



# ***Cross-Cultural Engagement Toolkit***

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Explore the Legacies of  
Chicago's Communities

Generously Funded by the Illinois Humanities  
Multiplier Grant Program

2nd Edition

## About the Collaborators

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### **The Chicago Cultural Alliance**

The Chicago Cultural Alliance's (CCA) mission is to connect, promote, and support Chicago area centers of cultural heritage for a more inclusive region. We are an active consortium of over 40 Chicago-area cultural heritage museums, centers, and historical societies who span 28 neighborhoods and 7 suburbs in the Chicago area and represent over 30 different cultures from around the world. Our vision is a city where all communities have a voice and cross-cultural dialogue and collaboration are an integral part of Chicago's civic fabric.

[www.chicagoculturalalliance.org](http://www.chicagoculturalalliance.org)

### **The Chicago Collections Consortium**

The Chicago Collections Consortium (CCC) is comprised of libraries, museums, and other institutions with archives that collaborate to preserve and share the history and culture of the Chicago region. Chicago Collections is the collaborative force in sharing, promoting and preserving the history and culture of the Chicago region through free public programs and EXPLORE Chicago Collections. EXPLORE is a free, centralized, web-based search engine providing access to member digital and archival collections.

[www.chicagocollections.org](http://www.chicagocollections.org)

### **LimeRed**

#### **Design Collaborator**

LimeRed is a certified WBE and B-Corp Design Consultancy. They are a team of designers, researchers, and builders who have dedicated their lives to creating change. All of the work they do has to prove a community benefit and meet our own conscious standards. They are all mentors, teachers, explorers, and partners who care deeply about their communities and causes, so they spend a lot of time working with others to help outside of their work at LimeRed.

[www.limered.io](http://www.limered.io)

## About the Cross-Cultural Engagement Toolkit

The Cross-Cultural Engagement Toolkit is a resource for instructors, teachers, and facilitators working with young adults (age 14-18) and Illinois residents of all ages. It will equip pedagogues with an outline, general guidelines, and engagement activity **templates for utilizing content on EXPLORE in inter-cultural dialogs specifically concerning Chicago's historic and contemporary cultural landscapes, that will include sub-themes such as Stories of Im/Migration to Chicago, diversity-equity-inclusion, and understanding cultural diversity.**

### Accessing EXPLORE

In order to access the Stories of Im/Migration Chicago digital collection, visit [explore.chicagocollections.org](https://explore.chicagocollections.org), scroll down to the "Names" section, and select the second link "Stories of Im/Migration Chicago" or go directly to <https://bit.ly/341HGgs>.



Above: Screen shot of the the "Names" section at the bottom of the [explore.chicagocollections.org](https://explore.chicagocollections.org) home page.

This will take you to the full collection of uploads from the six participating institutions. From there, you can refine your search through the filters:

LIBRARIES & ARCHIVES	
Filipino American Historical Society of Chicago	573
Polish Museum of America	103
National Hellenic Museum	102
Belarusian Museum of Lithuanian Culture	100
Chinese American Museum of Chicago	100
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TOPICS	
Daily Life & Identity	700
Events & Movements	412
Celebrations	376
World War II	13
Fairs & Conventions	12
Wars	12
1893 World's Fair	7
World War I	6
Settlement House Movement	3
Early Chicago (1837-1871)	2
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Demographics	1
Disasters	1

TOPICS	
Daily Life & Identity	700
Events & Movements	412
Creativity & Thought	193
Government & Leadership	88
Work	75
Natural & Built Environments	38
NEIGHBORHOODS	
CITIES	

## About the Participating Institutions

### Balzekas Museum of Lithuanian Culture

6500 S Pulaski Rd, Chicago, IL 60629

Founded in 1966, the Balzekas Museum of Lithuanian Culture preserves and perpetuates the rich identity and language of Lithuania, Lithuanian immigrants to the United States, and the generations that followed them through multidisciplinary exhibitions and programs. Located in Chicago's West Lawn neighborhood, the Balzekas Museum is the largest museum in the United States devoted to Lithuanian culture. Our exhibitions and programs invite visitors to learn about their heritage if they are of Lithuanian descent and encourage visitors from other groups to make connections between their experiences and the material in the Museum. The Museum's substantial permanent collection – which spans more than 2,000 years – includes cultural artifacts, fine art and folk art, maps, textiles, archival materials, armor, numismatics, philately, and publications. We are honored to have this opportunity to share a bit of our collection and our community's history on EXPLORE through this project.

[www.balzekasmuseum.org](http://www.balzekasmuseum.org)

### National Hellenic Museum

333 S. Halsted St., Chicago, IL 60661

The National Hellenic Museum (NHM) is dedicated to connecting generations to the legacy of Greek culture and history and the Greek story in America. The Museum preserves and portrays Greek history and the Hellenic legacy, sparking inquiry and discussion about the broader issues in our lives and communities through educational classes, exhibitions, and programs. The Museum highlights Greek American contributions to the American mosaic and inspires curiosity about visitors' own family stories through cultural expression and oral history. Our collections and archives team uploaded digital images of photographs, documents, and artifacts from our collection related to the founding and development of Greek American organizations in Chicago. These various uploads illustrate the community's diversity while highlighting aspects of Greek American culture to which non-Greeks are rarely exposed. The events, organizations, and institutions depicted demonstrate the variety of ways immigrants adapted to their new home while retaining their unique culture.

[www.nationalhellenicmuseum.org](http://www.nationalhellenicmuseum.org)

### Chinese American Museum of Chicago

238 W 23rd St, Chicago, IL 60616

Our mission is to advance the appreciation of Chinese American culture through exhibitions, education, and research and to preserve the past, present, and future of Chinese Americans primarily in the Midwest. In our contribution to Stories of Im/Migration on EXPLORE, Chinese Americans are featured in all aspects of their community life, ranging from patriotic, religious, charitable, and athletic organizations, to women's and children's organizations. These organizations helped to broker the transition between Chinese Americans, whether born in the United States or elsewhere, and the broader American community. Because Chinese Americans were excluded from immigrating to the United States from 1882 to 1943, the chosen images help to demonstrate a new life in America.

[www.ccamuseum.org](http://www.ccamuseum.org)

### The Polish Museum of America

984 N. Milwaukee Ave., Chicago, IL 60642

The Polish Museum of America (PMA) is one of the oldest and largest ethnic museums in the United States. It includes a vast museum collection displayed across three floors, a library and extensive archives. It also serves the community as an active cultural center. Founded in 1935 and opened in 1937, the Museum's mission is the preservation of the artistic, cultural, historic and literary heritage of Polish Americans and Poles throughout the world. The Archives of the Polish Museum of America preserve historic materials from Polish American organizations, churches and individuals. These include royal letters, letters of the revolutionary war heroes, maps, and an estimated number of 25000 photographs illustrating rich history and diversity of the lives of Polish immigrants in Chicago and throughout the United States. We chose to upload items for Stories of Im/Migration that highlighted the work done through our institution, offered a sample of what we have displayed in our museum, and of course, telling the stories of the Polish community's history in Chicago and beyond. [www.polishmuseumofamerica.org](http://www.polishmuseumofamerica.org)

### Filipino American Historical Society of Chicago

5472 S. Dorchester Ave, Chicago, IL 60615

For a long time, members of our community have voiced concern that our presence, contributions and history in this nation have often been underwritten in American social studies. Our photographs hope to bring to light the diverse ways Filipinos made Chicagoland our home and contributed to the region's history culturally to professionally from the early 1920s to the present day. We wish to emphasize how we as a community are strongest when united in celebrating and uplifting one another. This can be seen through the various Filipino physical spaces and landmarks we worked hard to establish across the city for the beneficence of our community and memory of our community leaders. By sharing our stories through EXPLORE, we are able to not only reach a wider audience but also continue in our society's mission and objectives to collect, record and preserve archives of our history and educate others about the Filipino-American experience in Chicago and our beloved Philippine heritage. [www.facebook.com/pg/fahschicago](http://www.facebook.com/pg/fahschicago)

### Puerto Rican Arts Alliance

3000 N Elbridge Ave, Chicago, IL 60618

The Puerto Rican Arts Alliance (PRAA) is dedicated to the preservation and promotion of Puerto Rican culture, offering arts and music educational programs, and cultivating pride in our heritage for future generations. For over 21 years, the Puerto Rican Arts Alliance has been dedicated to serve Chicago youth and their families, using arts and music as a vehicle to promote cross-cultural and inter-generational exchanges. The Puerto Rican Arts Alliance's exhibition and archive program presents local curatorial projects featuring PRAA's El Archivo Project photographic collection. El Archivo Project is PRAA's legacy program that preserves the history of migration and presence in Chicago and the Midwest through the collection of photographs and negatives dating back to the 1940s to 1990s. The Puerto Rican Arts Alliance is most recognized for presenting its National Cuatro Festival. Since 1998, The National Cuatro Festival brings to a Chicago stage the best composers, singers and musicians from Puerto Rico and around the nation in a musical concert that celebrates our national instrument, "el cuatro."

[www.praachicago.org](http://www.praachicago.org)

# ***Cross-Cultural Engagement Toolkit***



Explore the Legacies of  
Chicago's Communities

## ***Note to the User***

The Cross-Cultural Engagement Toolkit is a set of example activities meant to activate the new collections uploaded for Stories of Im/ Migration: Chicago at [explore.chicagocollections.org](https://explore.chicagocollections.org). We wanted to provide a guide for Illinois educators to utilize this unique and important content that is free to access.

These activities can be used as templates, inspiration, or supplements to lesson plans. Some of the topics covered include identity formation, community building, combating racism and xenophobia, and making Illinois home. Each activity has been designed to fit within a 30-minute timeframe, however, they are all also easily extendable depending on your time constraints and your group of participants. Look to the “additional steps” for ways to extend these activities.

Furthermore, these are translatable to settings outside the traditional classroom, including libraries and community centers, and are flexible enough to be inclusive of all age groups. At the start of each activity outline, the key or suggested themes and objectives are noted, as well as suggested group size. Please feel free to tailor these activities in any way that works best for your learning environment!

## ***In This Toolkit:***

# 1

### ***Power of Language***

What does “cross-cultural” mean? Unpack the meanings, uses and implications of relevant terms collaboratively to consider the power within language and word choice.

# 2

### ***Cover Story***

Design a cover of a magazine or newspaper around a newsworthy photo from EXPLORE.

# 3

### ***Museum Curator***

Each of these communities have worked to get their history preserved in museum displays to share their stories. Take on the role as museum curator to add to these displays.

# 4

### ***Affinity Clustering***

Finding and visualizing commonalities between seemingly different cultures and communities

# 5

### ***Ancestry & Genealogy***

Explore the concepts of cultural lineage, ancestry, and genealogy beyond the DNA test.

# 6

### ***Consider Multiple Perspectives***

Facilitate a discussion by dividing into two (or more) sides and being able to understand the reasons for each

# 7

### ***Time Travel***

Chicago still exists and these communities are still present. Much of what they built and established can still be seen in the city. Go visit them!

# 8

### ***Discussing Gender (In)Equity***

A structured discussion on gender roles and cultural expectations, past and present.

# 9

### ***Round Robin***

A creative and generative way to do some collaborative problem-solving for challenges communities are currently facing.

## ACTIVITY 1:

# The Power of Language

What does “cross-cultural” mean?

Collaboratively unpack the meanings, uses and implications of terms we use in our work to understand the power of language and word choice.

### Themes

- Communication and barriers
- Language
- Dissecting jargon

### Objectives

- Consider the implications language and word choice when discussing cultures, communities, and histories
- Create and address essential questions
- Respectful debate and discussion

### Ideal Group Size

- 10-30

### Materials

- Markers — they work best when viewing from a distance
- Journals or blank paper for individual writing
- Easel post-its, large paper, or dry erase board

**TIP:** Use the worksheet at the end for this exercise

## STEPS:

**1. EXPLORE** stories from *Im/Migration Chicago* for inspiration.

In small groups of 4-6 people, using inspiration from images from **EXPLORE**, build a list of terms to unpack. *Examples: Celebration, Independence, Community, Immigration, Nationality*

**2. DEFINE** what these terms mean to each of you. What comes to mind when you hear these words? What is “politically correct” language? What words would you use to describe people living in Chicago? What words would you use to describe yourself?

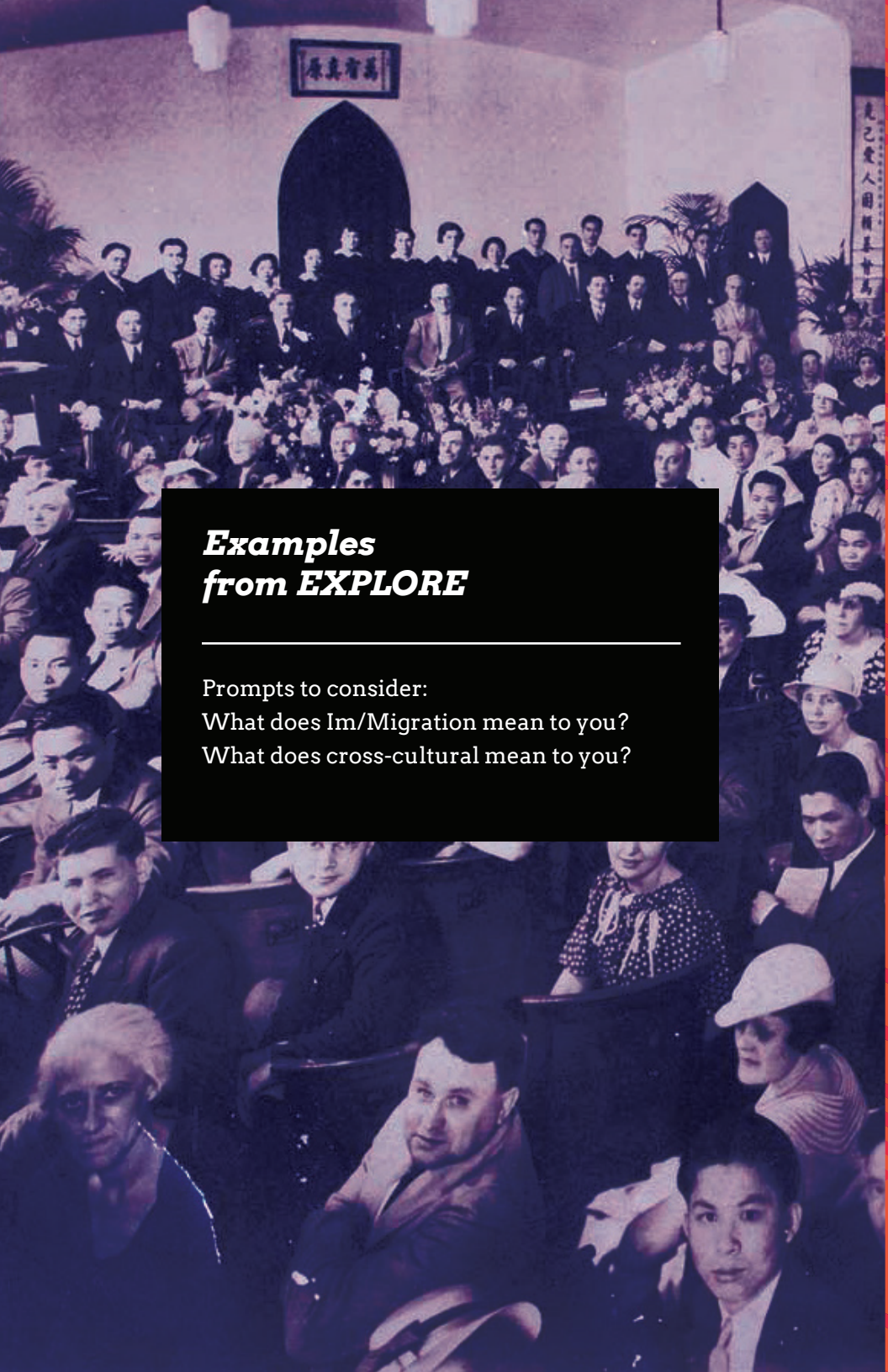
**3. ASK** yourself deeper questions about these words. What do these words mean to you? Which matter most or stand out? Use **EXPLORE** to find visual representations of these definitions and present your ideas back to the large group.

## ADDITIONAL STEPS:

**Discuss when language causes harm:** How does this happen? Is it the words, tone, intention, or context that is harmful? Give an example scenario and propose how to rephrase to reduce harm.

Visit: [explore.chicagocollections.org](https://explore.chicagocollections.org)





## ***Examples from EXPLORE***

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Prompts to consider:

What does Im/Migration mean to you?

What does cross-cultural mean to you?

### ***What does Im/Migration mean to you?***

*"Im/Migration is the process by which people seek a better life in a new land. Opportunities that may not have been available to them in their home country, such as college education, can be pursued while retaining the culture that they bring."*

*- The Polish Museum of America*

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### ***What does cross-cultural mean to you?***

*"Cross-cultural entails an interaction between people of diverse cultural backgrounds. It has the potential for people to appreciate our human diversity and also build cohesion by uncovering common ties and experiences."*

*- Filipino American Historical  
Society of Chicago*



**NOTES**

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A large, empty white rectangular area intended for taking notes.

## ACTIVITY 2:

# Cover Design

Design a cover of a magazine or newspaper around a newsworthy photo from EXPLORE.

### Themes

- Political correctness
- Immigrant participation in US politics
- Equity & diversity
- Patriotism

### Objectives

- Concise & clear communication
- Visual analysis
- Source evaluation
- Change & continuity over time

### Ideal Group Size

- 5 or more (*Break into smaller groups for collaboration or work individually*)

### Materials

- Blank paper
- Tape
- Pens, pencils, markers

**TIP:** Consider doing one together as a group before breaking off into individual or small groups.

## STEPS:

**1. IDENTIFY** a photo from EXPLORE to use for this project (and print if possible)

**2. ANALYZE** what you see in the photo. Are there people—who? When was this made? What did it make you think about?

**3. DETERMINE** the original audience for this photo—who was this intended for? Multiple types of audiences? What were they trying to communicate to them? Then, identify the audience for your cover story. Is it the same audience or a different audience? What do you want to communicate to your readers?

**4. BUILD** around the photo (placed on a dry erase board or a large piece of paper) create the cover. A cover story includes:

1. News-worthy headline
2. News source: what publication do you picture this coming from? The New York Times? BuzzFeed? Why?
3. Date of publication: Are you creating a current story to educate readers on the past, or is it a cover story from when the original was created?
4. First paragraph of the story: How would the story start? Give important and interesting information so they want to read more!

**5. CREATE a news stand with your cover stories:** Lay them out on tables or hang them up on walls for people to look through. What changes were made and why? Think about “political correctness” and how that may have affected these edits. What other forms of media or material might need to go under review and improved?

# Door Opens To Lithuania Culture

By Joseph Reilly

Lithuanian culture has slipped through centuries behind locked doors.

Eluding oppressors, the country's traditions, art and language have been preserved, often secretly, by Lithuanians since 1795.

And now Chicago, one of the largest centers of Lithuanian population outside Eastern Europe,

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SPON

by a Lithuanian-American, the museum will display nearly 15,000 old country artifacts.

The museum was established



## ADDITIONAL STEPS:

**How does this activity relate to the current call-out/cancel culture on social media?**

*Call-out or Cancel Culture: Fans boycotting someone or something because of insensitive, harmful, or otherwise unacceptable action*

**Visit:** [explore.chicagocollections.org](https://explore.chicagocollections.org)



**NOTES**

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A large, empty white rectangular area intended for taking notes.

### ACTIVITY 3:

# Museum Curator

Each of these communities have worked to get their history preserved in museum displays to share their stories. Take on the role as museum curator to add to these displays.

#### Themes

- Exhibiting cultures
- Dual-identity
- Cultural & identity preservation

#### Objectives

- Personal connections to history
- Analyze cultural objects
- Create and discuss essential questions

#### Ideal Group Size

- 5 or more (Very flexible, can also be done individually or at home)

#### Materials

- Optional: Participants can bring in an object or photo of an object meaningful to them

**TIP:** What is a curator? A curator is in charge of a museum's collection, which includes choosing what and how things are displayed, and what story they want to communicate with them.

### STEPS:

**1. FIND** different ways a culture has been "on display." Select at least one photo of a display to study further using EXPLORE. What exhibitions have these communities been included in? What topics of history do they tend to display? What is displayed in your chosen photo? What do you already know about this object or topic in this community's history?

**2. SELECT** a photo from the same community's collection that is not a part of a display (that one can tell from these photos) that you think should be in a museum exhibition

What is it? What does it tell us about this community? Who made it? Is it something made for other community members, or for outsiders (such as a city parade)? Museum as a place for identity formation and community building

**3. DISCUSS** and/or illustrate how you envision it being displayed. What museum (or other location) would it be displayed in and why? What can people learn from this object?

What is an object that you would include from your personal collection that could be displayed alongside it?

**4. DISCUSS** as a group. Had you seen any of these communities represented in museums before this activity? If so, where? What did they display and how was it described? Do you agree with how it was displayed? If not, why do you think that's the case?



## Examples from EXPLORE



### **Patriotic Association of Tripolitans "Kolokotronis" Membership Ribbon (ca. 1924)**

Silk ribbon with gold tassels and a gold pin  
Chicago, IL

Tripolitans established an organization which they called "Theodoros Kolokotronis." It has enabled the Tripolitans to associate with one another and do many things for their country. The ribbon represents membership in an organization dedicated to preserving the community of immigrants from Tripolitza, Greece.

### **Blue Achievement Ribbon (ca. 2019)**

Polyester and a metal pin

This was a symbol of pride and community membership. You may have received an award that you were proud of too.

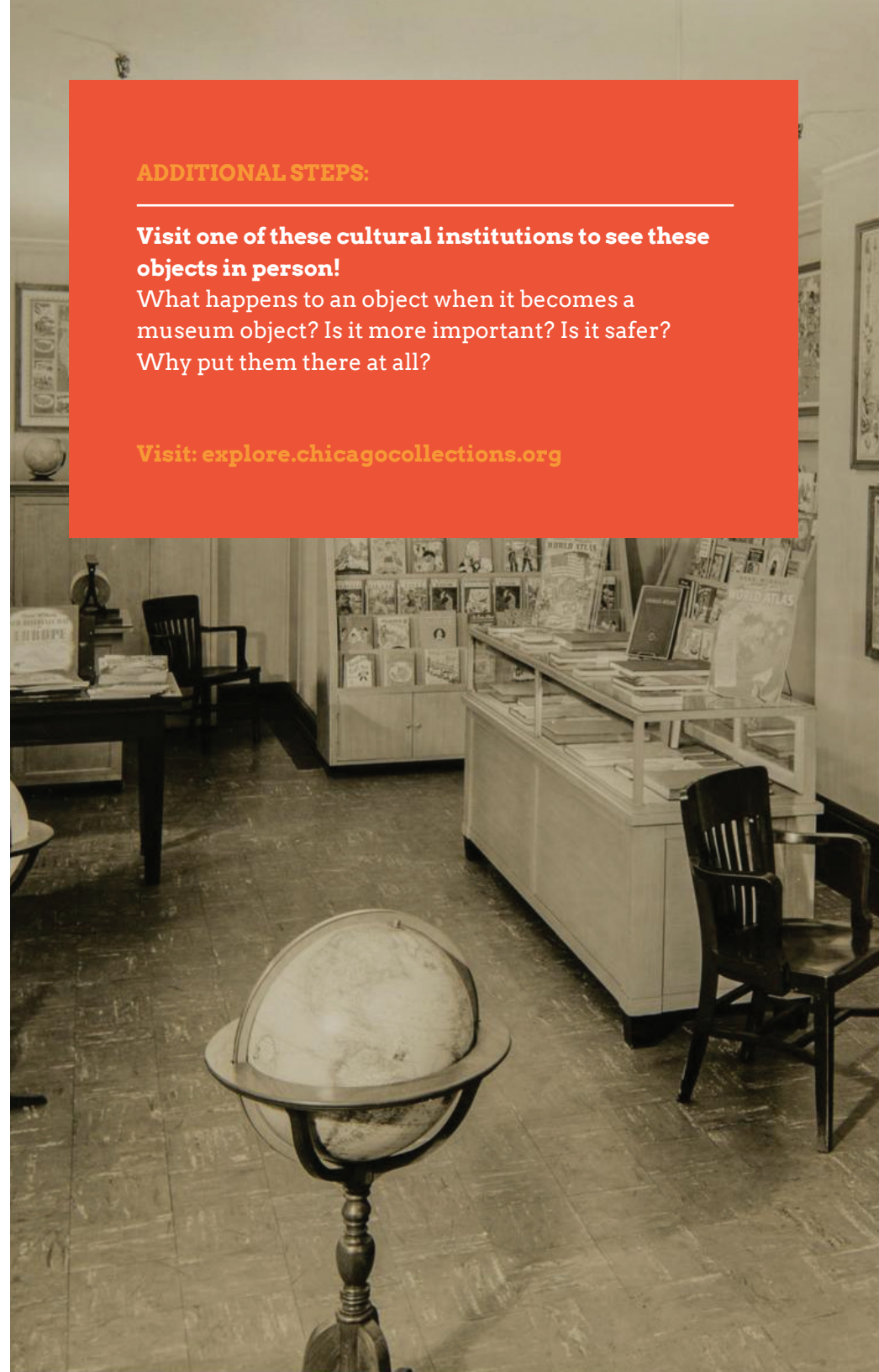


### **ADDITIONAL STEPS:**

**Visit one of these cultural institutions to see these objects in person!**

What happens to an object when it becomes a museum object? Is it more important? Is it safer? Why put them there at all?

Visit: [explore.chicagocollections.org](https://explore.chicagocollections.org)





**NOTES**

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A large, empty white rectangular area intended for taking notes.

## ACTIVITY 4:

# Affinity Clustering

Finding commonalities between seemingly different cultures and communities.

### Themes

- Cultures & communities
- Diversity
- Making Chicago home

### Objectives

- Changes & continuity over time
- How and why cultures are shaped
- Identify relevant information within a source

### Ideal Group Size

- 6 or more
- Split into 6 groups
- Instructor as facilitator/moderator

### Materials

- Post-its (6 different colors if possible)
- Permanent markers
- Dry erase board or big paper

**TIP:** For facilitators, during ideation, work for a set period of time, until they cannot pull out anymore ideas, or when they run out of post-its.

## STEPS:

**1. DIVIDE** into 6 groups, with each group looking into a different institution from *Stories of Im/Migration*

**2. IDENTIFY themes.** Facilitator can provide a guiding prompt (ex. Community building) or the groups can work more broadly with each collection as a whole to identify themes themselves

**3. IDEATE based on prompts provided.** Each group will identify key components from the photos in EXPLORE. Use one post-it for each idea, trait, topic, or example identified that related to the guiding prompt. *Facilitator's Choice:*

**4. DISPLAY all post-it notes up onto a dry erase board or large paper—the differing colors will help visualize how each community fits into this—and collaboratively organize them into clusters.** They are meant to be moved around! See what fits best together, then title each cluster by their connecting theme.

**5. DISCUSS the final product after all the post-it notes have been clustered.** Are the majority of post-its in one cluster? How could they be divided further? How did this activity change how you examine sources? In what ways do labels aid and restrict in understanding a culture or community?

## ***Examples from EXPLORE***

### **ADDITIONAL STEPS:**

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**Connect the clusters into a web, labeling the connections as well.**

*Attempt to use the same post-its to create completely new clusters with different titles.*

*Attempt to cluster without ANY talking. How does this change how you collaborate? Do you now need to clarify your language or add post-its?*

**Visit: [explore.chicagocollections.org](http://explore.chicagocollections.org)**





## ACTIVITY 5:

# Ancestry & Genealogy

Explore the concepts of cultural lineage, ancestry, and genealogy beyond the DNA test.

### Themes

- Immigration, then & now
- Identity formation, dual-identity
- Nationality & patriotism

### Objectives

- Identify limits in the historical record
- Source evaluation
- Develop research questions

### Ideal Group Size

- 10 or more, for discussion
- Individual, for a research project

### Materials

- participants' knowledge (if any) of their own familial and/or cultural lineage (optional)

## STEPS:

**1. BEGIN with a discussion on ancestry and genealogy.** What do these words mean? What comes to mind when you hear them? Why do people do DNA tests to trace their lineage?

*What have you been told about your ancestry? What does it mean to be Other Nationality-American, versus American, versus Other Nationality? (Ex. Discuss the differences in experiences for people that identify as Mexican-American, versus American, versus Mexican)*

**2. TRACE themes. someone's history using EXPLORE, in groups or individually.** Instruct participants to choose someone that lived before the internet. Feel free to have a discussion on how the internet and other advancements have affected the ability to trace ancestry.

*Identify a named person in the Stories of Im/Migration collections and try to find what you can about them through this collection, then expand into outside research. Be critical of the credibility and relevance of these outside sources as you do this.*

**3. REGROUP and discuss your findings.** Who did you/your group research? What were you able, or unable, to find?

**4. DISCUSS what events, laws, and prejudices may affect one's ability to trace their ancestry?** How did this affect your search for this activity?

*Privilege is a key factor in the ability to trace your genealogy. For example, trying to trace a person of color's ancestry may be more difficult or less detailed than someone of white European descent. Consider racial, ethnic, and socio-economic factors. Who is excluded from these records? What other factors make it difficult to trace our ancestry?*



## Examples from EXPLORE

### 1st birthday invitation for Walter James Tun

We learn the importance of the church as a central place to celebrate life moments, and the importance of the first birthday held in a banquet hall. Furthermore, this document includes many details that could allow for further research about Walter James Tun and his family.

- Chinese American Museum



### Balzekas Museum of Lithuanian Culture Genealogy Department volunteer, Lillian Jokubonis Gedwill

Lillian was born in 1919 in Chicago to Lithuanian immigrant parents. Her father Jonas Jokubonis immigrated to the United States from Lithuania in 1914.

### ADDITIONAL STEPS:

#### Try to research one of your relatives.

*How does the story you have been told about your ancestry compare to written records?*

*What are DNA tests unable to tell you about someone's identity and ancestry? Where and how does identity start to form?*

Visit: [explore.chicagocollections.org](https://explore.chicagocollections.org)





## ACTIVITY 6:

# Consider Multiple Perspectives

Facilitate a discussion by dividing into two (or more) sides and being able to understand the possible arguments for each.

### Themes

- Unpacking the “American Dream”
- Patriotism & nationalism

### Objectives

- Using source evidence to support a thesis
- Structuring an argument
- Debating respectfully & constructively

### Ideal Group Size

- 6 or more, plus a designated moderator

### Materials

- Scratch paper or small dry erase boards
- Writing utensils
- Projector for EXPLORE evidence during debate/discussion (optional)

## STEPS:

**1. IDENTIFY** a moderator to help guide the discussions (similar to the role of debate moderator) and split into two teams. For larger groups, select a couple of participants for each team and the rest will serve as an audience that can pose additional questions or comments.

**2. DISCUSS:** Using these prompts or ones provided by the facilitator, have each team discuss or defend their prescribed side. Assign sides randomly after given time to deliberate. That way, they will have considered more than one perspective that they are able to support with evidence from EXPLORE and other sources.

- The “American Dream,” for and against this terminology
- Assimilation & Appropriation
- Push factors for emigration from a home country & pull factors for immigration to USA/IL/Chicago
- Patriotism: benefits & pitfalls
- Discuss U.S. patriotism and/or patriotism for native country
- American as a nationality, as an identity, as a home, as a culture

Give participants plenty of time to formulate their ideas, using the scratch paper to track their thoughts, and have at least one person from each team looking through EXPLORE to provide visual evidence with their arguments.

*This can take the form of a debate, but it can also be a more casual conversation between people. For those not presenting their ideas, still invite them to come up with some ideas and questions to pose to the teams.*

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**3. DISCUSS:** After deliberating, pulling examples from **EXPLORE**, and being given their side, each team will present their arguments. Give each team the same amount of time, as well as time for the other side to comment (ex. 5 minutes each for presenting their side, 2 minutes each for commenting). The goal is to expand their views on all sides, so there is no winning in this activity. The EXPLORE example(s) should be described verbally within the presentation of their side, and if technology and time allows, be projected for the other team and the audience to see them as well.

This is also an opportunity to discuss how to debate/disagree respectfully and to focus on evidence rather than emotion.

**4. DEBRIEF:** Ask the teams what they thought of the presented sides. Does the audience agree? Were each team's visual pieces of evidence from EXPLORE relevant? Which topics were people unified in? Divided in? Why may that be the case and is it necessary to agree or pick a side?

#### ADDITIONAL STEPS:

**Can any culture be appropriated? Can white European cultures be appropriated? Depends? How so?**

*Ex. Traveler communities versus white British nationals. Is all appropriation harmful—what factors affect the level of harm done by appropriation? What communities are currently working to assimilate into American/Illinois/Chicagoan life?*

Visit: [explore.chicagocollections.org](http://explore.chicagocollections.org)

## Examples from **EXPLORE**



#### Assimilation

This black and white photograph shows Chicago Mayor Richard M. Daley presenting a decree to members of the Chicago Greek Independence Day Parade Committee. Bishop Timotheos is standing second from the left and Pierre DeMets is standing first on the right. The Greek Independence Day Parade is an important celebration for Chicago's Greek Americans. The parade highlights Greek American achievements and their lasting connection to Greece. The first parade took place in 1964.

- National Hellenic Museum





## ACTIVITY 7:

# Time Travel

Chicago still exists and these communities are still present. Much of what they built and established can still be seen in the city. Go visit them!

### Themes

- Gentrification & displacement
- Ethnic neighborhoods
- Borders

### Objectives

- Communities shaping the physical & cultural landscape of a place
- Identifying factors causing and/or limiting change

### Ideal Group Size

- 10 or more, for discussion
- Individuals or small groups, as at-home project

### Materials

- Google Maps Street View

**TIP:** For facilitators, during ideation, work for a set period of time, until they cannot pull out anymore ideas, or when they run out of post-its.

## STEPS:

**1. IDENTIFY:** Step back into time through **EXPLORE** and identify **locations important to these communities**. Look for building names, addresses, street signs, or ethnic neighborhoods (ex. Chinatown, Greektown).

**2. LOOK UP** these locations on **Google Maps** and try the **street view!** How does it look? What has changed? What is surrounding it? What languages & words are being used?

**3. DISCUSS** the importance and meaning of these identified **locations and what reasons they may have been established**. What about these areas identify them as specific to a cultural group? What are the boundaries or borders defining these locations? How did these communities end up here? How did these communities shape these spaces and how these spaces have shaped the communities?

**4. INVITE** all post-it notes up onto a dry erase board or large paper—the differing colors will help visualize how each **community fits into this—and collaboratively organize them into clusters**. They are meant to be moved around! See what fits best together, then title each cluster by their connecting theme.

**5. DISCUSS** participants to consider the idea of “**space-making,**” how a community has affected the physical and social landscapes of a space or place, as well as how the community itself has changed because of their surroundings.



## ADDITIONAL STEPS:

**Check out the signs and store fronts in different neighborhoods.**

*Are any signs bilingual? In what languages? Why might that be a case and how does that affect different people in that area?*

*Which neighborhoods—and what communities—have access to public transportation? Quality and inexpensive grocery stores (opportunity to discuss food deserts)? Why may there be an unequal distribution of resources, depending on the neighborhood?*

*Look at other sources for changes to ethnic neighborhoods, such as [or](#) [the](#) and papers from the late 1800s.*

Visit: [explore.chicagocollections.org](http://explore.chicagocollections.org)

## Examples from **EXPLORE**



### Community Members

Several community members among them Alderman Suarez and Alderman Reboyras pose next to: La Casa Puertorriquena (The Puerto Rican House). This building and organization is the responsible to organize the Puerto Rican Parade and festivals. Unfortunately, the building was demolished to build condos in 2019.

- Puerto Rican Arts Alliance



### The Art Institute of Chicago

Polish clerks in front of the Art Institute. The sign reads "OPEN" and "FREE"; the lions are still there but Art Institute is free to Illinois residents only one afternoon per week now.

- The Polish Museum of America



### Postcard

Postcard for the On Leong Association Building, now known as the Pui Tak Center

- Chinese American Museum





## ACTIVITY 8:

# Discussing Gender (In)Equity

A structured discussion on gender roles and cultural expectations, past and present.

### Themes

- Gender roles
- Cultural differences
- Diversity & inequity

### Objectives

- Continuity & change over time
- Personal relationship to history
- Visual analysis

### Ideal Group Size

- 6-30
- Enough participants to break into groups of 3-6

### Materials

- Projector, for a full group discussion
- Personal screens, for small group work

## STEPS:

**1. EXPLORE** the Stories of Im/Migration for visual representations of gender roles, such as men-only groups, beauty pageants, or “traditional” clothing. Invite them to try to find evidence of defying expected gender roles for that time as well. Give participants some time for personal reflection in small groups, brainstorming connections to what everyone found.

**2. CHOOSE:** Participants should choose one photo that they are most drawn to. Instructor may choose to allow free reign for this choice, or assign one of the six institutions in Stories of Im/Migration to focus on. What about it captured their interest? Was it out of familiarity? Shock? In small groups, have participants briefly present and explain their chosen photo.

**3. ANALYZE** their photos together by answering the 5 Ws:

- **Who** is represented in the photo?
- **What** is depicted in the photo, including what you see as being gendered?
- **When** did this take place? For how long? Does it still look like this?
- **Where** was the photo taken? The home nation or the United States?
- **Why** are the roles divided this way? Significance to modern day life in the US? Illinois? Chicago?

**4. IDENTIFY:** After these small group discussions, bring this together and identify commonalities between participations observations. What kinds of photos did they choose? Identify trends in gender roles across multiple cultures, as well as key attributes unique to each community. Did this activity change their views on gender roles and equity? What surprised them?

## **Examples from EXPLORE**



### **Assimilation**

This black and white photograph shows Chicago Mayor Richard M. Daley presenting a decree to members of the Chicago Greek Independence Day Parade Committee. Bishop Timotheos is standing second from the left and Pierre DeMets is standing first on the right. The Greek Independence Day Parade is an important celebration for Chicago's Greek Americans. The parade highlights Greek American achievements and their lasting connection to Greece. The first parade took place in 1964.

- National Hellenic Museum

### **ADDITIONAL STEPS:**

**Unpack their personal understandings and expectations of gender roles.**

*How does their culture affect it? Do the participants think they tend to conform to gender roles or rebel against them? Have them identify small "acts of rebellion" compared to what was seen in the EXPLORE examples (ex. participate in co-ed sports)*

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## ACTIVITY 9:

# Round Robin

A creative and generative way to do some collaborative problem-solving for challenges communities are currently facing.

### Themes

- Inclusion & exclusion
- Racism & xenophobia
- Activism

### Objectives

- Creative problem-solving
- Develop research questions
- Evaluate evidence-based arguments

### Ideal Group Size

- 12-24 (Easiest in groups of 4)

### Materials

- Blank paper (standard letter size works)
- Writing utensils

## STEPS:

**1. IDENTIFY:** Use **EXPLORE** to identify a challenge an ethnic community(/ies) are facing and a select a related photo. Each participant can identify their own challenge, or the whole group can decide on a couple\* to do. \*The number of challenges equals the number of people in a group (i.e. each group of 4 will have 4 challenges, 1 per person)

**2. WRITE:** This activity is written rather than spoken: Fold a piece of paper into 4\* even sections, accordion style, and number each section starting with '1' at the top and going down

**3. PROVIDE possible solutions in four\* parts, round robin-style.**

The first person will start in section 1 by writing down their challenge & their proposed solution. Each person in a group will be working on their own challenge first.

Then, everyone passes their paper over to the person next to them so that everyone is now contributing to a section 2. They will look at the challenge and the first proposed solution, identify a weakness within that solution, and then provide an improvement to the solution in section 2.

Continue passing the paper and building on the solutions until each section for all of the challenges have been completed. Each person should end with the paper that they started with. Share with everyone what the challenge was, the solution they provided, and the final solution that had been built on collaboratively

**4. DISCUSS** the possible effectiveness of these solutions. Why haven't these challenges been solved yet? Are any of them truly solvable? What actions can you take in your own life to work towards these challenges?



## ***Examples from EXPLORE***

### **Assimilation**

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- National Hellenic Museum

### **ADDITIONAL STEPS:**

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**Unpack their personal understandings and expectations of gender roles.**

*How does their culture affect it? Do the participants think they tend to conform to gender roles or rebel against them? Have them identify small "acts of rebellion" compared to what was seen in the EXPLORE examples (ex. participate in co-ed sports)*

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## ***The Chicago Cultural Alliance Core Members***

**This project focused on 6 of the Chicago Cultural Alliance's 41 core members. We invite you to visit, learn from, and support all core members.**

Core Members are centers of cultural heritage in and around Chicago. They are First-Voice, community driven organizations that preserve a specific cultural perspective, experience and living history either through programs, exhibits or collections work.

American Indian Center of Chicago

Arab American Action Network

Assyrian Universal Alliance Foundation

Balzekas Museum of Lithuanian Culture

Bronzeville Children's Museum B

Bronzeville Historical Society

Casa Italia

Casa Michoacán

Chicago Japanese American Historical Society

Chicago Scots

Chinese-American Museum of Chicago

DANK Haus German American Cultural Center

Dominican-American Midwest Association

Ethiopian Community Association of Chicago

Filipino American Historical Society of Chicago

Haitian American Museum of Chicago

HANA Center

National Indo-American Museum

Illinois Holocaust Museum and Education Center

Irish American Heritage Center

Japanese American Service Committee of Chicago

Korean Cultural Center of Chicago

Latvian Folk Art Museum

Mitchell Museum of the American Indian

Muslim American Leadership Alliance

National Cambodian Heritage Museum and Killing Fields

Memorial

National Hellenic Museum

National Museum of Puerto Rican Arts and Culture

OPEN Center for the Arts

Polish Museum of America

Puerto Rican Arts Alliance

Salon for Bulgarian Culture and Spirit

Segundo Ruiz Belvis Cultural Center

South Side Community Art Center

Swahili Institute of Chicago

Swedish American Museum

Trickster Art Gallery

Turkish American Cultural Alliance

Turkish American Society of Chicago

Ukrainian Institute of Modern Art

Ukrainian National Museum

**Cross-Cultural Engagement Toolkit:  
Exploring the Legacies of Chicago's  
Communities**

Part of the Stories of Im/Migration: Chicago digital archive project Generously Funded by the Illinois Humanities Multiplier Grant Program Please contact the Chicago Cultural Alliance with questions: 312-846-6814.

**Visit [explore.chicagocollections.org](https://explore.chicagocollections.org)**

