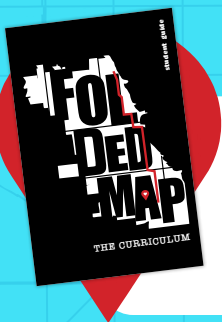




FOLDED MAP

THE CURRICULUM



Use this guide to spark conversations about the cycle of segregation to connect the personal to the structural. And to seed actions to disrupt it.

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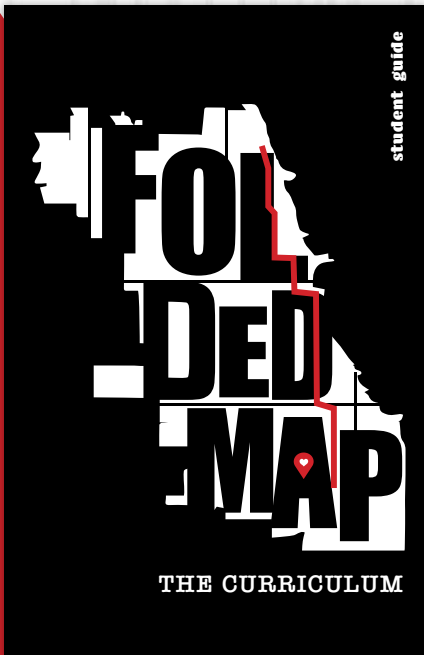
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**The
road to an
equitable
tomorrow
begins by
understanding
your
specific
reality,
today.**



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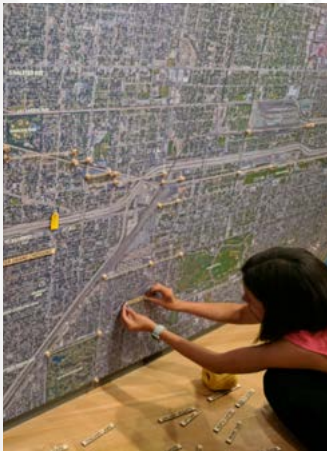
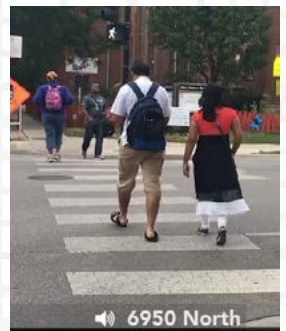
FOLDED MAP™

THE CURRICULUM

You're the Stewards of your Students

This curriculum grows out of Folded Map. And Folded Map was an art project. So the curriculum we have developed retains the spirit of art. Which means that our materials are meant to inspire you and your students. It's a spark. It's a launching pad. It centers you and your students' personal experiences. It invites you to build from those experiences to explore the larger social structures that cause segregation and to see how they impact your lives.

So this curriculum is different from many. We don't spell out every direction you can go in. We don't fill in all the ways that sociology, economics, history, art, psychology, biology, geography, literature, poetry, English, math, science, and music teachers could take this. Rather, we provide nudges to open the conversation, so that you and your students can take it wherever you are moved to take it.



But, of course, we're not going to leave it all on your shoulders.

This teacher's guide provides two kinds of things:

ADDITIONAL RESOURCES There are a growing number of online resources for teaching about race, racism, and even specifically segregation. In this teacher's guide, we provide you with links and leads for finding materials that will help you build out from what this curriculum inspires you to do.



WTTW mapping segregation in Chicago tool

EXTENSION ACTIVITIES For each topic in the Student Guide, we provide additional ideas for activities, assignments or projects that could help dig deeper into the topic and provide alternative ways to explore it.

These are suggestions, not recipes. The beauty of art is that it inspires personal connections. We want you to take that inspiration and build it out in whatever way you are moved to do. *Folded Map* is about making segregation personal and understanding how it impacts everyone. So we encourage you and your students to make this curriculum personal too. We can't wait to hear where you go! In fact, we hope you will join our Teaching *Folded Map* virtual community (bit.ly/TeachingFoldedMap) to share and be inspired.

“we encourage you and your students to make this curriculum personal”



Tonika Johnson
Social Justice Artist, Creator of the *Folded Map*™ Project



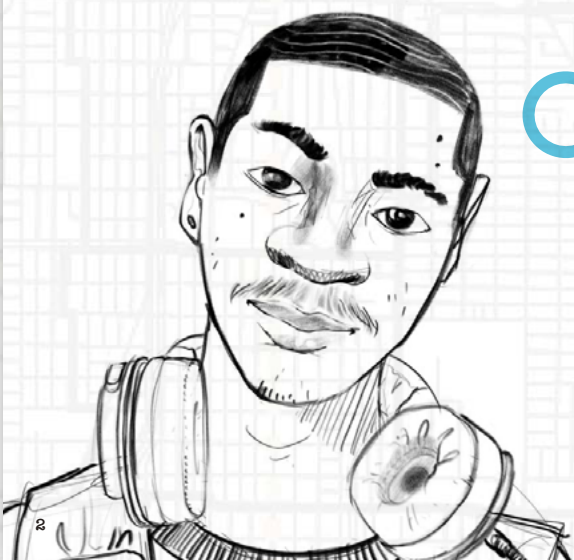
Maria Krysan
Professor of Sociology, University of Illinois at Chicago

Teacher Notes:

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.

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student guide pages 2-3

Make Segregation Personal

This curriculum is not the only thing out there to help you teach about segregation. What makes Folded Map's approach unique is that we are inviting you to make segregation personal for you and your students—and center their (and your) own experiences in a segregated city.

From that foundation, you can build out and into more traditional “teaching about segregation” approaches in a way that speaks to your teaching goals, approaches and subjects.

Next up



In the next section we've gathered online curriculum materials and resources to help you dig deeper into important background material: mapping segregation (page 5) and understanding the historical foundations of segregation (page 6).

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

4

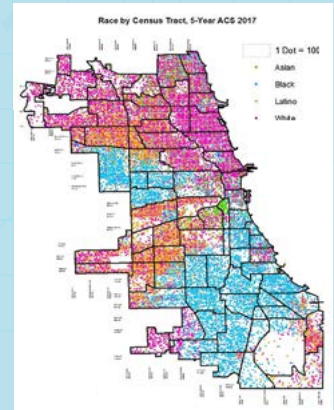
“ I hope my movie and the activities you do afterwards will help you explore your experiences, your neighborhood, and how segregation has affected you.”

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?



- 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

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student guide pages 4-5

Mapping Segregation (page 5)

RESOURCES

The two interactive mapping tools mentioned in the Student Guide allow you to visualize racial residential segregation in the Chicago area over time (the WTTW one) and also across the entire country (the second one).

bit.ly/WTTWchicagoseg bit.ly/USASEG

EXTENSIONS

Students could use the mapping tools to:

1. Compare their perceptions of their own neighborhood's racial composition to what the Census data reveal. Are they surprised (in other words, is it different than they expected)? If they're surprised, what could be the explanation for the differences?
2. Pick another neighborhood they are familiar with (maybe the neighborhood the school is in, or the neighborhood where a friend or relative lives) and compare the racial composition to their own.
3. Use the tool to look at how the neighborhood's racial composition has changed since 1960, 1980, etc. Were they surprised? How could they find out more about how and why the neighborhood changed?
4. Pick another city in the US and compare Chicago's segregation to that other city's segregation.

The Historical Practices and Policies that Created Segregation (page 6)

RESOURCES

There are scores of resources that explore and explain the historical practices that created segregation. This list can get you started. It includes background material (reports, tools, videos) for your own use or with your students, depending on grade level.

To learn more about past housing policies that impacted Chicago, check out this [interactive mapping tool](#) from Lake Forest College that digs deeper into the practices of redlining, blockbusting, and racially restrictive covenants, and this [Duke University report](#) on predatory land sale contracts.

To see “Segregated by Design,” an 18-minute video about the policies that created segregation, created by Richard Rothstein (author of the best-selling book, *Color of Law*), [go here](#).

Here’s a [6-minute video produced by NPR’s Code-Switch Team](#): “Housing Segregation and Redlining in America: A Short History”. [Note, it starts with a clip from Chris Rock with potentially objectionable language for your audience age but it can be easily skipped as needed.]

[Adam Ruins Everything: The Disturbing History of the Suburbs](#) is another great (6-minute) video that shows in a really accessible way (using Monopoly) the roots of segregation—and also does a great job of explaining what a mortgage is.

Not unrelated to the history of baking segregation into the City of Chicago is the Great Migration of Black people from the south to the north, including destinations like Chicago. In fact, as you learn in the *Folded Map Movie*, Tonika’s grandmother was part of the Great Migration. Facing History has [a one hour video of Participants of The Great Migration](#) “who discuss their lives and their reasons for migrating” and a [presentation by author Isabel Wilkerson](#) about her best-selling and award-winning book, *The Warmth of Other Suns, and America’s Great Migration*.

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.

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student guide page 6



Duke University report



Segregated by Design video

LINKS LIST

Using the print version? Type in these links to find the resources above (case-sensitive):

bit.ly/LFCMappingTool bit.ly/LandSaleContracts bit.ly/ColorOfLawVideo bit.ly/CodeSwitchSegregation
bit.ly/HistoryOfSuburbs bit.ly/FacingHistoryGreatMigration bit.ly/FacingHistoryWilkerson

Teacher Notes:**EXTENSIONS**

For a comprehensive resource that is both an online exhibition and an incredible collection of **educator resources** (primary sources, learning modules, slides, etc.), check out what a consortium of six organizations in the northern and western U.S. (including Oak Park and Naperville, IL) created when they “came together to explore their own community legacies of segregation and housing discrimination.” **Unvarnished History** is grounded in the idea that “Housing history affects every community. With [our] teaching resources, we invite you and your students to discover and share the local dimensions of national patterns, and see them through the wide lens of American history.”

For a concrete lesson plan for teaching about the historical causes of segregation, check out UC Berkeley’s History-Social Science Project for **one-day** and **multi-day** lesson plans.

Learning for Justice has created a **Toolkit for “Segregation by Design”** that “suggests ways to use primary sources to help students uncover the realities of segregation and how it was deliberately perpetuated in the United States.” This is a treasure trove of resources with background materials and primary sources and videos. We encourage you to dig around in it! You will see it links back to the lesson plans and some of the resources and videos we mention above.

Check out this **interactive lesson (from PBS Learning)** that helps students understand the racist housing policies that created segregation during the New Deal.



Unvarnished History



PBS interactive lesson

LINKS LIST

Using the print version? Type in these links to find the resources above (case-sensitive):

bit.ly/TeachingUnvarnished bit.ly/UnvarnishedHistory bit.ly/HousingSegOneDayPlan bit.ly/HousingSegMultiDay
bit.ly/LearningForJusticeResources bit.ly/SegByDesignToolkit bit.ly/NewDealSegPBS

How'd you end up here? (page 7)

An important way Folded Map works to make segregation personal is by asking all of us to consider how we ended up living where we do—which is something that Tonika asks her Map Twins in the movie, and that Tonika answers about her own life. Asking the question helps us understand how, in addition to all the history that baked segregation into our city, we continually recreate it.

Many accounts of the causes of segregation focus on practices and policies of the distant past. These were obviously a huge part of the story. But in addition to the continuation of illegal housing discrimination, the substantial racial wealth gap, and persistent racial prejudice, there are also mundane things—our lived experiences, social networks, and the media—that operate today and that perpetuate segregation.


These hidden in plain sight factors affect how people end up living where they do. The news tells us about different neighborhoods (and generally don't tell the full story). Friends, family, and acquaintances influence what we know—or think we know—about places in the city. We travel—or don't travel—through certain parts of the city as we go to work or school or play. These all help construct mental maps and inform where we would and would not like to live. And many of those maps are based entirely on what we think we know about a place. Not what is actually true. And segregation has created intentional and unintentional biases in those perceptions.


Folded Map asks us to explore our own stories and understand how larger social structures impact the details of them. How have our social networks and lived experiences shaped our opinions and impacted our actions? How has the media informed our perceptions? Segregation is perpetuated, in part, by the fact that in a segregated city, our social networks, lived experiences, and the media help shape what we know about our city, and where we end up living. And all of those things are often highly segregated or racialized. In other words, segregation is a self-perpetuating system. You can read more about this in the book, *Cycle of Segregation* by Maria Krysan and Kyle Crowder. Or for a much shorter read, check out a synopsis, which can be found [here](#).

THE NOT-SO-BASIC BACKGROUND

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.

student guide page 7

Remember

The goal of unpacking these stories is not to place blame; but to work to identify ways to break the cycle, individually and collectively.

WATCH, UNPACK, REFLECT



watch the **FOLDED MAP** movie

All Access!

8

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?

9

student guide pages 8-9



To watch the movie, go to [this link](#) and enter the password **Empathy2020**

EXTENSIONS

Have students interview their parents or grandparents to find out how they ended up living in the neighborhood they current live in. It's a simple question, but your students will probably have to be detectives and dig a little deeper than the initial response they get to their question. For example, if the adult in their life says, "We moved here because it was a place we were familiar with" you would want your student to ask, "How come you knew about this place?" (This might lead their interviewee to say, "because we've always lived here." If that happens, the student should keep tracing back generationally to the first person in the family who moved to the neighborhood and find out why they did).

The Unvarnished resource mentioned above has a very detailed [module](#) on "Why do we live where we live" with lesson plans and resources, if you want to develop this even further.

LINKS LIST

Using the print version of this guide? Type in this link to find the resources on this and the previous page (case-sensitive):

bit.ly/CycleOfSegReview

bit.ly/FoldedMapMovie

bit.ly/UnvarnishedModuleOne

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

Reflect and Ground Yourself

Where you at? (pages 10-12)

This curriculum is about centering student's own experiences in the city of Chicago. This activity is the first step in doing so and asks students to reflect on their own neighborhood.

RESOURCES

One of Tonika's expansion projects explored how Chicago's Black youth are made to feel they don't belong in certain parts of the city. Check out the [Belonging: Power, Place, and \(Im\) Possibilities](#) project for audio excerpts of teens talking about their experiences to help inspire students to think deeply about how they feel in their own and other neighborhoods.

The Othering and Belonging Institute at the University of California Berkeley has created an [extended curriculum on "Place and Identity"](#) with three focus questions: (1) What does home mean to you? (2) What social systems are we part of? How do those systems impact us/what impact can we have on the systems? (3) How do economic changes impact these systems? Check it out for some inspiration for activities to include, even if you can't do the entire module.

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:

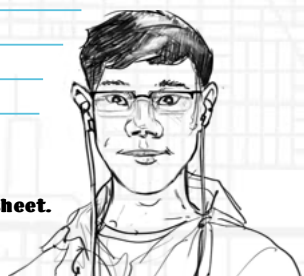


I am from Englewood,
Where Hailey's Hoagies have the fye fries,
and the laundromat by Kierra's house smells good,
from the park that we don't play at to
my uncle's backyard that we do
where my cousin waits for me by the bus stop
so we can walk together past the church
with the purple peeling paint, that reminds me of
my grandma's bathroom,
always clean,
always sweet
like soap from Culture Connection.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

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

12



student guide page 12

EXTENSIONS

Annamaria Cabral, a Visual Arts Teacher with Chicago Public Schools, created [this assignment inspired by Folded Map](#) that is in line with this activity, and focused specifically on how students would describe the “vibe” of their neighborhood.

Rebecca Coven, an English and Social Studies teacher with Chicago Public Schools, created [this assignment](#) inspired by Belonging.

If you want to dig even deeper, you could have your students complete a Community Asset Map. There are lots of approaches to this, but [here's one](#) produced by the Field Museum that could be a useful resource that you could tailor to meet your needs/goals.

The activity on page 12 is drawn from [Facing History's BioPoem](#) activity so you may find it useful to review their fuller description. As an extension/alternative to a poem, you could have students create a visual representation of their neighborhood (draw, paint, collage, photography).

Teacher Notes:

Horizontal blue lines for teacher notes.

LINKS LIST

Using the print version? Type in these links to find the extensions and/or resources on this page and the previous page (case-sensitive):

- bit.ly/BelongingChi
- bit.ly/BerkeleyPlaceAndIdentity
- bit.ly/CabralAssignment
- bit.ly/CovenAssignment
- bit.ly/FieldAssetMapping
- bit.ly/BioPoemActivity

Views and Venns

Views, Compare & Contrast (pages 13-14)

RESOURCES

Folded Map began as an art exhibit, presenting photographs of homes and residents that Tonika eventually called Map Twins. It was first exhibited at the Loyola University Museum of Art, and now appears in Virtual form on the [Folded Map website](#). You can learn more about Folded Map, see the photographs, and listen to the full interviews with the map twins on the website.

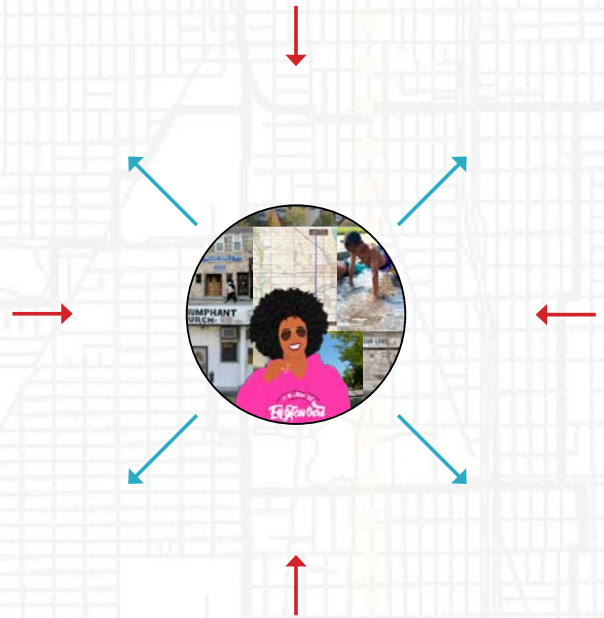
Tonika Johnson's other artistic work includes efforts to change the narrative about her neighborhood of Englewood—check out [From the INside](#) and [Everyday Rituals](#). Both are useful resources to enrich your understanding of Englewood for the Two Views on Englewood activity.

EXTENSIONS

One purpose of these two pages is for students to think about how insiders and outsiders view neighborhoods—their own and others. And to begin to see that people have stereotypes of places, just like they have stereotypes of people. Page 13 asks students to reflect on what they learned in the movie about how Tonika understands her own neighborhood and how others perceive her neighborhood. After completing this activity about Tonika and Englewood, students could be asked to answer the same questions about their own neighborhood. How do they see their neighborhood, and how do others see their neighborhood? What things are positive and what things are negative? How does it make students feel when they hear others saying negative or positive things about their own neighborhood? Where do they think people get these ideas about their neighborhood?

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.



13

student guide page 13



Folded Map Website



From the INside

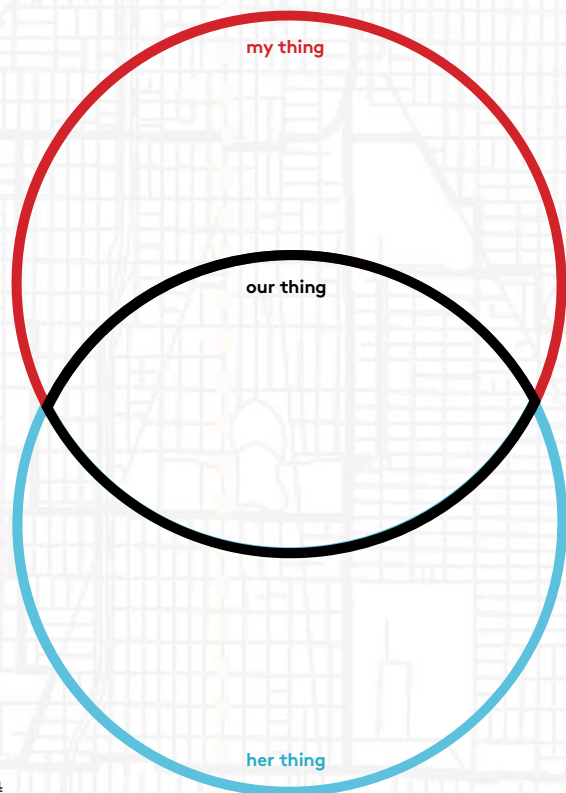
LINKS LIST

Using the print version? Type in these links to find the resources above (case-sensitive):

bit.ly/FoldedMap bit.ly/FromTheINside bit.ly/EverydayRituals

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)?**



14

student guide page 14



Folded Map Address Pairs

Page 14 asks students to compare and contrast their own neighborhood to Tonika's neighborhood. The idea is to find things that are different and things that are the same.

To extend the idea of comparing and contrasting neighborhoods you could ask students to engage with the Folded Map exhibition (online). Go to [the address pairs page on Folded Map's website](#) and students can see one photo fade into the other; you could ask them to describe the similarities and differences they see between the two homes.

You could go further and encourage students to think about **why** these differences/similarities exist. This could be done by having them do a **"see/think/wonder"** activity: pick a difference/similarity they observe, and ask them what the similarity/difference makes them think and what it makes them wonder.

The activities in this section focus primarily on neighborhoods, but in a city as segregated as Chicago, you could zoom back and focus on sides of the city, rather than specific neighborhoods. For example, ask students to list the words or phrases they associate with OR they have heard people use, when describing the "north side" "south side" and "west side" of Chicago. Note that the OR is important here—students are asked to report any words/phrases that they believe OR that they have heard others say. The goal is to get out on the table the stereotypes people have of different parts of Chicago, and to think about the role that race plays in shaping those stereotypes. After getting the list of words/phrases, you can ask students what the lists reveal, how the lists make them feel, how/where they heard those labels for the different sides, and what these labels say about the city of Chicago.

LINKS LIST

Using the print version? Type in these links to find the extensions above (case-sensitive):

bit.ly/FMAddressPairs bit.ly/SeeThinkWonderActivity

Inspecting Impact

Infographics for Introspection (pages 15-16)

The goal of this section is to orient students to the impact of segregation. There are literally thousands of research reports, articles, and books written about the impact of segregation. We provide a few Chicago-specific resources below, if you want to go down that rabbit hole a little bit. But in the extensions section we focus on students digging into the data a bit themselves, as a way to explore Chicago neighborhoods.

RESOURCES

The Student Guide refers to a 2017 report by the Metropolitan Planning Council of Chicago. You can check it out [here](#) to see some of the more detailed results behind their general conclusions.

UIC’s Institute for Research on Race and Public Policy has produced several reports for their [State of Racial Justice series](#). The reports are full of qualitative and quantitative research findings, infographics, and accessible summaries, all focused on the city of Chicago. Among rabbit holes to go down, it’s a pretty great one if you’re a teacher in the Chicago region interested in deepening your understanding of race in the city.

Here’s an interesting [Newsela](#) about how racist housing policies have made some neighborhoods literally hotter.

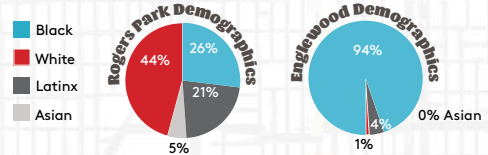
Remember

Students could be inspired to create their own neighborhood guide, or to do a compare and contrast with neighborhoods in different parts of the city.

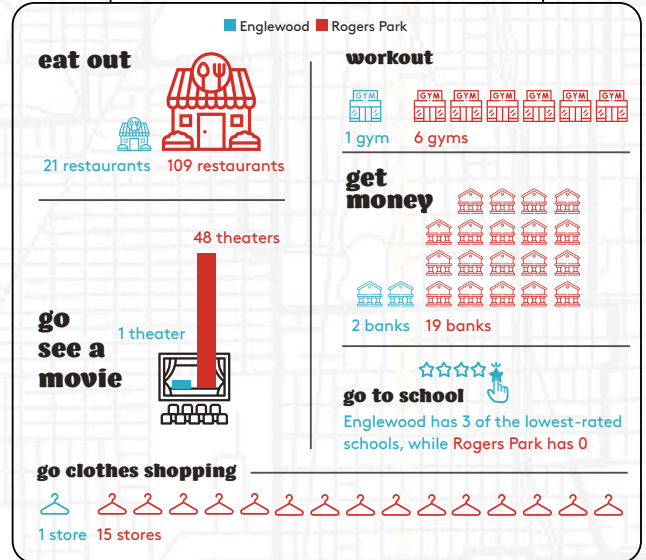
Check the Data

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:



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student guide page 15



Metropolitan Planning Council of Chicago 2017 report



Newsela story

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.

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student guide page 16

EXTENSIONS

The Folded Map Project website has [an interactive mapping section](#) where students can dig deeper into the differences across Chicago neighborhoods along several different characteristics, like number of restaurants, banks, stores, and median income, housing value, and the like.

The [Folded Map Action Kit](#) is designed with adults in mind, but students could review the materials (especially the Neighborhood Snapshots) that show both the data and the lived experiences of the Map Twins living in different neighborhoods.

Folded Map also teamed up with the City of Chicago to create a [special edition of the Folded Map Action Kit](#) which includes an interactive website where students can see data and comparisons between all of the Chicago neighborhoods. There is also a [Healing Map](#) where Chicagoans are sharing their experiences with the Folded Map Action Kit.

Teacher Notes:

LINKS LIST

Using the print version? Type in these links to find the extensions and/or resources on this page and the previous page (case-sensitive):

bit.ly/CostOfSeg
bit.ly/StateOfRacialJusticeChicago
bit.ly/NewselaHotNhoods
bit.ly/FMInteractiveMaps
bit.ly/FoldedMapActionKit
bit.ly/FoldedMapActionKitSpecialEdition
bit.ly/HealingMap

Cycles & Systems

Keep it Personal (pages 17-18)

In this section, students are introduced to the idea that segregation leads to segregation. And that segregation in one part of your life can have an impact on another part. There are lots of different directions you could take this topic in, which is the beauty of the approach we take: what it means to make segregation personal can look so different. And if and how segregation impacts your life can look so different. This set of activities is a springboard for examining these questions.

This section might also make some students feel uncomfortable—particularly if their orbits are segregated and that’s not what they want. Hence the cautionary note:

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?

RESOURCES

Check out [WTTW’s FIRSHAND: Segregation](#) docuseries for videos, stories, articles, online tools, a [discussion guide](#), and expert talks about the topic of “Making Segregation Personal”. All of them would be appropriate for this age range, and it’s all about Chicago.

LINKS LIST

Using the print version? Type in these links to find the resources above (case-sensitive):

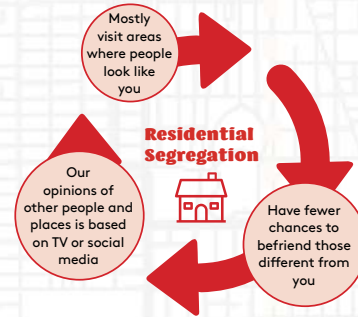
bit.ly/FirsthandSegWTTW bit.ly/WTTWSegDiscussionGuide

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?

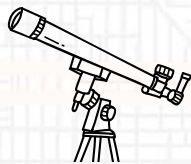


WTTW’S FIRSHAND: Segregation



Discussion Guide for FIRSHAND: Segregation

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.

	The people you see are		
	mostly same	mostly different	some same/ some different
school Are your classmates racially...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
neighborhood Are your neighbors racially...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hang-out spots Where you go to kick-it? Are the people there racially...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clubs or sports The other things you do: are the people there racially...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
church (optional) Are the people who go to your church racially...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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?

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student guide page 18

Teacher Notes:

At any point in the Folded Map curriculum (this section, or others), you may find uncomfortable topics coming up, because lots of people are uncomfortable talking about race. There's no easy solution to this, but there are resources available to help you. One you might find helpful is [Teaching for Justice](#), which has an array of teaching resources and advice about how (and how not) to talk about race in the classroom.

EXTENSIONS

Lead a deeper discussion that starts with the reflection questions on page 18, but then expands on them to have students think about/research/reflect upon on *why* students' orbits look the way they do and what *structural* forces they can identify that have created their orbit.

Have students watch one or more of the short videos in [WTTW's FIRSTHAND: Segregation](#) docuseries and lead a discussion drawing on [the guide](#) provided on the website.

Have a deeper conversation about the cycle of segregation, thinking of different ways that segregation leads to segregation in different parts of our lives (extra-curriculars, church, school, and others we did not ask about).

LINKS LIST

Using the print version? Type in these links to find the extensions and/or resources above (case-sensitive):

bit.ly/LearningForJusticeResources bit.ly/FirsthandSegWTTW bit.ly/WTTWSegDiscussionGuide

Be Empowered!

Reimagining as Resistance (pages 19-20)

In this section, we encourage students to “imagine something different”—which is setting the stage for making an action plan in the last section of the guide.

RESOURCES

One tool for imagining a different world is part of the **Othring and Belonging Curriculum** mentioned in an earlier section (see especially Lessons 1 and 2). And more specifically, check out the **Radical Imagination Exercise** for some prompts.

EXTENSIONS

You could build on the notes students take on page 19, and ask them to create a collage or poem or essay or song or TikTok or photos that help them describe their ideal neighborhood and how it would make them feel to live in their ideal neighborhood.

Teacher Notes:

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?



student guide page 19



Othring and Belonging Curriculum

LINKS LIST

Using the print version? Type in these links to find the resources above (case-sensitive):

bit.ly/BerkeleyPlaceAndIdentity bit.ly/RadImagination

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

NEWS HIGHLIGHTS >>>

BREAKING NEWS

student guide pages 20-21

Teacher Notes:

WHAT CAN WE DO?

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



student guide pages 22–23

Take Action!

Stay Empowered (page 22-25)

The rest of the Student Guide sets students up to make an action plan—which could build on the ideal neighborhood they imagined in the previous pages. In other words, what do we need to do to get to that ideal neighborhood? What would have to happen for that headline they wrote to come true? After giving some examples of what Tonika has done as a social justice artist, the Student Guide provides a “fill in the blank” exercise to help students create an action plan.

RESOURCES

Facing History and Ourselves has a learning module **for young ‘Changemakers’**. Although Folded Map’s Student Guide provides a template for thinking about an action plan specifically to disrupt segregation, you might also find it helpful to check out their module for a deeper dive and more lesson plan ideas.

Learning for Justice also has a **great module/teaching guide for supporting students** who want to make change, with a particular emphasis on developing a

LINKS LIST

Using the print version? Type in this link to find the resource above (case-sensitive):

bit.ly/FacingHistoryChangemakers

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?	What to do?	How to do it?
Yourself,	Learn	Write something
your friends,	Meet	Draw something
your class,	Build	Record something (photo or video)
your school,	Grow	Petition something
your neighborhood,		Promote something
your family,		Go somewhere with purpose
your town,		Ask someone
your state,		Something else?
your country		

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

24

student guide pages 24-25

service learning project. Useful resources to consider are included, with an emphasis **on ensuring that service learning breaks down**, rather than builds up, stereotypes and prejudices. Finally, Richard Rothstein, the author of *Color of Law* has published **Just Action: How to Challenge Segregation Enacted Under the Color of Law** with his daughter, Leah Rothstein. This book is full of examples of actions being taken around the country to disrupt segregation.

EXTENSIONS

As an extension to pp. 22-23, which talks about Tonika's efforts to make change, students could identify, study, and interview another change agent in their community. Learning for Justice has a module, **Spotlight on Change Agents**, that is a valuable guide for putting together such a project.

LINKS LIST

Using the print version? Type in these links to find the extensions and/or resources above (case-sensitive):

bit.ly/LearningForJusticeBeTheChange bit.ly/LearningForJusticeServiceLearning bit.ly/LearningForJusticeChangeAgents

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).

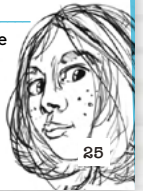
The first three things we'll do to get us started:

- 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).



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FOLDED MAP

THE CURRICULUM
TEACHER'S GUIDE

*You're part of the
Folded Map Community!*



Head over to our interactive website at bit.ly/TeachingFoldedMap to share your teaching ideas and/or your students' work, and to seek inspiration from the Teaching Folded Map community!