

Elena Mulcahy, Ch 7
Chicago Latina Trailblazer
Summary

1. She solved a funding problem by making it structural, not political. Most advocates in her position would have lobbied harder for bigger grants or staged public pressure campaigns. Elena thought differently — she realized the grants *themselves* were the trap, and she reorganized personnel categories to route bilingual education through stable, permanent funding. That's not activism in the usual sense; it's systems thinking. And it worked so well the federal government held it up as a model.

2. She found a way to fund undocumented students that nobody could touch. The TBLC scholarship mechanism is quietly remarkable. Rather than fighting the policy that excluded undocumented students from financial aid — a battle she likely couldn't win — she designed an enrollment structure that matched existing institutional rules, making the scholarships legally untouchable. She didn't ask for permission or exceptions. She built a door where the wall was.

3. She was doing all of this while fighting a private, exhausting battle at home. The detail about her daughter Lucia tends to get buried, but it shouldn't. For years Elena was simultaneously reshaping Chicago's bilingual education infrastructure and advocating fiercely for a child with severe cognitive and physical disabilities — the kind of caregiving that consumes families whole. That she sustained both says something about her that no professional achievement really captures.

She didn't wait for systems to become fair. She learned them well enough to make them behave differently.

Elena Mulcahy, Timeline

Early Life & Education

<i>Year</i>	<i>Event</i>
1937	Elena Berezaluce, born in Chicago
1955 - 1960	Attended University in Chicago and Colombia
1961	Married Don Mulcahy and had 4 children

Advocacy & Educational Leadership/Bilingual Education and Recognitions/Awards

<i>Year</i>	<i>Event</i>
1970s - 1980's	Bilingual education, equitable educational opportunities Expanded Spanish and bilingual programming Advocate for Spanish courses, Heritage Spanish or Spanish for Spanish speakers Expanded bilingual programming
1980's	Director of Bureau of Multilingual Education for Chicago Public Schools (CPS) Institutionalize Bilingual education and recruit bilingual teachers
2002	<i>Bilingual Language Community and Association of Latin American Students Award</i> ; Truman College
2014	<i>El Puente Individual Award</i> - Board of directors, St. Augustine College
2023	<i>Transitional Bilingual Learning Community for Leadership and Teamwork Award</i> ; Truman College

Community Service & Professional Achievements and Recognitions/Awards

<i>Year</i>	<i>Event</i>
2006	<i>Lifetime Achievement Award</i> - IL Assoc. for Multilingual Multicultural Education (IAMME) <i>Individuals who have made transformative, long-term contributions to the field of bilingual, multilingual, and multicultural education.</i>
2015	<i>Lifetime Achievement Award</i> — IAMME
2015	<i>Ohtli Prize</i> — Government of Mexico (Secretaría de Relaciones Exteriores)

Cultural & Community Recognition

<i>Year</i>	<i>Event</i>
1985	<i>Sor Juana Inés de la Cruz Award</i> — National Museum of Mexican Art
Present	Recognized for decades of advocacy and leadership in bilingual and multicultural education.

Elena Mulcahy, CLT
Vocabulary & Definitions, Ch 7

Name _____ Date _____ Class/Hour _____

Vocabulary; *Advocacy, Allocated, Anthropology, De Facto, Deterred, Envision, Envisioned, Indefatigable, Indigenous, Precedence, Prescient, Proficiency, Remedial, Supplement, Tenure, Trajectory, Vetted.*

1. **Advocacy** – Public support for or recommendation of a particular cause, policy, or idea.
2. **Allocated** – Distributed or assigned for a specific purpose.
3. **Anthropology** – The study of human societies, cultures, and their development.
4. **De Facto** – Existing in reality or practice, even if not officially recognized.
5. **Deterred** – Discouraged or prevented from taking a particular action.
6. **Envision** – To imagine or picture something as a future possibility.
7. **Envisioned** – Imagined or conceived as a future possibility.
8. **Indigenous** – Originating naturally in a particular region; native.
9. **Indefatigable** – Showing persistent effort; incapable of becoming tired.
10. **Precedence** – The condition of being considered more important or coming before something else.
11. **Prescient** – Having knowledge of or seeming to predict events before they happen.
12. **Proficiency** – A high degree of skill or competence in a subject or activity.
13. **Remedial** – Intended to improve or correct a problem or deficiency.
14. **Supplement** – Something added to complete, enhance, or strengthen something else.
15. **Tenure** – The period during which someone holds a position, office, or property; in education, permanent employment status.
16. **Trajectory** – The path or course followed by an object, idea, or development.
17. **Vetted** – Carefully examined, evaluated, or approved.

Elena Mulcahy, CLT; Ch 7

Potential Vocabulary Teaching Strategies

Name _____ Date _____ Class/Hour _____

1. Context Clue Challenge

Choose five vocabulary words from the chapter. Write each word in a sentence that gives enough context for a reader to determine the meaning without using a dictionary.

Example:

The indefatigable runner continued practicing long after the rest of the team had gone home.
Students underline clues that help reveal the meaning.

2. Word Association Activity

Have students connect each vocabulary word to:

- a synonym
- an antonym
- a real-life example

Example: **Prescient**

Synonym: foresighted

Antonym: unaware

Example: A meteorologist correctly predicting a severe storm days in advance.

3. Vocabulary Sketch Notes

Students create a quick visual representation of each word using symbols, stick figures, or diagrams.

Encourage simple images that connect directly to meaning.

Example: **Trajectory** → drawing of a basketball arc toward a hoop.

4. "Use It Correctly" Partner Practice

Students work in pairs. One student says a sentence using a vocabulary word. The partner decides whether the word is used correctly and explains why.

Example:

Incorrect: *The remedial student won the Olympic gold medal in physics.*

Students revise the sentence together.

5. Four Corners Vocabulary Review

Label classroom corners:

- Strongly Know It
- Somewhat Know It
- Heard It Before
- Never Seen It

Read vocabulary words aloud. Students move to the corner that best represents their familiarity, then discuss meanings with classmates.

6. Vocabulary in the Real World

Students locate one vocabulary word in:

- a news article
- social media
- a television show
- song lyrics
- another class

Students record the sentence and explain how the word is used.

7. Exit Ticket Review

At the end of class, students answer one of the following:

- Use a vocabulary word in an original sentence.
 - Explain one word in your own words.
 - Identify a synonym or antonym.
 - Describe a situation where the word might be used.
-

8. Frayer Model Practice, Short video: <https://youtu.be/FtwulrqRU10?si=HBNI13Ctus1687gc>

For difficult academic vocabulary, students complete four sections:

- Definition
- Characteristics
- Examples
- Non-Examples

Best for words such as: *advocacy, anthropology, proficiency, and precedence.*

Name: _____

Frayer Model

Write the selected word. Identify characteristics of the word. Identify examples of the word. Identify non-examples of the word. Create your own definition of the word. Check the meaning of the word with the dictionary definition.

Definition	Characteristics
Examples	Non-examples

Elena Mulcahy, CLT
Vocabulary, Ch 7

Name: _____ Date: _____ Class/Hour: _____

Vocabulary; *Advocacy, Allocated, Anthropology, De Facto, Deterred, Envision, Envisioned, Indefatigable, Indigenous, Precedence, Prescient, Proficiency, Remedial, Supplement, Tenure, Trajectory, Vetted.*

Define:

1. **Advocacy** _____
2. **Allocated** _____
3. **Anthropology** _____
4. **De Facto** _____
5. **Deterred** _____
6. **Envision** _____
7. **Envisioned** _____
8. **Indigenous** _____
9. **Indefatigable** _____
10. **Precedence** _____
11. **Prescient** _____
12. **Proficiency** _____
13. **Remedial** _____
14. **Supplement** _____
15. **Tenure** _____
16. **Trajectory** _____
17. **Vetted** _____

Elena Mulcahy, CLT
Vocabulary Worksheet, Ch 7

Name: _____ Date: _____ Class/Hour: _____

Part I: Matching

Match each vocabulary word with the correct definition.

1. _____ **Indefatigable**
2. _____ **Allocated**
3. _____ **Precedence**
4. _____ **Advocacy**
5. _____ **Remedial**
6. _____ **Prescient**

- A. Public support for a cause or policy
 - B. Showing persistent effort without tiring
 - C. Intended to correct a weakness or deficiency
 - D. Assigned or distributed for a particular purpose
 - E. Having the ability to anticipate future events
 - F. The condition of coming before something else in importance
-

Part II: Multiple Choice

Circle the best answer.

7. If Elena **envisioned** improvements to bilingual education, she:
 - A. opposed the improvements
 - B. imagined them as a future possibility
 - C. forgot about them
 - D. proved they had already occurred
8. A person with a high level of **proficiency** in Spanish:
 - A. has strong skills in Spanish
 - B. has never studied Spanish
 - C. avoids speaking Spanish
 - D. has difficulty understanding Spanish
9. If a student was **deterred** from applying to college, the student was:
 - A. encouraged to apply
 - B. required to apply
 - C. discouraged or prevented from applying
 - D. accepted immediately

10. Which sentence uses **supplement** correctly?
- A. The teacher used an additional reading to supplement the textbook.
 - B. The principal supplement the students from school.
 - C. Her supplement prevented her from studying.
 - D. The students were supplement by the new policy.
11. If applicants were carefully **vett**ed, they were:
- A. ignored
 - B. examined and evaluated
 - C. automatically accepted
 - D. removed from consideration

Part III: Fill in the Blank

Choose the best word from the word bank. **Each word is used once.**

Anthropology • De Facto • Indigenous • Tenure • Trajectory • Envision

12. _____ is the study of human societies and cultures.
13. A _____ policy or practice exists in reality even when it is not officially established.
14. _____ peoples are native to a particular region.
15. The word _____ can describe the period during which someone holds a particular position.
16. A person's career _____ describes the path or direction of that person's professional development.
17. To _____ something means to imagine it as a future possibility.



Elena Mulcahy, CLT
Vocabulary Worksheet, Answer Key, Ch 7

Answer Key

Part I: Matching

1. **B — Indefatigable:** Showing persistent effort without tiring
2. **D — Allocated:** Assigned or distributed for a particular purpose
3. **F — Precedence:** The condition of coming before something else in importance
4. **A — Advocacy:** Public support for a cause or policy
5. **C — Remedial:** Intended to correct a weakness or deficiency
6. **E — Prescient:** Having the ability to anticipate future events

Part II: Multiple Choice

7. **B** — imagined them as a future possibility
8. **A** — has strong skills in Spanish
9. **C** — discouraged or prevented from applying
10. **A** — The teacher used an additional reading to supplement the textbook.
11. **B** — examined and evaluated

Part III: Fill in the Blank

12. Anthropology
13. De Facto
14. Indigenous
15. Tenure
16. Trajectory
17. Envision

Elena Mulcahy; Ch 7
Chicago Latina Trailblazers
Worksheet

Name: _____ Date: _____ Class/Hour: _____

Part I – Multiple Choice

Circle the best answer.

1. Elena's childhood experience translating for new students later inspired her to:
A. become a lawyer
B. advocate for bilingual education
C. become a scientist
D. work in business
 2. The word acquaintances most nearly means:
A. close relatives
B. strangers
C. people who know each other casually
D. lifelong friends
 3. The text defines normalistas as:
A. college professors
B. graduates of teacher-training schools
C. government officials
D. language interpreters
 4. Elena believed bilingual education should be viewed as:
A. a temporary program
B. a problem to solve
C. an educational asset
D. an optional activity
-

Part II – Matching

Match each term with its description.

- _____ 5. Don Mulcahy
 - _____ 6. "Won her spurs"
 - _____ 7. Structural swap policy
 - _____ 8. Tone
- A. Reflective, practical, and resilient
 - B. Elena's husband and community activist
 - C. Earned respect through determined advocacy
 - D. A strategy used to preserve bilingual teaching positions

Part III – True or False

_____ 9. Elena believed bilingual education should eventually disappear once students learned English.

_____ 10. Elena and Don supported the United Farm Workers movement.

Part IV – Short Answer

11. Explain one example of foreshadowing from Elena's childhood.

12. Describe one challenge Elena faced as Director of Multilingual Education and how she responded.



Elena Mulcahy, Ch. 7, CLT
Worksheet *Answer Key*

Answer Key

Part I – Multiple Choice

1. B – advocate for bilingual education
2. C – people who know each other casually
3. B – graduates of teacher-training schools
4. C – an educational asset

Part II – Matching

5. B – Elena's husband and community activist
6. C – Earned respect through determined advocacy
7. D – A strategy used to preserve bilingual teaching positions
8. A – Reflective, practical, and resilient

Part III – True or False

9. False
10. True

Part IV – Short Answer *(Sample Answers)*

11. As a child, Elena translated for two older Spanish-speaking students who had been placed in a first-grade classroom. Years later, she realized that witnessing their embarrassment inspired her lifelong advocacy for bilingual education.
12. As Director of Multilingual Education, Elena faced resistance from administrators, staff, and some teachers who questioned her background. She responded by building support, changing policies, and working to strengthen bilingual education programs.

Elena Mulcahy, CLT
Quiz, Ch 7

Name: _____ Date: _____ Class/Hour: _____

Part I: Multiple Choice

Choose the best answer.

1. The context suggests that "acquaintances" means:
 - A. close relatives
 - B. people who know each other casually
 - C. lifelong friends
 - D. business partners

2. What event foreshadowed Elena's future work in bilingual education?
 - A. Traveling through Europe
 - B. Presenting science research
 - C. Translating for immigrant children at school
 - D. Working at Truman College

3. According to the text, normalistas are:
 - A. government officials
 - B. bilingual students
 - C. graduates trained to become teachers
 - D. school principals

4. Elena believed lasting educational equity is best achieved through:
 - A. temporary grant funding
 - B. accepting existing policies
 - C. strategic changes within institutions
 - D. reducing bilingual programs

Part II: Matching

Match each term with the correct description.

5. _____ Cognate

6. _____ Figurative Language
 - A. Language used to create comparisons or deeper meaning
 - B. A word that is similar in two languages

Part III: True or False

7. _____ Elena faced resistance from administrators, teachers, and community members when she became Director of Multilingual Education.

8. _____ Elena believed administrative policies should never be adjusted or interpreted creatively.

Part IV: Short Answer

9. Describe one humorous incident from Elena's memoir.

10. Explain how Elena's cultural background influenced her views on bilingual education.



Elena Mulcahy, CLT
Quiz, Answer Key, Ch 7

Answer Key

Part I: Multiple Choice

1. **B.** people who know each other casually
2. **C.** Translating for immigrant children at school
3. **C.** graduates trained to become teachers
4. **C.** strategic changes within institutions

Part II: Matching

5. **B** — Cognate: A word that is similar in two languages
6. **A** — Figurative Language: Language used to create comparisons or deeper meaning

Part III: True or False

7. **True**
8. **False**

Part IV: Short Answer

9. **Describe one humorous incident from Elena's memoir.**

Answers will vary. Students should identify a specific humorous incident from the chapter and accurately describe what happened.

10. **Explain how Elena's cultural background influenced her views on bilingual education.**

Sample answer: Elena's experiences with different languages and cultures helped her understand that bilingualism was an advantage rather than a weakness. She believed schools should respect students' home languages and cultural backgrounds while helping them succeed academically.

Elena Mulcahy, Ch 7
Chicago Latina Trailblazers
Worksheet B

Name: _____ Date: _____ Class/Hour: _____

Part I: Multiple Choice

Circle the best answer.

1. When Elena says bilingual education was “in peril of extinction,” she means it was:
A. growing rapidly
B. protected from cuts
C. constantly threatened
D. no longer needed
2. Elena viewed bilingualism as:
A. a weakness students should overcome
B. a valuable skill and cultural strength
C. useful only in elementary school
D. unnecessary for academic success
3. Which movement did Elena and Don Mulcahy support?
A. The Progressive Movement
B. The United Farm Workers movement
C. The Women’s Suffrage Movement
D. The New Deal
4. The tone of Elena’s memoir is mostly:
A. exaggerated and dramatic
B. reflective and resilient
C. humorous and playful
D. mysterious and suspenseful

Part II: Matching

Match each term with the correct description.

5. _____ Cognate
6. _____ Equity
A. Giving students what they need in order to succeed fairly
B. A word that is similar in two languages

Part III: True or False

7. _____ Elena believed bilingual education should be preserved and strengthened.
8. _____ Elena’s activism focused only on education and not community issues.

Part IV: Short Answer

9. Why would Elena's "structural swap" policy create disagreement among educators?

10. Explain one way Elena balanced activism, leadership, and family responsibilities.



Elena Mulcahy, CLT
Worksheet B, Answer Key, Ch 7

Answer Key

Part I: Multiple Choice

1. **C.** constantly threatened
2. **B.** a valuable skill and cultural strength
3. **B.** The United Farm Workers movement
4. **B.** reflective and resilient

Part II: Matching

5. **B** — Cognate: A word that is similar in two languages
6. **A** — Equity: Giving students what they need in order to succeed fairly

Part III: True or False

7. **True**
8. **False**

Part IV: Short Answer

9. **Why would Elena's "structural swap" policy create disagreement among educators?**
Sample answer: The policy could create disagreement because it required changing established staffing or school structures to meet the needs of bilingual students. Some educators or administrators might have resisted changing traditional procedures or questioned whether the changes were fair.
10. **Explain one way Elena balanced activism, leadership, and family responsibilities.**
Sample answer: Elena continued her professional and community work while also maintaining responsibilities to her family. Students may identify a specific example from the chapter showing how she managed these competing demands.

Elena Mulcahy, CLT
Quiz B, Ch 7

Name: _____ Date: _____ Class/Hour: _____

Part I: Multiple Choice

Circle the best answer.

1. Elena describes bilingual education as being “in peril of extinction” in order to show that it was:
 - A. fully protected by schools
 - B. difficult to understand
 - C. constantly threatened by funding cuts
 - D. no longer important

2. Elena believed bilingualism was:
 - A. a weakness students needed to hide
 - B. an important cultural and academic advantage
 - C. only useful for immigrants
 - D. less valuable than English fluency

3. Which issue is discussed as part of Elena’s educational philosophy?
 - A. strict punishment policies
 - B. equal treatment for every student regardless of need
 - C. providing students with what they uniquely need to succeed
 - D. ending bilingual education programs

4. Elena and her husband supported:
 - A. the United Farm Workers movement
 - B. overseas military campaigns
 - C. private school expansion
 - D. anti-immigration policies

Part II: Matching

Match the term with the correct description.

5. _____ Bicultural

6. _____ Cognate
 - A. A word that looks similar in two languages
 - B. Identifying with two cultures or languages

Part III: True or False

7. _____ Elena believed schools should preserve students’ language and culture

8. _____ The memoir takes place during major civil rights and social justice movements.

Part IV: Short Answer

9. Explain why Elena's "structural swap" policy could be considered controversial.

10. Describe one challenge Elena faced while continuing her leadership and activism work.



Elena Mulcahy, CLT
Quiz B, Answer Key, Ch 7

Answer Key

Part I: Multiple Choice

1. **C.** constantly threatened by funding cuts
2. **B.** an important cultural and academic advantage
3. **C.** providing students with what they uniquely need to succeed
4. **A.** the United Farm Workers movement

Part II: Matching

5. **B** — Bicultural: Identifying with two cultures or languages
6. **A** — Cognate: A word that looks similar in two languages

Part III: True or False

7. **True**
8. **True**

Part IV: Short Answer

9. **Explain why Elena's "structural swap" policy could be considered controversial.**
Sample answer: The policy could be controversial because it changed established school staffing or organizational practices to better serve bilingual students. Educators or administrators who favored existing procedures could disagree with those changes.
10. **Describe one challenge Elena faced while continuing her leadership and activism work.**
Sample answer: Elena faced resistance to bilingual education from administrators, educators, and community members while continuing to advocate for multilingual students. Students may also identify another specific challenge supported by the chapter.

Optional: All short answer quiz/worksheet

Elena Mulcahy; Chapter 7
Worksheet, Chicago Latina Trailblazers

Name: _____ Date: _____ Class/Hour: _____

Directions: Answer the following questions in complete sentences.

1. What does the word “*acquaintances*” mean in the sentence about Elena’s parents in Villahermosa and Chicago? Explain how context helps determine the meaning.

2. Identify one humorous moment involving Elena and Don or her family. Explain why it is considered humorous or funny.

3. What can be inferred about why the Nicaraguan children avoided Elena on the playground after the school incident?

4. What is the central idea of the text? How does Elena’s work in education support this idea over time?

5. How does the text define the word “*normalistas*”? Why is this explanation important for understanding the passage?

6. What childhood event foreshadows Elena's future career in bilingual education? Explain the connection.

7. How does Elena's cultural background influence her view of bilingual education compared to the dominant view in U.S. schools?

8. Describe the tone of the memoir. How does the author balance personal struggle with professional achievement?

9. What does Elena mean when she says bilingual education was "in peril of extinction"? What idea is being emphasized?

10. A cognate is a word that looks or sounds familiar in another language, like "radio". Give an example of three cognates from the chapter.

Questions:

1. When Elena notes that her parents were "acquaintances in Villahermosa" but later "fell in love and decided to marry" after meeting again in Chicago, the surrounding context provides a clear clue that acquaintances means people who know each other slightly rather than close friends or lovers. L.9-10.4.a
2. Yes. A humorous element occurs when Elena and her husband Don decide to quit their jobs and travel Europe for as long as their money lasts, only to dryly note that it lasted a grand total of five months . Additionally, Elena's description of her "wayward Tío Carlos, who had spent years in California" offers a lighthearted, witty family characterization. RI.9-10.4
3. The text demonstrates inference when Elena describes a childhood school incident. When a student named Frances denies speaking Spanish to avoid translating for newly arrived Nicaraguan children, and those children are subsequently forced to sit in humiliatingly small first-grade chairs, Elena infers that the children later avoided her on the playground because she had been a witness to their deepest humiliation . RL-9-10.1
4. Yes. The central idea is that true systemic equity is achieved through active, collaborative persistence and the strategic restructuring of institutional rules rather than accepting temporary, supplemental fixes . This theme develops from her early public school activism into structural teacher-swapping policies at CPS, and later into carving out permanent scholarship pipelines for undocumented students at Truman College . RL-9-10.2
5. The text uses the word normalistas. The context immediately defines this specialized term by explaining that they are "Normal-school graduates... from Latin American countries, where students complete a two-year degree program preparing them to become teachers". L.9-10.4.d
6. A clear example of foreshadowing occurs when third-grade Elena steps up to translate for two older, embarrassed immigrant children who were improperly placed in a first-grade room . She notes that it was only "years later, when I became an advocate for bilingual education, I understood that my motivation was very much driven by my brief experience as a witness to the pain of children". This childhood event directly prefigures her entire adult career trajectory. RL.9.6
7. An example of a personal opinion occurs when Elena reflects on her early administrative career, stating, "I actually saw a report that a nurse had written saying that 'mother was very difficult.' I thought I won my spurs that day" . Here, the nursing staff's documented opinion of Elena as "difficult" highlights the friction caused by her fierce personal advocacy for her daughter. RL.9.3
8. Yes. Elena details complex institutional and community interactions when she is hired as the CPS Director of Multilingual Education. She describes facing heavy pushback from multiple angles: the central administration viewed her as a "radical outsider," existing Latino/a staff viewed her as

a menacing rival, and Latino/a teachers openly questioned her credentials because she was not a teacher and possessed an Irish married last name . To succeed, she had to carefully navigate these toxic internal ethnic rivalries alongside external pressures from the teachers' union and state officials . RL-9-10.3

9. The text displays nuance and figurative language when Elena states she "won her spurs" while fighting for her hospitalized daughter, or when she refers to bilingual educators as no longer being treated like "stepchildren" once they were integrated into regular funding tracks. A mildly amusing incident showcasing unique relationships involves her students traveling to an academic science conference to present serious water-testing data from the Chicago River, but also matching that high-level science with a guest presentation from her friend's nephew, the creator of the video game Mortal Kombat . L.9-10.5
10. The phrase "creative finder of loopholes" is used in a unique way to describe how Elena viewed administrative policies not as rigid barriers, but as flexible mechanisms to achieve social inclusion. The text also features direct cognates between English and Spanish, such as bilingual / bilingüe, multilingual / multilingüe, anthropology / antropología, and corrido which has transitioned directly into English musical terminology. RL-9-10.4
11. Elena uses the phrase "bilingual education was always in peril of extinction". This nuance and figurative language elevates bilingual education from a mere school curriculum to a vulnerable, living organism fighting for its survival against the volatile, yearly funding whims of state and federal governments. L.9-10.5a
12. Elena's first-person point of view as a proud, bicultural Latina who grew up secure in her own language skills heavily shapes the narrative . Rather than viewing bilingualism through a "deficit" or "remedial" lens—which was the dominant cultural perspective of the American school system at the time—her cultural background drives her to view literacy in two languages as an inherent asset, "gift," and major selling point that should be permanently maintained. RL-9-10.6
13. Several elements lend themselves to small group discussion, particularly:
 - The ethical implications of Elena's "structural swap" policy, where she intentionally displaced monolingual teachers into temporary funding slots to save the jobs of bilingual teachers . **SL.9-10.1.a**
 - The philosophical debate over her definition of "fairness" (giving students what they uniquely need to level the playing field) versus the college president's stance ("one size fits all") . **SL.9-10.1.b**
 - The intersectionality of balancing intensive, full-time systemic social advocacy with the heavy, hands-on caregiving required for a child with severe special medical needs. **SL.9-10.1.c**
 - The strategic morality of deliberately exploiting administrative loopholes to fund academic scholarships for undocumented students . **SL.9-10.1.d**

14. Her husband, Don Mulcahy, was her primary partner in political and community activism. Elena notes that together they actively "marched against Jewel," "boycotted grapes and lettuce," and heavily supported the United Farm Workers movement and migrant education initiatives.
RI.9-10.1 (Power Couple)
15. The tone of the memoir is reflective, pragmatic, and resilient. The style is matter-of-fact and direct, eschewing overly dramatic prose in favor of an authentic, institutional "insider" narrative that balances deeply painful personal losses (the death of her daughter) with calculated administrative battles and systemic achievements. RI.9-10.6
16. The narrative unfolds against the social and political backdrop of the civil rights and social justice movements of the late 1960s and 1970s. This includes the rapid demographic growth of Latino populations in major urban centers, grassroots mobilization surrounding the United Farm Workers grape/lettuce boycotts, and federal interventions via the U.S. Office of Civil Rights to enforce equal educational access. RI.9-10.6
17. One example of a cognate from the text is "education" and the Spanish word "educación." Another example is "administrator" and "administrador."
18. Several elements of Elena Mulcahy's story lend themselves to small group discussion, including the struggles Latina/o students faced in Chicago schools, the importance of bilingual education, immigration experiences, discrimination in education, and how community activism can create social change. Students could also discuss how Elena balanced family life with leadership and advocacy work.
19. Elena Mulcahy had a personal philosophy. She believed strongly in equity, bilingual education, and improving opportunities for Latina/o students. Her actions showed that she valued advocacy, perseverance, education, and community responsibility. She believed schools should support students' languages and cultures instead of forcing assimilation.
20. Her career followed a logical path. She first became involved through community activism and concerns about Latina/o children in schools. From there, she worked in educational advocacy, helped support bilingual education, and eventually rose to leadership positions in the Chicago Public Schools and later at Truman College. Each step built on her earlier experiences and commitment to educational equity.

Elena Mulcahy; Chapter 7

Chicago Latina Trailblazer

Notes:

1. The Navy Pier campus was not a junior college. Instead, the curriculum followed the main campus offerings. Students who successfully completed the first two-year requirements could transfer downstate to complete their four-year degree. The University of Illinois at Chicago Circle (UICC) opened its new campus in February 1965. The name was shortened to University of Illinois Chicago in 1982, consolidating UIC with the University of Illinois Medical Center (UIMC).
2. In 1971 Massachusetts became the first state in the country to require that students who were not fluent in English be provided with some instruction and pedagogical materials in their primary language.
3. Until this time, bilingual education was under the auspices of the Department of Government-funded Programs, which distributed the money but did not direct the program. Nell Gonzales was the bilingual coordinator.
4. Prior to becoming superintendent, Hannon was the assistant superintendent of facilities planning at CPS.
5. This was the original name of the bureau/department that has undergone several name changes throughout the years. It is currently known as the Office of Language and Cultural Education.
6. Richard R. Valencia, ed., *The Evolution of Deficit Thinking: Educational Thought and Practice*, Stanford Series on Education and Public Policy (New York: RoutledgeFalmer, 1997).
7. Schools that had twenty students or more of one language group were entitled to bilingual services in the native language.
8. The purpose of dual-language programs was to embrace two languages equally without valuing one over the other. Students would learn a second language in order to be fluent in both languages.
9. Students in maintenance bilingual programs maintain their native language while learning English as a second language (ESL).
10. A board-funded position and the term “regular” teacher contrast with state-funded or federally funded positions and “bilingual” teacher. Clearly, the board-funded position was a confirmed position while the other was tentative.
11. Normal-school graduates are generally from Latin American countries, where students complete a two-year degree program preparing them to become teachers.
12. In 1979 President Carter established the first cabinet-level Department of Education with a U.S. Secretary of Education. It was the smallest cabinet department at the time. Prior to that, education was a part of the U.S. Department of Health, Education and Welfare, now known as the Department of Health and Human Services.

13. Formerly the superintendent of the Oakland Unified School District in California, Ruth Love became the first woman to head the Chicago Public School system. Her four years in Chicago were a turbulent tenure, involving a teacher strike, low elementary reading test scores, and a large percentage of high school freshmen failing two or more classes.

14. See the chapters on María Cerda and Carmen Velásquez for information on their tenures as CPS Board members.

15. All these men were appointed by then-mayor Jane Byrne to the Board of Education in 1980. Then in 1981 Raul Villalobos became president of the CPS Board.