

Luz Maria B. Solis, Ch 12
Chicago Latina Trailblazers, CLT
Summary, Ch 12

Luz María Solís grew up in a Mexican immigrant family in Chicago, often translating for her parents and neighbors. These experiences showed her how language barriers affected immigrant families and led her toward education and community activism.

In college, Solís saw how Latino and bilingual students faced discrimination and were often underestimated. She joined Latino student organizations and pushed universities to provide fair treatment, representation, and meaningful support.

Solís later became a leader in bilingual and early childhood education. She helped develop policies, train bilingual teachers, and create educational television programming that reflected Latino children's language and culture.

Throughout her career, Solís faced funding problems, political resistance, and institutional barriers. She continued advocating for bilingual students and immigrant families, showing how persistence and collective action can create lasting change.

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Timeline

Early Life & Education

-  **1937** – Born in Chicago to Mexican immigrant parents from Tabasco, Mexico.
-  **1940s** – Grew up bilingual in English and Spanish while attending Oakenwald Elementary School.
-  **1940s** – Helped translate for Spanish-speaking students and families, shaping her future advocacy work.
-  **1950s** – Attended Hyde Park High School and challenged unfair placement practices for bilingual students.

College & Family Life

-  **1955–1960** – Studied at the University of Illinois and later studied abroad in Bogotá, Colombia.
-  **1961** – Married Don Mulcahy and traveled across Europe.
-  **1962–1967** – Became a mother while continuing her interest in education and language advocacy.

Advocacy & Leadership

-  **1970s** – Began major advocacy work for bilingual education and Latino student rights in Chicago Public Schools.
-  **1980s** – Became director of the Bureau of Multilingual Education for CPS and helped expand bilingual programs.
-  **Later Years** – Continued promoting educational equity through leadership roles at Truman College.

Recognition & Legacy

-  **2010s** – Honored with a corrido written by Juan Dies of Sones de México.
-  **Present** – Recognized for decades of leadership supporting bilingual and multicultural education.

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Vocabulary & Definitions

Vocabulary

Catalyst, Intrapersonal Intelligence, Linguistic Intelligence, Linguistically Diverse, Musical Intelligence, Repercussions, Spatial Intelligence, Vindicated

Catalyst – something or someone that causes change or sparks an event or action.

Intrapersonal Intelligence – the ability to understand your own feelings, thoughts, and motivations.

Linguistic Intelligence – skill in using language effectively for speaking, writing, reading, or communication.

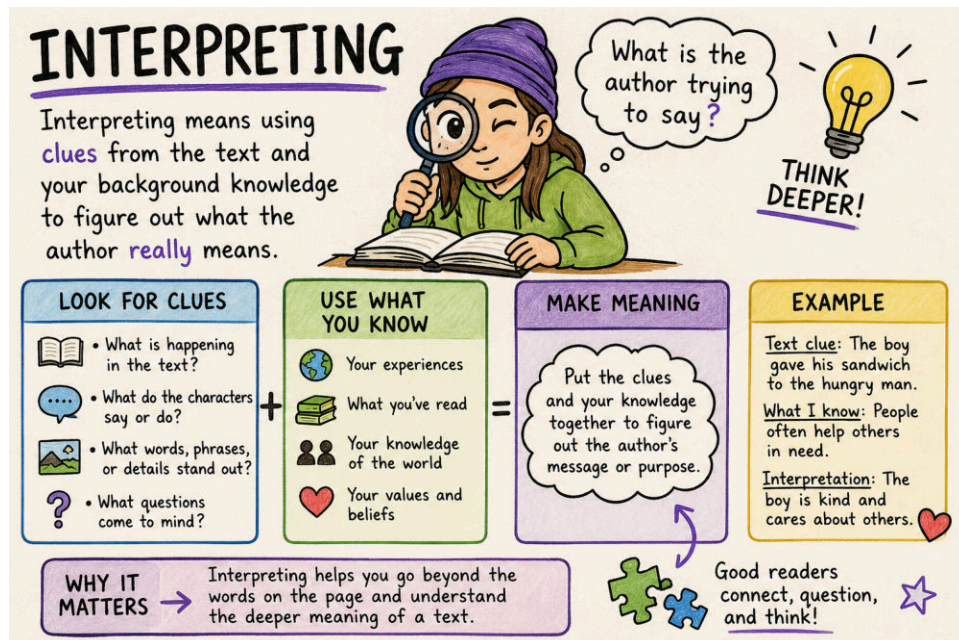
Linguistically Diverse – made up of people who speak different languages or come from different language backgrounds.

Musical Intelligence – the ability to understand, create, perform, or appreciate music and rhythm.

Repercussions – consequences or results of an action, often negative.

Spatial Intelligence – the ability to think about and understand shapes, spaces, directions, and visual images.

Vindicated – proven to be correct, justified, or innocent after doubt or blame.



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Potential Vocabulary Teaching Activities

1. Vocabulary Stations

Place students in small groups and rotate them through stations. One station may focus on Drawing *Spatial Intelligence*, another on writing dialogue using *Vindicated* or *Repercussions*, and another on creating examples connected to *Catalyst*. This keeps students moving and discussing language naturally.

2. Music & Memory Activity

Use short instrumental music clips while students connect vocabulary words to emotions or situations. Students can explain how *Musical Intelligence* may help someone remember vocabulary through rhythm, repetition, or song lyrics.

3. Personal Reflection Quickwrites

Have students complete short journal entries using the vocabulary words *Intrapersonal Intelligence* and *Vindicated*. Example prompt:

“Write about a time you felt misunderstood but later felt vindicated.”

This encourages authentic writing and stronger word ownership.

4. Cognate & Language Connections

For linguistically diverse classrooms, allow students to compare English vocabulary with words from other languages they know. Discuss how multilingual students use *Linguistic Intelligence* in daily life and communication.

5. Vocabulary Sketch Notes

Students create simple black-and-white doodles or symbols for words such as *Catalyst*, *Repercussions*, or *Spatial Intelligence*. Visual memory often improves retention without excessive writing.

6. Cause-and-Effect Discussions

Use current events, literature, or classroom situations to discuss *repercussions*. Students explain How one action becomes a catalyst for another event.

7. Peer Teaching

Assign pairs or groups one vocabulary word to teach briefly to the class. Students may use Examples, movement, visuals, or short scenarios. This works especially well with *Linguistically Diverse* learners because students hear multiple explanations and perspectives.

8. Real-Life Application

Ask students to identify examples of intelligence types in sports, music, leadership, art, or school life. Students often recognize *Spatial Intelligence* in athletes or artists and *Musical Intelligence* in Performers and composers.

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Vocabulary Definitions

Name _____ Date _____ Class/Hour _____

Write a brief definition for each vocabulary word.

1. **Catalyst**

2. **Intrapersonal Intelligence**

3. **Linguistic Intelligence**

4. **Linguistically Diverse**

5. **Musical Intelligence**

6. **Repercussions**

7. **Spatial Intelligence**

8. **Vindicated**

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Vocabulary Quiz

Name: _____ Date: _____ Class: _____

Part I — Multiple Choice

1. A **catalyst** is something that:
A. causes change
B. prevents learning
C. creates confusion
D. removes responsibility

2. **Linguistically diverse** most nearly means:
A. speaking only one language
B. connected to sports
C. involving many languages or language backgrounds
D. difficult to understand

3. Which example best shows **intrapersonal intelligence**?
A. Solving a puzzle
B. Understanding your own emotions and goals
C. Singing in a choir
D. Building a model

4. If someone feels **vindicated**, they most likely feel:
A. ignored
B. embarrassed
C. proven right
D. confused

Part II — Matching

Match each vocabulary word with the correct meaning.

- _____ 5. Musical Intelligence
 - _____ 6. Spatial Intelligence
 - _____ 7. Repercussions
 - _____ 8. Linguistic Intelligence
- A. Ability to understand language and communication
 - B. Consequences or results of actions
 - C. Ability to think about shapes, images, or space
 - D. Ability connected to rhythm, sound, and music

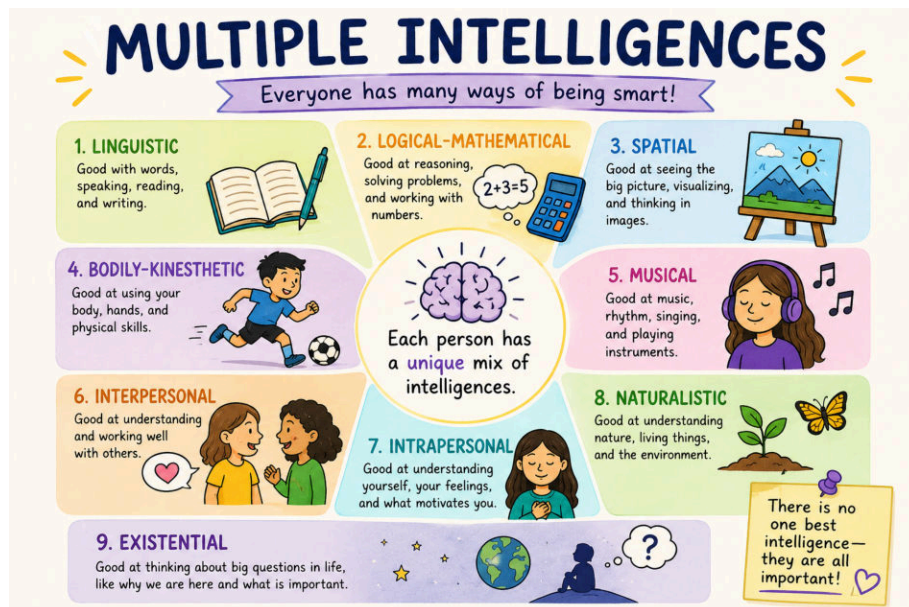
Part III — True or False

9. _____ A catalyst can help create change or action.
10. _____ Repercussions are always positive outcomes.

Part IV — Short Answer

11. Explain one way bilingual education could help linguistically diverse students.

12. Describe a situation where someone might feel vindicated.



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Vocabulary Quiz; Answer KEY

Answer KEY

Part I — Multiple Choice

1. **A** — Causes change
2. **C** — Involving many languages or language backgrounds
3. **B** — Understanding your own emotions and goals
4. **C** — Proven right

Part II — Matching

5. **D** — Musical Intelligence: Ability connected to rhythm, sound, and music
6. **C** — Spatial Intelligence: Ability to think about shapes, images, or space
7. **B** — Repercussions: Consequences or results of actions
8. **A** — Linguistic Intelligence: Ability to understand language and communication

Part III — True or False

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

Part IV — Short Answer

- 11. Explain one way bilingual education could help linguistically diverse students.**

Sample Answer: Bilingual education can help students learn academic subjects while developing skills in both their home language and English.

- 12. Describe a situation where someone might feel vindicated.**

Sample Answer: A person might feel vindicated when others finally discover that the person was correct about an issue.

EXAMPLE OF FIGURATIVE LANGUAGE

METAPHOR

"I stand on the shoulders of my predecessors."



MEANING:

The speaker is not literally standing on someone's shoulders. It means she has succeeded because of the hard work, sacrifices, and support of those who came before her.



FIGURATIVE LANGUAGE

uses words in a creative way to make a deeper meaning or create a stronger image in the reader's mind.

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Worksheet

Name: _____ Date: _____ Class/Hour: _____

Part I — Multiple Choice

1. What is a central idea of the text?
 - A. Wealth guarantees opportunity
 - B. Perseverance can lead to change and leadership
 - C. Activism creates fewer opportunities
 - D. Education weakens cultural identity

2. Readers can infer the narrator faced professional repercussions because she:
 - A. moved to another school
 - B. supported Senate Bill 7 and challenged administrators
 - C. stopped teaching preschool
 - D. refused to work with families

3. The phrase “the onion absorbs the fever” helps readers understand the meaning of:
 - A. fever
 - B. hallway
 - C. absorbs
 - D. shocked

4. Which example best shows linguistic intelligence?
 - A. Translating for adults as a child
 - B. Repairing a broken car
 - C. Building a playground
 - D. Playing baseball

Part II — Matching

Match each term with the correct description.

- _____ 5. Vencida
- _____ 6. Catalyst
- _____ 7. Linguistically Diverse
- _____ 8. Spatial Intelligence
 - A. Involving many language backgrounds
 - B. A person or event that causes change
 - C. Ability connected to visual thinking and space
 - D. Feeling defeated or ready to give up

Part III — True or False

9. ____ The narrator grew up in a linguistically diverse environment.
10. ____ Some administrators supported bilingual education without conflict.

Part IV — Short Answer

11. Describe one example of activism from the text.

12. Explain one way the narrator became a catalyst for change in her community.



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Worksheet Answer Key

Part I — Multiple Choice

1. **B** — Perseverance can lead to change and leadership.
2. **B** — Supported Senate Bill 7 and challenged administrators.
3. **C** — Absorbs
4. **A** — Translating for adults as a child

Part II — Matching

5. **D** — Vencida: Feeling defeated or ready to give up
6. **B** — Catalyst: A person or event that causes change
7. **A** — Linguistically Diverse: Involving many language backgrounds
8. **C** — Spatial Intelligence: Ability connected to visual thinking and space

Part III — True or False

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

Part IV — Short Answer

11. Describe one example of activism from the text.

Sample Answer: The narrator advocated for bilingual education and supported Senate Bill 7 despite opposition.

12. Explain one way the narrator became a catalyst for change in her community.

Sample Answer: She became a catalyst for change by challenging unfair educational practices
And advocating for better opportunities for bilingual students and families.

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Quiz

Name: _____ Date: _____ Class/Hour: _____

Part I — Multiple Choice

1. Which detail best supports the idea of perseverance?
 - A. The narrator avoided community work.
 - B. She overcame poverty, discrimination, and opposition while advocating for bilingual education.
 - C. She stopped working after college.
 - D. She refused to speak Spanish.

2. What can readers infer after the narrator supported Senate Bill 7?
 - A. Administrators rewarded her immediately.
 - B. She experienced professional backlash.
 - C. She retired from education.
 - D. Parents stopped supporting her work.

3. The word “vencida” most nearly means:
 - A. excited
 - B. confused
 - C. defeated
 - D. energetic

4. Which example best shows linguistic intelligence?
 - A. Translating for adults as a child
 - B. Drawing maps of neighborhoods
 - C. Playing basketball
 - D. Fixing machines

Part II — Matching

Match each item with the correct description.

- _____ 5. Catalyst
- _____ 6. Linguistically Diverse
- _____ 7. Repercussions
- _____ 8. Foreshadowing
 - A. Hints about future events
 - B. Consequences of actions
 - C. A person or event that creates change
 - D. Involving multiple languages or cultures

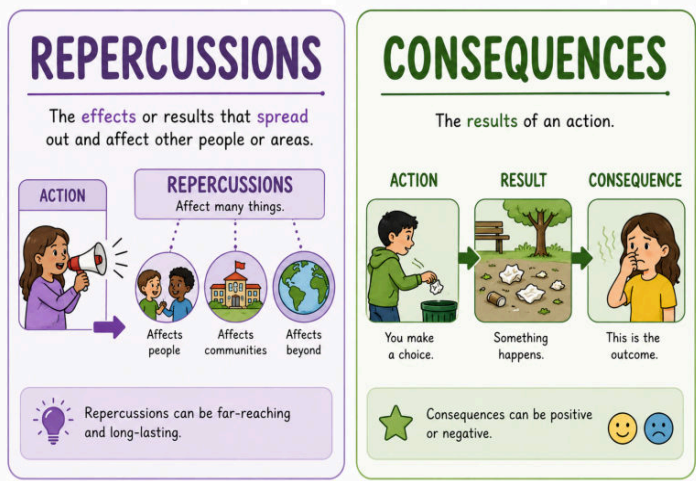
Part III — True or False

9. ____ The narrator’s parents valued hard work more than higher education.
10. ____ Bilingual education was accepted without resistance from administrators.

Part IV — Short Answer

11. Describe one humorous or memorable moment from the text.

12. Explain one way the narrator became a leader or advocate for her community.



Luz Maria Solis, Ch 12
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QUIZ - Answer Key

Part I — Multiple Choice

1. **B** — She overcame poverty, discrimination, and opposition while advocating for bilingual education.
2. **B** — She experienced professional backlash.
3. **C** — Defeated
4. **A** — Translating for adults as a child

Part II — Matching

5. **C** — Catalyst: A person or event that creates change
6. **D** — Linguistically Diverse: Involving multiple languages or cultures
7. **B** — Repercussions: Consequences of actions
8. **A** — Foreshadowing: Hints about future events

Part III — True or False

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

Part IV — Short Answer

- 11. Describe one humorous or memorable moment from the text.**

Sample Answer: Answers will vary. Students should identify a specific humorous or memorable moment from the chapter and briefly describe it.

- 12. Explain one way the narrator became a leader or advocate for her community.**

Sample Answer: She advocated for bilingual education and worked to improve educational opportunities for Spanish-speaking students and families.



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Worksheet B

Name: _____ Date: _____ Class/Hour: _____

Part I — Multiple Choice

1. What does the phrase “I stand on the shoulders of my predecessors” mean?
- A. She is taller than earlier activists
 - B. She succeeded because of earlier leaders and educators
 - C. She worked alone
 - D. She became physically stronger
-

2. Which pair is a cognate from the text?
- A. school / escuela
 - B. comunidad / community
 - C. family / familia
 - D. teacher / maestro
-

3. The narrator’s background most strongly shapes the text through:
- A. sports competition
 - B. business leadership
 - C. bilingual identity and advocacy
 - D. scientific discovery
-

4. Which example best shows linguistic intelligence?
- A. Translating between languages
 - B. Playing soccer
 - C. Building a bridge
 - D. Repairing machines
-

Part II — Matching

Match each item with the correct description.

- _____ 5. Catalyst
 - _____ 6. Vencida
 - _____ 7. Linguistically Diverse
 - _____ 8. Repercussions
- A. Consequences of actions
 - B. Feeling defeated or exhausted
 - C. A person or event that creates change
 - D. Involving multiple language backgrounds

Part III — True or False

9. ____ The text connects education with opportunity and activism.
10. ____ The narrator presents bilingual identity as unimportant.

Part IV — Short Answer

11. Describe one example of figurative language from the text and explain its meaning.

12. Did the narrator seem to follow a logical career path? Explain your answer.



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Worksheet B; Answer Key

Worksheet B, Ch 12 — Answer Key

1. **B** — She succeeded because of earlier leaders and educators.
2. **B** — comunidad / community
3. **C** — bilingual identity and advocacy
4. **A** — Translating between languages

Matching

5. **C** — A person or event that creates change
6. **B** — Feeling defeated or exhausted
7. **D** — Involving multiple language backgrounds
8. **A** — Consequences of actions

True or False

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

Short Answer (Sample Responses)

11. *One example of figurative language is “I stand on the shoulders of my predecessors.” This means the narrator benefited from the work and sacrifices of earlier activists and educators.*
12. *Yes. Her experiences with bilingualism, discrimination, and activism helped lead her into advocacy and educational leadership. Her career developed from personal experiences and community involvement.*



Luz Maria Solis, CLT
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Quiz B, Ch 12

Name: _____ Date: _____ Class/Hour: _____

Part I — Multiple Choice

1. What does the phrase “an extra layer of guilt” mainly suggest?
- A. physical illness
 - B. emotional pressure carried by immigrants
 - C. financial success
 - D. school competition
-

2. Which example best demonstrates linguistic intelligence?
- A. Translating between English and Spanish
 - B. Drawing neighborhood maps
 - C. Playing basketball
 - D. Building furniture
-

3. The narrator’s perspective is shaped most by:
- A. scientific training
 - B. military service
 - C. immigrant and bilingual experiences
 - D. athletic competition
-

4. Which statement best reflects the narrator’s personal philosophy?
- A. Education and activism can create opportunity.
 - B. Success depends mostly on luck.
 - C. Communities should avoid change.
 - D. Leadership is unimportant.
-

Part II — Matching

Match each term with the correct description.

_____ 5. Catalyst

_____ 6. Comunidad

_____ 7. Repercussions

_____ 8. Vencida

- A. Consequences or results of actions
- B. Feeling defeated or exhausted
- C. Spanish cognate connected to community
- D. A person or event that creates change

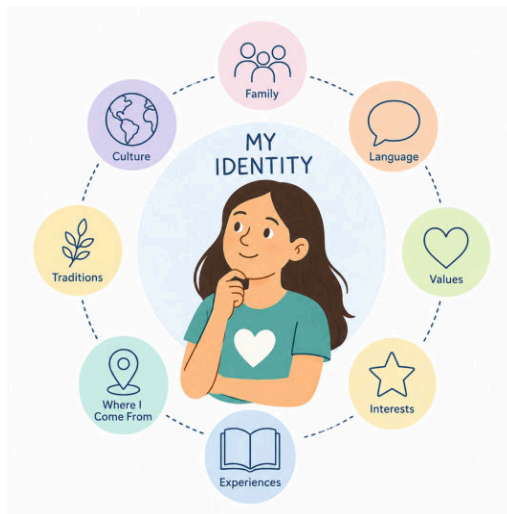
Part III — True or False

9. ____ The narrator connects bilingual education with fairness and opportunity.
10. ____ Activists and educators always agreed about bilingual education.

Part IV — Short Answer

11. Explain one example of figurative language from the text.

12. Describe one way activism influenced the narrator's career path.



Luz Maria Solis, Ch 12
Chicago Latina Trailblazers, CLT
Quiz B, Answer Key

Quiz B, Ch 12 — Answer Key

1. **B** — emotional pressure carried by immigrants
2. **A** — Translating between English and Spanish
3. **C** — immigrant and bilingual experiences
4. **A** — Education and activism can create opportunity.

Matching

5. **D** — A person or event that creates change
6. **C** — Spanish cognate connected to community
7. **A** — Consequences or results of actions
8. **B** — Feeling defeated or exhausted

True or False

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

Short Answer (Sample Responses)

11. *One example of figurative language is “an extra layer of guilt.” The narrator uses the metaphor to describe emotional pressure immigrants may feel.*
12. *Activism helped shape the narrator’s career because she fought for bilingual education, educational fairness, and opportunities for Latino students.*



Questions; Ch 12 Solis

Reformat

1. There are complex interactions between the narrator, CPS administrators, politicians, teachers, and activists. For example, while she advocated for bilingual preschool education, administrators opposed her efforts and spread misinformation about her intentions. **RL.9-10.3**
2. The phrase “the onion absorbs the fever” helps readers determine the meaning of “absorbs” through context because Rosa explains the onion was supposed to take away the illness. This shows context clues helping define a word. **L.9-10.4.a**
3. Early on, the important adults in her life mostly worked labor-intensive jobs. Her father worked in a peanut factory, and her mother worked in a hospital kitchen. They valued hard work more than higher education. **RI.9-10.1**
4. Yes. One funny incident occurs when an onion rolls out of the baby’s diaper in the hospital hallway while the doctors stare in shock. The narrator later reflects on the moment humorously even though she was embarrassed at the time. **RL.9-10.6, RI.9-10.4**
5. An example of inference occurs when the narrator says her supervisors marginalized her after she supported Senate Bill 7. Readers infer she was punished professionally because she challenged the existing system. **RL.9-10.1**
6. A central idea is perseverance through education and activism. Throughout the text, the narrator overcomes discrimination, sexism, and poverty while advocating for bilingual education and Latino children. **RL.9-10.2**
7. The word “vencida” is defined through context when she says she returned home after her car would not start “almost vencida (having given up).” The sentence explains the meaning directly. **L.9-10.4.d**
8. An example of foreshadowing appears when the narrator explains that as a child she often translated for adults and fought for equality, suggesting she would later become an advocate and leader for Latino communities. **RL.9.6**
9. An example of opinion is when the narrator describes some teachers and administrators as resisting bilingual education because they cared more about “power and not the children.” This reflects her judgment about their motives. **RL.9.3**
10. The social and political backdrop includes immigration, discrimination against Latinos, the rise of bilingual education movements, student activism in the 1970s, and political struggles over educational equity. **RL.9-10.6**
11. The narrator uses figurative language when she says immigrants carry “an extra layer of guilt” whose “weight can be felt on our shoulders.” The guilt is not physical, but the metaphor emphasizes emotional pressure. The onion incident also adds humor to the text. **RL.9-10.3; L.9-10.5**
12. Words like “La Migra,” “Diosito,” and “vencida” are used naturally within English sentences, reflecting bilingual identity. Cognates include “actividad/activity” and “educación/education.” **RL.9-10.4; L.9-10.5**
13. An example of figurative language is “I stand on the shoulders of my predecessors.” This means she succeeded because of the efforts and sacrifices of earlier activists and educators. **L.9-10.5a**
14. The narrator’s Mexican immigrant background shapes the story by emphasizing bilingualism, discrimination, family sacrifice, and Latino cultural identity. Her perspective influences how she views education and advocacy. **RL.9-10.6**

15. Small group discussions could focus on immigration experiences, bilingual education, discrimination, gender expectations, activism, and the role of education in creating opportunity. **SL.9-10.1a-d**
16. Yes. Danny Solís, her former husband, was involved in activism and community leadership. He helped advocate for Latino students and later became an alderman connected to community organizing and Día de los Niños events. **RI.9-10.1**
17. The tone is reflective, determined, and inspiring. The style combines personal storytelling with social and political commentary about Latino experiences in education and activism. **RI.9-10.4, RI.9-10.6**
18. A cognate from the text is “educación” and “education.” Another example is “comunidad” and “community.” **L.9-10.5**
19. Small group discussions could also examine the fairness of educational systems, the impact of representation in schools, and how cultural identity influences opportunity and self-esteem. **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**
Solis had a personal philosophy about fairness and bilingual education. She believed students should keep their language and culture while still succeeding in school. Her work helping Latino and bilingual students shows those beliefs clearly.
20. Did her career follow a logical path? Why or why not? **RI.9-10.3, W.9-10.1, W.9-10.9**
Yes. Solís's career followed a logical path because each experience built on the one before it. She began as a teacher, became involved in community activism, worked to improve bilingual education, and eventually became a leader and advocate for Latino students and families.

Luz M. Solis; Ch 12
Chicago Latina Trailblazers, CLT
Notes

1. Oscar Lopez Rivera is a Puerto Rico Independence activist. Many considered him to be the world's longest-held political prisoner. His sentence was commuted by President Obama; he was released in May 2017, after having served thirty-six years in prison.
2. *Lau v. Nichols*, 414 U.S. 563 (1974), was a United States Supreme Court case in which the Court unanimously decided that the lack of supplemental language instruction in public school for students with limited English proficiency violated the Civil Rights Act of 1964. This case about Chinese bilingualism was used rather than a Hispanic case in California. The lawyers felt it had more chance of succeeding than if it were a Hispanic case.
3. Title 23 of the Illinois Administrative Code, Part 228.40, and Article 14C of the School Code of Illinois.
4. In 1987, Miguel del Valle was elected the first Latino senator in the Illinois General Assembly. Over time, he became a strong advocate for education, becoming chairperson of the education committee.
5. Sue Bredekam and Carol Copple, eds., *Developmentally Appropriate Practice in Early Childhood Programs*, rev. ed. (Washington, DC: National Association for the Education of Young Children, 1997).
6. Alison Gopnik, Andrew N. Meltzoff, and Patricia K. Kuhl, *The Scientist in the Crib: What Early Learning Tells Us about the Mind* (New York: William Morrow, 2000).
7. Wayne P. Thomas and Virginia P. Collier, *A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement* (Santa Cruz, CA: Center for Research on Education, Diversity and Excellence, 2002).
8. L. W. Fillmore, "When Learning a Second Language Means Losing the First," *Early Childhood Research Quarterly* 6 (1991): 323–46.
9. Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences*, 10th anniversary ed. (New York: Basic Books, 1993).
10. Alvaro Obregon, the president of Mexico, in 1924 declared April 30th as Día del Niño (Day of the Child). See <https://www.cndh.org.mx/noticia/celebracion-del-dia-del-nino-y-de-la-nina-en-mexico>.
11. DACA stands for Deferred Action for Childhood Arrivals. This executive order defers action on deportation and provides eligibility for a work permit for individuals who were brought to the United States as children by their parents or guardians who are undocumented workers.