

***Ada N. Lopez, CLT;***  
***Summary, Ch 10***

Summary Chapter 10

Ada Nivia López describes how her childhood in Puerto Rico and Chicago shaped her cultural identity and lifelong commitment to education, bilingualism, and social justice. Guided by her parents' example of hard work, cultural pride, and community responsibility, she came to understand the challenges Latino students faced in adapting to new languages and cultures.

As a student and young activist during Chicago's civil rights era, López joined the emerging Latino civil rights movement, advancing bilingual education, Latino representation, and educational equity. While attending Loop Junior College (now Harold Washington College), she co-founded the Organization of Latin American Students (OLAS), one of Chicago's earliest Latino student organizations. After transferring to the University of Illinois at Chicago, she organized initiatives that promoted Latino enrollment, culturally relevant programs, and stronger community Partnerships.

Throughout her career in Chicago Public Schools and higher education, López championed bilingual education, strengthened teacher development, and built innovative partnerships between schools and the private sector, including the nationally recognized Hyatt Culinary Arts Program at Clemente Community Academy, expanding educational and career opportunities for students.

López later extended her advocacy into public leadership and educational governance. As a founding member of the Mayor's Advisory Commission on Latino Affairs and a member of the Chicago Board of Education, she helped guide the planning and authorization of seven new schools. In 1992, she became the first Latina elected to statewide office in Illinois, serving as a trustee of the University of Illinois. Throughout her public service, she expanded educational opportunity, strengthened Latino representation, and challenged negative stereotypes about Puerto Ricans through writing and the *Asi Somos | Who We Are* photography project, which presents an insider's perspective on the cultural values that have shaped Puerto Rican contributions. Her memoir demonstrates how cultural identity, education, coalition building, and civic engagement can advance social justice and expand opportunities for future generations.

# Ada Nivia López, CLT

## Timeline



### Early Life

| Year      | Event                                                        |
|-----------|--------------------------------------------------------------|
| 1947      | Born in Arecibo, Puerto Rico.                                |
| 1950s     | Moved between Puerto Rico and Chicago.                       |
| Childhood | Developed strong Puerto Rican identity and bilingual skills. |



### Education & Activism

| Year        | Event                                                        |
|-------------|--------------------------------------------------------------|
| 1960s       | Attended school in Chicago as a bilingual student.           |
| 1968        | Joined Latino student activism at UIC.                       |
| Early 1970s | Organized for bilingual education and Latino representation. |



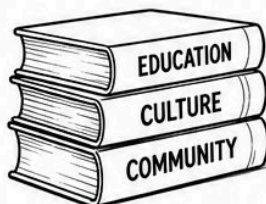
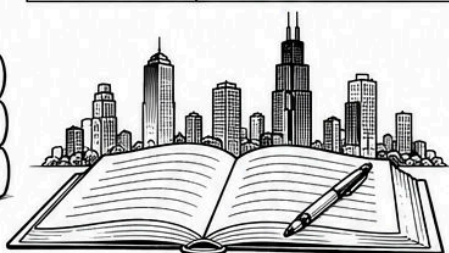
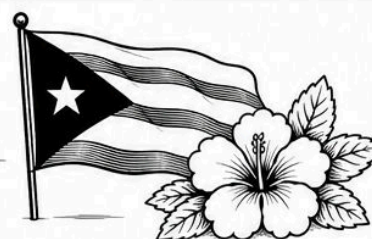
### Educational Leadership

| Year  | Event                                                   |
|-------|---------------------------------------------------------|
| 1970s | Worked in bilingual education advocacy.                 |
| 1980s | Supported bilingual programs in Chicago Public Schools. |
| 1987  | Took leadership role connected to CPS reform efforts.   |



### Community & Legacy

| Year    | Event                                                        |
|---------|--------------------------------------------------------------|
| 1991    | Appointed to University of Illinois Board of Trustees.       |
| 2004    | Created Puerto Rican oral history and photography project.   |
| Present | Recognized for advocacy in education and Latino communities. |



**Ada Nivia López, CLT**  
**Vocabulary & Definitions, Ch 10**

**Vocabulary:**

Adversarial, Birthright, Coalitions, Disengaged, Ideologies, Obstructionist, Paradoxically, Patriarchal Society, Pedagogical, Periphery, Polarized, Stark Disparity, Undercurrent Of Change

1. **Adversarial** – involving conflict or opposition between two sides.
2. **Birthright** – a right, privilege, or possession a person is born with.
3. **Coalitions** – alliances formed by groups working together toward a shared goal.
4. **Disengaged** – emotionally detached or no longer actively involved.
5. **Ideologies** – systems of beliefs or ideas that guide political or social actions.
6. **Obstructionist** – deliberately creating barriers or delays to prevent progress.
7. **Paradoxically** – in a way that seems contradictory or unexpected.
8. **Patriarchal Society** – a social system in which men hold primary power and authority.
9. **Pedagogical** – related to teaching methods or education.
10. **Periphery** – the outer edge or boundary of something; a less central position.
11. **Polarized** – divided into strongly opposing groups or viewpoints.
12. **Stark Disparity** – a very noticeable difference or inequality between people or conditions.
13. **Undercurrent of Change** – a hidden or less obvious movement toward change beneath the surface.

**Ada Nivia López, CLT**  
**Potential Teaching Suggestions for Vocabulary, Ch 10**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Hour: \_\_\_\_\_

### **Context Clues Practice**

Have students locate unfamiliar vocabulary from the chapter and underline clues in the surrounding sentences that help reveal meaning. Students should explain how the context supports the definition.

**Example:**

*Paradoxically* — Students identify contrasting ideas in the paragraph to explain why the situation seems contradictory.

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### **Vocabulary in Discussion**

Assign small groups two or three vocabulary terms to use naturally during class discussion. Students should connect the words to themes from Ada Lopez's experiences with bilingual education, activism, or identity.

**Example Sentence Starter:**

"The educational system became more **polarized** when different groups disagreed about bilingual programs."

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### **Word Association Charts**

Students create a simple chart connecting vocabulary words to:

- synonyms
- antonyms
- images
- real-world examples

This strategy helps students move beyond memorization and connect vocabulary to larger concepts.

**Example:**

*Coalitions* → teamwork, alliances, organizing, community groups

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### **Vocabulary & Personal Connection**

Students write a short response connecting one vocabulary word to a personal experience, current event, or issue discussed in class. Encourage students to explain the connection clearly using evidence or examples.

**Example Prompt:**

Describe a situation where people became **disengaged** from an important issue. What caused it?

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### **Quick Review Activities**

Use short daily review strategies:

- partner quizzes
- vocabulary charades
- matching activities
- sentence completion
- "Which word fits?" warm-ups

Keep activities brief and repetitive so students encounter the vocabulary multiple times throughout the week.

**Ada Nivia López, CLT**  
**Vocabulary Worksheet, Ch 10**

Name \_\_\_\_\_ Date \_\_\_\_\_ Class/Hour \_\_\_\_\_

Write a brief definition for each vocabulary word.

1. **Adversarial** \_\_\_\_\_
2. **Birthright** \_\_\_\_\_
3. **Coalitions** \_\_\_\_\_
4. **Disengaged** \_\_\_\_\_
5. **Ideologies** \_\_\_\_\_
6. **Obstructionist** \_\_\_\_\_
7. **Paradoxically** \_\_\_\_\_
8. **Patriarchal Society** \_\_\_\_\_
9. **Pedagogical** \_\_\_\_\_
10. **Periphery** \_\_\_\_\_
11. **Polarized** \_\_\_\_\_
12. **Stark Disparity** \_\_\_\_\_
13. **Undercurrent of Change** \_\_\_\_\_

**Ada Nivia López, CLT**  
**Vocabulary Worksheet, Ch 10**

Name \_\_\_\_\_ Date \_\_\_\_\_ Class/Hour \_\_\_\_\_

**Part I: Matching**

Match each vocabulary word with the correct definition.

1. \_\_\_\_\_ **Adversarial**
2. \_\_\_\_\_ **Birthright**
3. \_\_\_\_\_ **Coalitions**
4. \_\_\_\_\_ **Disengaged**
5. \_\_\_\_\_ **Ideologies**

- A. Groups formed by people or organizations working toward a common goal
  - B. Opposing or hostile toward another person or group
  - C. Beliefs or ideas that guide a person, group, or society
  - D. A right or privilege someone has from birth
  - E. Uninterested, uninvolved, or disconnected
- 

**Part II: Multiple Choice**

Circle the best answer.

6. An **obstructionist** is someone who:
  - A. encourages cooperation
  - B. tries to prevent or delay action
  - C. studies different cultures
  - D. accepts every proposal
7. If something happens **paradoxically**, it:
  - A. happens exactly as expected
  - B. appears contradictory or opposite to what is expected
  - C. happens without explanation
  - D. occurs very slowly
8. A **patriarchal society** is a society in which:
  - A. children make most important decisions
  - B. power and authority are held mainly by men
  - C. everyone has equal political power
  - D. schools control the government

9. Something described as **pedagogical** relates to:
- A. politics
  - B. economics
  - C. teaching and education
  - D. medicine
- 

### Part III: Fill in the Blank

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

**Periphery • Polarized • Stark Disparity • Undercurrent of Change**

10. When two groups become sharply divided over an issue, they have become

\_\_\_\_\_.

11. A major and obvious difference between two groups can be described as a

\_\_\_\_\_.

12. Something located on the outer edge rather than at the center is on the

\_\_\_\_\_.

13. A gradual shift occurring beneath the surface of society can be described as an

\_\_\_\_\_.

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**Ada Nivia López, CLT**  
**Vocabulary Worksheet, Answer Key Ch 10**

**Answer Key**

**Part I: Matching**

1. **B — Adversarial:** Opposing or hostile toward another person or group
2. **D — Birthright:** A right or privilege someone has from birth
3. **A — Coalitions:** Groups formed by people or organizations working toward a common goal
4. **E — Disengaged:** Uninterested, uninvolved, or disconnected
5. **C — Ideologies:** Beliefs or ideas that guide a person, group, or society

**Part II: Multiple Choice**

6. **B** — tries to prevent or delay action
7. **B** — appears contradictory or opposite to what is expected
8. **B** — power and authority are held mainly by men
9. **C** — teaching and education

**Part III: Fill in the Blank**

10. Polarized
11. Stark Disparity
12. Periphery
13. Undercurrent of Change

**Ada Nivia López, CLT**  
**Worksheet, Ch 10**

Name \_\_\_\_\_ Date \_\_\_\_\_ Class/Hour \_\_\_\_\_

**Part I – Multiple Choice**

1. What does the text suggest about López’s mother’s “joy of discovery”?
  - a. She disliked formal education.
  - b. She enjoyed learning and creativity.
  - c. She avoided family traditions.
  - d. She wanted López to become a musician.
2. Which statement best explains a central idea in the text?
  - a. Political leaders usually ignore students.
  - b. Music was more important than education.
  - c. Education and culture can support social change.
  - d. Puerto Rican families avoided activism.
3. The phrase “microaggressions” is clarified through examples of —
  - a. sports competitions
  - b. family celebrations
  - c. teacher comments and subtle insults
  - d. political campaigns

**Part II – Matching**

Match each literary term with the correct example.

- |                      |                                                 |
|----------------------|-------------------------------------------------|
| ___ A. Inference     | 1. Childhood experiences hint at later activism |
| ___ B. Opinion       | 2. Reader understands politics influenced López |
| ___ C. Foreshadowing | 3. Calling media portrayals “racist journalism” |

**Part III – True or False**

7. \_\_\_\_\_ López’s early family experiences helped shape her values and activism.
8. \_\_\_\_\_ “Circle Campus” is presented as a positive symbol of community connection.

**Part IV – Short Answer**

9. Explain how López's family influenced her later beliefs about education and culture.

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10. Describe one humorous or memorable moment from the text and explain why it stands out.

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**Ada Nivia López, CLT**  
**Worksheet, Ch 10; Answer Key**

**Answer Key**

**Part I – Multiple Choice**

1. **B** — She enjoyed learning and creativity.
2. **C** — Education and culture can support social change.
3. **C** — teacher comments and subtle insults

**Part II – Matching**

4. **A. Inference — 2** — Reader understands politics influenced López
5. **B. Opinion — 3** — Calling media portrayals “racist journalism”
6. **C. Foreshadowing — 1** — Childhood experiences hint at later activism

**Part III – True or False**

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

**Part IV – Short Answer**

9. **Explain how López’s family influenced her later beliefs about education and culture.**

**Sample answer:** López’s family encouraged learning, cultural pride, and awareness of community and political issues. These experiences helped shape her belief that education and culture could be used to strengthen communities and create change.

10. **Describe one humorous or memorable moment from the text and explain why it stands out.**

**Answers will vary.** Students should identify a specific humorous or memorable incident from the chapter and explain why it was significant or memorable.

For short-answer questions, **answers will vary**. Responses should accurately address the question and be supported by information from the text.

**Ada Nivia López, CLT**  
**Quiz, Ch 10**

Name \_\_\_\_\_ Date \_\_\_\_\_ Class/Hour \_\_\_\_\_

**Part I – Multiple Choice**

1. Which detail best supports the idea that López valued cultural identity?
  - a. She ignored political conversations.
  - b. She connected language, music, and stories to Puerto Rican pride.
  - c. She avoided discussing education.
  - d. She preferred isolation from community groups.
2. What can readers infer from López listening to adults discuss politics and labor issues?
  - a. She disliked community meetings.
  - b. Those conversations influenced her later activism.
  - c. She wanted to become a journalist.
  - d. She avoided political topics as an adult.
3. Which phrase from the text reflects an opinion rather than a fact?
  - a. “teacher innuendos”
  - b. “Puerto Rican music”
  - c. “racist journalism”
  - d. “Circle Campus”
4. The text suggests that bilingual education was important because it —
  - a. reduced cultural traditions
  - b. separated students from communities
  - c. supported equality and representation
  - d. discouraged political awareness

**Part II – Matching**

Match the term with the correct description.

- |                           |                                               |
|---------------------------|-----------------------------------------------|
| _____ A. Foreshadowing    | 1. Hidden insults or subtle discrimination    |
| _____ B. Microaggressions | 2. Hinting at future events                   |
| _____ C. Central Idea     | 3. Education and identity support empowerment |

**Part III – True or False**

8. \_\_\_\_\_ López describes “Circle Campus” with a negative tone connected to separation from nearby communities.
9. \_\_\_\_\_ The text suggests López’s family had little influence on her values.

**Part IV – Short Response**

10. Explain how family experiences helped shape López’s later activism and beliefs about education.

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***Ada Nivia López, CLT***  
***Quiz, Ch 10; Answer Key***

**Answer Key**

**Part I – Multiple Choice**

1. **B** — She connected language, music, and stories to Puerto Rican pride.
2. **B** — Those conversations influenced her later activism.
3. **C** — “racist journalism”
4. **C** — supported equality and representation

**Part II – Matching**

5. **A. Foreshadowing** — **2** — Hinting at future events
6. **B. Microaggressions** — **1** — Hidden insults or subtle discrimination
7. **C. Central Idea** — **3** — Education and identity support empowerment

**Part III – True or False**

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

**Part IV – Short Response**

10. **Explain how family experiences helped shape López’s later activism and beliefs about education.**

**Sample answer:** López grew up hearing adults discuss politics, labor, education, and community concerns. Her family also emphasized Puerto Rican culture and identity. These experiences helped develop her interest in education, cultural representation, and community activism.

**Ada Nivia López, CLT**  
**Worksheet B, Ch 10**

Name \_\_\_\_\_ Date \_\_\_\_\_ Class/Hour \_\_\_\_\_

**Part I – Multiple Choice**

1. Which phrase from the text best connects to activism and identity?
  - a. “vision expanded”
  - b. “solidarity and empowerment”
  - c. “historical reflection”
  - d. “literal meaning”
  
2. What does López mean when she says her “vision expanded”?
  - a. Her eyesight improved.
  - b. She traveled to another city.
  - c. She developed a broader understanding of society and justice.
  - d. She became interested in science.
  
3. Which topic would best fit a small group discussion based on the memoir?
  - a. video game design
  - b. weather patterns
  - c. bilingual education and activism
  - d. professional sports

**Part II – Matching**

Match the term with the correct description.

- |                   |                                                             |
|-------------------|-------------------------------------------------------------|
| _____ A. Cognate  | 1. The historical setting behind the memoir                 |
| _____ B. Tone     | 2. Words with similar spelling and meaning in two languages |
| _____ C. Backdrop | 3. Reflective and socially aware attitude in writing        |

**Part III – True or False**

7. \_\_\_\_\_ López’s father became involved in civic and community organizing.
  
8. \_\_\_\_\_ The memoir avoids discussing language and cultural identity.

**Part IV – Short Answer**

9. Explain how Puerto Rican culture and bilingual identity influence López's experiences.

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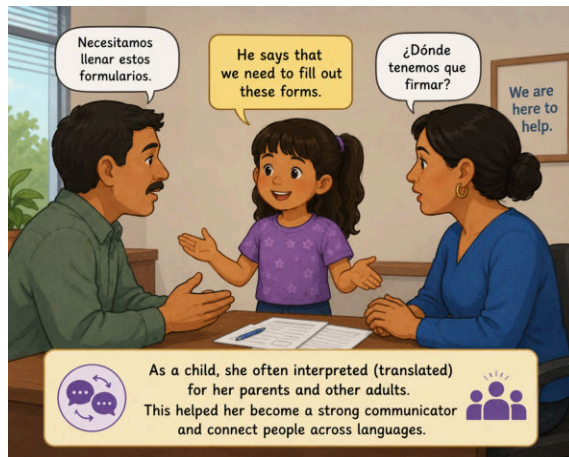
10. Identify one important historical or social issue connected to the memoir and explain its importance.

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**Ada Nivia López, CLT**  
**Worksheet B, Ch 10; Answer Key**

**Answer Key**

**Part I – Multiple Choice**

1. **B** — “solidarity and empowerment”
2. **C** — She developed a broader understanding of society and justice.
3. **C** — bilingual education and activism

**Part II – Matching**

4. **A. Cognate** — **2** — Words with similar spelling and meaning in two languages
5. **B. Tone** — **3** — Reflective and socially aware attitude in writing
6. **C. Backdrop** — **1** — The historical setting behind the memoir

**Part III – True or False**

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

**Part IV – Short Answer**

9. **Explain how Puerto Rican culture and bilingual identity influence López’s experiences.**

**Sample answer:** López’s Puerto Rican culture and bilingual identity shaped how she understood education, discrimination, and community. Her experiences helped her see language and culture as strengths that should be respected and preserved.

10. **Identify one important historical or social issue connected to the memoir and explain its importance.**

**Sample answer:** Bilingual education is an important issue in the memoir because it concerns whether students can maintain their language and cultural identity while receiving equal educational opportunities.

**Other topics may include:** civil rights, discrimination, migration, community activism, or Puerto Rican identity.

## **Ada Nivia López, CLT**

### **Quiz B, Ch 10**

Name \_\_\_\_\_ Date \_\_\_\_\_ Class/Hour \_\_\_\_\_

#### **Part I – Multiple Choice**

1. Which pair of words is an example of cognates from the text?
  - a. justice / fairness
  - b. education / educación
  - c. activism / equality
  - d. language / identity
2. When López says her “vision expanded,” the phrase means —
  - a. she needed glasses
  - b. she traveled often
  - c. her understanding of society grew
  - d. she studied science
3. Which topic is connected to the memoir’s historical backdrop?
  - a. space exploration
  - b. civil rights and bilingual education
  - c. medieval history
  - d. environmental science
4. The tone of the memoir is best described as —
  - a. sarcastic and humorous
  - b. reflective and determined
  - c. confused and uncertain
  - d. fearful and detached

#### **Part II – Matching**

Match the literary element with the correct description.

- |                                |                                                             |
|--------------------------------|-------------------------------------------------------------|
| _____ A. Figurative Language   | 1. Words with similar meaning and spelling in two languages |
| _____ B. Cognate               | 2. Broader understanding rather than literal eyesight       |
| _____ C. Community Empowerment | 3. Working together to improve conditions for others        |

#### **Part III – True or False**

8. \_\_\_\_\_ López’s father participated in civic and political organizing.
9. \_\_\_\_\_ The memoir ignores issues connected to migration and discrimination.

**Part IV – Short Response**

**10.** Explain how bilingual identity influenced López's experiences and activism.

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**Ada Nivia López, CLT**  
**Quiz B, Ch 10; Answer Key**

**Answer Key**

**Part I – Multiple Choice**

1. **B** — education / educación
2. **C** — her understanding of society grew
3. **B** — civil rights and bilingual education
4. **B** — reflective and determined

**Part II – Matching**

5. **A. Figurative Language — 2** — Broader understanding rather than literal eyesight
6. **B. Cognate — 1** — Words with similar meaning and spelling in two languages
7. **C. Community Empowerment — 3** — Working together to improve conditions for others

**Part III – True or False**

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

**Part IV – Short Response**

10. **Explain how bilingual identity influenced López's experiences and activism.**

**Sample answer:** López's bilingual identity helped her understand the importance of preserving language and culture. Her experiences with education and discrimination contributed to her advocacy for bilingual education, equality, and greater representation.

For short-answer questions, **answers will vary**. Responses should accurately address the question and be supported by information from the text.

Questions: A. Lopez; Ch 10

1. The text says López's mother had "an appreciation for beauty and joy of discovery." The surrounding details about music, family stories, and creativity help show that "discovery" means learning and exploring new ideas. **L.9-10.4.a**
2. Early on, the important people in her life were not activists in the same formal sense, but they influenced her values. Her parents and grandmother emphasized dignity, hard work, education, and Puerto Rican culture, which later shaped her activism. **RL-9-10.1, RL-9-10.6**
3. A humorous moment occurs when her grandmother carefully stretched out the pronunciation of the word "sandwich," turning a simple correction into a memorable family lesson. **RL-9-10.6, RI.9-10.4**
4. An example of inference appears when López describes watching adults discuss politics and labor issues as a child. The reader infers that these conversations influenced her later political awareness and activism. **RL-9-10.1**
5. A central idea is that education and cultural identity can be powerful tools for social justice and community empowerment. Throughout the text, López connects bilingual education and activism with equality and representation. **RL-9-10.2**
6. The phrase "microaggressions" gains meaning from context because the text follows it with examples such as "teacher innuendos" and "condescending remarks." **L.9-10.4.d**
7. Foreshadowing appears when López recalls feeling connected to Puerto Rican music, stories, and language as a child. These early experiences hint at her later role as a cultural and political advocate. **RL.9.6**
8. An opinion appears when López criticizes negative media portrayals of Puerto Rico and says such depictions were "racist journalism." This reflects her personal judgment about the media. **RL.9.3**
9. Yes. The text describes complex interactions among students, activists, educators, politicians, and university leaders. López often had to negotiate between community demands and institutional resistance. **RL-9-10.3**
10. The phrase "Circle Campus" is used with negative nuance because it symbolizes isolation from surrounding Latino and Black communities. A funny incident is the grandmother dramatically correcting the pronunciation of "sandwich." **RL-9-10.3; L.9-10.5**
11. The text uses words like "community," "solidarity," and "empowerment" in ways tied closely to activism and identity. Cognates include "education/educación" and "community/comunidad." **RL-9-10.4; L.9-10.5**
12. An example of figurative language is when López writes that her "vision expanded." This does not mean literal eyesight, but a broader understanding of society and justice. **L.9-10.5a**

13. Puerto Rican culture and bilingual identity strongly shape the memoir. Her experiences with migration, language, discrimination, and activism influence both the events she describes and her interpretation of them. **RL.9-10.6**
14. Small group discussions could focus on bilingual education, racism, cultural identity, student activism, gender equality, and political organizing. **SL.9-10.1a-d**
15. Yes. Her father played a public role in improving conditions for the Puerto Rican community and became involved in civic and political organizing. **RI.9-10.1**
16. The tone is reflective, determined, and socially conscious. The style combines memoir, political commentary, and historical reflection. **RI.9-10.4, RI.9-10.6**
17. The main backdrop includes the Puerto Rican migration to Chicago, the civil rights movement, bilingual education debates, Latino activism, and struggles for educational equity. **RL.9-10.6**
18. One cognate example is “education” and “educación,” or “community” and “comunidad.” The similar spelling and meaning help connect English and Spanish vocabulary. **RI.9-10.4, L.9-10.4.a**
19. Additional discussion topics include immigration, affirmative action, university politics, cultural preservation, bilingual schooling, and the responsibilities of community leadership. **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. López believed in education, bilingualism, and social justice. She spent her career advocating for Latino students and promoting equal opportunities in schools and communities.
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 career followed a logical path because her experiences as a student, activist, teacher, and administrator all centered on improving education and supporting Latino communities.

## **Ada N. Lopez, CLT; Ch 10**

### **Notes**

1. The cuatro is an instrument symbolic of Puerto Rican nationality. It is a string instrument shaped like a viola and resembles a small classical guitar. The cuatro is used in traditional Puerto Rican music (danzas, seis, guarachas, etc.) and occasionally in popular and formal music. A güiro is a percussion instrument consisting of an open-ended, hollow gourd with notches cut into one side. It is played by rubbing a stick along the notches.
2. Carmelo Esterrich, *Concrete and Countryside: The Urban and Rural in 1950's Puerto Rican Culture* (Pittsburgh: University of Pittsburgh Press, 2018).
3. Blanca Canales was an educator and Puerto Rican Nationalist. She joined the Puerto Rican Nationalist Party in 1931 and helped organize the Daughters of Freedom, the women's branch of the party.
4. The Jayuya uprising or revolt, also known as El Grito de Jayuya, refers to a revolt against the U.S. government in October of 1950. Events leading up to the revolt included repressive measures against the Nationalist Party imposed by the U.S.-appointed governor of Puerto Rico during the 1930s, such as imprisonment of the leaders and what was known as the Ponce Massacre in 1937, where police opened fire on a crowd during a parade in Ponce. For a more detailed account, please see *The Jayuya Uprising* at <https://yosoyborinquen.com/the-jayuya-uprising>.
5. Pedro Flores was one of Puerto Rico's best-known composers of ballads and boleros (Josean Ramos, "Pedro Flores," Fundación Nacional para la Cultura Popular, <https://prpop.org/biografias/pedro-flores/>).
6. Rafael Hernández was a Puerto Rican composer of popular music and is considered one of the greatest composers in Latin America (Elena Martinez, "The Greatest Jibarito: Afro-Boricua Rafael Hernández," Centro Voices, 2015, <https://centropr-archive.hunter.cuny.edu/centrovoices/arts-culture/>).
7. Sylvia Rexach is considered one of the best composers of popular Latin American music. She had a short life, dying at age thirty-nine, leaving behind her legacy of poetry and song (Carene Oliveras, "Sylvia Rexach," Fundación Nacional para la Cultura Popular, <https://prpop.org/biografias/sylvia-rexach/>).
8. The Puerto Rican great migration occurred after World War II, when numbers of Puerto Ricans increased dramatically across U.S. cities. The population in Chicago's Puerto Rican community neighborhoods went from thirty-two thousand to nearly seventy-nine thousand between 1950 and 1960. This migration was also propelled by Operation Bootstrap, which encouraged U.S. corporations to relocate in Puerto Rico by offering tax benefits, the development of a cheap labor pool, education in English in the schools, and the promotion of emigration to the U.S. mainland. Operation Bootstrap failed to create employment the way it promised and instead displaced many people from the land as the sugar-cane agricultural sector declined, leading to massive unemployment (Virginia Sanchez Korrol, "History of Puerto Ricans in the US—Part 4," Centro: Center for Puerto Rican Studies, <https://centropr-archive.hunter.cuny.edu/education/story-us-puerto-ricans-part-four>).
9. "Vintage: Puerto Rican Parade," Chicago Tribune, June 14, 2018, [www.chicagotribune.com/visuals/vintage/ct-puerto-rican-parade-vintage-photos-20180614-photogallery.html](http://www.chicagotribune.com/visuals/vintage/ct-puerto-rican-parade-vintage-photos-20180614-photogallery.html)

10. Felix M. Padilla, *Puerto Rican Chicago* (South Bend, IN: University of Notre Dame, 1987).

11. La décima was written and sung by Simón Gómez commemorating the rebellion of Puerto Ricans in Chicago in June 1966. A décima is a form of poetry found in Spain and throughout Latin America composed of four stanzas of ten lines each, which forms the foundation for certain genres of Puerto Rican music.

12. The Young Lords were founded in Chicago and modeled after the Black Panther Party. These groups organized marches and public demonstrations against discrimination. Their activism centered on issues like education, housing, and solidarity with the working poor. They set up free breakfast programs and ran “liberation schools” (Ed Morales, “The Roots of Organizing: The Young Lords’ Revolution,” *The Nation*, March 24, 2020, [www.thenation.com/article/culture/young-lords-radical-history-johanna-fernandez-review/](http://www.thenation.com/article/culture/young-lords-radical-history-johanna-fernandez-review/)).

Jose “Cha Cha” Jiménez was born in Puerto Rico and raised in Chicago. He was arrested frequently as a member of the Young Lords street gang. After one of these arrests, he began reading Martin Luther King Jr. and Malcolm X and learning about Puerto Rican Independence leaders. He turned the Young Lords in a political direction, addressing oppression with a focus on police and government. The Young Lords became the Young Lords Organization, focusing on human rights (Marisol V. Rivera and Judson L. Jeffries, “From Radicalism to Representation: Jose ‘Cha Cha’ Jimenez’s Journey into Electoral Politics,” *Journal of African American Studies* 23, no. 4 [2019]: 299–319, doi. org/10.1007/s12111-019-09446-6).

13. ASPIRA was founded in 1961 by Antonia Pantoja and other Puerto Rican educators as a response to high dropout rates and low educational attainment of Puerto Rican youth. ASPIRA aims to empower Puerto Rican and Latino youth through advocacy, education, and leadership development. See [www.aspira.org/book/our-history/](http://www.aspira.org/book/our-history/).

14. The culture of poverty is a concept that asserts that the values of people experiencing poverty play a significant role in perpetuating their impoverished condition, sustaining a cycle of poverty across generations. Anthropologist Oscar Lewis published *The Children of Sanchez* (1961) and *La Vida* (1966), promoting this concept and informing public policies. Social scientists challenged this concept and focused on social structures rather than blaming the victim.

15. Anaida Colón-Muñiz and Magaly Lavandez, eds., *Latino Civil Rights in Education: La Lucha Sigue* (New York: Routledge, 2016).

16. The Carnegie Classification of Institutions of Higher Education refers to a doctoral university with very high research activity as an R1.

17. John Dewey was considered an education rebel challenging the educational practices of the 1890s such as rote learning and harsh discipline. He was a professor of philosophy at the University of Chicago and was critical of the wealth disparity and the promotion of memorization over analytic thinking as a way to prepare the lower class for labor. He founded the University of Chicago Laboratory Schools (Lab Schools) and wanted all students to be thinkers.

18. Discovery learning is a constructivist-based approach to learning also called problem-based learning. The learner discovers new content through conducting investigations. It was supported by the work of Jean Piaget, a psychologist born in Switzerland in 1896, who studied how children learn. Piaget identified

stages of cognitive development and saw learning as a construction, shaped by change and transformation.

19. Paulo Freire was a Brazilian educator who saw education as the route to freedom. In 1962, he taught hundreds of farmworkers to read in less than two months. Six years later, Freire published his defining text, *Pedagogy of the Oppressed*, in which he argued that educators should look for ways to serve all students and acknowledge the rich culture that students bring with them to the classroom. He advocated for progressive education and believed the core of radical teaching was the relationship between teachers and students.

20. Today Segundo Ruiz Belvis Cultural Center is the longest-standing Latino cultural center in Chicago. Under Executive Director Omar Torres Kortright, the center has officially become one of Chicago's Cultural Treasures for its contributions to the history, culture, vibrancy, and identity of Puerto Ricans and its collaboration with other Latinos and communities of color.

21. The Equal Educational Opportunities Act was signed into law by President Nixon in 1974. The law addresses civil rights issues in education, prohibiting discrimination based on gender, color, race, or nationality. This act also requires public schools to provide support for students who do not speak English, including classes in students' native language (H.R.40-Equal Educational Opportunities Act [1973–1974], 93rd Congress, [www.congress.gov/bill/93rd-congress/house-bill/40](http://www.congress.gov/bill/93rd-congress/house-bill/40)).

22. Bomba is a creative dance and musical style of Puerto Rico with origins in the island's history of African slavery. Today, it has evolved into an expression of Afro-Puerto Rican culture. Plena was influenced by bomba and is considered a way to spread messages among the people through lyrics. Plena is usually played by using hand drums, accompanied by the güiro and a percussion instrument resembling a tambourine. While plena was influenced by bomba, the melody has a Spanish influence.

23. The U.S. Supreme Court declined to consider a challenge to a lower court's ruling that new ward boundaries had to be drawn in Chicago. The existing ward map had been gerrymandered to suppress the voting power of Blacks and Latinos. Under the new boundaries, there would be two new Black-majority wards and two Latino-majority wards. This decision allowed for special aldermanic elections in a few wards. This special election had the potential to shift control of the city council to Mayor Washington (Philip Lentz, "Court Upholds Remap of Wards," *Chicago Tribune*, June 4, 1985, [www.chicagotribune.com/news/ct-xpm-1985-06-04-8502040940-story.html](http://www.chicagotribune.com/news/ct-xpm-1985-06-04-8502040940-story.html)).

24. Gutiérrez, representing the 26th Ward, became Mayor Washington's unofficial leader for Latinos in the city council. Gutiérrez remained in the city council under Richard M. Daley's administration. In 1992, Gutiérrez ran for the U.S. House of Representatives in District 4 and won. Gutiérrez ended his congressional career in 2018 when he decided not to run for reelection. He was especially known for his work at the local and later the national level for increasing education levels among immigrants and running citizenship workshops. He was a strong advocate for immigrant rights.

25. The divide within city government was called the "council wars" by the media.

26. The Chicago School Reform Act of 1988 created local school councils (LSCs) for CPS. Each council consisted of the principal, two teachers, six parents, two community members, and a student representative at the high school level. This was part of the grassroots effort to provide parents, community members, and educators the ability to govern their children's school. This also significantly

changed the ability of principals to stay on indefinitely. Principals were given four-year contracts and had to reapply. The LSCs also gained control over the use of school funds and the ability to shape and approve budgets. For the immigrant community, LSCs also provided a place to become involved in a democratic process regardless of their citizenship status.

27. President L. B. Johnson embraced affirmative action in 1965 to ensure equal opportunity in hiring practices. Employers could not discriminate based on race, religion, national origin, or sex. Institutions that received federal money were required to increase their staffing of members of underrepresented racial or ethnic groups and women to compensate for their past exclusionary practices. Universities started to consider race in admissions and developed programs to increase the numbers of minority students. Aggressive opposition followed, using the courts to end affirmative action, claiming that it was “reverse racism,” discrimination against whites, which gave Latinos, Blacks, and women an “unfair” advantage. This opposition took hold in the 1990s. Racial inequalities remain, and in some cases have worsened because race-conscious policies were cut short, limiting their effectiveness (Louis Menand, “Integration by Parts,” *New Yorker*, January 13, 2020, 62; Tiffany Jones and Andrew Howard Nichols, “Hard Truths: Why Only Race-Conscious Policies Can Fix Racism in Higher Education,” Education Trust, January 2020, <https://eric.ed.gov/?id=ED603265>).

28. The civil war in El Salvador involved leftist revolutionaries against an alliance of oligarchs and generals, who had U.S. support. More than seventy-five thousand Salvadorians were killed, most by military death squads trained by the United States. For U.S. President Reagan, this was a fight against communism. To this day, forensic experts are still uncovering mass graves of women and children, who had been raped and executed. The University’s decision to accept this grant from the U.S. Department of Defense for police training in El Salvador would have continued this dark legacy against the backdrop of a brutal war there that had only ended in 1992.

29. Prior to 1996 the trustees for the University of Illinois were selected in a statewide general election. As this was a university with a land grant mission, the trustees were elected to represent the people of Illinois. “In 1995 by an act of the Legislature and approval by the Governor, the method for selecting trustees for the University of Illinois was changed. By this act, the trustees are to be appointed by the Governor and approved by the Senate of the State of Illinois. The effective date for this appointed board to be seated was to be January 1995. However, litigation concerning the constitutionality of this Act was settled in March 1996. The decision stated that the current elected Board of Trustees would continue to serve as trustees of the University of Illinois until each term expired. Thus, at the conclusion of each term the Governor will appoint a trustee to serve for a term of six years” (Board of Trustees, “Organization,” University of Illinois System, [www.bot.uillinois.edu/about/organization](http://www.bot.uillinois.edu/about/organization)).

30. Jorge Duany, PhD, is director of the Cuban Research Institute and professor of anthropology in the Department of Global and Sociocultural Studies at Florida International University. His book *The Puerto Rican Nation on the Move: Identities on the Island and in the United States* (Chapel Hill: University of North Carolina Press, 2002) brings new insights to questions of Puerto Rican identity, nationalism, and migration. Duany argues that the Puerto Rican “nation” must be understood as a new kind of translocal entity with deep cultural continuities. He documents a strong sharing of culture between island and mainland, with diasporic communities tightly linked to island life by a steady circular migration.

31. Prior to Hurricane Maria, in 2016, the U.S. Congress established a Financial Oversight and Management Board for Puerto Rico, colloquially known as “the Junta,” reducing the Puerto Rican government to administrators. The austerity measures had seriously impoverished the island before

Hurricane Maria, the worst hurricane to strike Puerto Rico in recorded history. See Yarimar Bonilla and Marisol Lebron, eds., *Aftershocks of Disaster: Puerto Rico before and after the Storm* (Chicago: Haymarket Books, 2019). Hurricane Maria's intense eyewall raked the entire island of Puerto Rico with destructive winds of 165 to 180 miles per hour. Torrential rain over mountainous terrain washed homes and cemeteries down hillsides and washed out roads and bridges. More than 80 percent of the island's power lines were knocked down by the storm, leaving 3.4 million people in the dark for eleven months. It caused more than \$100 billion worth of damage. After tremendous public pressure Puerto Rican Governor Ricardo Rosselló made an official request, and George Washington University Milken Institute School of Public Health conducted a mortality study, administered in conjunction with the University of Puerto Rico. They concluded that the hurricane resulted in 2,975 deaths (Anna Groves, "Maria's True Toll," *Discover*, February 2019, 18). The collaboration between the Harvard T.H. Chan School of Public Health, the University of Colorado School of Medicine, and Carlos Albizu University in Puerto Rico, to which the Harvard FXB Center for Health and Human Rights contributed significantly, suggests there were 4,645 additional deaths in 2017 during the period following Hurricane Maria ("Study Estimates a Prolonged Increase in Death Rate in Puerto Rico in Months Following Hurricane Maria," Harvard T.H. Chan School of Public Health, 2018, [www.hsph.harvard.edu/news/press-releases/death-rate-increase-puerto-rico-hurricane-maria/](http://www.hsph.harvard.edu/news/press-releases/death-rate-increase-puerto-rico-hurricane-maria/) ).

32. Gina A. Garcia, "Defining 'Servingness' at Hispanic-Serving Institutions (HSIs): Practical Implications for HSI Leaders," American Council on Education and Andrew W. Mellon Foundation, 2019, [www.equityinhighered.org/wp-content/uploads/2019/12/Garcia-Essay-FINAL.pdf](http://www.equityinhighered.org/wp-content/uploads/2019/12/Garcia-Essay-FINAL.pdf)