

Maria Cerda, CLT

Chicago Latina Trailblazer, Ch 5

Summary: Ch 5; M Cerda

María Cerda was a Puerto Rican educator, activist, and community leader who helped expand opportunities for Latinos in Chicago. She became the first Latina appointed to the Chicago Board of Education and strongly supported bilingual education, cultural pride, and Latino political representation.

Throughout her career, she worked to make schools and government institutions more fair and inclusive. One funny moment comes when her family joked about “child labor” because the children were always helping at community meetings and events. Another memorable moment happened when María spoke partly in Spanish during a Board of Education meeting so officials could experience the confusion many students felt in English-only classrooms.

An ironic part of her story is that she fought to improve institutions that sometimes criticized or resisted her efforts. It was also ironic that schools discouraged Spanish-speaking students from using their language while later struggling to teach bilingualism successfully.

Some highlights of María’s life include bringing ASPIRA to Chicago, creating leadership opportunities for Latinos and women, mentoring future leaders, and serving in Harold Washington’s administration. Her work helped open doors for future generations of Latino leaders in Chicago.



Maria Cerda

Chicago Latina Trailblazer

Timeline

1930s–1950s: Early Life & Education

- Born in Lares, Puerto Rico.
- Graduated as co-valedictorian from Domingo Aponte Collazo High School.
- Studied social work at the University of Puerto Rico.
- Moved to Chicago to attend the University of Chicago School of Social Service Administration.

1950s–1960s: Community Work & Family Life

- Worked as a bilingual caseworker in Chicago.
- Became involved in Puerto Rican and Latino community organizations.
- Married attorney David Cerda.
- Balanced family life with growing involvement in activism and community leadership.

1960s–1970s: Education Reform & Activism

- Helped bring ASPIRA to Chicago to support Latino youth and education.
- Advocated for bilingual education and equal opportunities for Latino students.
- **1969:** Became the first Latina appointed to the Chicago Board of Education.
- Challenged discrimination against Spanish-speaking students in Chicago schools.
- Promoted parental involvement and culturally respectful education practices.

1970s–1980s: Latino Leadership & Public Service

- **1974:** Helped create the Latino Institute.
- Developed leadership and employment programs for Latino communities.
- Served on numerous city and national advisory boards.
- Worked in Mayor Harold Washington's administration as head of the Mayor's Office of Employment and Training (MET).
- Expanded job training and employment access for Chicago residents.

1980s–Later Years: Mentorship & Legacy

- Continued mentoring Latino and women leaders in education and politics.
- Advocated for greater Latino political representation in Chicago.
- Recognized for her work in bilingual education, social justice, and public service.
- Left a lasting impact on Latino leadership and educational reform in Chicago.

Source: Book, Chicago Latina Trailblazers.

Maria Cerda, CLT
Vocabulary & Definitions, Ch 5

Vocabulary: Clout, Contentious, Dehumanized, Devastated, Divisiveness, Dogged, Empathy, Equitable, Euphemism, Friction, Inclusivity, Marginalization, Predominately, Prominent, Resonated, Sectors, Siphoned, Tenacity, Transition, Vocational, Vouched.

Clout – Influence or power, especially in politics or leadership.

Contentious – Likely to cause arguments or disagreement.

Dehumanized – Treated as though someone is less than human.

Devastated – Extremely shocked, upset, or destroyed emotionally.

Divisiveness – The quality of causing disagreement or separation between people.

Dogged – Showing stubborn determination and persistence.

Empathy – The ability to understand and share another person's feelings.

Equitable – Fair and impartial.

Euphemism – A mild or indirect word used in place of one that may seem harsh.

Friction – Conflict or tension between people or groups.

Inclusivity – The practice of including people from different backgrounds or groups.

Marginalization – The treatment of a group as unimportant or powerless.

Predominately – Mostly; mainly.

Prominent – Important, well-known, or noticeable.

Resonated – Created a strong emotional connection or response.

Sectors – Different parts or areas of society, business, or activity.

Siphoned – Removed or drawn away, often secretly or gradually.

Tenacity – Persistence and determination in continuing toward a goal.

Transition – A change from one stage, condition, or situation to another.

Vocational – Related to a job, trade, or career training.

Vouched – Confirmed or supported the truth or reliability of something or someone.

Maria Cerda, CLT Ch 5
Potential Activities for Teaching Vocabulary

1. Vocabulary Sort

Students sort vocabulary words into groups such as leadership, conflict, education, or emotions. Students explain why the words belong together.

2. Context Clues Practice

Provide sentences from the chapter with missing vocabulary words. Students use context clues to choose the correct word.

3. Vocabulary Illustrations

Students draw a symbol or small picture to represent selected vocabulary words and explain the connection.

4. Four Corners Activity

Students respond to statements about fairness, leadership, or education by moving to Agree, Disagree, Strongly Agree, or Strongly Disagree corners. Students must use vocabulary words during discussion.

5. Personal Connection Paragraph

Students write a short paragraph connecting one vocabulary word to a personal experience, school event, or historical example.

6. Current Events Connection

Students find a news article connected to a vocabulary word such as equitable, marginalization, or divisiveness and explain the connection.

7. Partner Teaching

Pairs of students teach assigned vocabulary words to the class by giving definitions, examples, and short activities.

8. Frayer Model

Students complete a Frayer Model with definition, characteristics, examples, and non-examples for selected vocabulary words. Short video:

<https://youtu.be/FtwulrqRU10?si=HBNI13Ctus1687gc>

9. Vocabulary Debate

Students discuss or debate a topic related to education or fairness while correctly using assigned vocabulary words.

10. Exit Ticket

Students define one vocabulary word in their own words and use it in a sentence connected to the chapter.

Maria Cerda, CLT
Vocabulary Definitions, Ch 5

Name _____ Date _____ Class/Hour _____

Write a brief definition for each vocabulary word.

1. **Clout** _____
2. **Contentious** _____
3. **Dehumanized** _____
4. **Devastated** _____
5. **Divisiveness** _____
6. **Dogged** _____
7. **Empathy** _____
8. **Equitable** _____
9. **Euphemism** _____
10. **Friction** _____
11. **Inclusivity** _____
12. **Marginalization** _____
13. **Predominately** _____
14. **Prominent** _____
15. **Resonated** _____
16. **Sectors** _____
17. **Siphoned** _____
18. **Tenacity** _____
19. **Transition** _____
20. **Vocational** _____
21. **Vouched** _____

Maria Cerda, CLT
Vocabulary Worksheet, Ch 5

Name: _____ Date: _____ Class: _____

Part I — Multiple Choice

Choose the best answer.

1. A person with **clout** usually has:
 - A. little experience
 - B. influence or power
 - C. a new job
 - D. a difficult schedule

 2. Which word means **fair and impartial**?
 - A. Vocational
 - B. Prominent
 - C. Equitable
 - D. Contentious

 3. Which situation best shows **empathy**?
 - A. Ignoring someone's feelings
 - B. Understanding how another person feels
 - C. Winning an argument
 - D. Solving a math problem

 4. A **euphemism** is:
 - A. a scientific term
 - B. a mild word used instead of a harsh one
 - C. a historical event
 - D. a type of government
-

Part II — Matching

Match the vocabulary word to its meaning.

- | | |
|--------------------------|--|
| _____ 5. Dogged | |
| _____ 6. Inclusivity | |
| _____ 7. Transition | |
| _____ 8. Marginalization | |
| | A. Treating a group as unimportant or powerless |
| | B. Showing determination and persistence |
| | C. A change from one stage or condition to another |
| | D. Including people from different backgrounds |
-

Part III — True or False

9. _____ Friction refers to conflict or tension between people or groups.

10. _____ Vocational education focuses on job or career training.

Short Answer

Answer in complete sentences.

11. Explain how **tenacity** can help someone reach a goal.

12. Describe a situation in which someone might **vouch** for another person.



Maria Cerda, CLT
Vocabulary Worksheet, Ch 5
Answer Key — Vocabulary Worksheet

Part I — Multiple Choice

1. **B** — influence or power
2. **C** — Equitable
3. **B** — Understanding how another person feels
4. **B** — a mild word used instead of a harsh one

Part II — Matching

5. **B** — Dogged → Showing determination and persistence
6. **D** — Inclusivity → Including people from different backgrounds
7. **C** — Transition → A change from one stage or condition to another
8. **A** — Marginalization → Treating a group as unimportant or powerless

Part III — True or False

9. **True**
10. **True**

Short Answer (Sample Responses)

11. **Explain how tenacity can help someone reach a goal.**

Sample Answer:

Tenacity helps a person keep working toward a goal even when challenges or setbacks occur.

12. **Describe a situation in which someone might vouch for another person.**

Sample Answer:

A teacher or employer might vouch for a student or worker by recommending them for a scholarship or job because they know the person is responsible.

Maria Cerda, CLT
Worksheet, Ch 5

Name: _____ Date: _____ Class: _____

Part I: Multiple Choice

Circle the best answer.

1. María speaking to the Board of Education entirely in Spanish was mainly meant to:
A. Confuse the board members
B. Show respect for Puerto Rico
C. Demonstrate what non-English-speaking students experience
D. Avoid answering questions
2. The word *prescience* in the text means:
A. Anger
B. Foresight
C. Humor
D. Fear
3. Which statement best represents a major theme in María Cerda's story?
A. Success comes easily to strong leaders
B. Leadership requires resilience and courage
C. Education should remain unchanged
D. Communities should avoid conflict
4. The phrase "*estoy en la lucha*" most closely means:
A. Taking a vacation
B. Being part of a struggle or fight
C. Studying for school
D. Moving to another country
5. The phrase "*cookie cutter*" is used to describe:
A. A bakery tool
B. Strict and standardized solutions
C. Traditional Puerto Rican food
D. A teaching award

Part II: Matching

Match the term with the correct meaning.

6. _____ Independencia
7. _____ Rebelión
8. _____ Justicia
9. _____ Inference
A. A conclusion based on evidence
B. Rebellion
C. Justice
D. Independence

Part III: Short Response

10. Explain how context clues help readers understand the meaning of *“estoy en la lucha.”*

11. Describe one humorous or ironic moment from María Cerda’s story.

12. Why did some activists become frustrated with María even though she was trying to help the community?



Maria Cerda, CLT
Worksheet, Ch 5
Answer Key

Part I: Multiple Choice

1. **C** — Demonstrate what non-English-speaking students experience
 2. **B** — Foresight
 3. **B** — Leadership requires resilience and courage
 4. **B** — Being part of a struggle or fight
 5. **B** — Strict and standardized solutions
-

Part II: Matching

6. **Independencia** — **D.** Independence
 7. **Rebelión** — **B.** Rebellion
 8. **Justicia** — **C.** Justice
 9. **Inference** — **A.** A conclusion based on evidence
-

Part III: Short Response (Sample Answers)

- 10. Explain how context clues help readers understand the meaning of "estoy en la lucha."**

Sample Answer:

The surrounding text explains that María faced resistance, opposition, and challenges while working for social justice. These clues show that "**estoy en la lucha**" means she was continuing the fight for her community rather than giving up.

- 11. Describe one humorous or ironic moment from María Cerda's story.**

Sample Answer:

An ironic moment occurs when María spoke to the Chicago Board of Education entirely in Spanish. Board members admitted they could not understand her, allowing her to demonstrate what Spanish-speaking students experienced every day in English-only classrooms.

- 12. Why did some activists become frustrated with María even though she was trying to help the community?**

Sample Answer:

Some activists believed María worked too closely within government institutions and worried she no longer represented their interests. Although they wanted faster change, María believed lasting progress came from changing policies from inside the system while continuing to advocate for Latino communities.

Maria Cerda, CLT
Quiz, Ch 5

Name: _____ Date: _____ Class: _____

Part I: Multiple Choice

Circle the best answer.

1. What does the phrase "*estoy en la lucha*" suggest about María Cerda?
 - A. She wanted to avoid conflict
 - B. She was involved in an ongoing struggle for justice
 - C. She planned to leave Chicago
 - D. She preferred to work alone
2. Why is it ironic that María addressed the Board of Education in Spanish?
 - A. She forgot how to speak English
 - B. The board expected students to learn English quickly, yet they became frustrated when they could not understand her
 - C. The board members all spoke Spanish fluently
 - D. She was not prepared for the meeting
3. The text suggests that María lost a scholarship partly because:
 - A. She had poor grades
 - B. She refused to attend the university
 - C. Gender expectations influenced the decision
 - D. She changed her major
4. Which phrase from the text best foreshadows María's later activism?
 - A. "cookie cutter" solutions
 - B. "spirited rebellion" in Lares
 - C. "dogged administrator"
 - D. "vast experience"
5. The word *prescience* most nearly means:
 - A. Humor
 - B. Fairness
 - C. Foresight
 - D. Anger

Part II: True or False

6. _____ Maria Cerda faced resistance only from political officials and not from members of her own community.
7. _____ Humor in the text includes María correcting a lawyer who was reading from the wrong document.

Part III: Matching

Match the phrase with the correct meaning.

6. _____ Cookie cutter

7. _____ Justicia

8. _____ Independencia

9. _____ Inference

- A. A conclusion based on evidence
- B. Independence
- C. Justice
- D. Standardized thinking or solutions

Part IV: Short Response

12. Explain one major theme in María Cerda's story.

13. Describe how María used language during the Board of Education meeting to make a point about education.

Maria Cerda, CLT, Ch 5
Quiz, Answer Key

Part I: Multiple Choice

1. **B** — She was involved in an ongoing struggle for justice.
 2. **B** — The board expected students to learn English quickly, yet they became frustrated when they could not understand her.
 3. **C** — Gender expectations influenced the decision.
 4. **B** — "Spirited rebellion" in Lares.
 5. **C** — Foresight.
-

Part II: True or False

6. **False**
 7. **True**
-

Part III: Matching

8. **Cookie cutter** — **D.** Standardized thinking or solutions — Foresight.
 9. **Justicia** — **C.** Justice
 10. **Independencia** — **B.** Independence
 11. **Inference** — **A.** A conclusion based on evidence
-

Part IV: Short Response (Sample Answers)

- 12. Explain one major theme in María Cerda's story.**

Sample Answer:

A major theme is that effective leadership requires courage, persistence, and a commitment to equity. María challenged discrimination, promoted bilingual education, and created opportunities for future Latino leaders despite resistance from both outside and within her community.

- 13. Describe how María used language during the Board of Education meeting to make a point about Education.**

Sample Answer:

María spoke entirely in Spanish so board members would experience the confusion faced by students who did not understand English. She used the demonstration to argue that bilingual education helps students learn while developing English.

Maria Cerda, CLT
Worksheet B, Ch 5

Name: _____ Date: _____ Class: _____

Part I: Multiple Choice

Circle the best answer.

1. The phrase *"blaze a trail for others to follow"* suggests that María Cerda:
 - A. Preferred to work alone
 - B. Created opportunities for future generations
 - C. Avoided leadership roles
 - D. Traveled frequently
2. The biography's tone can best be described as:
 - A. Sarcastic and humorous
 - B. Respectful and admiring
 - C. Angry and bitter
 - D. Confused and uncertain
3. María believed that rejecting a child's language was:
 - A. Necessary for success
 - B. A normal part of education
 - C. The same as rejecting the child's identity
 - D. Helpful for assimilation
4. Which historical event reflected unrest and frustration in Chicago Latino communities during the 1960s?
 - A. The Great Depression
 - B. Division Street Riots
 - C. Boston Tea Party
 - D. Watergate Scandal
5. María's background in social work eventually led her into:
 - A. Professional sports
 - B. Educational and political leadership
 - C. Military service
 - D. Journalism

Part II: Matching

Match the term with the correct meaning.

6. _____ *Educación*
7. _____ *Comunidad*
8. _____ Metaphor
9. _____ Civil disobedience
 - A. Peaceful resistance against unfair systems
 - B. Community
 - C. A comparison used to represent an idea
 - D. Education

Part III: Short Response

10. Explain one reason María Cerda's story lends itself to classroom discussion.

11. Describe one way Puerto Rican culture influenced María Cerda's work and leadership.

12. Why did María Cerda's career follow a logical path?



Maria Cerda, CLT; Ch 5
Worksheet B, Answer Key

Part I: Multiple Choice

1. **B** — Created opportunities for future generations.
 2. **B** — Respectful and admiring.
 3. **C** — The same as rejecting the child's identity.
 4. **B** — Division Street Riots.
 5. **B** — Educational and political leadership.
-

Part II: Matching

- | | |
|--------------------------------|--|
| 6. Educación — | D. Education |
| 7. Comunidad — | B. Community |
| 8. Metaphor — | C. A comparison used to represent an idea |
| 9. Civil disobedience — | A. Peaceful resistance against unfair systems |
-

Part III: Short Response (Sample Answers)

10. Explain one reason María Cerda's story lends itself to classroom discussion.

Sample Answer:

María's story raises important issues about bilingual education, discrimination, leadership, and civic engagement. Students can discuss how individuals create change while facing opposition.

11. Describe one way Puerto Rican culture influenced María Cerda's work and leadership.

Sample Answer:

María's Puerto Rican heritage shaped her commitment to bilingual education, cultural pride, and equal opportunities. She believed students should keep their language and identity while succeeding in school.

12. Why did María Cerda's career follow a logical path?

Sample Answer:

Her education in social work led to community service, advocacy for bilingual education, service on the Chicago Board of Education, leadership of the Latino Institute, and later positions in city government. Each role built on the experience and relationships developed in the previous one.

Maria Cerda, CLT
Quiz B, Ch 5

Name: _____ Date: _____ Class: _____

Part I: Multiple Choice

Circle the best answer.

1. Which statement best describes María Cerda's personal philosophy?
 - A. Communities should avoid conflict whenever possible
 - B. Students should leave their culture behind at school
 - C. Language and identity should be respected
 - D. Political activism rarely creates change
2. What was one major social issue affecting Chicago Latino communities during the 1950s–1980s?
 - A. Overpopulation in suburbs
 - B. Gentrification and discrimination
 - C. Declining college enrollment
 - D. International trade disputes
3. The phrase "*blaze a trail*" is used to show that María Cerda:
 - A. Enjoyed traveling
 - B. Opened opportunities for others
 - C. Worked alone most of the time
 - D. Avoided public attention
4. David Cerda is important in the text because he:
 - A. Worked as a journalist
 - B. Became one of the first Latino judges in Illinois
 - C. Led the Chicago Board of Education
 - D. Organized the Division Street Riots
5. The biography is mainly written in a tone that is:
 - A. Admiring and respectful
 - B. Critical and sarcastic
 - C. Fearful and uncertain
 - D. Humorous and casual

Part II: Matching

Match the term with the correct meaning.

6. _____ Comunidad
7. _____ Educación
8. _____ Cognate
9. _____ Metaphor
 - A. A comparison used to represent an idea
 - B. A word similar in two languages
 - C. Community
 - D. Education

Part III: True or False

10. ____ María Cerda believed bilingual education weakened student identity.
11. ____ Speaking Spanish at the Board of Education meeting was a way to demonstrate the struggles faced by non-English-speaking students.

Part IV: Short Response

12. Explain one challenge María Cerda faced as a Latina leader in Chicago.

13. Describe one example of figurative language from the text and explain its meaning.



Maria Cerda, CLT; Ch 5
Quiz B, Answer Key

Part I: Multiple Choice

1. **C** — Language and identity should be respected.
 2. **B** — Gentrification and discrimination.
 3. **B** — Opened opportunities for others.
 4. **B** — Became one of the first Latino judges in Illinois.
 5. **A** — Admiring and respectful.
-

Part II: Matching

6. **Comunidad** — **C.** Community
 7. **Educación** — **D.** Education
 8. **Cognate** — **B.** A word similar in two languages
 9. **Metaphor** — **A.** A comparison used to represent an idea
-

Part III: True or False

10. **False**
 11. **True**
-

Part IV: Short Response (Sample Answers)

- 12. Explain one challenge María Cerda faced as a Latina leader in Chicago.**

Sample Answer:

María faced discrimination, resistance to bilingual education, and criticism from both political leaders and some community activists. She continued advocating for equitable education despite the opposition.

- 13. Describe one example of figurative language from the text and explain its meaning.**

Sample Answer:

The phrase "**blaze a trail for others to follow**" is a metaphor. It means María created new opportunities and served as a pioneer whose work made it easier for future Latino leaders to succeed.

Questions:

1. Context clues can be used to determine the meaning of the phrase "*estoy en la lucha*". The text immediately follows this by explaining that much of her work was met with "resistance, opposition, and challenges" , and that she was in a "never-ending fight for social justice". This context clarifies that the phrase means being in a persistent struggle or fight against adversity. **L.9-10.4.a**
2. Humor appears through situational irony and lighthearted personal anecdotes. For example, despite becoming a prominent community leader, it is noted that when María first married, "she didn't even know how to boil water". Another humorous moment occurs during a tense lawsuit when a plaintiff's lawyer tries to cross-examine María using a deposition, only for her to confidently correct him and point out he is reading from the wrong document entirely. **RL.9-10.6, RI.9-10.4**
3. An example of inference occurs when María initially applied to the University of Chicago and was denied a scholarship. The text states the scholarship went to a male student with a family , leading to the inference that gender bias shaped the decision because of an underlying assumption that a single woman would marry and leave the workforce rather than use her degree. **RL-9-10.1**
4. A central theme that develops is that true leadership requires fearlessness and resilience in the face of systemic resistance ("*la lucha*"). This idea expands from María overcoming personal gender barriers in academia to facing community opposition on the school board, confronting federal intimidation by the INS, and ultimately inspiring a new generation to fight social injustice despite their fears. **RL-9-10.2**
5. The word *prescience* is used in context to mean foresight or knowing something before it happens. The text shows this meaning by stating she recognized "with prescience" the critical role of student identity and culture in supporting learning—anticipating educational shifts long before they became widely accepted. **L.9-10.4.d**
6. Foreshadowing is evident when the text describes the "spirited rebellion" and values of independence ingrained in the people of María's hometown of Lares, Puerto Rico. This historical backdrop of standing up against oppressive structures foreshadows María's own future battles against discriminatory systems in Chicago. **RL.9.6**
7. An explicit opinion is shared by Mayor Harold Washington, who states that María's experience is "vast" and describes her as a "dogged administrator". Additionally, Alderman Roberto Maldonado shares the opinion that María "changed the Latino community in Chicago" and brought them widespread visibility and respect. **RL.9.3**
8. Complex interactions are highlighted by the friction María faced simultaneously from city officials and activists within her own community. While she was working "inside" the system to create structural policy changes , local activists grew frustrated by the pace of change, culminating in a community leader locking her inside a school overnight to pressure her. **RL-9-10.3**

9. A unique word relationship and figurative phrase is *un viaje tropical* (a tropical journey), which David Cerda used to describe his marriage to María. A strategic incident illustrating nuance occurs when María addresses the Board of Education entirely in Spanish ; when members complain they cannot understand her, she uses the moment to show them that non-English-speaking students face the exact same barrier every day. **RL-9-10.3; L.9-10.5**
10. The phrase "cookie cutter" is used uniquely to describe rigid, standardized solutions that fail to account for individualized student needs. The text also features clear Spanish-English cognates rooted in the text's themes, such as *independencia* (independence) , *rebelión* (rebellion) , and *justicia* (justice). **RL-9-10.4; L.9-10.5**
11. The text uses a powerful metaphor when describing María's journey: "My mother walked down a path none had taken before to blaze a trail for others to follow". The phrase "blaze a trail" functions as figurative language emphasizing that her role as a pioneer created accessible opportunities where none previously existed. **L.9-10.5a**
12. The narrative is shaped by a Puerto Rican cultural perspective that emphasizes family integration, dignity, and linguistic preservation. This worldview directly influenced María's policy work, driving her to bring her children to community meetings , reject assimilation models , and insist that rejecting a child's language is a direct rejection of their identity. **RL-9-10.6**
13. Several elements lend themselves to discussion, including: the ethical implications of activists locking a representative in a building to accelerate political change ; the effectiveness of using civil disobedience (like speaking only Spanish to a school board) to illustrate systemic bias ; and how institutional gender bias affects funding and resources for female leaders. **SL.9-10.1a-d**
14. Yes, her husband, David Cerda, was highly involved in community and legal activism. He mobilized community sectors to support educational access , became one of the first Mexican American lawyers in Illinois, and broke systemic barriers to serve as the first Latino judge in Illinois and the first Latino Illinois Appellate Court justice. **RI.9-10.1**
15. The tone of the biography is deeply respectful, admiring, and celebratory. Written from the perspective of her daughter and colleagues , it utilizes an elegant yet direct style to balance personal warmth with a factual account of her political achievements and institutional battles. **RI.9-10.4, RI.9-10.6**
16. The primary backdrop is the 1950s through the 1980s in Chicago, a period marked by rapid Puerto Rican migration, displacement due to gentrification, and severe neglect by local politicians. This era of racial segregation and rampant unemployment catalyzed civil unrest, such as the Division Street Riots of 1966 , forcing minority communities to organize and demand representation. **RL.9-10.6**
17. An example of a cognate from the text is "educación" and "education," which are similar in both Spanish and English. Another example is "comunidad" and "community."
18. Good topics for small group discussion include María Cerda's fight for bilingual education, discrimination against Latino students, her role as a Latina leader in Chicago politics, and the challenges of balancing family life with activism.

19. María Cerda had a clear personal philosophy. She believed in social justice, bilingual education, and respecting people's language and culture. She argued that rejecting someone's language and culture was the same as rejecting the person.
20. Her career followed a logical path. Her background in social work led to community activism, educational reform, and leadership positions. She moved from volunteer and advocacy work into major roles such as serving on the Chicago Board of Education, directing the Latino Institute, and working in Harold Washington's administration

Notes

1. María Cerda, oral history interview by Lilia Fernández, Chicago, June 25, 2004.
2. Cerda, interview by Fernández.
3. Cerda, interview by Fernandez.
4. Cerda, interview by Fernández.
5. Angelo Pis-Dudot, Modernizing the Colonial City: Operation Bootstrap and Urbanization in San Juan, Puerto Rico, <https://historicalreview.yale.edu/sites/default/files/files/4.pdf> .
6. Now the Crown Family School of Social Work, Policy, and Practice.
7. Cerda, interview by Fernández.
8. Cerda, interview by Fernández.
9. Studs Terkel Radio Archive, "María Cerda and Dick Simpson Discuss Chicago: An Agenda for Change with a Focus on Education," October 8, 1974, WFMT Radio Network, <https://studsterkel.wfmt.com/explore> .
10. Terkel Radio Archive, "María Cerda and Dick Simpson."
11. Rita Hernández, "The Silent Minority: Mexican Americans in Chicago Public Schools, 1970–2001," PhD diss, (Loyola University Chicago, 2002), 65.
12. Terkel Radio Archive, "María Cerda and Dick Simpson."
13. Terkel Radio Archive, "María Cerda and Dick Simpson."
14. Cerda, interview by Fernández.
15. Hernández, "Silent Minority," 64–65.
16. Cerda, interview by Fernández.
17. Latino Institute records at DePaul University, Special Collections and Archives, accessed June 27, 2017.

18. Cerda, interview by Fernández.

19. Mary Gillespie, "Washington's Women," Chicago Sun-Times, September 2, 1984, 8.

20. Gillespie, "Washington's Women," 8.

21. "Ellas en Primer Lugar: María Cerda," Mujer Hispana: A la Vanguardia del Desarrollo Hispanamericano, April 15, 1987, 2.

22. "Ellas en Primer Lugar," 2.

23. A sanctuary city is one that limits its cooperation with federal immigration-enforcement agents to protect low-priority immigrants from deportation. María's advocacy helped to limit harmful actions by the INS against Chicagoans.

24. One employee who was fired sued María and named several MET staff. This employee was a Vrdolyak supporter who claimed María fired her because of her political opposition to the Washington administration, not her poor work performance. María, who many have said should have been a lawyer, followed her own instincts while testifying. The plaintiff's lawyer had her read from a particular deposition and said that she had made damaging statements about the former employee. María informed the lawyer that he was reading from the wrong deposition! To the lawyer's surprise, she was right. She also looked directly at the jury, despite her lawyer's advice that she not do so, and told her side of the story. María's research and approach paid off.

25. Alderman Roberto Maldonado, in discussion with Maria Cerda, 2020.

26. Cerda, interview by Fernández.