

THE CURRICULUM



**The
road to an
equitable
tomorrow
begins by
understanding
YOUR
specific
reality,
today.**

FOLDED MAP™

THE CURRICULUM



All Rights Reserved. © 2023 Folded Map Project. No parts of this may be reproduced without explicit permission from Folded Map Project. Send all inquiries via email to foldedmapchicago@gmail.com.

Image credits: Illustrations, Deon Reed; Icons, the nounproject.com; Photos, Folded Map Project; Design, JNJ Creative, LLC.

This project was made possible with a Sappi Ideas that Matter grant. Cover printed on: Opus Dull Cover, 120lb; Interior printed on: Opus Dull Text, 100lb

We gratefully acknowledge the generous financial support for the development and printing of this curriculum, provided by:



**Institute for Research on
Race and Public Policy**

**JNJ
Creative™**

sappi | ideas
that
matter

TERRA
FOUNDATION FOR AMERICAN ART



THE CHICAGO
COMMUNITY TRUST
AND AFFILIATES

CONTENTS

Why This? Why Now?

Goals and overall purpose of this guide 2

The Not-So-Basic Background

Meet Tonika Lewis Johnson 4

Segregation: mapping it and a brief history of it 5

Words to know 6

Watch, Unpack, Reflect

Folded Map movie 8

Unpack what you saw 9

Where you at? I am Here Poem 11

Two Views on Englewood 13

Same, but Different—Different, but Same 14

Check the Data 15

The Impact of Segregation 16

Making Segregation Personal 17

Inspect Your Orbit 18

Feeling Through It 19

Extra Extra! 20

What can we do?

Disrupting Segregation 21

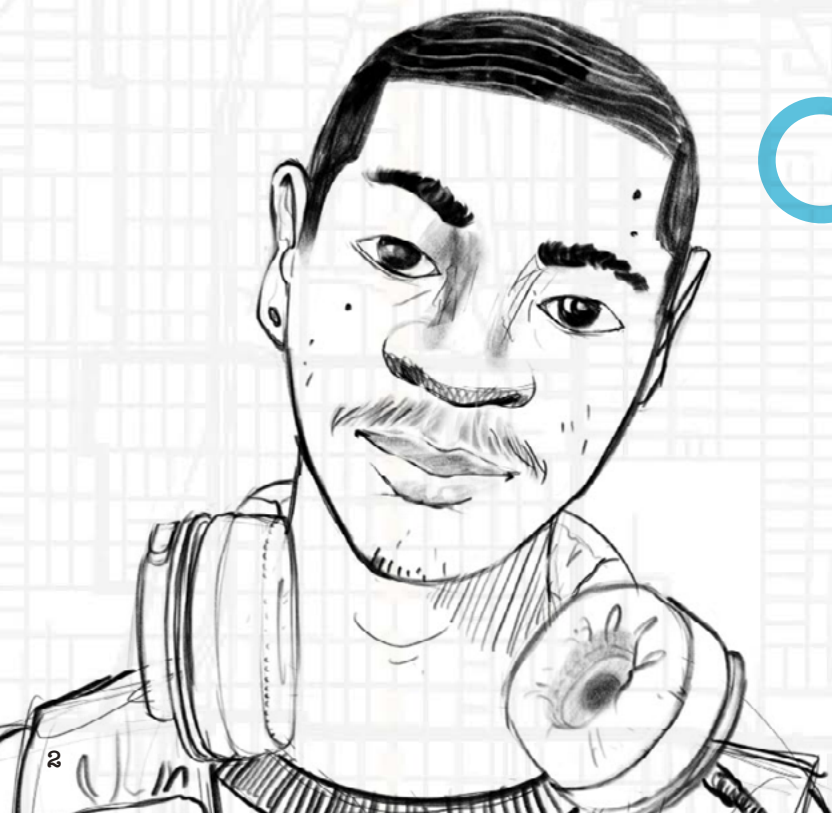
So what can I Do? 24

Congratulations! Certificate of Completion 26

Why This? Why Now?

One of Chicago's greatest strengths is its rich racial and ethnic diversity. And one of Chicago's greatest weaknesses is its racial and ethnic **inequality**—an inequality that segregation baked into our city. Through this film and activity guide, you will learn what segregation looks like, how it happened, why it keeps happening, and why it matters. You'll learn some history. Some sociology. Some economics. Some politics. You'll learn—from a social justice artist's example—how art can create change.

And it all starts with **you**. Because your life—no matter who you are or where you live (in the city, the suburbs, or even another city in the US!)—has been impacted by segregation. And because to change it, we need to understand it.



I didn't make this world the way it is, but I can change it.

With this **FOLDED MAP** PROJECT guide and your teacher, you'll:

- Learn words like redlining and systemic racism that help you understand how the city got to looking like it does.
- Watch a film about social justice artist Tonika Johnson's high school experience with segregation and integration—and what she's trying to do about it.
- Dig deep to understand your neighborhood and what it means to you.
- Explore more about how your neighborhood is the same or different from other neighborhoods—and how sociologists and historians explain what caused those differences.
- Better understand the cycle of segregation and how you can disrupt it to create a city where everyone belongs, has a voice, and has what they need to succeed.

Born and raised in Chicago's South Side neighborhood of Englewood, when I was 13, I commuted by city bus (two hours each way) to attend Lane Tech High School on the North Side.

During that journey I came face-to-face with segregation (though I didn't completely understand it at the time). I traveled through segregated neighborhoods to attend an integrated high school where I met teachers who taught me academics and friends who taught me about the city of Chicago, its neighborhoods, and the richness of its racial and ethnic diversity.

Because of that commute, I also got to learn what it means to use a 'grid system' to organize a city so people wouldn't get lost (this was before GPS). A street would have the same name from all the way south to all the way north—and addresses would indicate if they were "north" or "south". So there's a 6720 South Ashland and a 6720 North Ashland. I was surprised to see a street could have the same name—but **they were totally different worlds as I commuted from the "S" to "N" parts of the city.** Stores looked different, houses looked different, the bus stops were different. It was all different. In fact, the name of the street was the only thing the same.

It wasn't until I was an adult that I learned what created segregation. And I became passionate about shining a spotlight on it. Whether you live in an over-resourced or under-resourced neighborhood, everyone is impacted.



meet Tonika

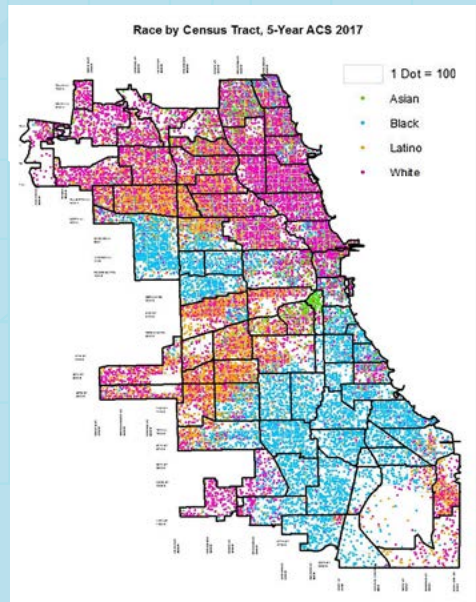
🗨️ I hope my movie and the activities you do afterwards will help you explore your experiences, your neighborhood, and how segregation has affected you.

Mapping Segregation

Even though Chicago is really diverse—with large numbers of Black, Latinx, Asian and white residents—we live in very different neighborhoods. And as Tonika saw on her bus ride from south to north, these neighborhoods are separate and unequal.

This map is from 2017, but there are lots of cool online tools where you can explore data to see what your neighborhood or city looks like now—and what it looked like 10, 20, 30 years ago.

**What does yours look like?
Has it changed?**



**GO FOR
MORE**



- To explore Chicago's neighborhoods from 1930 to 2020, go to this [interactive website](https://bit.ly/WTTWchicagoseg): bit.ly/WTTWchicagoseg
- To check out racial segregation all over the United States, jump over to the University of California at [Berkeley's Othering and Belonging Institute](https://bit.ly/USASEG): bit.ly/USASEG

The Foundation of Segregation

When we think about why we have segregation, there are a lot of culprits. To find them, we need to investigate the past and question the present.

Some Culprits from History

We have racial residential segregation because for decades the people who wrote the rules, made the laws, and built and sold real estate wanted it that way. Cities and suburbs were built to limit choices for people of color and open up opportunities for white people. They did this by making sure that Black people did not have access to the same places, money or protections that white people did when they were looking for a place to live. Add in white residents who greeted potential new Black neighbors with either violent protests or by moving away, and segregation became cemented into Chicago's landscape.

Heinous Acts that still Impact

REDLINING A practice in which mortgage companies labeled predominately Black (and other 'undesirable') neighborhoods as bad financial risks. The result was that people could not borrow money to buy homes in these neighborhoods, effectively locking many Black people out of homeownership.

BLOCKBUSTING This was a practice in which real estate agents would scare white residents into believing their neighborhood was going downhill—they would buy up white folks homes for cheap, and then sell them to Black folks at an inflated price. They would bust up the block.

LAND SALE CONTRACTS Because of redlining, would-be Black homeowners had few choices to buy a home. Real estate developers took advantage of this and tricked many Black homeowners into 'buying' their home with a Land Sale Contract--which they often claimed was a mortgage, but it wasn't. It was a contract that the developer could cancel for minor mistakes, and the homeowner would lose everything. A Duke University study in 2019 calculated that Land Sale Contracts stole 3.2 to 4.0 billion dollars (that's billion with a B) from Chicago's Black communities. See the next page for more details on this legalized theft.

History is full of other culprits that you can dig deeper into (ask your teacher for some resources), but you get the picture: residential segregation was intentionally created by a system of policies, actions, and laws that privileged white people and disadvantaged Black people and other people of color.

Tonika created an exhibit about the practice of Land Sale Contracts, which were common in the 1950s and 1960s. Their impact on Black communities remains today.



GO FOR
MORE

inequityforsale.com



To watch the movie, go to [this link](#) or bit.ly/FoldedMapMovie and enter the password **Empathy2020**

Now you'll watch the Movie

Ask yourself: How did I end up living in the neighborhood I did? You may not have had much say, so ask yourself why the adults in your family ended up living where you do (if you don't know, ask them to tell you the story).

Even though how you end up living where you do feels and sounds like a personal decision, it turns out lots of forces—some of them invisible—impact where people end up living. Money. Family. Attitudes. Policies. Discrimination. Information.

Keep those things in the back of your mind as you watch Tonika's story.

Use the space below for notes—questions that occur to you and words you aren't sure you understand the meaning of.

WATCH, UNPACK, REFLECT



watch the **FOLDED MAP** movie

Unpack What You Saw

1. What moments in this film stood out for you? Why?

2. Were there any surprises? Anything that challenged what you know — or thought you knew?

3. What messages, emotions, or ideas will you take away from this film? Why?

Movie move you in any way? Whatever you're thinking is OK.

4. What questions do you still have? If you could ask Tonika a question, what would it be?



Got More to Say?
Share it with your class or keep more notes on your phone or a separate sheet of paper.

Where You At?

Write the name of your neighborhood, then answer at least 4 of the prompts below.

things that are beautiful where I live

places to get food

people that remind me of home

things that are ugly where I live

places to hang-out by me



things that grow in this place

how I feel in my neighborhood

things I see where I live

my favorite place to go in my neighborhood

sounds I hear or things I smell

the music I hear

I am Here– a Poem

Using your answers on the previous page as inspiration, put together a few lines to form a poem about your neighborhood. Here's an example:

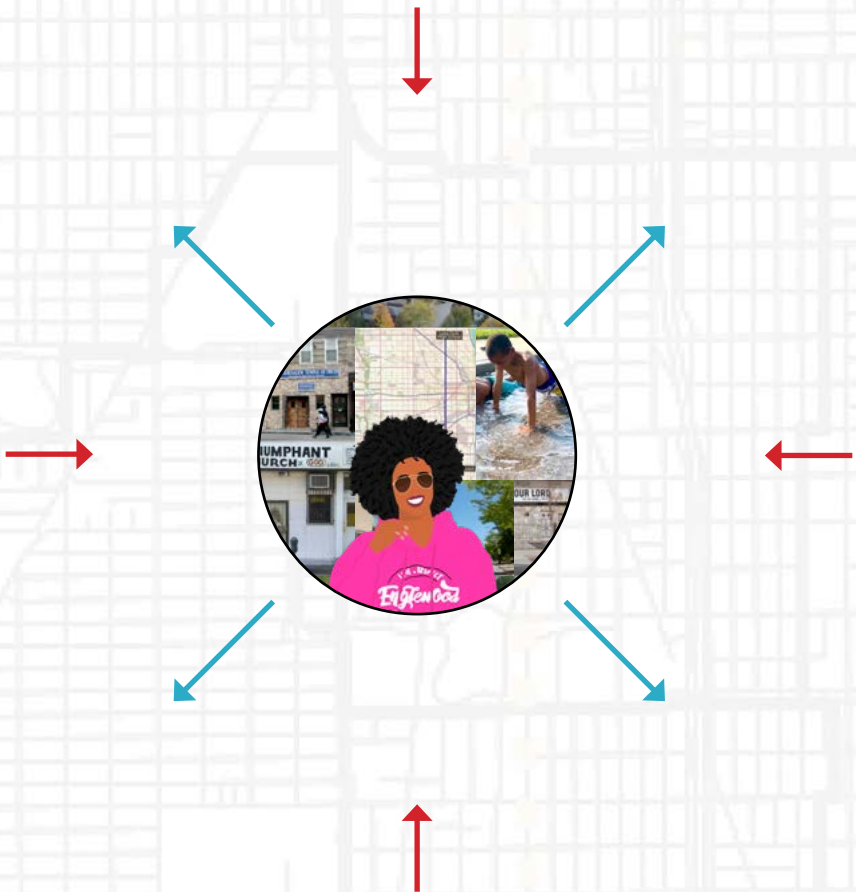


**Need more room?
Finish on your phone or on a separate sheet.**



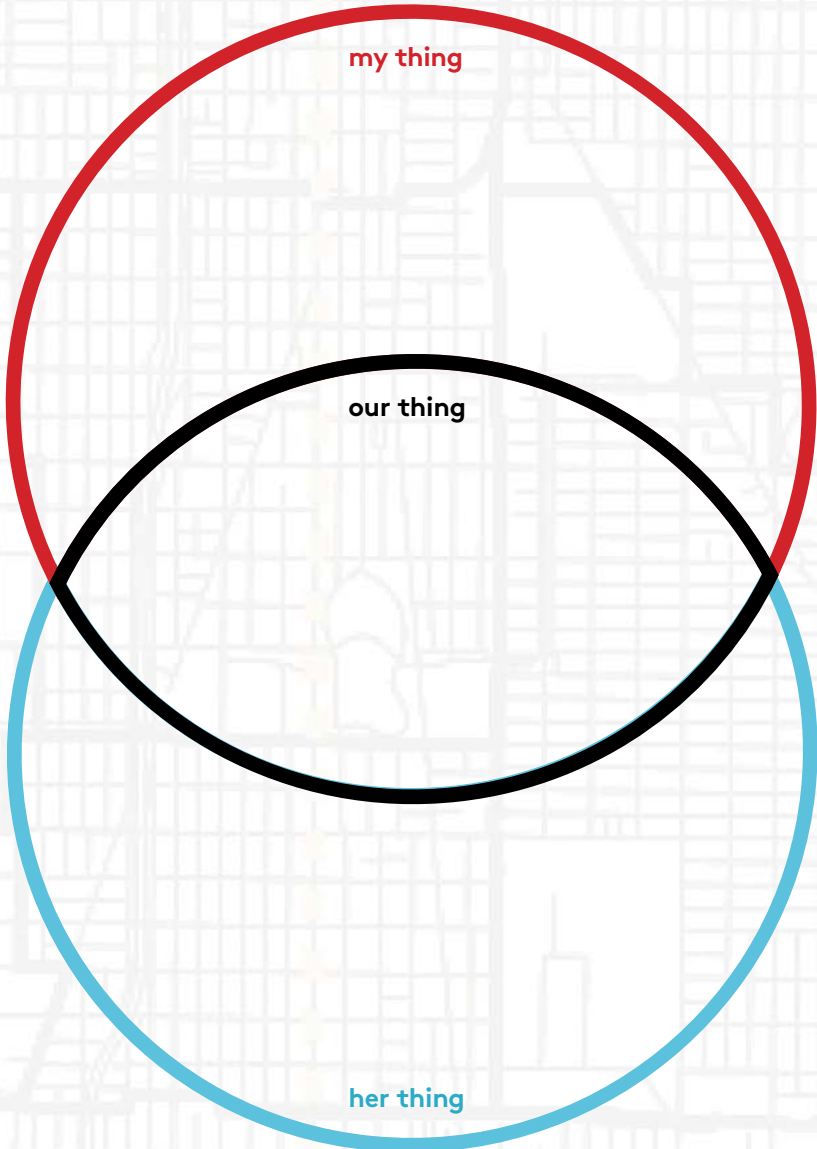
Two Views on Englewood

Now that you've thought about your own neighborhood, think about what you learned about Tonika's neighborhood. What words do people use to describe Englewood? Write those words at the end of the **red** arrows pointing inward. What words would Tonika use to describe where she grew up? Write those words at the end of the **blue** arrows pointing out.



Same, but Different/ Different, but Same

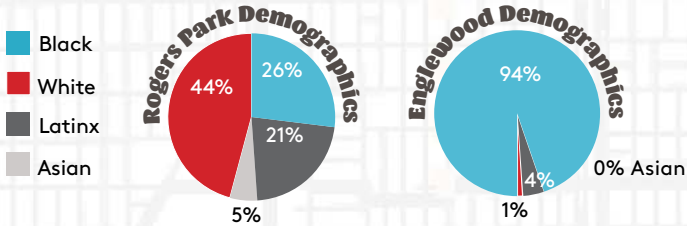
One thing you saw in the movie is that even though the Map Twin neighborhoods were very different, the twins had some experiences in common. Think about your experience where you live and compare it to Tonika's experience. **What are your unique experiences (my thing)?** **What are Tonika's unique experiences (her thing)?** And, finally, what do you have in common (our thing)?



Check the Data

You are probably starting to see (if you didn't already) how neighborhoods are different. So segregation is not "separate but equal". Segregation creates neighborhoods that are separate and **unequal**. This means that daily life can be dramatically different in predominately Black neighborhoods compared to predominately white neighborhoods. But don't just take our word for it. The data don't lie.

Take Rogers Park—which is 26% Black and on the North Side—and Englewood—which is 94% Black and on the South Side.



Check out what it's like to:

■ Englewood ■ Rogers Park

eat out



21 restaurants



109 restaurants

workout



1 gym



6 gyms

get money



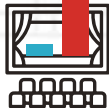
2 banks



19 banks

go see a movie

1 theater



48 theaters

go to school



Englewood has 3 of the lowest-rated schools, while Rogers Park has 0

go clothes shopping



1 store



15 stores



The Impact of Segregation

But it's not just that neighborhoods are different. The entire city suffers because of segregation.

Lots of studies by social scientists spell out all the negative consequences of segregation. In 2017, the Metropolitan Planning Council in Chicago conducted a study that helped inspire Tonika's Folded Map project. They put a dollar figure on the cost of segregation to the entire Chicago region and concluded:

1. Billions of dollars in lost wages.
2. Thousands of young people without the education they need to fulfill their potential.
3. Hundreds of lives cut short by violence.



So segregation means that some people have easy access to the things they need and others don't. Some people have lots of places to hang out. And others don't. Some people have a lot of places they can get jobs in their neighborhoods. And others, not so much.

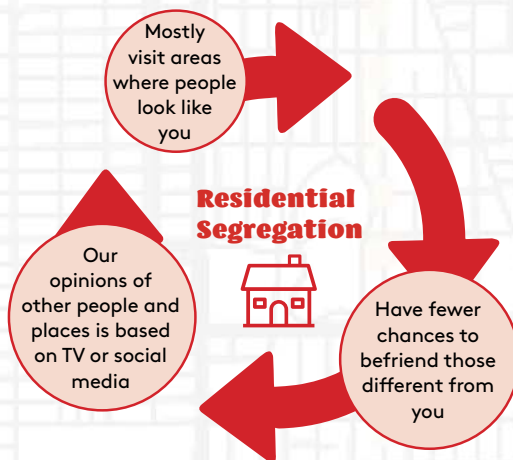
But segregation also affects who you meet, and what you know (or think you know) about different parts of the city we all share. Let's dig into this idea a little deeper and explore how segregation is a cycle that just keeps repeating itself.

Making Segregation Personal

In addition to segregation making daily life dramatically different in over- and under-resourced neighborhoods, segregation also means there are lots of different kinds of people you never have a chance to meet. And what we know (or think we know) about different people and the places they live often comes from unreliable sources (like from people who don't know either!).

So think about it. In a segregated city, people mostly get to know people who look like themselves—'cause that's who they are around. This means they don't have much chance to visit neighborhoods or people who are racially different from them. And that means that they rely on stereotypes, TV, and social media to tell them what people and places they never visit are like. And even though that information is not always accurate, they stay away. And staying away means segregation just keeps on going.

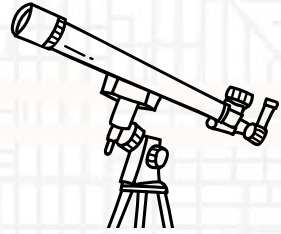
So if you think about it, segregation is a vicious cycle. And it's a cycle that you can be a part of disrupting. Because segregation impacts all of us.



Let's take a look at your own orbit and see if segregation has impacted it.

CAUTIONARY NOTE: If your orbit looks segregated, and you don't like that, remember that segregation often has little to do with your own choices and a lot to do with the systems and policies that baked segregation into our city and sets us up to keep recreating it. And the goal of *Folded Map* is to ask: is this what we want? And if not, how do we disrupt it?

Inspect Your orbit



Take a few minutes to think about the places you usually go and who you see there—this can be school, neighborhood, visiting family or friends, church, clubs and sports, or just hanging out. Now observe like an astronomer and record your data using the chart below.

Think about your

The people you see are

school

Are your classmates racially...

mostly
same

mostly
different

some same/
some different

neighborhood

Are your neighbors racially...

hang-out spots

Where you go to kick-it? Are the people there racially...

clubs or sports

The other things you do: are the people there racially...

church (optional)

Are the people who go to your church racially...

Reflect on your orbit

What does your orbit look like? Is it what you want it to look like? What do you like about your orbit? What would you change if you could? If part of your orbit is segregated, are you missing out on anything? If part of your orbit is 'mixed' (integrated) is that benefiting you?

Feeling Through It

Now think specifically about your **neighborhood**. Imagine it was a place where you felt you belonged. Where all people could feel they belonged. And where everyone has what they need to succeed. What would that look like? Sound like? What's there and what's not there? How does it feel to be in such a neighborhood?

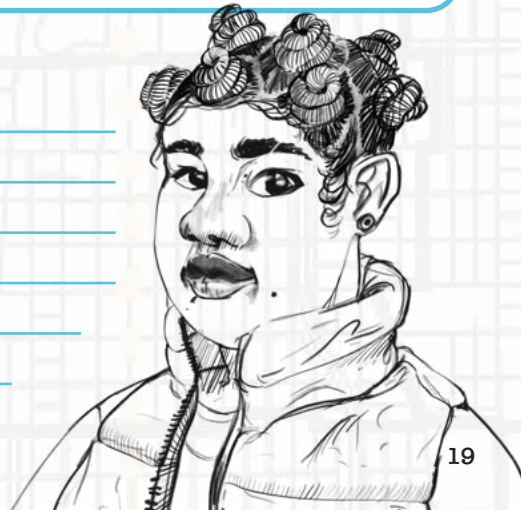
What does this ideal neighborhood look like?

What do you see?

What do you hear?

What's present & what's not present?

How do you feel?



Extra extra!

Imagine it's 10 years from now. What type of headlines would YOU like to see about your neighborhood? Using some of the answers you wrote down on the previous page as inspiration, write down at least 2 headlines that show what you would consider to be a positive change in your neighborhood.

For example:

**Skating Rink in West Englewood voted city's
"best teen party space" for 3rd Year in a Row**



**BREAKING
NEWS**

A horizontal banner with a black background on the left and a white background on the right. The text "BREAKING NEWS" is written in white, bold, sans-serif font. The word "BREAKING" is on the top line, and "NEWS" is on the bottom line. To the left of the text are three vertical white bars of varying heights.



NEWS HIGHLIGHTS

A horizontal banner with a red background and a white background on the right. The text "NEWS HIGHLIGHTS" is written in white, bold, sans-serif font. To the right of the text are three white chevrons pointing to the right.



**BREAKING
NEWS**

A horizontal banner with a red background on the left and a black background on the right. The text "BREAKING NEWS" is written in white, bold, sans-serif font. The word "BREAKING" is on the top line, and "NEWS" is on the bottom line. To the left of the text are three vertical white bars of varying heights.

Disrupting Segregation

How can we get the kind of future neighborhood you imagined?
How can we stop recreating the segregated and inequitable Chicago that we have?

As you have discovered in this guide, there's no single cause of segregation. It's been more than 50 years since it was made illegal to discriminate in housing, and yet we still have segregation and the inequities that flow from it. So laws aren't the only solution.

Instead of getting overwhelmed, let's be empowered!
There is a part for everyone to play.

So yes, local, state, and federal governments need to do their thing with laws and policies. But also....



institutions



neighbors



individuals



businesses

Can all work together to make a difference.

Let's take a look at the kinds of things Tonika has done as a social justice artist....

“We rented billboards, and instead of ads, we put beautiful pictures of people in our community.”

“I got really frustrated with the media who always said bad things about my neighborhood. They were helping perpetuate segregation by creating a biased picture of our neighborhood and the people who live there.

It kept people away from our community and from getting to know people there.



I also invented Map Twins, a few of whom you met in my movie. Even though the twins came from really different neighborhoods, they discovered they had a lot in common. And they became great friends. So now, their social networks are less segregated too!



Now we have all kinds of “twins”:

- neighborhood twins
- church twins
- school twins

—where residents, parishioners, teachers, and students from very different kinds of neighborhoods are getting to know each other, learning from each other about how segregation has created different realities and unfair circumstances, and discovering ways to push back against it and figure out a better way forward.”

Pushing back for a
**Better
Future**



So what can I do?

One of the problems with segregation is that it makes it hard to get to know each other—and that can make it easy to forget about all of the inequities it creates. Out of sight, out of mind. So let's make segregation personal by:

- Taking time to really understand segregation.
- Making an effort to meet people that segregation keeps us away from.
- Learning the truth about other neighborhoods.
- Finding common ground and joining together to bridge the divides that segregation creates.

To start your plan, underline one thing from each column

With who?

Yourself,
your friends,
your class,
your school,
your neighborhood,
your family,
your town,
your state,
your country

What to do?

Learn
Meet
Build
Grow

How to do it?

Write something
Draw something
Record something
(photo or video)
Petition something
Promote something
Go somewhere with
purpose
Ask someone
Something else?

Now, put these answers on the next page to map your big plan...

My Big Plan

In order to:

(check one)

- make segregation personal
- disrupt the cycle of segregation
- share my new knowledge about segregation

me and _____

(fill in from the 'who')

are going to work hard to _____
 _____ (what).

We're going to do this by _____

_____ (how).

The first three things we'll do to get us started:

- 1.
- 2.
- 3.

We know we'll run into roadblocks like _____

_____ (an expected challenge) and when that happens, we're gonna

_____ (fill in with a possible resource to help you overcome the challenge).



FOLDED MAP

PROJECT

THIS IS TO CERTIFY THAT:



has completed the Folded Map curriculum on segregation's impact on our communities, and created an action plan to help disrupt it.

Tonika

Tonika Lewis Johnson
Folded Map project creator &
Creative Executive Officer of
Folded Map, NFP

Maria

Dr. Maria Krysan
Director of Curriculum & Strategic Partnerships
of Folded Map, NFP.

student guide Use this booklet packed with guided activities to examine segregation— how it shapes where you live and how you live. Watch the movie, reflect on your past and reimagine your future.



FOLDED MAP

THE CURRICULUM

Special Thanks to: Curriculum content and development director, Dr. Maria Krysan; Folded Map Movie creator, Keenan Davis; Custom illustrator, Englewood, Chicago-based artist Deon Reed; and Visual design and art director, Janell Nelson, JNJ Creative, LLC. © 2023