Aida Luz Giachello
Chicago Latina Trailblazers, CLT
Summary Ch 9

Aida Luz Maisonet Giachello grew up between Puerto Rico and New York City, experiences that shaped her lifelong commitment to social justice and public health. As a child in Spanish Harlem, she witnessed poverty, overcrowding, violence, and unequal treatment firsthand. Those early struggles stayed with her and later influenced her work helping Latino communities gain better access to healthcare, education, and community resources. After returning to Puerto Rico for a period of time, she eventually moved to Chicago for graduate school, where she became active in community organizing and Latino activism.

Giachello combined education with activism throughout her career. While studying social work and sociology, she became involved in movements connected to civil rights, education reform, and political representation in Chicago. She later worked with Harold Washington's mayoral campaign and helped establish programs focused on equity and neighborhood empowerment. At the University of Illinois Chicago, she also became a major force in Latino health research, helping universities work directly with underserved communities instead of studying them from a distance.

Giachello recalls a funny moment from her family memories. They are gathering around the home late into the evening making jewelry and other products so her father could earn extra income. The scene almost feels like a chaotic family assembly line, with everyone pitching in to survive. An ironic moment appears in the treatment her family received while on public assistance in New York. Social workers would inspect the apartment at unusual hours, even checking under beds to make sure no man was living there. A system intended to help struggling families often treated them with suspicion instead.

Despite constant obstacles, Giachello became a nationally respected scholar, activist, and advocate for Latino health equity. Much of her work focused on community-based participatory research, which encouraged ordinary residents to help study and solve problems affecting their own neighborhoods. Rather than speaking for communities, she believed communities should speak for themselves. Her life demonstrates how difficult experiences can become the foundation for meaningful change that benefits entire communities.

Aida Giachello, CLT

Timeline, Ch 9

	Year(s)	Accomplishment	Impact
EDUCATION	1960s–1970s	Earned degrees in nursing and public health; advanced training in community health and epidemiology.	Built the foundation for a career dedicated to health equity and community-based research.
EARLY CAREER	1970s–1980s	Worked in New York in community health and public health programs, addressing the needs of underserved populations.	Gained firsthand understanding of health disparities in urban communities.
FOUNDING CORE	1985	Co-founded the Center for Community-Oriented Research and Education (CORE) in Chicago.	Established a model for community-academic partnerships that puts residents at the center of research.
BUILDING PARTICIPATORY RESEARCH	1985–2000s	Led participatory research projects on chronic disease, cancer, and environmental health with community members.	Empowered communities, produced actionable results, and influenced policy and practice.
LEADERSHIP & POLICY IMPACT	1990s–2010s	Advised local, state, and federal agencies; helped shape public health policy and health equity initiatives.	Brought community voice into decision-making and advanced equitable health policies.
RECOGNITION & LEGACY	2010s–Present	Received numerous honors for her leadership and contributions; continues to mentor and inspire new generations.	Her work continues to strengthen communities and promote health equity for all.

From Puerto Rico to New York to Chicago, Aida Giachello's journey reflects a lifelong commitment to community, justice, and the belief that research should serve the people.

Aida Giachello, Ch 9, CLT
Vocabulary & Definitions

Absentee Landlords, Assertive, Coalition, Cohort, Curricula, Dissertation, Don Quixote Battling Windmills, Empowerment, Ethic, Everything Was In Flux, Fueled, Gestational Diabetes, Grassroots Organizations, Grievances, Hypotheses, Indelibly, Initiated, Medical Anthropologist, Notwithstanding, Preconceived, Prenatal Care, Psychosocial, Psychosomatic, Stereotypes, Surrogate, Umbrella Commission, Unique Perspective, Voraciously

Absentee Landlords — Property owners who do not live near or directly manage their buildings.

Assertive — Confident and direct in expressing ideas or needs.

Coalition — A group formed by different people or organizations working together for a shared goal.

Cohort — A group of people who share a common experience or characteristic.

Curricula — The courses or subjects taught in a school or educational program.

Dissertation — A long research paper written for an advanced academic degree.

Don Quixote Battling Windmills — A reference to fighting unrealistic or imaginary problems.

Empowerment — The process of gaining confidence, authority, or control.

Ethic — A system of moral values or principles.

Everything Was In Flux — Everything was changing or unsettled.

Fueled — Supplied with energy, support, or motivation.

Gestational Diabetes — A type of diabetes that develops during pregnancy.

Grassroots Organizations — Community-based groups started and led by ordinary people.

Grievances — Complaints or feelings of unfair treatment.

Hypotheses — Proposed explanations or educated guesses that can be tested.

Indelibly — In a way that cannot be erased or forgotten.

Initiated — Began or started something.

Medical Anthropologist — A person who studies health and illness within cultural and social settings.

Notwithstanding — Despite or in spite of.

Preconceived — Formed beforehand without complete knowledge.

Prenatal Care — Medical care given during pregnancy before birth.

Psychosocial — Relating to mental, emotional, and social factors together.

Psychosomatic — Physical symptoms influenced by emotional or mental factors.

Stereotypes — Oversimplified beliefs or assumptions about a group of people.

Surrogate — A substitute acting in place of another person.

Umbrella Commission — A larger organization that oversees several smaller groups or programs.

Unique Perspective — A distinct or original point of view.

Voraciously — In an eager, intense, or extremely hungry manner.

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Potential Teaching Suggestions for Vocabulary

1. **Vocabulary Sketch Notes**
   Have students create a small drawing or symbol beside each vocabulary word. Visual connections help students remember abstract terms such as *empowerment* or *psychosocial*.

2. **Real-Life Connections**
   Ask students to explain how a vocabulary word could appear in everyday life. Example: students might connect *coalitions* to clubs, teams, or community groups working together.

3. **Context Sentence Challenge**
   Students write an original sentence using the word correctly and underline context clues that help explain the meaning.

4. **Four Corners Activity**
   Place vocabulary words in the corners of the room. Students rotate in groups, adding definitions, examples, synonyms, or illustrations to chart paper.

5. **Vocabulary Interviews**
   Pairs of students interview each other using assigned vocabulary words naturally in conversation. This encourages speaking and listening practice.

6. **Word Sorts**
   Students categorize vocabulary into groups such as academic terms, medical terms, social concepts, or figurative language.

7. **Mini Debates**
   Use words like *stereotypes*, *empowerment*, or *grassroots organizations* as discussion prompts for short classroom debates or opinion activities.

8. **Frayer Model Charts**
   Students complete boxes for definition, characteristics, examples, and non-examples of difficult vocabulary terms.

9. **Vocabulary Timeline Connections**
   Students connect words to events from the chapter timeline. Example: *coalition* could connect to community activism or public health advocacy.

10. **Vocabulary Charades**
    Students silently act out words such as *assertive*, *grievances*, or *voraciously* while classmates guess the term and explain its meaning.

11. **Quick Writes**
    Provide students with three vocabulary words and ask them to write a short paragraph using all three correctly.

12. **Student-Created Quiz Questions**
    Students create their own multiple-choice or matching questions using the vocabulary words. This reinforces meaning and application.

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Chicago Latina Trailblazers
Vocabulary Definitions

Name: _____ **Date:** _____ **Class/Hour:** _____

Absentee Landlords: _____

Assertive: _____

Coalition: _____

Cohort: _____

Curricula: _____

Dissertation: _____

Don Quixote Battling Windmills: _____

Empowerment: _____

Ethic: _____

Everything Was In Flux: _____

Fueled: _____

Gestational Diabetes: _____

Grassroots Organizations: _____

Grievances: _____

Hypotheses: _____

Indelibly: _____

Initiated: _____

Medical Anthropologist: _____

Notwithstanding: _____

Preconceived: _____

Prenatal Care: _____

Psychosocial: _____

Psychosomatic: _____

Stereotypes: _____

Surrogate: _____

Umbrella Commission: _____

Unique Perspective: _____

Voraciously: _____

Aida Luz Giachello, Ch 9
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Vocabulary Worksheet A

Name: _____ **Date:** _____ **Class/Hour:** _____

Part I — Matching

Match each term with the correct meaning. Write the letter on the line.

1. _____ Absentee Landlords
2. _____ Assertive
3. _____ Coalition
4. _____ Cohort
5. _____ Curricula
6. _____ Dissertation
7. _____ Empowerment

A. A group of people with something in common
B. Giving people greater confidence, control, or power
C. Property owners who do not live in or regularly manage their properties
D. Programs and subjects taught in schools
E. Groups joining together for a common purpose
F. Confident and direct without being aggressive
G. A lengthy research paper required for an advanced degree

Part II — Multiple Choice

8. Saying someone was like **"Don Quixote battling windmills"** suggests the person was:
A. avoiding a difficult problem
B. fighting what seemed like an impossible or misguided battle
C. studying Spanish literature
D. refusing to defend a cause

9. A strong work **ethic** refers to:
A. a commitment to working responsibly
B. a disagreement with coworkers
C. a school curriculum
D. a political organization

10. If **"everything was in flux,"** conditions were:
A. changing and unsettled
B. permanently established
C. carefully organized
D. completely understood

Part III — True or False

11. _____ **Fueled** can mean motivated or strengthened something.

12. _____ **Gestational diabetes** is a condition involving high blood sugar during pregnancy.

Part IV — Short Answer

13. What is a grassroots organization? Give an example of an issue a grassroots organization might address.

14. What are grievances? Explain how grievances might lead people to organize for change.

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Vocabulary Worksheet A — Answer Key

Part I — Matching

1. **C** — Absentee Landlords
2. **F** — Assertive
3. **E** — Coalition
4. **A** — Cohort
5. **D** — Curricula
6. **G** — Dissertation
7. **B** — Empowerment

Part II — Multiple Choice

8. **B** — Fighting what seemed like an impossible or misguided battle
9. **A** — A commitment to working responsibly
10. **A** — Changing and unsettled

Part III — True or False

11. **TRUE**
12. **TRUE**

Part IV — Short Answer

13. Sample Answer: A grassroots organization is a group formed by ordinary people in a community to address an issue. For example, residents might organize to demand better schools, safer housing, or improved health services.

14. Sample Answer: Grievances are complaints about problems or unfair treatment. Shared grievances can encourage people to work together to demand changes or solutions.

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Vocabulary Worksheet B

Name: _____ **Date:** _____ **Class/Hour:** _____

Part I — Matching

Match each term with the correct meaning. Write the letter on the line.

1. _____ Hypotheses
2. _____ Indelibly
3. _____ Initiated
4. _____ Medical Anthropologist
5. _____ Notwithstanding
6. _____ Preconceived
7. _____ Prenatal Care

A. Started or caused something to begin
B. Ideas or explanations that can be tested
C. Care received during pregnancy
D. Despite or in spite of
E. In a lasting or unforgettable way
F. Formed before having complete information
G. A researcher who studies health and medicine in relation to culture and society

Part II — Multiple Choice

8. Psychosocial refers to:

A. only physical health
B. psychological and social factors
C. only medical treatment
D. political organizations

9. Psychosomatic describes:

A. physical symptoms influenced by psychological factors
B. a type of school curriculum
C. a community organization
D. medical care during pregnancy

10. Which statement best describes **stereotypes**?

A. Tested scientific explanations
B. Oversimplified beliefs about groups of people
C. Community complaints
D. Academic research papers

Part III — True or False

11. _____ A **surrogate** is someone who acts in place of another person.

12. _____ An **umbrella commission** can coordinate several related groups, programs, or activities.

Part IV — Short Answer

13. What does it mean for someone to have a unique perspective? Give an example.

14. What does it mean to read voraciously? Describe someone who might read this way.

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Vocabulary Worksheet B — Answer Key

Answer Key

Part I — Matching

1. **B** — Hypotheses
2. **E** — Indelibly
3. **A** — Initiated
4. **G** — Medical Anthropologist
5. **D** — Notwithstanding
6. **F** — Preconceived
7. **C** — Prenatal Care

Part II — Multiple Choice

8. **B** — Psychological and social factors
9. **A** — Physical symptoms influenced by psychological factors
10. **B** — Oversimplified beliefs about groups of people

Part III — True or False

11. **TRUE**
12. **TRUE**

Part IV — Short Answer

13. Sample Answer: A unique perspective is a viewpoint shaped by a person's particular experiences, background, or knowledge. For example, someone who grew up in a bilingual household may have a different perspective on bilingual education.

14. Sample Answer: To read voraciously means to read eagerly and in large amounts. A person who finishes several books each week because they love reading could be described as reading voraciously.

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Worksheet, Ch 9

Name: _____ Date: _____Class/Hour _____

Part I: Multiple Choice

Circle the best answer.

1. In the passage, the word “mobilizing” most nearly means:
   A. Ignoring community problems
   B. Bringing people together to take action
   C. Studying medicine alone
   D. Moving from one city to another

2. Which statement best describes a central idea of the reading?
   A. Public health work is easy to organize
   B. Education matters more than family
   C. Hardship and cultural experiences can inspire activism
   D. Community leaders should avoid politics

3. Which sentence from the passage contains foreshadowing?
   A. “You’ll poison the whole family.”
   B. “She walked twenty blocks to school.”
   C. Experiences in Spanish Harlem “deeply etched” her philosophy and path.
   D. Her parents worked long hours in restaurants.

4. The reader can infer that Giachello was resilient because she:
   A. Preferred staying home
   B. Balanced school, work, and motherhood
   C. Avoided leadership positions
   D. Refused help from others

5. Which phrase from the text is connected to healthcare and activism?
   A. Social justice
   B. Family dinner
   C. Traditional business
   D. School hallway

Part II: Matching

Match the item in Column A with the correct description in Column B.

Column A		Column B
6. Foreshadowing	_____	A. A conclusion the reader figures out
7. Inference	_____	B. Hinting at future events
8. Social justice	_____	C. Fair treatment and equal opportunity

Part III: True or False

Write True or False on the line.

9. _____ Some mentors and colleagues encouraged activism and public health work.

10. _____ The passage suggests that her marriage always fully supported her academic ambitions.

Short Answer

11. Explain how the text shows conflict between traditional gender expectations and Giachello ’s goals.

12. Describe one mildly humorous moment from the reading and explain what it reveals about her personality or relationships.

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Worksheet, Answer Key, Ch 9

Answer Key

Part I: Multiple Choice

1. **B** — Bringing people together to take action
2. **C** — Hardship and cultural experiences can inspire activism
3. **C** — Experiences in Spanish Harlem "deeply etched" her philosophy and path.
4. **B** — Balanced school, work, and motherhood
5. **A** — Social justice

Part II: Matching

6. **B** — Foreshadowing: Hinting at future events
7. **A** — Inference: A conclusion the reader figures out
8. **C** — Social justice: Fair treatment and equal opportunity

Part III: True or False

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

Short Answer

11. Explain how the text shows conflict between traditional gender expectations and Giachello 's goals.

Sample answer: Giachello wanted to continue her education and develop a professional career while also facing expectations to be a wife and mother. Balancing school, work, motherhood, and marriage created conflict as she pursued goals that did not always fit traditional expectations for women.

12. Describe one mildly humorous moment from the reading and explain what it reveals about her personality or relationships.

Sample answer: One humorous moment is the warning, **"You'll poison the whole family."** The comment adds humor to a family interaction and shows the personal side of Giachello 's life and relationships.

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Quiz, Ch 9

Name: _____ Date: _____ Class/Hour _____

Part I: Multiple Choice
Circle the best answer.

1. Which experience helped shape Giachello 's interest in social justice and community issues?
A. Growing up in an isolated rural community
B. Her experiences living in Spanish Harlem
C. Working in the entertainment industry
D. Traveling primarily for recreation

2. Which statement best describes the relationship between Giachello 's education and activism?
A. Her education helped prepare her to address community problems.
B. Her education caused her to abandon community work.
C. She believed education and activism should remain separate.
D. She became interested in activism only after retiring.

3. What can the reader infer from Giachello balancing education, employment, and family responsibilities?
A. She lacked interest in her education.
B. She preferred avoiding difficult situations.
C. She was persistent in pursuing her goals.
D. She depended entirely on others to succeed.

4. Which issue became an important part of Giachello 's professional work?
A. Healthcare inequality
B. Professional sports
C. Transportation planning
D. Entertainment

Part II: Matching
Match the item in Column A with the correct description in Column B.

Column A		Column B
5. Community empowerment	_____	A. Bringing people together to address shared concerns
6. Resilience	_____	B. Developing the ability of people to influence decisions affecting their community
7. Community organizing	_____	C. Continuing despite difficulties or setbacks

Part III: True or False

Write True or False on the line.

8. _____ Giachello ’s experiences with Latino communities influenced her professional interests and community work.

9. _____ The reading suggests that Giachello faced no conflict between family expectations and her educational goals.

Part IV: Short Answer

10. Explain how one challenge or experience in Giachello ’s life influenced her later work in healthcare, research, or community activism. Use a specific example from the chapter.

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Quiz, Answer Key, Ch 9

Answer Key

Part I: Multiple Choice

1. **B** — Her experiences living in Spanish Harlem
2. **A** — Her education helped prepare her to address community problems.
3. **C** — She was persistent in pursuing her goals.
4. **A** — Healthcare inequality

Part II: Matching

5. **B** — Community empowerment
6. **C** — Resilience
7. **A** — Community organizing

Part III: True or False

8. **True**
9. **False**

Part IV: Short Answer

10. **Sample Answer:** Giachello ’s experiences in Latino communities helped shape her interest in social justice and health inequality. Her experiences with discrimination and community needs contributed to her later work in public health, research, and community activism.

Acceptable responses may also discuss:

- Her experiences in Spanish Harlem
- Migration and cultural identity
- Gender expectations
- Balancing motherhood, education, and work
- Discrimination
- Healthcare inequality
- Mentors who encouraged her work
- Community organizing and empowerment

Reasonable responses that identify a specific challenge or experience and clearly explain how it influenced Giachello ’s later work should work well.

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Worksheet B, Ch 9

Name: _____ Date: _____Class/Hour _____

Part I: Matching

Match the term in Column A with the correct description in Column B.

Column A		Column B
1. Figurative language	___	A. Similar words in two languages
2. Cognates	___	B. Organized action to improve society
3. Community organizing	___	C. Language that represents ideas symbolically

Part II: True or False

Write True or False on the line.

4. _____ Her daughter later became involved in advocacy and organizing work connected to women's issues.

5. _____ The text suggests that education and activism can help create social change.

Part III: Multiple Choice

Circle the best answer.

6. The phrase "community empowerment" mainly refers to:
   - A. Encouraging people to volunteer
   - B. Giving communities influence over important decisions
   - C. Teaching only political history
   - D. Creating entertainment programs

7. The phrase "Seeds had been planted living in Spanish Harlem," the word "seeds" symbolizes:
   - A. Gardening projects
   - B. Childhood games
   - C. The beginning of later activism and social justice work
   - D. A farming tradition

8. Which pair below is an example of cognates?
   - A. Health / hospital
   - B. Activism / protest
   - C. Community / comunidad
   - D. Equality / justice

9. The overall tone of the passage is best described as:
    A. Humorous and sarcastic
    B. Serious and reflective
    C. Angry and bitter
    D. Confused and uncertain

10. Which issue helped shape her worldview and research interests?
    A. Fashion trends
    B. Sports competition
    C. Healthcare inequality
    D. Movie production

Short Answer

11. Explain how her Puerto Rican/Latino background influenced her work and interests.

12. Identify one topic from the reading that would work well for a small group discussion and explain why.

Answer Key

Part I: Matching

1. C — Figurative language
2. A — Cognates
3. B — Community organizing

Part II: True or False

4. True
5. True

Part III: Multiple Choice

6. B — Giving communities influence over important decisions
7. C — The beginning of later activism and social justice work
8. C — Community / comunidad
9. B — Serious and reflective
10. C — Healthcare inequality

Short Answer

11. Explain how her Puerto Rican/Latino background influenced her work and interests.

    Sample answer: Her Puerto Rican/Latino background helped her understand the challenges faced by Latino communities, including discrimination and unequal access to healthcare. These experiences influenced her interest in health research, community organizing, and improving healthcare for underserved communities.

12. Identify one topic from the reading that would work well for a small group discussion and explain why.

    Answers will vary. Possible topics include healthcare inequality, discrimination, migration, community empowerment, education, or activism. Students should identify a topic from the reading and clearly explain why it would lead to a meaningful discussion.

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Quiz B, Ch 9

Name: _____ Date: _____Class/Hour _____

Part I: True or False

Write True or False on the line.

1. _____ The reading suggests that migration and discrimination influenced her worldview.
2. _____ The passage presents activism as completely separate from education and family life.

Part II: Multiple Choice

Circle the best answer.

3. Which phrase from the passage is an example of figurative language?
   - A. “Healthcare inequality”
   - B. “Women’s rights movements”
   - C. “Seeds had been planted living in Spanish Harlem”
   - D. “Community organizing”

4. The phrase “community empowerment” mainly suggests that communities should:
   - A. Depend entirely on government leaders
   - B. Avoid political involvement
   - C. Gain influence over decisions affecting their lives
   - D. Focus only on education

5. Which pair is a cognate example from the text?
   - A. Justice / rights
   - B. Community / comunidad
   - C. Equality / fairness
   - D. Poverty / struggle

6. The tone of the reading is best described as:
   - A. Playful and humorous
   - B. Suspenseful and mysterious
   - C. Reflective and inspirational
   - D. Harsh and sarcastic

7. Which issue became an important focus in the later backdrop of the text?
   A. Industrial expansion
   B. COVID-19 and healthcare inequality
   C. International sports
   D. Television advertising

Part IIII: Matching

Match the item in Column A with the correct description in Column B.

Column A		**Column B**
8. Cognates	_____	A. Organized efforts to improve society
9. Community organizing	_____	B. Similar words across two languages
10. Figurative language	_____	C. Words used symbolically rather than literally

Short Answer

11. Explain how cultural background influenced the issues she studied and worked to improve.

12. Identify one discussion topic from the reading that students could debate in a small group. Explain your choice.

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Quiz B, Answer Key, Ch 9

Answer Key

Part I: True or False

1. True
2. False

Part II: Multiple Choice

3. C — "Seeds had been planted living in Spanish Harlem"
4. C — Gain influence over decisions affecting their lives
5. B — Community / comunidad
6. C — Reflective and inspirational
7. B — COVID-19 and healthcare inequality

Part III: Matching

8. B — Cognates
9. A — Community organizing
10. C — Figurative language

Short Answer

11. Explain how cultural background influenced the issues she studied and worked to improve.

    Sample answer: Her Puerto Rican and Latino background exposed her to issues affecting Latino and underserved communities. This influenced her work in healthcare inequality, community health, research, and advocacy.

12. Identify one discussion topic from the reading that students could debate in a small group. Explain your choice.

    Answers will vary. Responses may include healthcare inequality, discrimination, migration, community empowerment, activism, or the relationship between education and social change. Students should support their choice with information from the reading.

Questions; Ch 9; A Giachello

1. The text says Giachello "mobiliz[ed] community action health and access to medical care." The surrounding discussion about healthcare and organizing helps show that "mobilizing" means bringing people together to take action. **L.9-10.4.a**

2. Early on, most of the important people in her life did not do the same type of work. Her parents worked long hours in restaurants and business, while her husband initially expected a more traditional family role. Later, however, some mentors and colleagues supported her activism and public health career. **RL-9-10.1, RL-9-10.6**

3. There are a few mildly funny moments. One example is when her husband warned her, "You'll poison the whole family. You're always thinking about theories and hypotheses," teasing her intellectual nature. **RL.9-10.6, RI.9-10.4**

4. An example of inference appears when the text describes Giachello walking twenty blocks to school and balancing work, motherhood, and study. The reader infers her determination and resilience even when the text does not directly state it. **RL-9-10.1**

5. A central idea is that personal hardship and cultural experience can inspire lifelong social activism. Giachello 's experiences with poverty, discrimination, and unequal healthcare shaped her commitment to community health and justice. **RL-9-10.2**

6. The phrase "social justice" gains meaning through context because the surrounding discussion involves poverty, discrimination, unequal healthcare, and community organizing. **L.9-10.4.d**

7. Foreshadowing appears when the text explains that her childhood experiences in Spanish Harlem "deeply etched" her philosophy and professional path. This hints that she will later become involved in activism and public health work. **RL.9.6**

8. One opinion appears when the text states that Giachello believed her husband's thinking was "narrow-minded" regarding women's roles. This reflects her personal judgment about his attitudes. **RL.9.3**

9. Yes. There are complex interactions between Giachello, her husband, mentors, activists, and community leaders. Her marriage involved tension between traditional gender expectations and her academic ambitions, while her professional relationships often supported her activism. **RL-9-10.3**

10. The text uses nuanced language such as "social justice," "community empowerment," and "grassroots." These phrases connect political action with healthcare. A humorous incident is her husband joking that she would "poison the whole family" because she focused so much on theories. **RL-9-10.3; L.9-10.5**

11. The phrase "community empowerment" is used in a unique way because it refers not just to encouragement, but to giving communities actual influence over health and political decisions. Cognates include "community/comunidad" and "activity/actividad." **RL-9-10.4; L.9-10.5**

12. An example of figurative language is when the text says "Seeds had been planted living in Spanish Harlem." The "seeds" symbolize the beginnings of her later commitment to social justice work. **L.9-10.5a**

13. Her Puerto Rican and Latino cultural background strongly shapes the content. Experiences with poverty, migration, discrimination, and healthcare inequality influenced both her worldview and the issues she chose to study. **RL-9-10.6**

14. Small group discussions could focus on gender expectations, balancing family and career, healthcare inequality, Latino activism, and the importance of community organizing. **SL.9-10.1a-d**

15. Yes. Her daughter, Maria Gianella Martinez, became involved in organizing and advocacy work related to women's issues and domestic violence prevention. **RI.9-10.1**

16. The tone is serious, reflective, and inspirational. The style combines biography with social and political history. **RI.9-10.4, RI.9-10.6**

17. The main backdrop includes civil rights activism, Latino community organizing, women's rights movements, healthcare inequality, and later the HIV/AIDS crisis and COVID-19 pandemic. **RL.9-10.6**

18. One cognate example is "community" and the Spanish "comunidad," or "activity" and "actividad." The similarity in spelling and meaning helps bilingual readers understand the terms. **RI.9-10.4, L.9-10.4.a**

19. Additional discussion topics include immigration, discrimination in healthcare, women in leadership, balancing activism with family life, and how education can create social change. **SL.9-10.1a-d**

20. Did she have a personal philosophy? How do you know? **RL.9-10.1**, **RI.9-10.1, W.9-10.1, W.9-10.9**
    Yes. Giachello believed communities should help solve their own problems. Her work in community-based participatory research and her advocacy for Latino communities show that she valued equity, participation, and self-determination.

21. Did her career follow a logical path? Why or why not? **RI.9-10.3**, **W.9-10.1, W.9-10.9**
    Yes. Her childhood experiences with poverty and discrimination led her to study social work and sociology, become active in community organizing, and later focus on Latino health research. Each step built on the one before it.

Aida L. Giachello, CLT
Chicago Latina Trailblazers, Ch 9
Notes

1. This chapter was developed based on an interview with Aida Giachello by Rita D. Hernández and Leticia Villarreal Sosa at Northwestern University, School of Preventive Medicine, Chicago, IL, on June 13, 2016, and a subsequent interview by Rita D. Hernández at Aida Giachello's home in Oak Lawn, IL, on June 26, 2016. All quotations in this chapter are from these interviews.

2. St. Procopius was formerly a Czechoslovakian parish, before transitioning into serving a predominantly Mexican Catholic community. The church is still there and continues to serve the Mexican community.

3. Mike Royko, Boss: Richard J. Daley of Chicago (New York: Plume, 1988); Adam Cohen and Elizabeth Taylor, American Pharaoh: Mayor Richard J. Daley—His Battle for Chicago and the Nation (New York: Little, Brown, 2000).

4. For more information, see http://illinoisunidos.com/

5. For more information, see https://content.time.com/time/specials/packages/completelist/0,29569,2008201,00.html