

Where the Neighborhood Ends

High School: Grades 9–12

Map Guide

Enjoy using the Interactive History Map to complete this map guide! Remember to use the zooming tools—the plus, minus, and arrow symbols—to look closely at all the pictures.

1. Click on the “Lane’s Neighborhood” tab. Click on two (of the three) dots on the map to see images of 55th Street and University Avenue. Use the zoom tools to find details in the photographs in both the “Then” and the “Now” views, then complete the chart below.

| | Map Locations in Lane’s Neighborhood | In what ways is this location the same today as it was during the 1950s? | In what ways has this location changed between the 1950s and today? |
|----|--------------------------------------|--|---|
| A. | 55 th Street | _____ | _____ |
| | | _____ | _____ |
| | | _____ | _____ |
| B. | University Avenue | _____ | _____ |
| | | _____ | _____ |
| | | _____ | _____ |

2. Click on the “Then” button and go to the green artifact tray along the bottom of your screen. Click on the first image, “Letter from the Auburn Park Property Restriction Association, 1929.” Click on the blue “Narration” button and read along as you listen. What is a restrictive covenant? What impact do you think restrictive covenants had on the city of Chicago?

3. Click on the other images in the artifact tray. Use the zoom tools and read the “Look Closer” captions to learn more about this time in history. The excerpt from the story you listened to a few minutes ago highlighted the difficult situation of enacting a law but not really changing behavior. How can residents work for change in their communities?

Where the Neighborhood Ends

High School: Grades 9–12

4. Click on the “Slums” tab and click on both dots on the map. Compare the “Then” and “Now” images of each location. How has this neighborhood changed over time? cite details in the images to support your answer.

5. Click on the “Then” button and go to the green artifact tray along the bottom of your screen. Count from the left and click on the fourth, fifth, sixth, and seventh images. Use the zoom tools to see details. Select one of the photographs you feel particularly drawn to. Describe the living conditions. What kinds of effects would this environment have had on the lives of the residents?

6. Click on the first image in the artifact tray. Click on the blue “Narration” button and read along as you listen. In the story, the inspection system is portrayed as being ineffective. Drawing on what you heard and your own ideas, why do you think it was difficult for the city to force landlords to keep their property in good repair?

7. Now click on the second image in the artifact tray to see another page of an inspection notice. Use the zoom tools to read what it says. What were the tenants using to heat their apartments? Read the “Comments and Recommendations” section at the bottom of the notice. Do you think responsibility for the upkeep of apartments should rest with owners, tenants, or the city? Why?

8. Click on the “Public Housing” tab. Click on the “Then” and “Now” images for each of the dots on the map and use the zoom tools to take a close look. What does the 2007 image of Stateway Gardens show? A major change in low-income housing is occurring in contemporary Chicago, similar in scope to the changes that happened during the

Where the Neighborhood Ends

High School: Grades 9–12

1950s. How do these types of large-scale projects impact and change neighborhoods? How do they impact residents' lives?

9. Click on the “Then” button, so that the artifact tray loads with images. Examine all the images in the tray. Finding a way to provide affordable and safe housing for all the city’s residents has been a long-term effort with mixed results. What ideas do you have for a solution to this problem?

10. From all the images in the interactive history map, select the one you find most interesting. Make up your own question about the picture. What is the picture?

Your question:

11. Write two things you have learned about Chicago history from completing this map guide.

A. _____

B. _____

12. Imagine that it is 1954 and you and your family have just moved to Hyde Park from a building that was demolished. On a separate piece of paper, write a journal entry about your hopes, fears, and dreams as you move to your new neighborhood and begin to attend a new high school. Think about what you left behind as well as what you have found. You may include drawings or a poem to help express your ideas. Be specific. Refer to the answers you recorded in this map guide to help write your journal entry.