

Virginia Martinez, CLT

Summary , Ch 11

A Chicago-born Chicana lawyer reflects on becoming one of the first Latina attorneys in Illinois and dedicating her career to civil rights, women's advocacy, and Latino political representation. Raised in a working-class Mexican American family, she describes how poverty, sexism, racism, and childhood trauma shaped her drive to succeed while also leaving emotional scars.

She recounts her path from secretary to lawyer, her work with community organizations and MALDEF, and her role in landmark redistricting cases that created Chicago's first Latino wards and legislative districts. Alongside professional success, she writes candidly about burnout, isolation, domestic violence advocacy, motherhood, divorce, therapy, friendship, and surviving abuse.

Ultimately it becomes a reflection on resilience, identity, and growth. She emphasizes mentoring, asking for help, maintaining balance, embracing creativity and joy — especially through dancing and community — and continuing to evolve throughout life. In retirement, she focuses on mentoring and writing children's books that encourage literacy, cultural pride, and exploration of Chicago's institutions.

Virginia Martinez, CLT

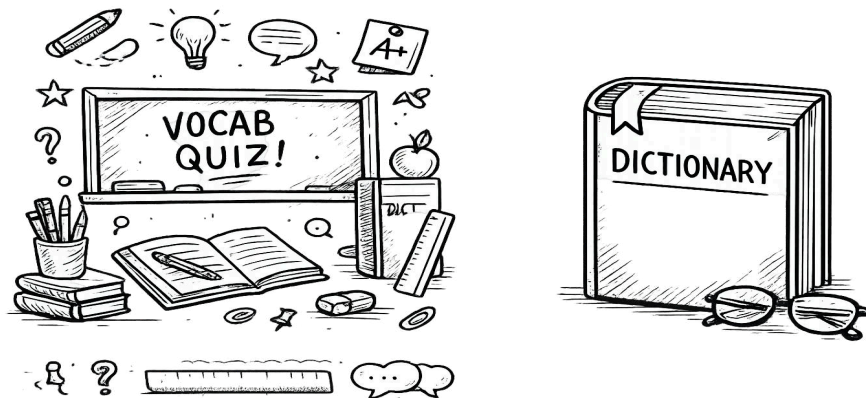
Timeline

Category	Dates	Events
 Family & Early Life	1949	Born in Chicago to Mexican Father and Tejana, Texan, Mother
	1962	Age 12 - Family moves to Pilsen from Chinatown
	1950s	Grows up bilingual and develops a love of books, museums, and learning.
	1950s– 1960s	Experiences educational and neighborhood barriers faced by Latina students in Chicago.
 Education & Identity	1967	Attends Loop Junior College and strengthens her writing and communication skills.
	Late 1960s	Studies at the University of Illinois at Chicago during a period of activism and urban change.
	Early 1970s	Becomes involved in Chicana identity and community leadership efforts.
	1970– 1972	University of Illinois at Chicago DePaul University College of Law
 Law & Community Advocacy	1971	Participates in the Chicana Conference in Houston, Texas.
	1975	Becomes the second Latina attorney in Illinois after graduating from DePaul University College of Law.
	1976– 1977	Works with MALDEF, as an intern, supporting Latino voting rights and educational equity.
	1970s	Domestic Violence, women's rights and Chicano rights
	1980s	Helps organize: Census and voting-rights advocacy efforts in Chicago neighborhoods, & MALDEF Chgo office, immediately prepares to sue to protect voting rights of Latinos.
 Women's Rights & Legacy	1970s– 1990s	Supports domestic violence prevention, women's rights, and community legal services.
	1995	Attends - United Nations Fourth World Conference on Women in Beijing.
	2000s	Continues mentoring students, lawyers, and community activists.
	Present	Mentors young women interested in law and continues to advocate for civil rights. Often speaks to elementary and high school students to encourage them to continue their education.

Virginia Martinez, CLT
Vocabulary & Definitions, Ch 11

Abstract, Happenstance, Innocuous, Metamorphosis, Philosophy, Stipend

1. **Abstract** — existing as an idea or concept rather than something physical or concrete.
2. **Happenstance** — a situation or event that happens by chance; a coincidence.
3. **Innocuous** — harmless; not likely to cause injury or offense.
4. **Metamorphosis** — a complete change in appearance, form, or character. Some amphibians, animals or insects change drastically.
5. **Philosophy** — a set of beliefs or ideas that guide how someone thinks or acts.
6. **Stipend** — a type of allowance or fixed amount of money. It is paid regularly for study, a living expenses or work. The work is not direct employment. At times, people may participate in an event, training, product evaluation, or surveys. Often the organizations in charge of those events will provide some compensation as a form of appreciation or thank you.



Virginia Martinez, CLT
Potential Vocabulary Activities, Ch 11

Name: _____ Date: _____ Class/Hour: _____

Vocabulary Words

Happenstance • Innocuous • Metamorphosis • Stipend

1. Visual Connection Strategy

Have students create a quick sketch for each word.

- *Happenstance* → two people accidentally meeting
- *Innocuous* → a harmless bug or tiny puppy
- *Metamorphosis* → caterpillar changing into butterfly
- *Stipend* → student receiving a paycheck or scholarship money

Then students explain HOW the image connects to the word.

2. “Would You Rather?” Discussion

Ask students to defend their answers using vocabulary words.

- Would you rather receive a stipend or volunteer for free?
- Is every innocuous joke actually harmless?
- Can a person experience a metamorphosis in high school?
- Is success mostly hard work or happenstance?

Require complete-sentence responses.

3. Vocabulary Ranking

Students rank words from:

“Most likely to appear in real life”

to

“Least likely to appear.”

Then students justify rankings with examples.

4. Acting It Out

Small groups silently act out a word while classmates guess.

Examples:

- *Metamorphosis* → dramatic transformation
- *Stipend* → receiving money for work
- *Happenstance* → accidental collision or coincidence

6. Real-World Headlines

Students create newspaper headlines using vocabulary naturally.

Examples:

- “Local Artist Awarded College Stipend”
- “Chance Happenstance Leads to Reunion”
- “Neighborhood Garden Undergoes Metamorphosis”

6. Personal Connection Exit Ticket

Students answer ONE:

- Describe a personal metamorphosis.
- Describe a harmless but innocuous mistake.
- Describe a moment of happenstance in your life.
- If given a stipend, what would you do with it?

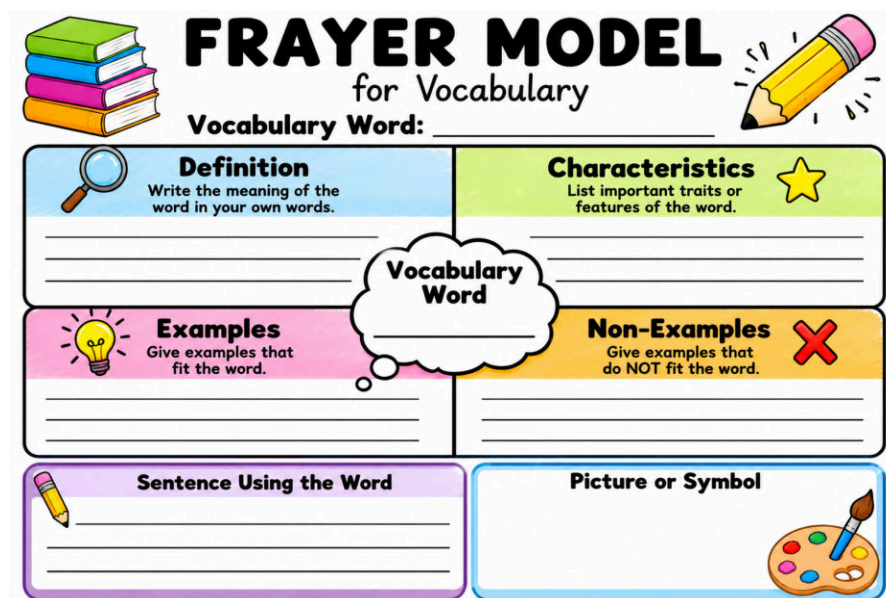
7. Frayer Model

Students divide paper into four boxes:

- Definition
- Example
- Non-Example
- Picture/Symbol

This works especially well for *innocuous* and *metamorphosis* because students often confuse abstract meanings.

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



The Frayer Model for Vocabulary worksheet is a structured template for students to explore a new word. At the top, it features a stack of books on the left and a pencil on the right, flanking the title "FRAYER MODEL for Vocabulary". Below the title is a line for the "Vocabulary Word:". The main body of the worksheet is divided into six colored boxes arranged in a 3x2 grid. The top-left box is blue and labeled "Definition" with a magnifying glass icon; it instructs students to "Write the meaning of the word in your own words." The top-right box is green and labeled "Characteristics" with a star icon; it asks students to "List important traits or features of the word." The bottom-left box is pink and labeled "Examples" with a lightbulb icon; it asks students to "Give examples that fit the word." The bottom-right box is orange and labeled "Non-Examples" with a red X icon; it asks students to "Give examples that do NOT fit the word." The bottom-left box is purple and labeled "Sentence Using the Word" with a pencil icon; it provides lines for writing a sentence. The bottom-right box is light blue and labeled "Picture or Symbol" with a paint palette icon; it provides space for drawing. A central cloud-shaped box labeled "Vocabulary Word" is positioned in the middle of the grid, overlapping the four central boxes.

FRAYER MODEL for Vocabulary	
Vocabulary Word: _____	
Definition Write the meaning of the word in your own words. _____ _____	Characteristics List important traits or features of the word. _____ _____
Examples Give examples that fit the word. _____ _____	Non-Examples Give examples that do NOT fit the word. _____ _____
Sentence Using the Word _____ _____	Picture or Symbol _____ _____

Virginia Martinez, Ch 11
Chicago Latina Trailblazer
Vocabulary Definitions

Name: _____ Date: _____ Class/Hour: _____

Directions: Write the definition of each vocabulary word on the line provided.

1. Abstract

2. Happenstance

3. Innocuous

4. Metamorphosis

5. Philosophy

6. Stipend

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Chicago Latina Trailblazer
Vocabulary Quiz

Name: _____ Date: _____ Class/Hour: _____

Vocabulary Words

Abstract • Happenstance • Innocuous • Metamorphosis • Philosophy • Stipend

Activity 1: Match the Word

Write the correct vocabulary word next to each definition.

1. _____ harmless; not dangerous
2. _____ a complete change in form or character
3. _____ money paid regularly for work or study
4. _____ an event caused by chance

Activity 2: Context Clues

Choose the best vocabulary word for each sentence.

1. Getting the internship was pure _____; she applied at the last minute.
2. The caterpillar's _____ into a butterfly amazed the students.
3. The comment seemed _____, but it still annoyed the teacher.
4. The college offered a monthly _____ to student researchers.

Activity 3: Quick Write

Write one original sentence for TWO of the words.

1. _____

2. _____

Activity 4: Which Word Does Not Belong?

Circle the word that does NOT fit.

1. harmless • safe • innocent • metamorphosis
2. salary • payment • stipend • butterfly
3. philosophy • notebook • logic • thinking
4. chaos • odd • stipend • abstract

Virginia Martinez, Ch 11
Chicago Latina Trailblazer
Vocabulary Quiz; Key

Answer Key

Activity 1: Match the Word

1. **Innocuous** — harmless; not dangerous
2. **Metamorphosis** — a complete change in form or character
3. **Stipend** — money paid regularly for work or study
4. **Happenstance** — an event caused by chance

Activity 2: Context Clues

1. **Happenstance**
2. **Metamorphosis**
3. **Innocuous**
4. **Stipend**

Activity 3: Quick Write

Answers will vary. Sentences should use the selected vocabulary words correctly.

Activity 4: Which Word Does Not Belong?

1. **metamorphosis**
2. **butterfly**
3. **notebook**
4. **stipend**



Virginia Martinez
Chicago Latina Trailblazer
Worksheet, Ch 11

Name: _____ Date: _____ Class/Hour: _____

Part I — Multiple Choice

1. The phrase “the mess that constrains, but is labeled success,” the word **constrains** most nearly means:
A. celebrates
B. limits
C. teaches
D. surprises

2. Which event best foreshadows Virginia Martinez’s later success?
A. She attended museums as a child.
B. Her teacher criticized her writing.
C. An assistant principal told her she “could be anything.”
D. She moved to another neighborhood.

3. What is a central idea of the text?
A. Wealth guarantees opportunity.
B. Education and activism can lead to transformation.
C. Lawyers rarely help communities.
D. Success depends only on luck.

4. Which statement from the text is an example of an **opinion**?
A. Virginia became a lawyer in Illinois.
B. Her parents were immigrants.
C. Students from her school would never compete with North Shore students.
D. She attended law school.

Part II — Matching

Match each term or idea with the correct description.

- | | |
|---------------------------------------|---|
| _____ 5. “Hieleras” | |
| _____ 6. “Mariposa” | |
| _____ 7. Kerchief protest | |
| _____ 8. Mother-daughter relationship | |
| | A. Symbol of growth and transformation |
| | B. Complex relationship shaped by trauma and love |
| | C. Protest against unfair treatment of women students |
| | D. Cold immigrant detention holding cells |

Part III — True or False

9. _____ Virginia Martinez grew up surrounded by many Latino lawyers and professionals.
10. _____ Humor is sometimes used in the text to challenge unfair situations.

Part IV — Short Answer

11. Explain one way education changed Virginia Martinez's life.

12. Describe one humorous or unusual protest mentioned in the text.



Virginia Martinez, Ch 11
Chicago Latina Trailblazer, CLT
Worksheet; Answer Key

Worksheet, Ch. 11 — Answer Key

Part I — Multiple Choice

1. **B** — limits
2. **C** — An assistant principal told her she “could be anything.”
3. **B** — Education and activism can lead to transformation.
4. **C** — Students from her school would never compete with North Shore students.

Part II — Matching

5. **D** — “Hieleras”: Cold immigrant detention holding cells
6. **A** — “Mariposa”: Symbol of growth and transformation
7. **C** — Kerchief protest: Protest against unfair treatment of women students
8. **B** — Mother-daughter relationship: Complex relationship shaped by trauma and love

Part III — True or False

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

Part IV — Short Answer

11. Explain one way education changed Virginia Martinez’s life.

Sample Answer: Education opened opportunities for Virginia and helped her become a lawyer, activist, and community leader.

12. Describe one humorous or unusual protest mentioned in the text.

Sample Answer: Women students used kerchiefs as part of a protest against unfair treatment, turning an ordinary item into a symbol of resistance.

Virginia Martinez
Chicago Latina Trailblazer, CLT
Quiz, Ch 11

Name: _____ Date: _____ Class/Hour: _____

Part I — Multiple Choice

1. The phrase “the mess that constrains but is labeled success” suggests that society sometimes:
- A. rewards honesty
 - B. hides limitations behind success
 - C. encourages failure
 - D. ignores education
-

2. What does the nickname “Mariposa” symbolize?
- A. Wealth
 - B. Anger
 - C. Transformation and growth
 - D. Fear
-

3. Which detail best shows early foreshadowing in the text?
- A. Virginia enjoyed museums.
 - B. A school administrator told her she could succeed.
 - C. Her mother worked long hours.
 - D. She liked reading books.
-

4. Which statement is an opinion?
- A. Virginia attended law school.
 - B. Her parents were immigrants.
 - C. Students from her school could never compete with North Shore students.
 - D. She became active in the community.
-

Part II — Matching

Match the item with the correct description.

_____ 5. “Hieleras”

_____ 6. Kerchief protest

_____ 7. Central idea

_____ 8. Virginia’s mother

- A. Encouraged education while carrying emotional trauma
- B. Cold detention holding cells
- C. Women students protesting unfair treatment
- D. Resilience through education and activism

Part III — True or False

9. _____ Virginia Martinez grew up surrounded by many Latino professionals.
10. _____ Humor in the text is sometimes used to criticize unfair systems.

Part IV — Short Answer

11. Explain one challenge Virginia Martinez faced while growing up.

12. Describe one example of transformation shown in the text.



Virginia Martinez, CLT
Chicago Latina Trailblazer
Quiz, Ch 11; Answer Key

Quiz, Ch. 11 — Answer Key

Part I — Multiple Choice

1. **B** — Hides limitations behind success
2. **C** — Transformation and growth
3. **B** — A school administrator told her she could succeed.
4. **C** — Students from her school could never compete with North Shore students.

Part II — Matching

5. **B** — “Hieleras”: Cold detention holding cells
6. **C** — Kerchief protest: Women students protesting unfair treatment
7. **D** — Central idea: Resilience through education and activism
8. **A** — Virginia’s mother: Encouraged education while carrying emotional trauma

Part III — True or False

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

Part IV — Short Answer

- 11. Explain one challenge Virginia Martinez faced while growing up.**

Sample Answer: Virginia faced discrimination and low expectations about what students from her community could accomplish.

- 12. Describe one example of transformation shown in the text.**

Sample Answer: Virginia transformed from a young student facing limited expectations into a lawyer, activist, and community leader.

Virginia Martinez
Chicago Latina Trailblazer, CLT
Worksheet B, Ch 11

Name: _____ Date: _____ Class/Hour: _____

Part I — Multiple Choice

1. The butterfly symbol in the text mainly represents:
A. danger
B. transformation and renewal
C. competition
D. sadness

2. Which phrase best describes the tone of the text?
A. sarcastic and cold
B. reflective and inspirational
C. humorous and careless
D. angry and confusing

3. The phrase “Mother in the Land” is used to show that Virginia Martinez was:
A. a teacher in another country
B. a political candidate
C. a mentor and community protector
D. a business owner

4. Which historical movement influenced the social backdrop of the story?
A. The Gold Rush
B. The Industrial Revolution
C. The Chicano Movement
D. The American Revolution

Part II — Matching

Match each item with the correct description.

- | | |
|------------------------------|--|
| _____ 5. “Activismo” | |
| _____ 6. Chicana perspective | |
| _____ 7. Ana Romero | |
| _____ 8. Social commentary | |
| | A. Writing that reflects on larger social problems |
| | B. Encouraged Latina women to represent themselves internationally |
| | C. Spanish cognate connected to activism |
| | D. Viewpoint shaped by bilingual identity and discrimination |

Part III — True or False

9. _____ The story includes discussion about balancing career and family life.
10. _____ Virginia Martinez avoided involvement in activism and community service.

Part IV — Short Answer

11. Explain one challenge Latina women faced in education or careers during the time period described.

12. Describe one way mentorship or activism influenced Virginia Martinez's life.



Virginia Martinez, CLT
Chicago Latina Trailblazer
Worksheet B, Ch 11; Key

Answer Key

Part I — Multiple Choice

1. **B** — Transformation and renewal
2. **B** — Reflective and inspirational
3. **C** — A mentor and community protector
4. **C** — The Chicano Movement

Part II — Matching

5. **C** — “Activismo”: Spanish cognate connected to activism
6. **D** — Chicana perspective: Viewpoint shaped by bilingual identity and discrimination
7. **B** — Ana Romero: Encouraged Latina women to represent themselves internationally
8. **A** — Social commentary: Writing that reflects on larger social problems

Part III — True or False

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

Part IV — Short Answer

- 11. Explain one challenge Latina women faced in education or careers during the time period described.**

Sample Answer: Latina women faced discrimination, limited opportunities, and assumptions about what careers or roles were appropriate for them.

- 12. Describe one way mentorship or activism influenced Virginia Martinez’s life.**

Sample Answer: Mentors encouraged Virginia to recognize her abilities, while activism gave her opportunities to use her education to advocate for her community.

Virginia Martinez, CLT
Chicago Latina Trailblazer
Quiz B, Ch 11

Name: _____ Date: _____ Class/Hour: _____

Part I — Multiple Choice

1. What does the butterfly symbol represent in the text?
 - A. Wealth and power
 - B. Change and rebirth
 - C. Competition
 - D. Isolation

2. Which statement best describes the narrator's point of view?
 - A. She ignores discrimination and inequality.
 - B. She focuses only on legal issues.
 - C. Her experiences as a Chicana woman shape her perspective.
 - D. She avoids discussing culture or identity.

3. Which movement is part of the historical backdrop of the story?
 - A. The Progressive Era
 - B. The Chicano Movement
 - C. The Great Depression
 - D. The Cold War

4. Which pair is a cognate example from the text?
 - A. mother / madre
 - B. lawyer / abogado
 - C. education / educación
 - D. school / escuela

Part II — Matching

Match the item with the correct description.

- _____ 5. "Mother in the Land"
 - _____ 6. Tone of the text
 - _____ 7. Elizabeth Lopez
 - _____ 8. Social commentary
- A. Protested immigrant treatment at the border
 - B. Reflective and inspirational style
 - C. Writing connected to larger social issues
 - D. Mentor and protector in the community

Part III — True or False

9. _____ The text discusses balancing work, activism, and family responsibilities.
10. _____ Virginia Martinez's story completely avoids issues connected to race and gender.

Part IV — Short Answer

11. Describe one way activism influenced the narrator's life.

12. Explain one reason mentorship is important in the text.



Virginia Martinez, CLT
Chicago Latina Trailblazer
Quiz B, Ch 11, Answer Key

Answer Key

Part I — Multiple Choice

1. **B** — Change and rebirth
2. **C** — Her experiences as a Chicana woman shape her perspective.
3. **B** — The Chicano Movement
4. **C** — education / educación

Part II — Matching

5. **D** — “Mother in the Land”: Mentor and protector in the community
6. **B** — Tone of the text: Reflective and inspirational style
7. **A** — Elizabeth Lopez: Protested immigrant treatment at the border
8. **C** — Social commentary: Writing connected to larger social issues

Part III — True or False

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

Part IV — Short Answer

- 11. Describe one way activism influenced the narrator’s life.**

Sample Answer: Activism connected Virginia’s legal career to community issues and gave her opportunities to challenge discrimination and inequality.

- 12. Explain one reason mentorship is important in the text.**

Sample Answer: Mentorship helped Virginia recognize her potential and later encouraged her to support and guide others.

Questions: Ch 11; Martinez

1. The phrase “the mess that constrains but is labeled success” uses context to show that “constrains” means traps or limits her, even though society calls it success. **L.9-10.4.a**
2. No. Early in her life, most important people around her were laborers, secretaries, or working-class immigrants. Her parents did not attend college, and she had never seen Latino professionals except one teacher before becoming a lawyer herself. **RI.9-10.3**
3. Yes. One funny moment is when the women law students all wore kerchiefs to annoy the dean, who disliked them wearing scarves to avoid fixing their hair. Another humorous line is when she joked she would go to “cake-decorating school” if she failed law school. **RL.9-10.6, RI.9-10.4**
4. A central idea is resilience and transformation through education, activism, and self-discovery. Throughout the text, she overcomes poverty, sexism, racism, abuse, and self-doubt while continuing to help others and grow personally. **RL.9-10.2**
5. The word “hieleras” is explained through context when she describes freezing holding cells where immigrants were kept and fed frozen food. The reader can determine it means “iceboxes” or cold detention cells. **L.9-10.4.d**
6. Early foreshadowing appears when her eighth-grade assistant principal tells her she “could be anything” after her test results. This hints at her later success as a lawyer and activist. **RL.9.6**
7. An example of opinion is when her history teacher says students from her school would “never be able to compete with students from the North Shore.” This reflects the teacher’s belief about educational inequality. **RL.9-10.3**
8. Yes. The relationship between the narrator and her mother is complex. Her mother encouraged education but also carried trauma from abuse and the orphanage, which affected how she expressed love and protected her children. The narrator later comes to understand her mother’s behavior more deeply. **RL.9-10.3**
9. The nickname “Mariposa” is figurative because butterflies symbolize transformation and growth throughout her life. A funny incident is when law students temporarily took over the men’s bathroom to protest unequal facilities for women. **RL.9-10.3; L.9-10.5**
10. The phrase “Mother in the Land” is used uniquely to describe her role as a mentor, protector, and community leader. A cognate example is “activism” and “activismo.” **RL.9-10.4; L.9-10.5**
11. The butterfly symbol represents transformation and rebirth. She connects butterflies to the many stages of her life, from student to lawyer to grandmother and mentor. **L.9-10.5a**
12. Her point of view as a Chicana woman shapes the story by highlighting discrimination, bilingual identity, immigrant struggles, and the pressure of being one of the first Latina lawyers in Illinois. Her cultural experiences influence her activism and community service. **RL.9-10.6**
13. Topics for small group discussion include sexism in education and careers, balancing motherhood and work, childhood trauma, immigration issues, activism, mental health, and how education changes opportunities. **SL.9-10.1a-d**
14. Yes. Her friends and colleagues were involved in activism, including Ana Romero, who encouraged Mujeres Latinas en Acción to represent themselves at the UN Conference, and Elizabeth Lopez, who protested immigrant treatment at the border. **RI.9-10.1**
15. The tone is reflective, honest, and inspirational. The style combines autobiography, personal storytelling, and social commentary. **RI.9-10.4, RI.9-10.6**
16. The social and political backdrop includes the Civil Rights Movement, the Chicano Movement, second-wave feminism, the Vietnam War era, Latino voting-rights struggles, and fights for immigration and educational equality. **RL.9-10.6**

17. One cognate from the text is “education” and the Spanish word “educación.” Another is “professional” and “professional.” **L.9-10.4**
18. The story supports discussion about identity, gender roles, abuse survivors, community activism, race and representation in law, balancing career and family, and how mentorship changes lives. **SL.9-10.1a-d**
19. Martinez had a personal philosophy about helping bilingual students and supporting educational equality. She believed students should be proud of their language and culture. Her advocacy and work in education show those beliefs clearly.
20. Her career followed a logical path because her experiences growing up bilingual influenced her later work in education. She moved from helping others in her community to becoming a leader in bilingual education. Each step in her career connected to her goal of supporting students and families.



Virginia Martinez, CLT; Ch 11

Notes

1. It was called Loop College because it was located near the famous Loop created by the Chicago Transit Authority (CTA) elevated trains. The college name was changed to Harold Washington College shortly after the death of Chicago's first Black mayor in 1987 ("HWC History," City Colleges of Chicago, www.ccc.edu/colleges/washington/menu/Pages/History.aspx/).
2. The North Shore consists of affluent suburbs north of Chicago, bordering the shores of Lake Michigan. The demographic area remains one of the highest socioeconomically and educationally in the United States.
3. OLAS was organized at Loop College in 1968. Its sole purpose was to promote advancement in education and create awareness about college educational opportunities with a recognition of social and political issues impacting Chicago's Latino Community (OLAS of Chicago Facebook group).
4. The University of Illinois had formerly been located at Navy Pier in Chicago. The university was moved to its new site in 1965. Circle Campus was named after the nearby highway interchange. The name was later changed to University of Illinois Chicago (UIC) (see www.uic.edu/about/history).
5. MALA merged with the Latin American Bar Association to become the Hispanic Lawyers Association of Illinois (HLAI) in 1995. The predecessor organizations had been in existence since 1970 (<https://hlai.org/>).
6. Founded in 1929, LULAC is the nation's oldest and largest Latino organization (see <https://lulac.org/about/>).
7. Conferencia de Mujeres Por La Raza, held in Houston in 1971 (<https://exhibits.lib.uh.edu/s/exhibits/item/15258>).
8. Mark Walbran, "First Woman Law Graduate at Notre Dame [Graciela Olivarez]," About the Law School, collecting material originally published February 25–27, 1970, https://scholarship.law.nd.edu/about_ndls2/2/.
9. "MALDEF ... opened its doors on August 1, 1968, in San Antonio, Texas. Inspired by the civil-rights-era legal battles mounted on behalf of the African American community and knowledgeable of the pervasive discrimination against Latinos, lawyers and community activists throughout the southwestern United States launched efforts to create a legal organization to serve the Latino community" ("Our History," Mexican American Legal Defense and Educational Fund, www.maldef.org/our-history/).
10. El Centro de la Causa was started in 1971 with the goal of creating a community-controlled youth facility. See Stephen L. Schensul, "Skills Needed in Action Anthropology: Lessons from El Centro de la Causa," Human Organizations 33, no. 2 (Summer 1974): 203–9, JSTOR.
11. The American Civil Liberties Union is "the nation's premier defender of the rights enshrined in the U.S. Constitution" ("ACLU History," American Civil Liberties Union, www.aclu.org/about/aclu-history/). The Office of Professional Fitness Review was established by Cardinal Bernardin in 1992 to investigate claims of abuse against church personnel. The office has since been renamed the Office for Child Abuse Investigations and Review (CAIR).

(Archdiocese of Chicago,

<https://protect.archchicago.org/offices-and-services/office-for-child-abuse-investigations-review/>)

12. Gads Hill Center is a nonprofit youth education and family resource center on Chicago's South Side, established in 1898. CALOR (Comprensión y Apoyo a Latinos en Oposición al Retrovirus) was founded in 1990 as a grassroots organization in Chicago to support Latinos living with or affected by AIDS.

13. Sylvia Puente and Michael Norkewicz, Latino Data Book, vol. 1 (Chicago: Latino Institute, 1991),

<https://robparal.com/wp-content/uploads/Latino-Data-Book-1991.pdf>.

14. The only elected Latino alderman in 1985 when the court ordered special aldermanic elections was Miguel Santiago (31st Ward). A special election was held in 1986 for several Chicago aldermanic wards that led to the election of three additional aldermen, Luis Gutiérrez (26th Ward), Juan Soliz (25th Ward), and Jesus "Chuy" Garcia (22nd Ward). Raymond Figueroa (31st Ward) was later elected alderman (1987) and committeeman (1988). Joseph Berrios (1982) and Juan Soliz (1984) had been elected state representatives (David K. Fremon, "Chicago's Spanish-American Politics in the '80s," Illinois Issues, January 16, 1990, www.lib.niu.edu/1990/li.900116.html/).

15. Mark Binelli, "10 Shots across the Border," New York Times Magazine, March 3, 2016,

www.nytimes.com/2016/03/06/magazine/10-shots-across-the-border.html/.