



**TOUR AND
FIELD TRIP
GUIDE**

USING THE LEGACY WALK



USING THE LEGACY WALK

THE LEGACY PROJECT EDUCATION INITIATIVE (LPEI) COMBINES ON-LINE EXPLORATION WITH A VISIT TO THE LEGACY WALK (TLW) TO EXPERIENCE A UNIQUE EXPRESSION OF PRIDE FROM A VIBRANT LGBT COMMUNITY

In a world of technology it should come as no surprise that the Legacy Project (TLP) makes full use of digital media to organize, inform, educate, and promote its basic mission: bringing attention to LGBT figures (both great and obscure) who have influenced world history and culture. This fact could lead many who know about TLP to conclude it is largely an on-line resource. Though many might experience TLP this way, at its heart is “The Legacy Walk” (TLW), a series of bronze plaques mounted on the “Rainbow Pylons” which define the physical heart of Chicago’s traditional LGBT community along the half-mile commercial strip of Halsted Street between Belmont Avenue and Grace Street in Lakeview.

TLW exists because of the collaboration of a diverse mix of LGBT people who nominate, select, vet, research, sponsor and administer the plaques describing each inductee. This endeavor arises from and speaks to a unique community that encompasses many cultures. It is the hope of TLP that many will visit TLW – the only outdoor installation of its kind in the world – to see and learn from our central achievement, and during such a visit, experience a thriving LGBT community.

A visit should begin with a few basic questions: What are your goals for bringing awareness of LGBT contributions to your students? How do you want to experience TLP and TLW? Do you want to start out by exploring TLP’s website, making full use of its on-line resources? Do you want to take your students to see the TLW in person first, and then explore it on-line further afterwards? Or do you want to use some combination of virtual and real exploration simultaneously? This guide will help you answer these questions.

ON-LINE vs. REAL-LIFE INTERACTIONS

On-line use of TLP resources has some advantages. First, on-line use can be self-directed. The user can go at his/her own pace, follow their own interests, and explore as deeply as they wish. While on-line use may often be an individual experience, it can also involve a group, particularly through various on-line gathering sites, including social networks like Facebook and Blackboard. On-line use is also highly accessible because there are no physical barriers, though computer technology and an Internet connection are required. Similarly, common cultural barriers to LGBT information and expression can often be avoided in an on-line environment. This last issue can be very important for those who currently live in a community that is not supportive of LGBT needs. On-line TLP materials can be accessed by those least able to experience real-time, LGBT community interaction.

In contrast TLW is open and public by nature, a community expression in bronze for the world to see at any time. As such it is an organic part of a neighborhood alongside other resources created and supported by the LGBT community. Chief among these is the Center on Halsted (COH), the enormous community center for Chicago area LGBT people. The COH has numerous programs, services, and physical assets that make it a logical extension of any planned visit to TLW. 1500 people pass through its large central

lobby every day on their way to meeting rooms, to the theater, to use the gym, the computer center, or to enjoy the view from the rooftop terrace. At anytime of the day or evening, it is common to see the lobby filled with people using COH services or programs, or even just relaxing with the free Wi-Fi or working as they eat or drink something from food stands in the adjoining Whole Foods Market.

Of course, Halsted Street and the surrounding neighborhood contain many restaurants, cafes and bars where anyone can meet up with friends. There are nearby shops such as the very popular Brown Elephant Re-Sale Shop, a large thrift-store, across from the COH, that benefits the Howard Brown Medical Center, or People Like Us, an LGBT bookstore which is toward the southern entrance to TLW, one block to the east on Broadway Avenue at Melrose. Planned visits to TLW can easily make use of these physical resources in the community. In fact, a field trip to Lakeview to explore TLW – which may include facilitators to address your group or docents whose input will further enhance the tour – can help one to get a real feel for all the positive energy that flows through this bustling and dynamic LGBT neighborhood. This will be especially valuable for youth who have yet to experience life in a setting that is so accepting and inclusive of people like themselves. Visiting TLW can show anyone how this community is a part of the multicultural reality that defines contemporary life in the U.S. A visit to TLW, can in fact, be a first step to seeing how LGBT life can be anything one decides it should be.

Using and visiting TLW can easily combine on-line and real-time experiences. This is most likely how schools, students and Gay Straight Alliance (GSA) clubs will explore TLW. Such use can take advantage of on-line media that facilitates learning, research and interaction with education professionals or peers. Generally this can be done before actually visiting TLW, but there is no reason the use of these virtual resources cannot continue afterwards or even be a part of the visit through mobile on-line devices. Through our anticipated collaboration with the COH's Youth Services Program, it might even be possible to arrange use of the COH computer lab to access on-line resources before or after viewing the plaques of TLW.

Use on-line materials to familiarize yourself with TLP before, during or after visiting TLW. Or use the real plaques as the starting point. Then use mobile on-line devices if desired to bring the blended aspects of the virtual and real together. The choice is yours.

TYPES OF VISITS

There are three principal ways to structure a visit to TLW: A) sequentially; B) organized around a theme, interests, or issue; and C) according to questions provided in the LPEI question matrix. All of these will allow a visitor to read, learn, or seek out more resources as desired, with the help of materials found through the LPEI. With these methods for structuring a visit, you can view questions on our matrix to challenge your students, or consider lesson plans or projects from the LPEI site to achieve more distinct and measurable educational goals.

A) SEQUENTIAL VISIT

Linear use of TLP or TLW can start at a single point, either on Halsted Street or on-line, and then proceed from one inductee to the next until the visit is complete. This strategy has many advantages as it is easy to plan and allows a view of the breadth, depth and diversity represented by the current 18 inductees. The range of cultures represented in TLP can easily tie in with a visit to other museums or cultural centers specific to another community in the Chicago area (see Additional Museums to Consider, below). Such a tie-in can serve multicultural education aims that will turn a visit to TLW into a whole day of events and activities. Even without such a tie-in, a sequential visit can last a few hours or a whole day. For itineraries see the ITINERARY section (below).

B) OUTING ORGANIZED ACCORDING TO INTERESTS, THEMES OR ISSUES

Use of TLP or a visit to TLW can easily be defined according to an interest, a theme or an issue. African-

Americans, Hispanics/Latinos, Native Americans, Asians, Persons With AIDS (PWAs), and Lesbian, Gay, Bisexual and Transgender individuals are all represented on TLW. For example, one could plan to see and learn about African-Americans by focusing on Alvin Ailey, James Baldwin, Barbara Jordan and Bayard Rustin. Similarly, a visit organized around Hispanics/Latinos could involve Reinaldo Arenas, Frida Kahlo, and Antonia Pantoja. Again a trip to another institution like the DuSable Museum of African American History, the National Museum of Mexican Art or the Institute of Puerto Rican Arts & Culture could extend such a thematic visit.

A themed visit could also focus on interests, issues or particular professions. The fields of literature, politics, activism, social work, mathematics, dance, art, academia and the military are all represented. For example, military inductees include Harvey Milk, a Korean War-era Navy veteran; Christine Jorgensen, a World War II veteran; Dr. Margaret Chung, the physician and founder of the Women's Naval Reserves; Alan Turing, a British mathematician who made a key contribution to the Allied effort in WWII; and Sgt Leonard Matlovich, who served during the Viet Nam War. Similarly, AIDS could also be a theme. PWA inductees include Alvin Ailey, Reinaldo Arenas, Keith Haring and Leonard Matlovich. These examples can serve as models for other interests, themes or issues that anyone can develop as the organizing principle of a visit.

A visit organized by theme or issue can be enriched by using additional on-line or published materials. Participants could also compare and contrast inductees with each other in light of the organizing principle, or decide if they want to expand their search outside the chosen group of inductees. For example, questions such as "How are those outside your chosen group the same or different?" can be used to prompt conversation and further exploration. Ultimately, a thematic approach can make a visit meaningful around any tradition, culture or issue and can be timed to coincide with events such as World AIDS Day, Hispanic Heritage Month, Veterans Day and, of course, LGBT History Month. The length of such a visit will be determined by the amount of time needed for travel, the size of the group, and the activities selected from the itinerary section - any of which could extend a trip to TLW from a few hours to a whole day with, or without tie-ins to other institutions.

C) SEARCH FOR ANSWERS

For an even more engaging experience, an organizer could structure a visit by leading a group with questions from the LPEI question matrix which relies on James Banks's adaptive level-methodology for multicultural learning. Beginning with the literal category about an inductee's contributions to assess basic comprehension, the reader is directed towards a straightforward understanding of LBGT historic contributions by asking what happened or what did an inductee do. Additional categories include the Additive Approach (customized to the instructor's classroom goals), the Transformation Approach (encouraging the discovery of concepts, themes and related issues and perspectives), and the Social Action Approach (where students are encouraged to form their own plan for social engagement on a particular issue raised by an inductee's life contributions). This sequence represents a deepening of knowledge gathering, but any of these categories, either singly or in groups, could be used to organize visits to TLP or TLW.

One way to use the matrix is to begin with groupings of the inductees (as described in the previous section) or all of the inductees. The organizer could direct a participant or a group of participants to answer all the questions regarding an assigned inductee or group of inductees. For example, "Please answer all the questions for Christine Jorgensen." Or the organizer could direct that all questions from a single category be answered for a group of inductees. An example might look this: "Please answer all the questions in the Application/Analysis category for Jane Adams and Barbara Gittings."

Another option would be to use the LPEI question matrix as the starting point of an information "scavenger hunt." In this kind of visit, an organizer could provide participants with questions, most likely from a single category. Then participants can hunt for the inductees who match their given questions and answer them. If all the questions in a category are used, participants could compare their findings to see if

they matched the question with the right inductee. For example, all 18 questions in the Synthesis category of the matrix could be assigned to participants. Participants then read all the plaques to hunt for clues as they seek their inductee. On-line or other information could be also be used to help in the search, if desired. Then, once the inductee is identified, the participant or participants could answer the given question or even other questions addressing the inductee from the other categories. Ultimately, this type of organization could be used to develop deeper understanding about the inductees based on the use of Banks's theory.

The length of a visit based on questions from the matrix is dependent on activities selected from the itinerary section and could extend from a few hours to a whole day with, or without tie-ins to other institutions.

ITINERARY COMPONENTS FOR A VISIT TO TLW

Once one of the three organizing formats is chosen, then other parts of a visit can be selected and shaped. Information gathering can occur before or after engaging with the inductees, possibly at the COH. Similarly presentations or facilitation sessions with speakers and discussants could be scheduled. Other elements that could be included are meals, breaks and film screenings. These components are merely suggestions and can be arranged differently than in the order listed. The time allowances are estimates only.

<u>COMPONENT DESCRIPTION</u>	<u>TIME ESTIMATE</u>
Preparation off-site before visit	TBD by organizer
Travel to TLW	TBD by origin
TLW on-site per chosen plan, interest/issue or theme	1 to 2 hours
Convene at COH to share information	45 - 90 minutes
Speaker on topic matching previous efforts	1 hour+ as needed
Lunch (informally at COH, Nookies, Ann Sathers, other)	30 - 60 minutes
Film Screening	1 to 2 hours
Group Discussion	30 - 60 minutes
Close	15 minutes
Return travel from TLW	TBD by destination

The second half of the day could also be scheduled to include a visit to another community museum (see Additional Museums to Consider, below). This can be especially helpful if multicultural aims are of paramount importance in the use of TLP.

ADDITIONAL MUSEUMS TO CONSIDER:

Chicago History Museum
 1601 N Clark St, Chicago, IL 60614
 Telephone: (312) 642-4600
 Fax: (312) 266-2077
<http://www.chicagohs.org/>

Chinese American Museum
 238 W 23rd St, Chicago, IL 60616
 Telephone: (312) 949-1000
 Fax: (312) 949-1001
 Email: office@ccamuseum.org
<http://www.ccamuseum.org/>

DuSable Museum of African American History

740 East 56th Place Chicago, IL 60637

Telephone: (773) 947-0600

Fax: (773) 947-0677

<http://www.dusablemuseum.org/>

The Illinois Holocaust Museum & Education Center

9603 Woods Drive, Skokie, IL 60077

Telephone: (847) 967-4800

Email: info@ilhmec.org

<http://www.ilholocaustmuseum.org/>

Institute of Puerto Rican Arts & Culture (IPRAC)

3015 West Division Street, Chicago, IL 60622

Telephone: (773) 486- 8345

Fax: (773) 486-8806

Email: info@IPRAC.org

<http://iprac.org/>

Jane Addams Hull-House Museum

800 S Halsted ST, Chicago, IL 60607

Telephone: (312) 413-5353

Email: jahh@uic.edu

<http://www.uic.edu/jaddams/hull/>

National Hellenic Museum

333 South Halsted Street, Chicago IL, 60661

Telephone: (312) 655-1234,

Fax: (312) 655-1221.

Email: info@hellenicmuseum.org.

<http://www.nationalhellenicmuseum.org/>

National Museum of Mexican Art

1852 West 19th Street, Chicago, IL 60608

Telephone: (312) 738-1503

<http://www.nationalmuseumofmexicanart.org/>

National Veterans Art Museum

4041N.MilwaukeeAvenue

Chicago, IL 60641

Telephone: (312) 326-0270

Fax: (312) 326- 9767

Email: info@nvam.org

<http://www.nvam.org/>

The Polish Museum of America

984 N. Milwaukee Avenue

Chicago, IL 60642-4101

Telephone: (773) 384-3352

Fax: (773) 384-3799

Email: PMA@PolishMuseumofAmerica.org

<http://www.polishmuseumofamerica.org/>

Swedish American Museum

5211 N. Clark St., Chicago, IL 60640

Telephone: (773) 728-8111

Fax: (773) 728- 8870

Email: info@samac.org

<http://www.swedishamericanmuseum.org/>

The Ukrainian National Museum

2249 West Superior Street, Chicago, IL 60612

Telephone: (312)-421-8020

Fax: (773)-772-2883

Email us: info@ukrainiannationalmuseum.org

<http://www.ukrainiannationalmuseum.org//eng/index.html>

CONCLUSION

TLP's general website database can bring the virtual experience of exploring TLW to anyone who uses the site's many simple navigation tools. Nearly 200 individuals have been nominated for your consideration. They hail from over 30 countries, represent over 20 fields of contribution, span over 4000 years of recorded history, and have traveled every walk of life. Our nominees can be explored alphabetically, demographically, by nation of origin, by field of contribution, or by orientation/gender identity. The synergy between TLP and TLW is bridged by the toolset found within the LPEI's resource pages. Those who have been inducted to TLW are listed with resource materials, lesson plans, study guides and a host of tools to facilitate further exploration that can be launched and accessed from multiple locations on the site. Over time we will work to make such resource materials and links available for all of our nominees. For those whose proximity to Chicago allows for experiencing TLW in person, we encourage you to make the trip. Nothing can quite compare with seeing the plaques. They are not only beautifully executed and inspirational, but the very act of reading about these amazing lives *outdoors* has an effect that cannot be measured – for no installation of this kind, on this scale, exists anywhere in the world. For LGBT youth who may struggle to find their way in an often hostile society, being able to see such role models cast in bronze and celebrated publicly is an experience that should not be missed.

*For further information or to schedule your group for a tour,
please contact 312-608-1198 or email us at info@legacyprojectchicago.org.*

