

Carmen Velasquez

Chicago Latina Trailblazers, Ch 8

Summary:

Carmen Velásquez grew up in Chicago in a hardworking Mexican immigrant family and faced serious speech problems because of a cleft palate. Doctors warned that she might never speak clearly, but her family helped her practice until she gained confidence. These early struggles made her more determined and compassionate. They also shaped her concern for people who felt ignored or excluded.

As a teenager, Carmen often felt caught between cultures and experienced prejudice in mostly white Catholic schools. Instead of hiding her background, she became more interested in her Mexican heritage. A trip to Mexico in the 1970s deepened her connection to its language, history, and traditions. She returned to Chicago with greater cultural pride and purpose.

Carmen later took a community job helping residents with housing, school, and language problems. She discovered that she enjoyed listening to people and helping families solve problems. Her work led her into neighborhood organizing and community activism. She also helped create Décima Musa, a café and cultural center known for art, music, poetry, and political discussion.

Carmen remained closely connected to her family and community throughout her life. She valued respect, loyalty, friendship, and helping others more than recognition or titles. Her work reflected the sacrifices and values she learned from her family. Her story shows resilience, cultural pride, and a strong commitment to community.

Carmen Velasquez, CLT

Timeline, Ch 8

Category	Dates	Events
 Family & Early Life	1939	Born in Chicago with a cleft palate.
	1940s	Brother Arthur helps with speech practice.
	1940s–1950s	Raised in a Mexican immigrant family in Chicago.
 Education & Identity	1953	Begins Maria High School.
	1950s	Experiences racism and discrimination.
	1960s	Attends St. Xavier College.
	1973	Studies in Mexico and reconnects with heritage.
 Community Activism	1960s	Begins community organizing work.
	1970s	Supports bilingual education efforts.
	1970s–1980s	Works with Chicago neighborhood organizations.
	1982	Helps open Décima Musa cultural café.
 Health Care & Later Life	1987	Helps establish Alivio Medical Center.
	1990s–2000s	Alivio expands across Chicago.
	2014	Retires from Alivio.
	Later Years	Continues immigrant advocacy work.

Carmen Velasquez
Chicago Latina Trailblazers, Ch 8
Vocabulary

Bicultural — relating to or combining two different cultures.

Comprehensive — complete and including many details or parts.

Congeniality — friendliness and a pleasant attitude toward others.

Credential — a qualification, achievement, or document showing someone is capable or qualified.

Derogatory — showing disrespect or criticism toward a person or group.

Flourishing — growing or developing successfully.

Impediment — something that blocks or slows progress; a difficulty.

Indefatigable — working tirelessly without becoming tired.

Instilled — gradually placed into someone's mind or feelings over time.

Myriad — a very large number or variety of things.

Pungent — having a strong smell, taste, or effect.

Vulnerable — open to harm, danger, or criticism.



C. Velasquez, CLT, Ch 8

Potential Teaching Suggestions for Vocabulary

Indefatigable

- Have students create a “superhero profile” for a person who never gives up.
- Ask students to identify athletes, activists, or family members who demonstrate indefatigable behavior.
- Use a quick-write prompt: *Describe a time you kept working even when something became difficult.*

Impediment

- Create a class anchor chart listing “common impediments” students face in school and strategies to overcome them.
- Use role-play scenarios where students must solve problems caused by different impediments.
- Practice identifying context clues in sentences containing the word.

Pungent

- Bring in safe classroom examples of strong scents (peppermint, vinegar, citrus peel) and discuss sensory language.
- Have students write descriptive sentences using pungent accurately.
- Compare “pleasant” versus “pungent” smells using adjective sorting activities.

Myriad

- Ask students to brainstorm a myriad of uses for common objects like paper clips or notebooks.
- Practice replacing vague words like “many” with more precise vocabulary such as myriad.
- Use visual collage activities showing a myriad of colors, cultures, or ideas.

Instilled

- Students interview a family member about values that were instilled in them growing up.
- Create reflective journal prompts about lessons teachers, coaches, or parents have instilled.
- Practice identifying cause-and-effect relationships connected to beliefs or habits.

Credential

- Discuss real-world examples of credentials such as diplomas, certifications, or licenses.
- Have students research careers and identify required credentials.
- Create mock job applications where students list school-related credentials and achievements.

Bicultural

- Encourage respectful classroom discussion about bicultural experiences and identity.
- Students may compare traditions, foods, holidays, or languages from different cultures.
- Use literature connections featuring bicultural characters or perspectives.

Flourishing

- Ask students to describe what a flourishing school or community would look like.
- Use visual imagery prompts connected to gardens, businesses, or friendships that are flourishing.
- Students write growth-themed metaphors using the vocabulary word.

Congeniality

- Discuss how congeniality affects teamwork, friendships, and classroom climate.
- Create short skits showing positive versus negative social interactions.
- Students identify examples of congenial behavior in literature or media.

Vulnerable

- Teach emotional vocabulary and respectful discussion norms before activities.
- Students analyze characters who become vulnerable during conflicts or turning points.
- Use discussion prompts about why vulnerability can require courage.

Derogatory

- Discuss respectful language expectations and why derogatory language can harm others.
- Analyze tone and word choice in sample statements.
- Practice rewriting insulting or negative statements into respectful language.

Comprehensive

- Show examples of comprehensive study guides, reports, or explanations.
- Students create comprehensive summaries of short readings.
- Use checklist activities demonstrating the difference between partial and comprehensive responses.

Extension Activity

Choose three vocabulary words and:

1. Write an original sentence using each word correctly.
2. Draw a small visual symbol representing each word.
3. Explain how the vocabulary could connect to real life or the chapter themes.



***Carmen Velasquez, CLT
Chicago Latina Trailblazers
Vocabulary Worksheet, Ch 8***

Name: _____ Date: _____ Class/Hour: _____

Bicultural: _____

Comprehensive: _____

Congeniality: _____

Credential: _____

Derogatory: _____

Flourishing: _____

Impediment: _____

Indefatigable: _____

Instilled: _____

Myriad: _____

Pungent: _____

Vulnerable: _____

Carmen Velasquez, CLT
Vocabulary Worksheet, Ch 8

Name: _____ Date: _____ Class/Hour: _____

Vocabulary: Bicultural • Comprehensive • Congeniality • Credential • Derogatory • Flourishing
• Impediment • Indefatigable • Instilled • Myriad • Pungent • Vulnerable

Section I: Matching

Match each vocabulary word with the correct definition.

1. **Bicultural** _____
2. **Comprehensive** _____
3. **Congeniality** _____
4. **Credential** _____
5. **Derogatory** _____

- A. Friendly and pleasant behavior
- B. Involving or belonging to two cultures
- C. A qualification or proof of ability
- D. Insulting or showing disrespect
- E. Complete and covering many or all important parts

Section II: Multiple Choice

Circle the best answer.

6. The teacher **instilled** in her students the importance of helping their community.

What does **instilled** mean?

- A. Gradually taught or established
- B. Completely removed
- C. Publicly questioned
- D. Accidentally discovered

7. The market offered a **myriad** of foods from different countries. What does **myriad** mean?

- A. A small amount
- B. A large number or variety
- C. An unusual smell
- D. A difficult problem

8. Which sentence correctly uses **pungent**?

- A. The pungent smell of onions filled the kitchen.
- B. Her pungent diploma helped her get the job.
- C. The class was pungent because it included every topic.
- D. His pungent attitude made everyone feel welcome.

Section III: True or False

Write **T** for true or **F** for false.

9. ____ **Flourishing** describes something that is growing, developing, or doing well.
10. ____ An **impediment** is something that makes progress easier.
11. ____ Someone who is **indefatigable** continues working without becoming discouraged or giving up.

Section IV: Short Answer

12. What does it mean for a person to be **vulnerable**? Give one example.



Carmen Velasquez, CLT
Vocabulary Worksheet, Ch 8
Answer Key

Matching

1. **B** — Bicultural
2. **E** — Comprehensive
3. **A** — Congeniality
4. **C** — Credential
5. **D** — Derogatory

Multiple Choice

6. **A** — Gradually taught or established
7. **B** — A large number or variety
8. **A** — The pungent smell of onions filled the kitchen.

True or False

9. **True**
10. **False** — An impediment is an obstacle or something that makes progress difficult.
11. **True**

Short Answer

12. **Sample answer:** Vulnerable means being open to harm, danger, criticism, or emotional hurt.
Example: A person without a safe place to stay may be vulnerable during severe weather.

Carmen Velasquez, CLT Ch 8
Vocabulary Worksheet B

Name: _____ Date: _____ Class/Hour: _____

Vocabulary: Bicultural • Comprehensive • Congeniality • Credential • Derogatory • Flourishing
• Impediment • Indefatigable • Instilled • Myriad • Pungent • Vulnerable

Section I: True or False

Write **T** for true or **F** for false.

1. _____ A person who is **vulnerable** may be at risk of being harmed or hurt.
2. _____ A **derogatory** comment is respectful and complimentary.
3. _____ Something described as **comprehensive** covers the important parts of a subject thoroughly.

Section II: Multiple Choice

Circle the best answer.

4. Growing up with traditions from both Mexico and the United States gave her a **bicultural** identity. What does **bicultural** mean?
 - A. Rejecting all cultural traditions
 - B. Connected to two cultures
 - C. Traveling to many countries
 - D. Speaking only one language
5. Years of practice **instilled** confidence in the young speaker. What does **instilled** mean?
 - A. Gradually developed or established
 - B. Immediately removed
 - C. Publicly criticized
 - D. Completely ignored
6. Which situation best demonstrates **congeniality**?
 - A. A student refuses to work with anyone.
 - B. Two classmates argue throughout a project.
 - C. A new student greets classmates warmly and works well with the group.
 - D. A student avoids speaking to others.

Section III: Matching

Match each vocabulary word with the correct definition.

1. **Flourishing** _____
2. **Impediment** _____
3. **Indefatigable** _____
4. **Myriad** _____
5. **Pungent** _____

- A. A large number or great variety
- B. Growing or developing successfully
- C. Having a strong, sharp smell or taste
- D. An obstacle that makes progress difficult
- E. Showing great energy and persistence without tiring easily

Section IV: Short Answer

12. What is a **credential**? Give one example of a credential a person might earn for a job or profession.



Carmen Velasquez, CLT Ch 8
Vocabulary Worksheet B
Answer Key

True or False

1. **True**
2. **False** - Derogatory means insulting, disrespectful, or expressing a low opinion of someone/something.
3. **True**

Multiple Choice

4. **B** — Connected to two cultures
5. **A** — Gradually developed or established
6. **C** — A new student greets classmates warmly and works well with the group.

Matching

7. **B** — Flourishing
8. **D** — Impediment
9. **E** — Indefatigable
10. **A** — Myriad
11. **C** — Pungent

Short Answer

12. **Sample answer:** A credential is a qualification, certificate, degree, or other proof that a person has the training or ability needed for something.

Examples include: a teaching license, college degree, professional certificate, or medical license.

Carmen Velasquez, CLT
Worksheet, Ch 8

Name: _____ Date: _____ Class/Hour: _____

Multiple Choice

Circle the best answer for each question.

1. Which central idea is developed throughout the chapter?
 - a. Fame is more important than education.
 - b. Perseverance can help people fight injustice.
 - c. Moving often improves relationships.
 - d. Humor prevents all conflict.

2. What does the word *matriarch* most likely mean in the passage?
 - a. A traveler
 - b. A family leader
 - c. A teacher
 - d. A neighbor

3. Which example from the text shows Carmen's opinion?
 - a. She attended school in Chicago.
 - b. She worked with activists and educators.
 - c. She painted her room orange after leaving college.
 - d. She believed forcing immigrants to abandon their culture was "a truly sad part of our nation's history."

4. Why does the author include the funny description of "Mi Jacal" on Carmen's bedroom door?
 - a. To show Carmen disliked her family
 - b. To explain where Carmen lived
 - c. To add humor while revealing her frustration
 - d. To describe traditional Mexican housing

True or False

Write TRUE or FALSE on the line.

- _____ 5. Carmen's parents and mentors influenced her interest in community activism.
- _____ 6. Carmen only worked inside the Chicago Board of Education and never participated in protests.

Matching – Context & Literary Terms

Match each example to the correct literary term. Write the letter on the line.

- _____ 7.. Carmen says her struggles “helped me become who I am today.”
_____ 8. Carmen explains “a cleft palate” by saying “the roof of your mouth is not closed.”
_____ 9. Carmen felt like “a fish out of water” after moving neighborhoods.
_____ 10. Readers understand that racism strengthened Carmen’s pride in her Mexican identity after her father’s warning.

- A. Context Clues
- B. Inference
- C. Foreshadowing
- D. Figurative Language

Short Answer

11. Explain how Carmen’s experiences with racism affected her identity.
Use evidence from the text.

12. Describe one challenge Carmen faced and explain how she responded to it.



Carmen Velasquez, CLT
Worksheet, Ch 8
Answer Key

Multiple Choice

1. B — Perseverance can help people fight injustice.
2. B — A family leader
3. C — She believed forcing immigrants to abandon their culture was “a truly sad part of our nation’s history.”
4. C — To add humor while revealing her frustration

True or False

5. True
6. False

Matching – Context & Literary Terms

7. C — Foreshadowing
8. A — Context Clues
9. D — Figurative Language
10. B — Inference

Short Answer

- 11. Explain how Carmen’s experiences with racism affected her identity. Use evidence from the text.**

Sample Answer: Carmen’s experiences with racism strengthened her Mexican identity rather than causing her to reject it. After experiencing discrimination, her father reminded her, “Don’t you ever forget you are MEXICAN!” Carmen came to take greater pride in her heritage and used those experiences as motivation to fight discrimination and help her community.

- 12. Describe one challenge Carmen faced and explain how she responded to it.**

Sample Answer: Carmen faced racism and discrimination because she was Mexican American. Instead of allowing those experiences to discourage her, she became more determined to defend her identity and work for change. Her struggles helped motivate her involvement in education, health care, and community activism.

Carmen Velasquez, CLT
Quiz, Ch 8

Name: _____ Date: _____ Class/Hour: _____

Part I – Multiple Choice

Choose the best answer for each question.

1. What can readers infer after Carmen's father tells her, "Don't you ever forget you are MEXICAN!"?
 - a. Carmen wanted to leave her family
 - b. The experience strengthened her cultural identity
 - c. Carmen stopped caring about discrimination
 - d. Her father planned to move away
2. Which sentence from the text contains figurative language?
 - a. Carmen attended school in Chicago.
 - b. Carmen worked with bilingual educators.
 - c. Carmen felt like "a fish out of water."
 - d. Carmen joined community protests.
3. What is the author mainly showing through Carmen's life experiences?
 - a. Success comes easily to leaders
 - b. Perseverance helps create social change
 - c. Humor solves political problems
 - d. Education is unimportant
4. Which detail best demonstrates context clues?
 - a. Carmen painted her room orange
 - b. "A cleft palate" is explained as "the roof of your mouth is not closed"
 - c. Carmen moved neighborhoods
 - d. Carmen attended college in Illinois

Part II – True or False

Write TRUE or FALSE on the line.

- _____ 5. Carmen only worked with political leaders and avoided community activism.
- _____ 6. Carmen's family and mentors influenced her involvement in helping Mexican communities.

Part III – Matching

Match each example to the correct term. Write the letter on the line.

- _____ 7. Carmen calls assimilation “a truly sad part of our nation’s history.”
- _____ 8. Carmen says her difficult childhood experiences helped shape who she became later in life.
- _____ 9. Carmen describes her mother as the “matriarch” of the family.
- _____ 10. Carmen placed a sign on her door reading “*Mi Jacal*...Stay out!”

- A. Opinion
- B. Foreshadowing
- C. Humor
- D. Word Meaning in Context

Part IV – Short Answer

11. Explain one challenge Carmen faced and how she responded to it. Use evidence from the text.

12. Why is perseverance an important central idea in this chapter?



Carmen Velasquez, CLT
Quiz, Ch 8
Answer Key

Part I – Multiple Choice

1. B — The experience strengthened her cultural identity.
2. C — Carmen felt like “a fish out of water.”
3. B — Perseverance helps create social change.
4. B — “A cleft palate” is explained as “the roof of your mouth is not closed.”

Part II – True or False

5. FALSE
6. TRUE

Part III – Matching

7. A — Opinion
8. B — Foreshadowing
9. D — Word Meaning in Context
10. C — Humor

Part IV – Short Answer

- 11. Explain one challenge Carmen faced and how she responded to it. Use evidence from the text.**

Sample Answer: Carmen experienced racism and sometimes felt that she did not belong. She responded by becoming more proud of being Mexican American and more determined to challenge discrimination. These experiences helped motivate her later activism.

- 12. Why is perseverance an important central idea in this chapter?**

Sample Answer: Carmen repeatedly faced discrimination, personal struggles, and barriers, but she continued working toward her goals. Rather than giving up, she used difficult experiences to strengthen her determination and became involved in education, community organizing, and health care.

Carmen Velasquez, CLT
Worksheet B, Ch 8

Name: _____ Date: _____ Class/Hour: _____

Matching – Literary & Language Concepts

Match each example to the correct term. Write the letter on the line.

- _____ 1. “The outsiders fed my ambition to make change.”
- _____ 2. Carmen uses phrases such as “Mi Jacal” and “Qué orgullo!” in her writing.
- _____ 3. The words “educación” and “education” have similar meanings and spellings.
- _____ 4. Carmen’s writing sounds reflective, determined, and passionate.

- A. Cognate
- B. Figurative Language
- C. Tone
- D. Cultural Identity

Multiple Choice

Circle the best answer for each question.

- 5. Which topic would best fit a small group discussion about this chapter?
 - a. Video game design
 - b. Racism and bilingual education
 - c. Space exploration
 - d. Ancient mythology
- 6. What social and political issues form the backdrop of the text?
 - a. Fashion trends and entertainment
 - b. Civil rights activism and immigration struggles
 - c. Sports rivalries in Chicago
 - d. Scientific discoveries
- 7. Why does Carmen blend Spanish and English throughout the text?
 - a. To confuse readers
 - b. To practice vocabulary words
 - c. To reflect her cultural identity and experiences
 - d. To translate every sentence directly
- 8. Which statement best describes Carmen’s family influence?
 - a. Her relatives avoided community leadership.
 - b. Her family encouraged activism and organizing.
 - c. Her parents wanted her to leave Chicago immediately.
 - d. Her brother discouraged political involvement.

True or False

Write TRUE or FALSE on the line.

_____ 9. Carmen's experiences with discrimination shaped her views on education and activism.

_____ 10. The text mainly focuses on fictional adventures instead of real social issues.

Short Answer

11. Explain how Carmen's Mexican American background influences her perspective in the chapter.

12. Describe one important discussion topic students could explore after reading this chapter.
Explain why it matters.



Carmen Velasquez, CLT
Worksheet B, Ch 8
Answer Key

Matching – Literary & Language Concepts

1. B — Figurative Language
2. D — Cultural Identity
3. A — Cognate
4. C — Tone

Multiple Choice

5. B — Racism and bilingual education
6. B — Civil rights activism and immigration struggles
7. C — To reflect her cultural identity and experiences
8. B — Her family encouraged activism and organizing.

True or False

9. TRUE
10. FALSE

Short Answer

11. Explain how Carmen’s Mexican American background influences her perspective in the chapter.

Sample Answer: Carmen’s Mexican American background strongly shapes how she views racism, education, immigration, language, and community responsibility. Her experiences with discrimination strengthened her pride in her culture. Her use of Spanish expressions also reflects the importance of her Mexican identity.

12. Describe one important discussion topic students could explore after reading this chapter.

Explain why it matters.

Sample Answer: Students could discuss racism and bilingual education. This topic matters because Carmen’s experiences show how discrimination and pressure to assimilate can affect a person’s identity and educational opportunities. Her story also shows why protecting language and culture can be important.

Topics may include: *immigration, cultural identity, assimilation, health-care access, discrimination, family influence, or community activism.*

Carmen Velasquez, CLT
Quiz B, Ch 8

Name: _____ Date: _____ Class/Hour: _____

Part I – Multiple Choice

Choose the best answer for each question.

1. Why does Carmen include Spanish phrases such as “la gente” and “Qué orgullo!” in the text?
 - a. To confuse readers
 - b. To reflect her cultural identity
 - c. To avoid writing in English
 - d. To describe only family traditions
2. Which phrase from the text is an example of figurative language?
 - a. “The outsiders fed my ambition to make change.”
 - b. “Carmen lived in Chicago.”
 - c. “Her father worked in business leadership.”
 - d. “Students attended bilingual programs.”
3. What is the overall tone of the chapter?
 - a. Humorous and careless
 - b. Reflective and determined
 - c. Angry and sarcastic
 - d. Relaxed and playful
4. Which issue is part of the chapter’s social and political backdrop?
 - a. Space travel
 - b. Immigration struggles and segregation
 - c. Television advertising
 - d. International sports competitions

Part II – Matching

Match each example to the correct term. Write the letter on the line.

- _____ 5. “Education” and “educación”
- _____ 6. Racism in Chicago neighborhoods and bilingual education
- _____ 7. Carmen’s relatives participated in political organizing and activism.
- _____ 8. Carmen’s experiences shaped her views on schools, immigration, and health care
- A. Cognate
- B. Discussion Topic
- C. Family Influence
- D. Cultural Perspective

Part III – True or False

Write TRUE or FALSE on the line.

_____ 9. Carmen's writing suggests that discrimination affected her understanding of identity and activism.

_____ 10. The text presents Chicago during the mid-1900s as free from racism and inequality.

Part IV – Short Answer

11. Explain how Carmen's family helped influence her interest in activism and community leadership.

12. Describe one major issue discussed in the chapter and explain why it is important.



Carmen Velasquez, CLT

Quiz B; Ch 8

Answer Key

Part I – Multiple Choice

1. B — To reflect her cultural identity
2. A — “The outsiders fed my ambition to make change.”
3. B — Reflective and determined
4. B — Immigration struggles and segregation

Part II – Matching

5. A — Cognate
6. B — Discussion Topic
7. C — Family Influence
8. D — Cultural Perspective

Part III – True or False

9. TRUE
10. FALSE

Part IV – Short Answer

11. Explain how Carmen’s family helped influence her interest in activism and community leadership.

Sample Answer: Carmen learned from family members who valued their Mexican heritage and helped others. Her father reinforced pride in being Mexican and taught her not to forget her identity. These influences helped shape Carmen’s commitment to activism and service to the Mexican American community.

12. Describe one major issue discussed in the chapter and explain why it is important.

Sample Answer: One major issue is discrimination against Mexican Americans. Carmen experienced racism personally and saw how discrimination affected education, neighborhoods, immigrants, and community opportunities. These experiences helped motivate her to work for greater equality and services for Latino communities.

Questions: Ch 8 Velasquez

1. An example of context clues appears when Carmen explains “a cleft palate” by adding, “It means the roof of your mouth is not closed.” The explanation helps readers understand the medical term through context. **L.9-10.4.a**
2. Yes. Her parents, especially her father Arturo Velasquez and mentor Carmen Mendoza, were involved in community activism and helping Mexican communities, which influenced Carmen to do similar work. **RI.9-10.**
3. A humorous moment occurs when Carmen says she “painted my room orange, and put a decal on my bedroom door that said, ‘Mi Jacal,’ which loosely translated means ‘my hut.’ Stay out!” The description adds humor to her frustration after leaving college. **RL.9-10.6, RI.9-10.4**
4. An example of inference occurs when Carmen describes how her father angrily told her, “Don’t you ever, ever forget you are MEXICAN!” after she experienced racism. Readers can infer that the experience deeply shaped her cultural pride and identity. **RL.9-10.1**
5. A central idea is perseverance and fighting for justice. Throughout the text, Carmen overcomes speech difficulties, racism, and discrimination while advocating for bilingual education, immigrant rights, and health care access. **RL.9-10.2**
6. An example of word meaning in context is “matriarch” when Carmen describes her mother as “the matriarch of the Velasquez family and our role model.” The surrounding details show that matriarch means a respected female leader of the family. **L.9-10.4.d**
7. An example of foreshadowing appears when Carmen says her painful childhood experiences “helped me become who I am today.” This hints that her struggles will later shape her activism and leadership. **RL.9.6**
8. An example of opinion is when Carmen states that forcing immigrants to abandon their culture was “a truly sad part of our nation’s history.” This reflects her personal belief about assimilation. **RL.9.3**
9. Yes. There are complex interactions between Carmen and political leaders, educators, activists, and community organizers. For example, she worked both inside and outside the Chicago Board of Education while also organizing protests against discriminatory policies. **RL.9-10.3**
10. The text includes figurative language when Carmen says she felt like “a fish out of water” after moving neighborhoods, showing how uncomfortable and isolated she felt. A funny incident also appears when she mentions that “Her husband sat on the windowsill of her apartment in an urn!” while describing the building purchased for La Décima Musa. **RL.9-10.3; L.9-10.5**
11. Words such as “la gente,” “Mi Jacal,” and “Qué orgullo!” are used in unique ways because Carmen blends Spanish with English to reflect her cultural identity. A cognate example is “educación” and “education.” **RL.9-10.4; L.9-10.5**

12. An example of figurative language is “The outsiders fed my ambition to make change.” Outsiders cannot literally feed ambition; the phrase means community activists encouraged and motivated her. **L.9-10.5a**
13. Carmen’s Mexican American background shapes the content because her experiences with racism, immigration issues, bilingual education, and cultural identity influence her perspective on politics, schools, and health care. **RL.9-10.6**
14. Small group discussions could focus on racism in Chicago neighborhoods, bilingual education, immigrant rights, health care access for undocumented people, and the role of women in activism. **SL.9-10.1a-d**
15. Yes. Her father Arturo Velasquez, her brother Arthur, and other relatives were involved in business leadership, political organizing, and community activism in Chicago’s Mexican community. **RI.9-10.1**
16. The tone is reflective, determined, and passionate. Carmen writes directly about discrimination and hardship while emphasizing activism and community change. **RI.9-10.4, RI.9-10.6**
17. The main social and political backdrop includes racism, segregation, immigration struggles, the fight for bilingual education, civil rights activism, and political organizing in Chicago during the mid-1900s. **RL.9-10.6**
18. One cognate from the text is “politics” and “políticas,” as well as “education” and “educación.” **L.9-10.5**
19. Additional discussion topics include the role of family influence, women leaders in activism, the impact of discrimination on identity, and how communities organize for change. **SL.9-10.1a-d**

Notes, Footnotes at the end of chapter

1. The other church was Our Lady of Guadalupe Catholic Church in the community area known as South Chicago.
2. “Hispanic Cafe Owner Cooks Up Hot Issues,” Chicago Sun-Times, February 20, 1988.
3. Comadre does not have a single corresponding word in translation. It is a woman who baptizes the other woman’s child, thus becoming a co-mother, or co-parent, should the birth mother pass away. There is a strong bond between the two women, and the word can also be used just to reflect that strong bond and sisterhood.