

TOOLKIT FOR EDUCATORS - ACTIVITIES

- 1) **CREATE YOUR OWN TOUR** - Create your own walking or bicycle tour of Southeast Chicago along with two classmates. Pick out 5 locations based on materials on the website that are of interest to you and represent different aspects of the region's history. Each participant should write a paragraph about each site in advance including what you learned about it from website materials as well as why your group chose the site. Travel to the site and take a photograph of what is there now. Can you find out information about current uses through googling or asking neighbors? Write up a "script" for your tour, including commentary about past use of that site and about how it is currently being used. What was this transformation indicative of? Take a few people (classmates, relatives, or teachers) on your tour. Ask them at the end what they learned from the tour and what they found most interesting or would have liked to know more about.

- 2) **BECOME AN ORAL HISTORIAN** - First listen to other oral histories to get a sense of how they vary, what kinds of questions might be useful to ask, etc, (You can listen to oral history clips on this website or from other sites as listed in the reference section). Choose an individual or relative with whom you'd like to do an oral history. What historical topic and time period are you interested in? Think of a series of questions that allow you to capture key information (what year was the person born? Where did they grow up? What kind of work did they do?, etc) as well as more open-ended questions that allow the interviewee to reflect on their experiences (i.e. how did the closing of the steel mills affect your family? What was your experience like growing up in South Chicago?). Listen carefully. Ask follow-up questions when interviewees say something that offers insight into their experiences or how they view them. [See tip sheet on best practices for conducting oral histories and on recording devices in XYZ section]

- 3) **USE YOUR CREATIVITY TO ENGAGE WITH MUSEUM MATERIALS**
Think about objects that you or other members of your family might want to save to convey your own family's history or experiences. What value would these objects have for you or other family members? What might they tell us about the history of the region or country? Write your account in the first person and include drawings or photos of the objects. OR create a fictional story imagining yourself as the lead character in a time period explored in the Museum. Conduct research on the time period before beginning your account. OR create a piece of art about the place you were raised or a historical figure in this archive - it could be a drawing, a song, a poem, or a play. Make a TikTok video about an important historical moment in Southeast Chicago's history.

- 4) FOLLOW A PERSON IN THE ARCHIVE - Pick someone in the archive you identify with. This could be based on their gender, race/ethnicity, religion, life experience, or just because you find something about them interesting. Read information about the individual on the website. [Note such things as: when was this individual was born? Where did they live? What was their family life like? What kinds of activities did they do during their life? What website materials are they featured in or did they donate to the museum?]. Use other information on the website to do research to help you understand their life situation. How did their life experience differ from yours? What feels familiar?

- 5) ANALYZE AN OBJECT/DOCUMENT/PHOTO IN THE ARCHIVE - pick an item that you find interesting in the Museum archive. First look closely at the item. Give a detailed description of the item. What do you notice about it as an object? Is there anything special about the content of the item (if it's a photo or document)? What was it meant to be used for? By whom and why? Are there any signs of use or marks on it? Who donated it to the Museum? Why do you believe someone found it worth saving? Why? How does it relate to the history of Southeast Chicago or the United States? Does this item continue to be compelling today? Why or why not? If you were to donate an item to the Museum today, what would it be? Why?

- 6) RESEARCH A CONTROVERSIAL TOPIC IN SOUTHEAST CHICAGO'S PAST: It could be conflict over labor rights (e.g. the Memorial Day Massacre of 1937), or racial conflict (e.g. the Trumbull Park riots), or the impact of the steel mills closing, or about the need to address environmental concerns and generate jobs. Find materials relating to this topic on the website. Use links to other readings and websites in the "Study Guide" section to conduct additional research on the topic. Write an essay with a clear thesis. What is your perspective on this controversy in light of your research? What evidence is there for your position? What evidence comes directly from first-hand materials in the Museum (i.e. documents, photos, objects, oral histories, etc)? What evidence can you find in secondary sources?