
 - They used privies for nightsoil. We flush ours.
 - They went outside to the privy. Our bathrooms are inside.
 - They threw trash away in pits and privies; we throw it away in trash cans or recycle it.
 - Their trash stayed put. Our trash is hauled off to the dump.Similarities:
 - We both need privacy, which is where the word “privy” pronounced *prɪv* I (not like private *praɪv* it) comes from.
 - We both want to remove waste as far away from our homes as possible, which is why a privy is at the back of the lot.
6. There are many things we can infer about the people of Davis Bottom from the trash they deposited in the privy: sanitary conditions in the neighborhood, household purchasing/consuming habits, health challenges, diet, and household make up. The fact that the residents of 712 DeRoode Street still used a privy in the early to mid-1900s indicates that sewers were either not available or were not used. There was no effective trash collection during that time either, as residents had to dispose of trash on-site. The many artifacts disposed of in the trash tell us about the residents’ consumer habits, such as what kinds of things they purchased. Glass bottles and jars reflect the kinds of beverages they drank and the foods they ate/prepared and provide information about where they got beverages and food—did they buy them at a store? did they make them at home? Medicine bottles tell us about the residents’ ailments and how they treated them. Fragments of plates tell us about their economic status (whether they could afford to buy popular styles of the day). Animal bones reflect the animal foods/cuts of meat the residents preferred to eat/could afford to purchase, as well as something about their diet and about access to food resources. Person artifacts, such as buttons, toys, pencils, coins, etc., tell us about who belonged to a household and the various activities they did.




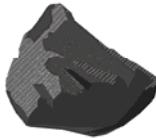



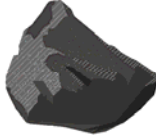


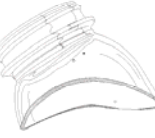
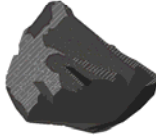















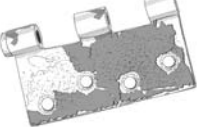



Northwest Quadrant



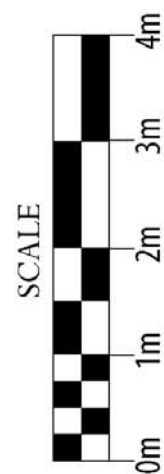
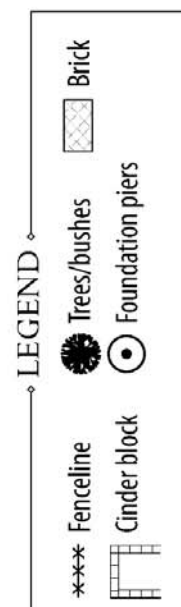
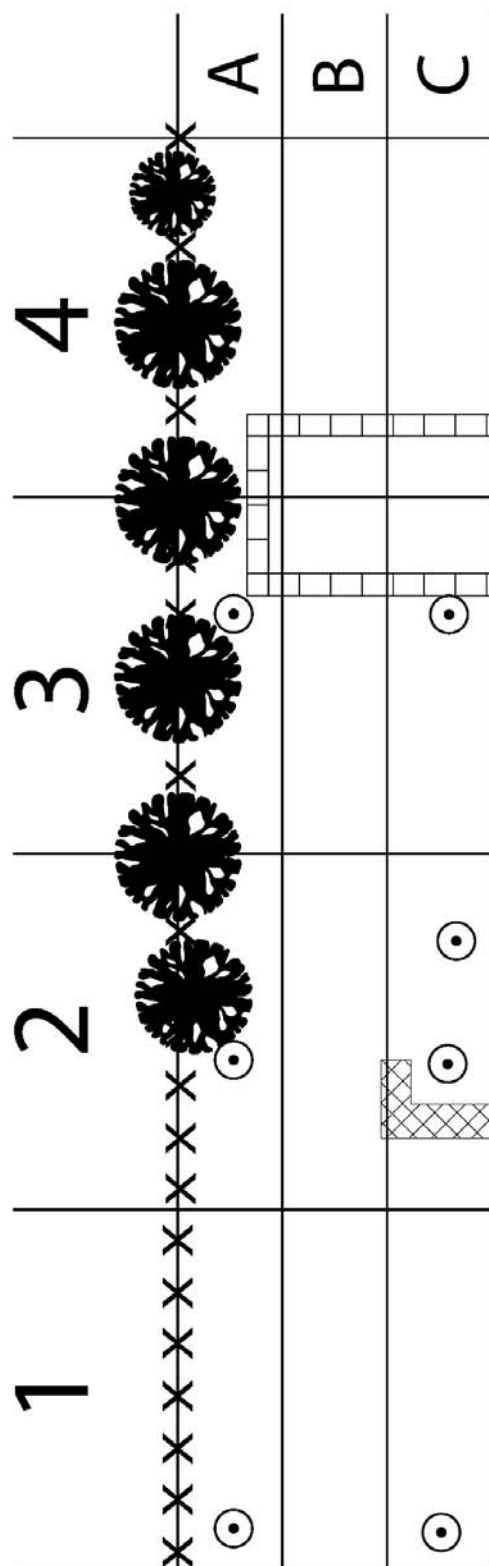
Northwest Quadrant Artifact Locations

ARTIFACT	USE	AREA
Window Glass fragment, glass = 10	Window	A-4
Nail, metal = 20	Building material	A-1
Nail, metal = 5	Building material	A-2
Nail, metal = 20	Building material	A-3
Nail, metal = 10	Building material	A-4
Nail, metal = 20	Building material	B-1
Nail, metal = 10	Building material	B-3
Nail, metal = 20	Building material	B-4
Nail, metal = 20	Building material	C-1
Nail, metal = 10	Building material	C-4
Oil Lamp Globe fragment, glass = 10	Light	B-4
Drink Bottle fragment, glass = 10	Drink	A-1
Drink Bottle fragment, glass = 10	Drink	C-1
Drink Bottle fragment, glass = 10	Drink	C-3
Plate fragment, ceramic = 10	Eating	A-2
Plate fragment, ceramic = 10	Eating	B-2
Mixing Bowl fragment, ceramic = 10	Cooking	A-3
Canning Jar fragment, glass = 10	Food storage	B-3
Canning Jar fragment, glass = 10	Food storage	B-4
Canning Jar fragment, glass = 10	Food storage	C-2
Animal Bone, bone = 5	Food	A-2
Animal Bone, bone = 5	Food	A-3
Marble, glass	Games	C-4
Coal fragment, coal = 20	Fuel	A-1
Coal fragment, coal = 20	Fuel	B-1
Coal fragment, coal = 20	Fuel	B-2
Coal fragment, coal = 20	Fuel	C-1
Coal fragment, coal = 20	Fuel	C-2
Medicine Bottle fragment, glass = 10	Medicine	B-1
Medicine Bottle fragment, glass = 10	Medicine	B-3
Door Hinge, metal	Door	B-3

Northwest Quadrant Artifacts

 Window Glass fragment = 10	 Nail = 20	 Mixing Bowl fragment = 10	 Coal fragment = 10
 Nail = 20	 Nail = 10	 Canning Jar fragment = 10	 Coal fragment = 10
 Nail = 5	 Oil Lamp Globe fragment = 10	 Canning Jar fragment = 10	 Coal fragment = 10
 Nail = 20	 Drink Bottle fragment = 10	 Canning Jar fragment = 10	 Coal fragment = 10
 Nail = 10	 Drink Bottle fragment = 10	 Animal Bone = 5	 Medicine Bottle fragment = 10
 Nail = 20	 Drink Bottle fragment = 10	 Animal Bone = 5	 Medicine Bottle fragment = 10
 Nail = 10	 Plate fragment = 10	 Marble	 Door Hinge
 Nail = 20	 Plate fragment = 10	 Coal fragment = 10	

Northeast Quadrant

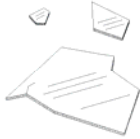





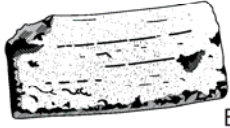



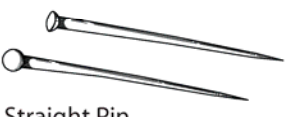



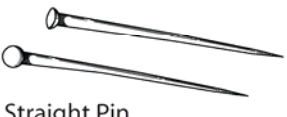











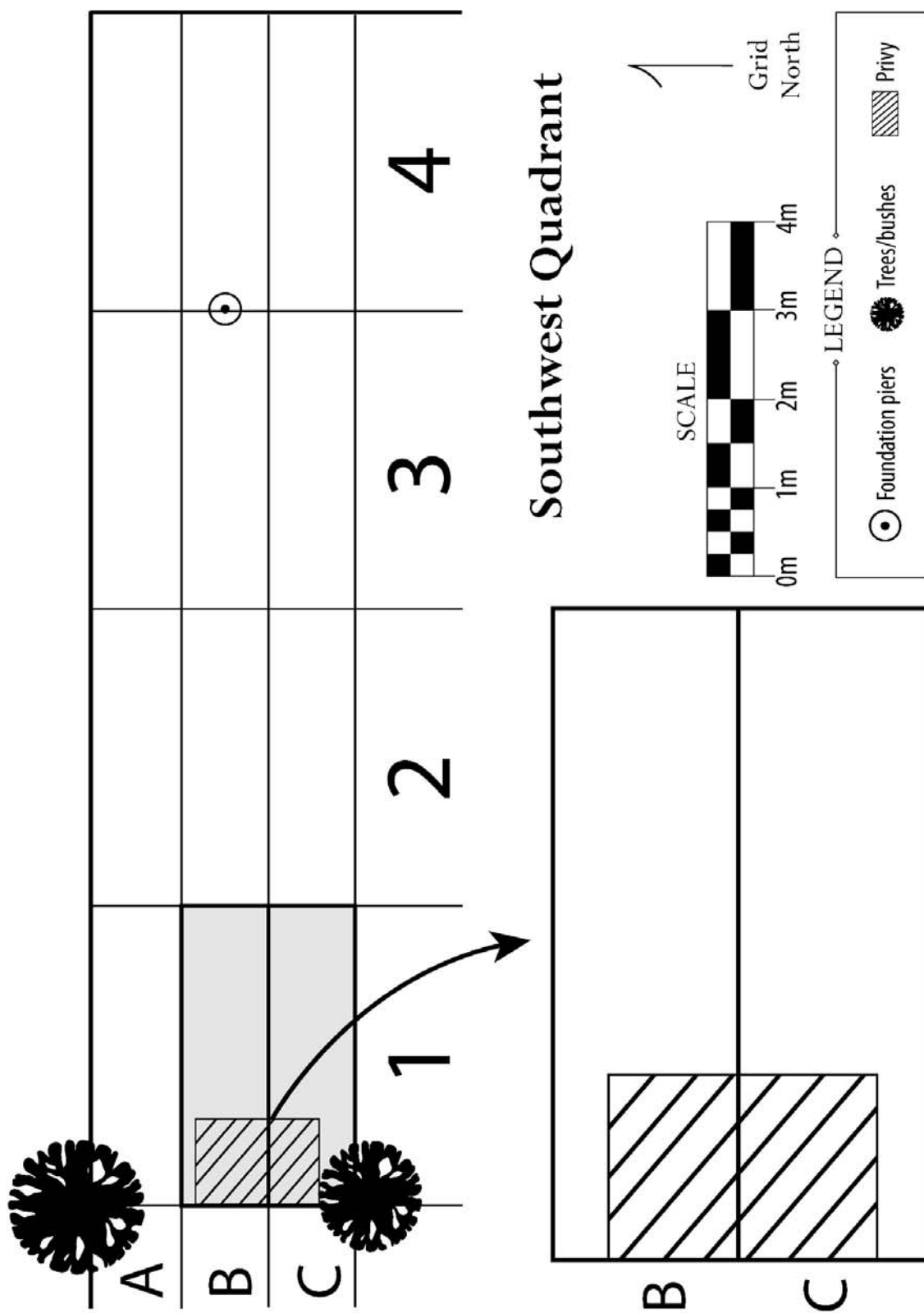
Grid North

Northeast Quadrant Artifact Locations

ARTIFACT	USE	AREA
Window Glass fragment, glass = 25	Window	A-1
Window Glass fragment, glass = 25	Window	A-2
Window Glass fragment, glass = 10	Window	A-3
Nail, metal = 20	Building material	A-1
Nail, metal = 10	Building material	A-2
Nail, metal = 10	Building material	A-3
Nail, metal = 20	Building material	B-1
Nail, metal = 10	Building material	B-2
Nail, metal = 20	Building material	C-1
Nail, metal = 10	Building material	C-2
Nail, metal = 20	Building material	C-3
Nail, metal = 10	Building material	C-4
Brick, ceramic	Building material	B-2
Brick, ceramic	Building material	C-2
Straight Pin, metal	Sewing	B-1
Straight Pin, metal	Sewing	B-2
Drink Bottle fragment, glass = 10	Drinking	A-4
Flower Pot fragment, ceramic = 5	Flower pot	A-4
Flower Pot fragment, ceramic = 5	Flower pot	B-4
Marble, glass	Games	C-2
1930 Penny, metal	Money	B-3
Button, wood	Clothing	B-3
Button, wood	Clothing	C-1
Door knob, ceramic	Door	C-4

Northeast Quadrant Artifacts

 Window Glass fragment = 25	 Nail = 20	 Brick	 Flower Pot fragment = 5
 Window Glass fragment = 25	 Nail = 10	 Brick	 Marble
 Window Glass fragment = 10	 Nail = 20	 Straight Pin	 1930 Penny
 Nail = 20	 Nail = 10	 Straight Pin	 Button
 Nail = 10	 Nail = 20	 Drink Bottle fragment = 10	 Button
 Nail = 10	 Nail = 10	 Flower Pot fragment = 5	 Door Knob



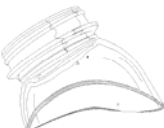




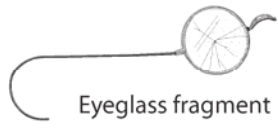







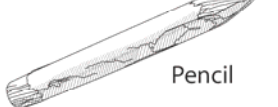






















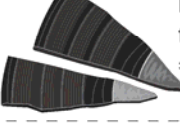
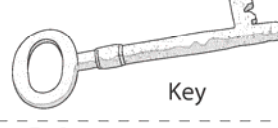


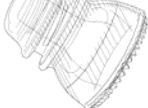


Southwest Quadrant Artifact Locations

A small "p," like "C-1p," means the artifacts came from the privy in Unit C-1.

ARTIFACT	USE	AREA
Window Glass fragment, glass = 25	Window	A-3
Window Glass fragment, glass = 10	Window	A-4
Window Glass fragment, glass = 10	Window	C-4
Nail, metal = 20	Building material	A-1
Nail, metal = 10	Building material	A-3
Nail, metal = 10	Building material	A-4
Nail, metal = 10	Building Material	B-1p
Nail, metal = 10	Building material	B-3
Nail, metal = 20	Building material	B-4
Nail, metal = 20	Building material	C-1
Nail, metal = 20	Building material	C-3
Nail, metal = 20	Building material	C-4
Oil Lamp Globe fragment, glass = 20	Light	C-1p
Thimble, metal	Sewing	B-1p
Drink Bottle, glass	Drinking	B-1p
Drink Bottle fragment, glass = 10	Drinking	A-3
Cup, ceramic	Drinking	C-1p
Plate fragment, ceramic = 10	Eating	C-1p
Plate fragment, ceramic = 10	Eating	C-2
Mixing Bowl fragment, ceramic = 5	Food preparation	B-2
Canning Jar fragment, glass = 5	Food storage	A-2
Canning Jar fragment, glass = 15	Food storage	C-1p
Animal Bone, bone = 10	Food	B-1p
Animal Bone, bone = 10	Food	B-2
Animal Bone, bone = 5	Food	B-3
Animal Bone, bone = 50	Food	C-1p
Animal Bone, bone = 5	Food	C-2
Animal Bone, bone = 10	Food	C-3
Bean, plant = 10	Food	B-1p
Doll Head, ceramic	Games	B-1p
Record fragment, vinyl = 5	Games	B-1p
Checkers Piece, wood	Games	C-1p
1923 Penny, metal	Money	B-1p
Eyeglass fragment, glass and metal	Personal	B-1p
Toothbrush, bone	Personal	C-1p
Pencil, wood	Personal	C-1p
Bead, glass	Clothing	B-1p
Button, wood = 5	Clothing	C-1p
Medicine Bottle fragment, glass = 10	Medicine	A-1
Medicine Bottle fragment, glass = 10	Medicine	B-2
Medicine Bottle fragment, glass = 5	Medicine	C-1p
Key, metal	Door	B-1p
Insulator, glass	Electrical	C-4

Southwest Quadrant Artifacts


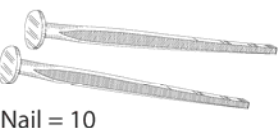






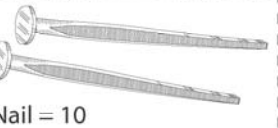
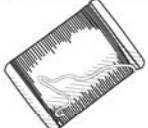


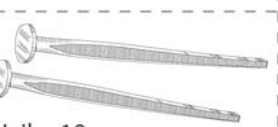




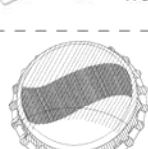
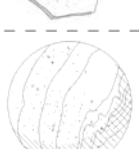

 Window Glass fragment = 25	 Nail = 20	 Canning Jar fragment = 15	 1923 Penny
 Window Glass fragment = 10	 Nail = 20	 Animal Bone = 10	 Eyeglass fragment
 Window Glass fragment = 10	 Oil Lamp Globe fragment = 20	 Animal Bone = 10	 Toothbrush
 Nail = 20	 Thimble	 Animal Bone = 5	 Pencil
 Nail = 10	 Drink Bottle	 Animal Bone = 50	 Bead
 Nail = 10	 Drink Bottle fragment = 10	 Animal Bone = 5	 Button
 Nail = 10	 Cup	 Animal Bone = 10	 Medicine Bottle fragment = 10
 Nail = 10	 Plate fragment = 10	 Bean = 10	 Medicine Bottle fragment = 10
 Nail = 20	 Plate fragment = 10	 Doll Head	 Medicine Bottle fragment = 5
 Nail = 20	 Mixing Bowl fragment = 5	 Record fragment = 5	 Key
	 Canning Jar fragment = 5	 Checkers Piece	 Insulator



Southeast Quadrant Artifact Locations

ARTIFACT	USE	AREA
Window Glass fragment, glass = 25	Window	B-1
Window Glass fragment, glass = 10	Window	B-2
Nail, metal = 10	Building material	B-1
Nail, metal = 10	Building material	B-2
Nail, metal = 10	Building material	B-3
Nail, metal = 10	Building material	A-4
Nail, metal = 10	Building material	C-4
Spool, wood, with thread	Sewing	A-2
Oil Lamp Globe fragment, glass = 10	Light	A-3
Bottle Cap, metal	Drinking	C-2
Drink Bottle fragment, glass = 10	Drinking	B-4
Drink Bottle fragment, glass = 10	Drinking	C-2
Flower Pot fragment, ceramic = 5	Flower pot	B-4
Flower Pot fragment, ceramic = 5	Flower pot	C-4
Marble, glass	Games	C-3
Doll Arm, ceramic	Games	C-1
1945 Penny, metal	Money	A-1
Plate fragment, ceramic = 5	Eating	A-1
Plate fragment, ceramic = 5	Eating	C-1
Button, wood	Clothing	C-3

Southeast Quadrant Artifacts

 Window Glass fragment = 25	 Nail = 10	 Drink Bottle fragment = 10	 Doll Arm
 Window Glass fragment = 10	 Nail = 10	 Drink Bottle fragment = 10	 1945 Penny
 Nail = 10	 Spool with Thread	 Flower Pot fragment = 5	 Plate fragment = 5
 Nail = 10	 Oil Lamp Globe fragment = 10	 Flower Pot fragment = 5	 Plate fragment = 5
 Nail = 10	 Bottle Cap	 Marble	 Button

Part Four: Today

Instructions for the Teacher

Materials

For Each Student

- ☐ “Investigating a Shotgun House: Part Four: Today” (“Archaeology Notebook,” pages 35-40)

For the Teacher

- ◆ “Unit Images and Analysis Sheets” PowerPoint (slides 58-66) from the Investigating Shelter Database on the Project Archaeology website (<https://projectarchaeology.org/teachers>)
- Pages 35-40 in “Archaeology Notebook” and 🍏 “Decision Point” chart (Page 72), 🍏 “Home Buying Guide: Questions and Answers” (Page 73) and 🍏 “Rental Guide: Questions and Answers” (Page 74)
- An LCD projector
- ◆ Short videotaped interviews from the Davis Bottom History Preservation Project website (<https://anthropology.as.uky.edu/kas/kas-projects/davis-bottom-project>) or the *Davis Bottom: Rare History, Valuable Lives* documentary as a DVD or on-line (<http://transportation.ky.gov/Archaeology/Pages/Davis-Bottom.aspx>)
- Websites of the Lexington Community Land Trust (<http://www.lexingtonclt.org/>) and the Newtown Pike Extension Project (<http://www.newtownextension.com/>)
- For your timeline: paper clips or clothes pins; images from the various PowerPoints, student drawings, primary sources, recipe-sized cards (noting, for example, laws and events); colored markers

Preparing to Teach

1. Make a copy of ☐ “Investigating a Shotgun House: Part Four: Today” (“Archaeology Notebook,” pages 35-40) for each student. Optionally, make copies of 🍏 “Decision Point” chart (Page 72), 🍏 “Home Buying Guide: Questions and Answers” (Page 73) and 🍏 “Rental Guide: Questions and Answers” (Page 74) for distribution to students.
2. Get an LCD projector.
3. Access ◆ “Unit Images and Analysis Sheets” PowerPoint and select slides 58-66 for projection.
4. Access the ◆ Davis Bottom History Preservation Project website and select short videotaped residents’ interviews or access the *Davis Bottom: Rare History, Valuable Lives* documentary as a DVD or on-line.
5. Read the “Reflect on New Knowledge” section (on pages 69-71) and be prepared to discuss these questions with the students.
6. Post the essential question: “What can we learn about the lives of urban working-class people by investigating a shotgun house in Davis Bottom?”
7. Post the Word Bank words.
8. For the timeline, get paper clips or clothes pins; images from the various PowerPoints, student drawings, primary sources, recipe-sized cards (noting, for example, laws and events); colored markers.

WORD BANK

cistern: a container for storing or for holding water

community land trust: a nonprofit corporation that helps keep housing affordable for a community. It balances the needs of individual people to own land with a community's need to have low-cost housing, many different kinds of economic opportunities, and local access to basic services (like electricity, water, and garbage pick-up).

environmental justice/social justice: to be fair and just to all people. Everyone has the right to be treated equally or has the right to equal say about what's going on in their community.

mitigate: to make less severe

preserve: to remain intact, to protect from injury or harm

RELECT ON NEW KNOWLEDGE

1. Review the timeline. Settle your students on the floor in front of the line and invite them to do a silent "walk and talk" of the events on the line. Allow a minute or two for this activity, and then invite a student to stand and do a walk-and-talk aloud. The students do not need to account for every element on the line, they should just use the elements as prompts to tell a story about a particular theme, or inventory various things that were happening during the same time period. Let students finish before correcting any mistakes they may make in their storytelling.
2. Remind students that at the beginning of the unit, they read biographies of Kenny Demus and Cissy and Mary Laffoon (☐ "Meet Two Davis Bottom Families," pages 3-6). Ask students:
 - Why do you think Kenny Demus and the Laffoon Sisters were included in your investigation of a shotgun house?
 - What do you think Kenny Demus and the Laffoon Sisters most missed about their homes in Davis Bottom? Why did they love the neighborhood so much?
 - What can Kenny Demus' and the Laffoon Sisters' lives tell us about the Davis Bottom neighborhood we can not get from other sources?

As you did at the beginning of the Investigation, you may wish to show some of the oral history interviews with Kenny Demus, Cissy Laffoon, Mary Laffoon, and other Davis Bottom residents found on the ♦ Davis Bottom History Preservation Project website or in the documentary.

3. Project/have students read ☐ "The Davis Bottom Shotgun House Site Today" (pages 36-38; slides 59-61 in "Unit Images and Analysis Sheets" PowerPoint) in teams of two. Students take turns reading the paragraphs aloud to one another: reading a paragraph aloud, then discussing key points; then reading another paragraph, and so forth. Assist students with defining **cistern**, **community land trust**, **environmental/social justice**, and **mitigate**, and adding them to their Word Banks. Explain to students how environmental justice and social justice are related, but are not the same. *Environmental hazards disproportionately impact the health and lives of minority and low-income peoples because they have traditionally lived, worked, and played closest to the sources of pollution. Environmental justice seeks the equitable treatment of all people, especially minority and low-income populations, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies that improve and maintain a clean and healthful environment. Social justice is the view that everyone, especially minority and low-income populations, deserves equal economic, political, and social rights and opportunities in terms of the distribution of wealth, opportunities, and privileges within a society.* You may wish to access the websites of the Lexington Community Land Trust and the Newtown Pike Extension Project. 🍎 Essential Facts/Key Points for ☐ "The Davis Bottom Shotgun House Site Today" are provided on Page 71.

4. Based on the reading, lead a discussion about informed civic action. Ask students:
 - How would life have been different if the road had not been built in Davis Bottom?
 - Change is not always bad. Good decisions over time can lead to bad consequences and vice versa. What changes has Davis Bottom seen? How were these changes good or bad? Good or bad for whom?
 - Who had the most power to make changes in Davis Bottom? How were the residents involved in these changes? How could you be involved in changes that could take place in your community?

Project or pass out 🍎 “Decision Point” chart (Page 72; Slide 62 in “Unit Images and Analysis Sheets” PowerPoint) to help you guide students’ thinking about how power was used or abused in Davis Bottom (refer to “Haves and Have Nots,” one of the seven key themes in World History For Us All). Ask students to fill in the chart separately, in pairs, or as a class.
 5. Project or pass out 🍎 “Home Buying Guide: Questions and Answers” and/or 🍎 “Rental Guide: Questions and Answers” (pages 73-74; slides 63-64 in “Unit Images and Analysis Sheets” PowerPoint). As a class, review who can move into the new neighborhood and the cost of buying/renting a house in Davis Park. Ask students: What are the advantages to living in the new houses in Davis Park? What are the disadvantages?
 6. Project/have students read 📖 “Preserve A Shotgun House Site?” (pages 39-40; slides 65-66 in “Unit Images and Analysis Sheets” PowerPoint) in teams of two. Students read silently, then discuss the key points of the article. Assist students with defining **preserve** and adding it to their Word Banks. Ask students:
 - Why might it be important to preserve information about different types of house sites, like the shotgun house site at DeRoode Street in Davis Bottom?
 - How has archaeology helped us learn more about the people of Davis Bottom?
 - How does learning about Davis Bottom help us understand about different kinds of communities?
 7. There is a continuum from protect to destroy. In the middle, there is remembering and valuing. Ask students:
 - Why is the history of Davis Bottom important? Why is the history of working-class people important?
 - How can knowledge of working-class people who lived in the Davis Bottom neighborhood help you think about the present? Shape the future?
 8. Timeline: To conclude **PART FOUR: TODAY**, ask the class what events and elements they would like to include on the class timeline. Tape/paper clip/clothes pin the representation of the new element to the timeline, with a date and title prominently visible. Refer to 🍎 Timeline Instructions (pages 17-18) to guide this activity.
- To wrap up the timeline activity, have students work in pairs to select one idea/event/person on the timeline that had the most influence on:
- A. People living in Davis Bottom
 - B. How the government of Lexington thought about Davis Bottom
 - C. How the students themselves think about preserving the history of Davis Bottom
- Student choices can be presented in one of the following ways:
- A. Each pair writes a persuasive argument defending their choices. They read it to the class then post their essay on the timeline; or
 - B. Each pair presents oral arguments for their choices. Students write persuasive arguments for the idea/event/person they consider most important to include in the timeline.

9. To conclude **PART ONE - PART FOUR**, lead a discussion about the sources of information the students consulted during the “Investigating a Shotgun House” lessons. Ask students:
 - What sources of information did we use to learn about the people of Davis Bottom and how did those sources help us?
 - Is archaeology an important way to learn about past people? Why or why not? What archaeological tools did you use to help you in your investigation?
10. Turning to a discussion of “Investigating a Shotgun House,” ask students:
 - What was the best part of the investigation for you and why?
 - Would you change anything about this investigation? If so, what, why, and how?
11. Extension:
 - A. Access Jorg Muller’s books: The Changing Countryside or The Changing City. In a series of seven huge, detailed, trifold posters, his beautiful and detailed illustrations of a changing countryside or city provide opportunities for students to discuss landscape changes, and impacts on humans and their ways of life brought about by modern development. Each painting is executed from the same perspective, allowing students to easily compare and contrast, serving as a discussion starter about issues from land use to urban planning. For The Changing Countryside, go to (<http://ekostories.com/2012/04/21/the-changing-countryside/>). For The Changing City, go to (<https://www.ubersite.com/m/99704>).
 - B. Consider reading to students Caldecott Medal winner The Little House by Virginia Lee Burton (1942; reissued by Houghton Mifflin Company in 1978. It is written at a K-3 reading level). In this book, a house built to last through the generations witnesses the landscape around it change from rural to urban. The book also shows how environments change over time and the importance of preserving history.

Essential Facts/Key Points For ☐ “The Davis Bottom Shotgun House Site Today”

much of the community, the neighborhood is no longer there
attending to the issue of environmental justice (required of federal projects) meant The City had to consider impacts to the residents
the role of the Lexington Community Land Trust and the issue of owning a house but not owning the land (similar to the separation of mineral rights ownership from surface land ownership rights in mining areas)
the various residents’ responses to the Newtown Pike Extension Project and the road: fear, anger, sadness, hope

DECISION POINT

How Was Power Used or Abused in Davis Bottom?

What Problem or Concern Made a Decision Necessary?	Who Influenced the Decision and How?	What Change Resulted?	Who Benefited from the Change?

Home Buying Guide: Questions and Answers

Q: Who can buy a Community Land Trust home in Davis Park?

A: After the original Davis Bottom homeowners choose their new homes, other low-income people will be able to buy a home in Davis Park. There will be about ten of these homes. The wait list will be first-come, first-served, but people who have lived in Davis Bottom before will have first choice. Over the coming years, up to 70 more homes will be built in Davis Park.

Here is the order in which the Community Land Trust will consider who can buy/rent new houses/apartments in the new neighborhood:

- Current Davis Bottom homeowners are first, then
- Current Davis Bottom renters who wish to become homeowners, then
- Current Davis Bottom renters who decide to remain renters, and then final
- Low-income people who are not Davis Bottom homeowners or renters.

Here is the order in which the Trust will consider which low-income people (who are not Davis Bottom homeowners or renters) can buy/rent new houses/apartments in the new neighborhood:

- People who The City of Lexington relocated because of the Newtown Pike Extension Project
- People living in the other neighborhoods affected by the road project: Irishtown, Pralltown, Woodward Heights, South Hill, Spiegel Heights, Western Suburb, and Lauderman Alley
- Former Davis Bottom residents and relatives of families who lived in Davis Bottom
- People who live in Fayette County
- Other low-income people

Q: Do I have to have a low income to buy a home?

A: Yes. If your household income is below the amount listed for your family size in the chart (see below), you can apply to own a Davis Park home.



“The Cottage” –1432 square feet—one of the new single-family houses in Davis Park.

Family Size	Family Must Earn Less Than ____ a Year in 2013
1 Person	\$37,450
2 People	\$42,800
3 People	\$48,150
4 People	\$53,500
5 People	\$57,800
6 People	\$62,100
7 People	\$66,350
8 People	\$70,650

Rental Guide: Questions and Answers

Q: Who can rent a Community Land Trust home in Davis Park?

A: After the original Davis Bottom renters move into their new homes in the first building phase, approximately eight homes will be available to low-income households. Priority will be given to people who can prove that they lived in Davis Bottom previously. Additional affordable rental homes will be built in the next five years.

Q: Do I have to be low income to rent a home?

A: Yes. If your household income is below the amount listed for your family size in the chart (see below), you can apply to rent a home at Davis Park.

Income Limit Category in 2013	1 Person	2 People	3 People	4 People	5 People	6 People	7 People	8 People
Family Must Earn Less Than____ a Year	\$28,140	\$32,160	\$36,180	\$40,140	\$43,380	\$46,620	\$49,800	\$53,040

Q: How much income do I need in order to rent a Community Land Trust home?

A: Your income must be high enough to pay your rent and to pay for all of your other expenses. These are heat and electricity bills (trash, water, and sewer costs are included in your rent at Davis Park—there is no separate bill for these services). Most housing experts say you should spend no more than one-third of your income on these expenses.



“The Quad” and “The Townhome” –new styles of multi-family homes to rent in Davis Park.

ASSESSMENT

Instructions for the Teacher

Materials

For Each Student

- ☐ “Investigating a Shotgun House: Assessment” (“Archaeology Notebook,” pages 41-43)

For the Teacher

- ◆ “Unit Images and Analysis Sheets” PowerPoint (slides 67-72) from the Investigating Shelter Database on the Project Archaeology website (<https://projectarchaeology.org/teachers>)
- Pages 41-43 in “Archaeology Notebook”
- An LCD projector

Preparing to Teach

1. Make a copy of ☐ “Investigating a Shotgun House: Assessment” (“Archaeology Notebook,” pages 41-43) for each student.
2. Get an LCD projector
3. Access ◆ “Unit Images and Analysis Sheets” PowerPoint and select slides 67-72 for projection.
4. Post the essential question: “*What can we learn about the lives of urban working-class people by investigating a shotgun house in Davis Bottom?*”
5. Post the Word Bank words.

WORD BANK

evidence: data used to answer questions

performance standard: basis for measuring your work

ASSESSMENT

1. Go over the cover sheet information for the ☐ **ASSESSMENT**.
2. Project/review ☐ “Final Informative Essay” (Page 42; Slide 68 in “Unit Images and Analysis Sheets” PowerPoint) and performance standards and help students understand directions, expectations, and any words with which they may not be familiar. Assist students with defining **performance standard** and adding it to their Word Banks. Remind students what **evidence** is (page 40 in *Project Archaeology: Investigating Shelter*) and how archaeologists use it to prove or disprove something.
3. Have students complete drafts of their essays in class or as homework. Check the drafts and make suggestions for changes and improvements. Have students revise their essays and submit them for a final grade.
4. Repeat the process for ☐ “Bringing the Past Into the Future” (Page 43; Slide 69 in “Unit Images and Analysis Sheets” PowerPoint). Tell students any images on the ◆ Davis Bottom History Preservation Project website (<http://anthropology.as.uky.edu/davis-bottom-history>) are acceptable to use in the preparation of their project. You also may wish to make available to the students, in both hard copy and electronic format, the images from the ◆ three supplementary PowerPoint presentations to use as they develop their projects: “Kentucky’s Urban Shotgun Houses,” “Historical Documents,” and “About Privies.”

FINAL PERFORMANCE OF UNDERSTANDING

Archaeology Under Your Feet!

The Final Performance of Understanding is the culmination of students' investigation of shelter. Working in groups, students will use a role play and a debate to demonstrate their grasp of all of the enduring understandings.

Materials

For each group of three/four students

- “Role Cards” (Page 78 in this investigation/Slide 71 in “Unit Images and Analysis Sheets” PowerPoint); or page 147 in *Project Archaeology: Investigating Shelter*; or in the Shelter Investigation of your choice from the Investigating Shelter Database on the Project Archaeology website) photocopied on heavy card stock
- “Final Performance of Understanding: Archaeology Under Your Feet! Shelter Dilemma” (Page 79 in this investigation/Slide 72 in “Unit Images and Analysis Sheets” PowerPoint); or page 146 in *Project Archaeology: Investigating Shelter*; or in the Shelter Investigation of your choice from the Investigating Shelter Database on the Project Archaeology website)

Preparing to Teach

1. Use the ● Final Performance of Understanding materials in this investigation or find the appropriate materials in the Shelter Investigation of your choice from *Project Archaeology: Investigating Shelter* or the Investigating Shelter Database on the Project Archaeology website.
2. Get an LCD projector or make enough copies of the ● “Role Cards” and the ● “Final Performance of Understanding: Archaeology Under Your Feet! Shelter Dilemma” to distribute one to each group of three/four students.

FINAL PERFORMANCE OF UNDERSTANDING

1. **FIRST—Teach Lesson Nine: Stewardship is Everyone’s Responsibility, pages 131-144 in *Project Archaeology: Investigating Shelter* curriculum guide.**
2. **THEN**, project/distribute the ● “Final Performance of Understanding: Archaeology Under Your Feet! Shelter Dilemma” (Page 79; Slide 72 in “Unit Images and Analysis Sheets” PowerPoint). Read it to the whole class, or ask students/teams to read it aloud, or assign students to read it.
3. Summarize the Final Performance of Understanding. Divide students into groups of three/four and assign roles (Reader, Recorder, Timekeeper, Rubric Checker, and Presenter) to each group member. Students may need to perform more than one role.
4. Distribute one Role Card to each group. Some groups may receive the same Role Card.
5. The reader will read the Role Card to their group.
6. Go over the performance standards for the Final Performance of Understanding with the students.
7. Allow students time to solve the dilemma and write their speech.
8. Call a “City Council” meeting of the whole class. You may want to act as the mayor or you may assign a student to play the role. Establish the rules:
 - A. no interrupting.
 - B. be brief and to the point.
 - C. speeches may not exceed a specified time limit (3 minutes).

9. Each group presents their speech. After all groups have presented, allow time for each group to respond (1 minute or less).
10. Ask students to choose one or two words (e.g., science, history, progress, religion) that describe the value with which their group is most concerned. Point out that each of these values or concerns has validity – there are no right or wrong answers. Remind students that being a responsible citizen means understanding all perspectives about an issue before making a decision.
11. If time permits, have students rotate roles and repeat the process, so they have an opportunity to consider the issue from another perspective. This also will prevent them from identifying solely with one role.
12. As a whole class, consider each perspective and create a plan that would address the concerns of as many groups as possible.

Role Cards

Neighborhood Residents

Most people have gradually left the neighborhood. They realize that The City finally is going to build the road. But you have stayed. You have lived in the neighborhood for decades, despite the fact that The City has ignored your neighborhood's needs. You love your community. You want to see The City make improvements. But otherwise, you want The City to leave your neighborhood alone. If the development must happen, you still want to stay.

Archaeologists

You know that working-class neighborhoods are important. You know that the shotgun house sites in these neighborhoods are important, too. These sites are a record of lives that American history books often do not discuss. You think The City or a civic organization should preserve the shotgun houses and their yards. You think they should interpret the neighborhood history. At the very least, someone should study a few shotgun house sites before The City destroys them.

New Families

Your family and others like it live in the suburbs but want to live closer to downtown. You want to be able to walk to work and school. You and your family want to be able to take advantage of the cultural and entertainment opportunities there. You are looking forward to buying one of the new houses on the new street. The price of the house is not an issue for you.

Highway Engineers

You are a highway engineer. More traffic is coming downtown from the interstate. Downtown traffic flow is bad. Visitors and students need an easier way to drive to the University. So, the road in the neighborhood must be widened and improved. That means the old shotgun houses must be torn down and new modern houses built. You are ready to begin tearing down the houses. But you understand your responsibility to the families who still live in the neighborhood. Your plans must consider their social, physical, and economic needs and be sure those needs are met.

FINAL PERFORMANCE OF UNDERSTANDING

Archaeology Under Your Feet!

Shelter Dilemma

Imagine an urban neighborhood of shotgun homes. Some of the poorest people in town have always lived there. For 50 years, The City has planned to build a road through the neighborhood. But the residents did not want the road built. They stopped the project. Since there was no money to pay for it, The City put the project on hold. Now, The City has the money. Engineers have drawn up plans.

The City cannot follow the old way of building roads. That way took land and property away from minorities and poor people. It kicked families out of their homes. The City must follow laws put in place by President Clinton in the 1990s. These laws require that The City consider the social, physical, and economic needs of the people who live in the neighborhood. And be sure those needs are met.

The residents love their neighborhood. They want to see improvements, but they want to stay. They do not want to see their neighborhood destroyed.

Archaeologists know that shotgun house sites in cities are an important part of American history. But these sites are disappearing fast. Archaeologists would like The City to preserve and interpret some shotgun house sites in the neighborhood. If that cannot happen, they think historians and archaeologists should study some of the shotgun house sites before The City builds the road. That way, everyone can learn about the neighborhood's history and its residents. They hope this information will help citizens make better decisions about what should happen to this neighborhood.

Some families living in the suburbs have heard about this road project. They would like to move into the new houses on the new street. They want to live closer to downtown businesses, and cultural and entertainment opportunities.

Highway engineers are ready start. Their plans call for covering much of the neighborhood with 10 feet of clean fill dirt. The plan also calls for widening the main street in the neighborhood. This means tearing down all the shotgun houses and bulldozing the lots. Then construction can begin on the new houses, townhouses, and apartments. Stores and a park also will be part of the new neighborhood.

The City Council has announced its plans. It wants the residents to help map out the new neighborhood. It wants to find out what kinds of new housing the residents would like to see. The City Council has invited neighborhood residents and other interested people to a meeting. There, everyone will get a chance to share his or her thoughts and feelings about the new road project. They will be able to discuss the plans to rebuild the neighborhood with modern, new, low-income housing, stores, and a park.

Your Task: Write a persuasive speech from your point of view. You will present your speech at a City Council meeting.

Performance Standards

- ❖ **Introduction**—Our introduction tells who we are (our role). It tells why we are making a presentation to the City Council about the project.
- ❖ **Argument and Support for Argument** – Our speech clearly tells what we think should happen. Our speech clearly tells why we think and feel the way we do.
- ❖ **Voice**—We use powerful words to help our listeners understand how important our idea is to us.
- ❖ **Conclusion**—We conclude with a statement that reminds the listener in just a few, powerful words: who we are; what our idea is; and why we think it is the best idea.

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Photograph and Figure Credits

Archaeology Notebook

All graphics created and designed by Robin L. Jones, unless otherwise noted.

On the Cover

Page 1. Kentucky artist William D. Frazer's drawing of a street probably in the Davis Bottom neighborhood around 1935. Aquatint with soft ground etching on paper. *Photograph courtesy The Art Museum at the University of Kentucky, Lexington.*

Investigating a Shotgun House—Part One: Geography

Page 3. Kenny Demus in 2012. *Davis Bottom History Preservation Project. Photograph courtesy Kentucky Archaeological Survey/Kentucky Heritage Council, Lexington/Frankfort.*

Page 4. Demus Family on the front porch of 728 DeRoode Street in the 1970s. *Demus Family Photographic Collection, Kenneth Demus, Davis Bottom History Preservation Project. Photograph courtesy Kentucky Archaeological Survey/Kentucky Heritage Council, Lexington/Frankfort.*

http://anthropology.as.uky.edu/sites/default/files/kas/DBHPP_web_photo_Demus_0.pdf

Page 5. The Laffoon Sisters in 2012: Mary Pollard (left) and Marie “Cissy” Head (right). *Tom Law, Davis Bottom History Preservation Project. Photograph courtesy Kentucky Archaeological Survey/Kentucky Heritage Council, Lexington/Frankfort.*

Page 6. Mary Laffoon (left), Cissy Laffoon (center), and a friend (right) in front of the back porch at 848 DeRoode Street in the mid-1950s. *Laffoon Family Photographic Collection, Marie (Laffoon) Head and Mary (Laffoon) Pollard, Davis Bottom History Preservation Project. Photograph courtesy Kentucky Archaeological Survey/Kentucky Heritage Council, Lexington/Frankfort.*

Page 7. 2010 aerial view of downtown Lexington looking southeast - heart of Davis Bottom outlined in red. *Davis Bottom History Preservation Project. Photograph courtesy Kentucky Archaeological Survey/Kentucky Heritage Council, Lexington/Frankfort.* <http://heritage.ky.gov/kas/kyarchynew/Davis+Bottom.htm>

Davis Bottom Neighborhood in Lexington and in Kentucky. *Source, this document.*

Page 8. Map of lowest-lying section of Davis Bottom (in dark green) showing important places now gone. *Modified from the original designed by Jim Giles, Command Z Studio. Davis Bottom History Preservation Project, Kentucky Archaeological Survey/Kentucky Heritage Council, Lexington/Frankfort.*

Investigating a Shotgun House—Part Two: History

Page 11. Photo #1: A shotgun house on DeRoode Street, Davis Bottom, Lexington, Kentucky, in 1958, near the West High Street Viaduct/Bridge. Number 1950L, *Bryant/Laffoon Family Photographic Collection, Marie (Laffoon) Head and Mary (Laffoon) Pollard, Davis Bottom History Preservation Project. Photograph courtesy Kentucky Archaeological Survey/Kentucky Heritage Council, Lexington/Frankfort.*

Page 12. Photo #2: Front yards of two shotgun houses on DeRoode Street, Davis Bottom, Lexington, Kentucky in 1958. Number 1950M, *Bryant/Laffoon Family Photographic Collection, Marie (Laffoon) Head and Mary (Laffoon) Pollard, Davis Bottom History Preservation Project. Photograph courtesy Kentucky Archaeological Survey/Kentucky Heritage Council, Lexington/Frankfort.*

Page 15. A WPA photograph of DeRoode Street from under the West High Street Viaduct/Bridge during the Great Depression. *Goodman-Paxton Photographic Collection. Photograph courtesy Special Collections, University of Kentucky, Lexington.*

Page 16. Artist's drawing of what Davis Bottom might have looked like in the 1890s. *Original artwork by Susan A. Walton (<http://sawaltonstudio.50megs.com/>). Photograph courtesy Kentucky Archaeological Survey/Kentucky Heritage Council, Lexington/Frankfort.*

Page 17. Page 39 in the 1940 U.S. Federal Census for the Lexington precinct where Davis Bottom is located. *National Archives and Records Administration—Kentucky, Fayette, Lexington, 34-3, enumerated on April 22, 1940—accessed through (www.ancestry.com)*.

Page 18. Section of the 1906 Sanborn Fire Insurance Map of the Central Business District in Louisville, Kentucky. Source, *Geotechcenter.org Map Library* (<http://legacy.jefferson.kctcs.edu/techcenter/maps/ky/sanborn/Louisville%201906.jpg>).

Section of the 1934 Sanborn Fire Insurance Map, Lexington, Kentucky, showing the portion of DeRoode Street in Davis Bottom that you are studying. *Sanborn Map Company, 1934, Insurance Map of Lexington, Fayette County, Kentucky (Map 210). Sanborn Map Company, New York.*

Page 19. How to Read a Sanborn Map. Source, *this document*.

Page 20. DeRoode Street-1934. *Simplified section of DeRoode Street from the 1934 Sanborn Fire Insurance Map, Lexington, Kentucky. Sanborn Map Company, 1934, Insurance Map of Lexington, Fayette County, Kentucky (Map 210). Sanborn Map Company, New York.*

Page 22. The Davis Bottom Neighborhood in the Early 20th Century: Organizing the Data. Source, *this document*.

Investigating a Shotgun House—Part Three: Archaeology

Page 24. Archaeological footprint of a shotgun house (Source, *this document*); other three shelter footprints.

Investigating a Slave Cabin — Archaeology Notebook, by Heath et al., 2010, page 16. Project Archaeology, Montana State University, Bozeman, MT.

Page 25. 712 DeRoode Street is the house on the right. *Davis Bottom History Preservation Project. Photograph courtesy Kentucky Archaeological Survey/Kentucky Heritage Council, Lexington/Frankfort.* Trench excavation at 712 DeRoode Street. *Photograph courtesy Cultural Resource Analysis, Inc., Lexington.* Wooden pier with brick. *Photograph courtesy Davis Bottom History Preservation Project. Kentucky Archaeological Survey/Kentucky Heritage Council, Lexington/Frankfort.*

Page 26. Map of the Davis Bottom Shotgun House site. Source, *this document*.

Page 27. Quadrant of the Davis Bottom Shotgun House Site: Analyzing the Data. *Investigating a Slave Cabin — Archaeology Notebook, by Heath et al., 2010, page 18. Project Archaeology, Montana State University, Bozeman, MT.*

Page 28. Shotgun House Construction. Source, *this document*.

Page 29. How an Archaeological Site is Formed. Source, *this document*.

Page 30. Archaeologist Tanya Faberson and the privy at 712 DeRoode Street during excavation. *Photograph courtesy Davis Bottom History Preservation Project. Kentucky Archaeological Survey/Kentucky Heritage Council, Lexington/Frankfort.*

Page 31. COLD WINTER WORK! A crew member draws the South Wall profile of Test Unit 35. *Photograph courtesy Cultural Resource Analysis, Inc., Lexington.* After archaeologists wash the privy artifacts, they identify and catalogue the artifacts, in this case (left), pieces of glass. *Photograph courtesy Davis Bottom History Preservation Project. Kentucky Archaeological Survey/Kentucky Heritage Council, Lexington/Frankfort.* Personal items (top), including tableware, buttons and beads, and glass bottles (left) from the DeRoode Street privy. *Photographs courtesy Davis Bottom History Preservation Project. Kentucky Archaeological Survey/Kentucky Heritage Council, Lexington/Frankfort.*

Page 32. Privy Cut-away View. *Minnesota State Board of Health, May 1916, The Sanitary Privy, pp. 12. (<https://phil.cdc.gov/phil/details.asp?pid=8627>)*.

Page 33. The Privy at 712 DeRoode Street. Source, *this document*.

Investigating a Shotgun House—Part Four: Today

Page 36. Aerial photograph of Davis Bottom, showing planned locations for new roads and neighborhood redevelopment. *After photograph on page 80 in U.S. Department of Transportation, Federal Highway Administration, and Kentucky Transportation Cabinet, Division of Environmental Analysis (2007).*

Page 37. DeRoode Street in Davis Bottom before neighborhood redevelopment (2010) and during the first phase of redevelopment (2014). *Photograph courtesy (2010) Kentucky Archaeological Survey/Kentucky Heritage Council, Lexington/Frankfort (<http://heritage.ky.gov/kas/kyarchynew/Davis+Bottom.htm>). Photograph (2014) courtesy Lexington-Fayette Urban County Government, Andrew Grunwald, Project Manager. (<http://newtownextension.com/wp-content/uploads/2015/12/6-18-2014f.jpg>).*

Page 38. Drawing and floor plan of “The Cottage”—1432 square feet—one of the new single-family houses in Davis Park. *Lexington Community Land Trust ([http://www.lexingtonclt.org/Homes to Buy.html](http://www.lexingtonclt.org/Homes_to_Buy.html)). 710 (left) and 712 (right)*

DeRoode Street. *Davis Bottom History Preservation Project*. Photograph courtesy Kentucky Archaeological Survey/Kentucky Heritage Council, Lexington/Frankfort.

Page 39. DeRoode Street in 2010. The last house on the right is 712, the Davis Bottom Shotgun House Site that you have been studying. Photograph from Heather M. Dollins (2011), Figure 38, page 88. Quote from *The Big Orange Splot*, by Daniel Manus Pinkwater (1977).

Page 40. Archaeologists excavating at a three-room 1873 urban shotgun house site in Louisville, Kentucky's Portland Neighborhood (above and below). Photographs courtesy M. Jay Stottman, Kentucky Archaeological Survey, Lexington.

Instructions for the Teacher

Cover. Designed by Duncan Bullock.

Front: Stage Two Shotgun House Construction, "Investigating a Shotgun House - Archaeology Notebook," Page 28, Robin L. Jones, *Source, this document*; A 1940s WPA photograph of DeRoode Street from under the West High Street Viaduct/Bridge during the Great Depression, *Goodman-Paxton Photographic Collection*. Photograph courtesy Special Collections, University of Kentucky, Lexington.

Back: Archaeologists excavating at a shotgun house site in Louisville, Kentucky's Portland Neighborhood. Photograph courtesy M. Jay Stottman, Kentucky Archaeological Survey, Lexington. Back inset: Archaeologist Tanya Faberson at the DeRoode Street privy during excavation. Photograph courtesy Davis Bottom History Preservation Project. Kentucky Archaeological Survey/Kentucky Heritage Council, Lexington/Frankfort.

Page iv. Robin L. Jones. Photograph courtesy Tom Dolan, University of Kentucky Information Technology (UKIT) Academic Technology Group.

Page 1. A rare 1940 photograph of DeRoode Street in Davis Bottom, Lexington, Kentucky. Photograph by Van Deren Coke. Photograph courtesy The Art Museum at the University of Kentucky, Lexington.

Page 2. Residents walk along DeRoode Street in this rare 1940 photograph of Davis Bottom by Van Deren Coke. Photograph by Van Deren Coke. Photograph courtesy The Art Museum at the University of Kentucky, Lexington.

Page 4. Depression-era photograph of shotgun houses along DeRoode Street in Davis Bottom, Lexington. *Goodman-Paxton Photographic Collection*. Photograph courtesy Special Collections, University of Kentucky, Lexington, Kentucky.

Page 6. Frame shotguns with vinyl siding on DeRoode Street in the Davis Bottom neighborhood, Lexington, Kentucky. The house on the right, 712 DeRoode Street, is the focus of this Investigation. Photo by Amanda Abner, Kentucky Transportation Cabinet, Frankfort.

Page 8. Archaeologist Tanya Faberson at the wood-lined 710-712 DeRoode Street privy during excavation. Photograph courtesy Davis Bottom History Preservation Project. Kentucky Archaeological Survey/Kentucky Heritage Council, Lexington/Frankfort.

Page 16. Shotgun house measurement diagrams. *Source, this document*.

Pages 37-43. Selected Data from the 1940 U.S. Federal Census for a Section of DeRoode Street. *National Archives and Records Administration—Kentucky, Fayette, Lexington, 34-3, enumerated on April 22, 1940—accessed through www.ancestry.com*

Page 48. Steps in constructing the entire site map for the 8½ by 11 Map Version. Image courtesy National Office, Project Archaeology, Montana State University, Bozeman, MT.

Pages 57-67. Quadrant maps, artifact locations, and artifacts. *Source, this document*.

Page 72. Decision Point Chart. *Source, this document*.

Page 73. Home Buying Guide: Questions and Answers. Lexington Community Land Trust (http://www.lexingtonclt.org/Homebuying_Guide.html). "The Cottage" – 1432 square feet – one of the new single-family houses in Davis Park. Lexington Community Land Trust (http://www.lexingtonclt.org/Homes_to_Buy.html).

Page 74. Rental Guide: Questions and Answers. Lexington Community Land Trust (http://www.lexingtonclt.org/Rental_Guide.html). "The Quad" and "The Townhome"—new styles of multi-family homes to rent in Davis Park. Lexington Community Land Trust (http://www.lexingtonclt.org/Homes_to_Rent.html).