

Rev. Emma Lozano, CLT

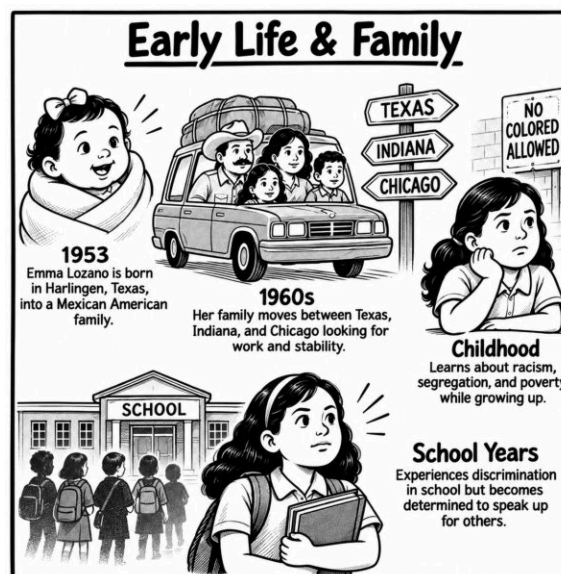
Summary, Ch 13

Emma Lozano grew up in a Mexican American family that moved between Texas, Indiana, and Chicago while facing poverty, discrimination, and constant pressure to fit into American society. Her father worked hard despite little education, and Emma learned early how racism and unfair treatment affected Latino families. One ironic moment came when her teacher praised famous American heroes while ignoring that some of them owned enslaved people—something Emma’s father immediately pointed out at home.

As she got older, Emma became deeply involved in activism alongside her brother Rudy Lozano. They organized workers, fought for bilingual education, and pushed for Latino political representation in Chicago. Emma describes how organizing meant nonstop work: passing out flyers, knocking on doors, and building community power. One funny moment she remembers is when her mother forced her into an itchy new swimsuit for a beach trip, only for Emma to lose it in the lake minutes later.

The family suffered a devastating loss when Rudy Lozano was murdered in 1983 after becoming an important Latino labor and political leader. His death shocked the community, but Emma continued the fight for immigrant rights, education, and fair treatment for Latino families. She helped organize Centro Sin Fronteras and worked to support undocumented immigrants facing deportation and discrimination.

Later, Emma became involved in the sanctuary movement, helping immigrant families find safety in churches and communities. She worked with activists across Chicago to organize marches, support families separated by deportation, and defend immigrant rights. By the end of the chapter, Emma reflects on how Latina women became stronger leaders over time and how her lifelong activism helped create opportunities and hope for future generations.



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Timeline

Year/Period

Early Life & Family

1953	Emma Lozano is born in Harlingen, Texas, into a Mexican American family.
1960s	Her family moves between Texas, Indiana, and Chicago looking for work and stability.
Childhood	Learns about racism, segregation, and poverty while growing up.
School Years	Experiences discrimination in school but becomes determined to speak up for others.

Year/Period

Community & Political Activism

1970s	Begins organizing alongside her brother Rudy Lozano in Chicago's Latino community.
1970s	Works on labor rights campaigns and neighborhood organizing efforts.
Late 1970s–1980s	Helps push for bilingual education and better political representation for Latinos.
1983	Rudy Lozano is murdered shortly after Harold Washington's mayoral victory.
1980s	Emma continues organizing despite Rudy's death, becoming a major community leader herself.

Year/Period

Immigrant Rights & Centro Sin Fronteras

Late 1980s–1990s	Organizes around immigration reform, workers' rights, and education access.
1987	Helps found Centro Sin Fronteras in Chicago.
1990s	Supports undocumented families facing deportation and separation.
2000s	Helps lead large immigrant rights marches and public demonstrations in Chicago.
2006	Participates in nationwide immigration reform protests and organizing efforts.

Year/Period

Sanctuary Movement & Later Leadership

2006	Supports Elvira Arellano's sanctuary campaign inside a Chicago church.
2000s–2010s	Works with churches and community groups to protect immigrant families.
2012	Supports efforts connected to DACA and immigration reform advocacy.

Later Years & Present

Later Years	Continues speaking, organizing, and mentoring younger Latina activists.
Present	Recognized as an important leader in immigrant rights and Latino community activism.

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Vocabulary and Definitions, Ch 13

Vocabulary:

Advocacy, Ethnicity, Marginalization, Martyr, Oppression, Sanctuary, Segregation, Undocumented

Advocacy — publicly supporting or defending a cause

Ethnicity — A group sharing culture or ancestry

Marginalization — The process of treating a group of people as less important or pushing them to the edge of society. Marginalized groups often have less power, fewer opportunities, and may face discrimination.

Martyr — A person who suffers, is harmed, or dies because of their beliefs, principles, or cause.

Oppression — cruel or unfair treatment by people in power

Sanctuary — A safe place or protection from danger. For example, churches may give sanctuary to undocumented immigrants to avoid deportation and receive community support.

Segregation — keeping groups of people separated, often unfairly

Undocumented — living in a country without official legal papers



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Potential Vocabulary Teaching Strategies, Ch 13

The strongest strategies are:

- | | |
|-----------------------|-------------------|
| ● Repetition | Visuals |
| ● Discussion | Short writing |
| ● real-world examples | Synonyms/Antonyms |

Keep vocabulary active, fast-paced, and connected to the content.

Best Overall Strategy

For freshmen:

1. Teach the word simply
2. Show a real example
3. Have students discuss it
4. Reuse it all week

The repetition matters more than long definitions.

1. “Would You Rather?” Vocabulary

Give students two scenarios.

Example:

Would you rather:

- live in a sanctuary city
- OR
- be forced to hide from deportation?

Students must explain their answer using the vocabulary word.

This gets reluctant students talking quickly.

2. Vocabulary Through Current Events

Connect words to real news stories or history clips.

Example:

- discrimination → Civil Rights Movement
- activism → student protests
- sanctuary → immigration debates

Students remember words better when they see them in real life.

3. Vocabulary Ranking

Students rank words:

- easiest
- most important
- most powerful
- most confusing

This creates discussion without feeling like a quiz.

4. **Quick Sketch Vocabulary**

Give students 30 seconds to draw the word. No artistic skill required.

Example:

- oppression → person trapped under weight
- freedom → broken chain
- protest → raised signs

This works especially well with multilingual learners.

5. **"Use It Wrong" Game**

Students intentionally misuse the word.

Class fixes it.

Example:

"Pizza is a form of marginalization."

Students explain why it is wrong. Fast, funny, memorable.

6. **Vocabulary Stations**

Put words around the room with:

- | | |
|---------------------|--------------------|
| • Image | Quote |
| • political cartoon | Historical example |

Students rotate and complete quick responses. Excellent for movement and engagement.

7. **The 10-Second Rule**

After teaching a word, students must explain it in:

- 10 seconds
- their own words
- no reading notes
- may include synonyms/antonyms

If they can explain it simply, they understand it.

8. **Fray Model (One of the Best)**

Students divide paper into 4 boxes:

- | | |
|---------------|----------------|
| • Definition | Example |
| • Non-example | Picture/Symbol |

Example: Marginalization

- | | |
|--|---------------------------------------|
| • Definition: pushing people aside | Non-example: equal treatment |
| • Picture: someone excluded from a group | Example: denying groups opportunities |

Best for:

- | | |
|---------------------------------|---------------------------|
| • abstract social studies terms | deeper understanding |
| • visual learners | familiarity with the word |

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

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Chicago Latina Trailblazers
Vocabulary Definitions

Name _____ Date _____ Class/Hour _____

Write a brief definition for each vocabulary word

1. **Advocacy**

2. **Ethnicity**

3. **Marginalization**

4. **Martyr**

5. **Oppression**

6. **Sanctuary**

7. **Segregation**

8. **Undocumented**

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Vocabulary Worksheet

Name: _____ Date: _____ Class/Hour: _____

Vocabulary Matching

Match each vocabulary word with the correct definition.

- _____ 1. Advocacy
- _____ 2. Ethnicity
- _____ 3. Sanctuary
- _____ 4. Segregation

- A. A group sharing culture or ancestry
- B. Speaking up or taking action in support of a person, group, or cause
- C. Keeping groups of people separated, often unfairly
- D. A safe place offering protection

Multiple Choice

5. Which word describes unfair or cruel treatment by people or institutions with power?

- A. Ethnicity
 - B. Oppression
 - C. Sanctuary
 - D. Advocacy
-

6. A person who dies or suffers greatly because of a cause or belief may be called a:

- A. martyr
 - B. advocate
 - C. citizen
 - D. organizer
-

7. Which word refers to a person's cultural background or heritage?

- A. Marginalization
 - B. Segregation
 - C. Ethnicity
 - D. Oppression
-

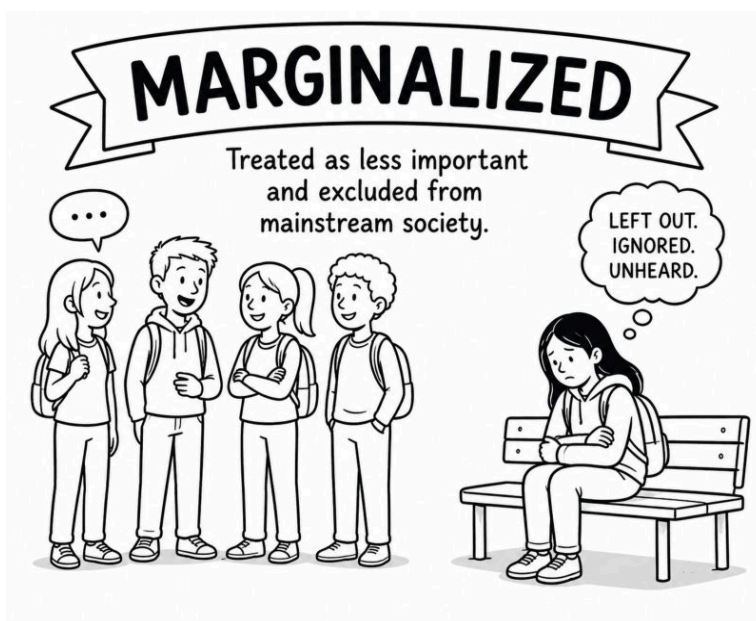
True or False

8. _____ **Marginalization** occurs when people are pushed to the edges of society and given less power, opportunity, or influence.
9. _____ **Undocumented** means a person has all of the official immigration documents required by law.

Short Answer

10. Explain the meaning of **advocacy** and give one example.

11. Explain the difference between **segregation** and **marginalization**.



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Vocabulary Worksheet, Answer Key

Answer Key

Vocabulary Matching

1. **B — Advocacy**
2. **A — Ethnicity**
3. **D — Sanctuary**
4. **C — Segregation**

Multiple Choice

5. **B — Oppression**
6. **A — Martyr**
7. **C — Ethnicity**

True or False

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

Short Answer

10. **Sample Answer:** Advocacy means speaking up or taking action in support of a person, group, or cause. Example: organizing a campaign for immigrant rights.
11. **Sample Answer:** Segregation separates groups of people from one another. Marginalization pushes people to the edges of society by limiting their power, opportunities, or influence.

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Worksheet, Ch 13

Name: _____ Date: _____ Class/Hour: _____

Vocabulary Matching

Match each vocabulary word with the correct definition.

- | | |
|-------|---|
| _____ | 1. Advocacy |
| _____ | 2. Marginalization |
| _____ | 3. Sanctuary |
| _____ | 4. Undocumented |
| | A. Living in a country without official legal papers |
| | B. Publicly supporting or defending a cause |
| | C. A safe place or protection from danger |
| | D. Treating a group as less important or pushing them aside |

Multiple Choice

5. What can readers infer when Emma describes a swastika painted on her family's door?
- A. The neighbors wanted to welcome the family.
 - B. The neighborhood was celebrating a holiday.
 - C. Some people were hostile toward Mexican families.
 - D. Emma's family planned to move away.

-
6. Which statement best expresses a central idea of the chapter?
- A. Success comes from wealth and political power.
 - B. Perseverance through activism and faith can create change.
 - C. Education is more important than family.
 - D. Chicago politics cannot be challenged.

-
7. What does the phrase "the political machine" most nearly mean?
- A. A factory tool
 - B. A voting machine
 - C. A transportation system
 - D. A powerful political organization that controls influence

-
8. Which event foreshadows danger later in the chapter?
- A. Emma learning English in school
 - B. Rudy playing jokes on family members
 - C. Emma moving to Indiana
 - D. Rudy being placed in a precarious position while organizing

True or False

9. _____ Emma's father and brother both influenced her interest in activism and advocacy.
10. _____ Emma describes Rudy as a selfish leader who avoided helping others.

Short Answer

11. Emma shares a funny story about her father sending her outside after she was upset about missing a swimming trip. What does this story reveal about her family or community?

12. César Chávez called Rudy Lozano a “martyr.” Why do you think Emma and Chávez viewed Rudy as an important leader?

Martyr



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Worksheet Answer Key

Answer Key

Vocabulary Matching

1. **B** — Advocacy
 2. **D** — Marginalization
 3. **C** — Sanctuary
 4. **A** — Undocumented
-

Multiple Choice

5. **C** — Some people were hostile toward Mexican families.
 6. **B** — Perseverance through activism and faith can create change.
 7. **D** — A powerful political organization that controls influence.
 8. **D** — Rudy being placed in a precarious position while organizing.
-

True or False

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

Short Answer

11. **Sample Answer:**

The story shows that Emma's family was close-knit and valued community. It also shows her father's sense of humor and how neighbors often joined together.

12. **Sample Answer:**

Emma and César Chávez viewed Rudy as an important leader because he worked tirelessly for workers and Latino communities. He dedicated his life to helping others and sacrificed a great deal for the causes he believed in.



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Chicago Latina Trailblazers
Quiz

Name: _____ Date: _____ Class/Hour: _____

Part I: Vocabulary Matching

Match each term to the correct definition.

- _____ 1. Sanctuary
- _____ 2. Advocacy
- _____ 3. Undocumented
- A. Publicly supporting a cause
- B. Living in a country without official legal papers
- C. A safe place offering protection

Part II: Multiple Choice

4. What can readers infer from the swastika painted on Emma's family's door?
- A. The family was popular in the neighborhood.
 - B. Some people opposed Mexican families moving into the area.
 - C. The family planned to move again.
 - D. Emma's father painted it himself.
-

5. Which statement best describes Rudy Lozano?
- A. He avoided political involvement.
 - B. He preferred working alone.
 - C. He was dedicated to helping workers and the Latino community.
 - D. He moved away from Chicago to escape activism.
-

6. What does the phrase "the political machine" refer to?
- A. A factory used by workers
 - B. A voting device
 - C. A transportation system
 - D. A powerful political organization
-

Part III: True or False

7. _____ Emma's father and brother both influenced her interest in activism.
8. _____ Emma stopped organizing after Rudy's death.

Part IV: Short Answer

9. Explain one way Emma showed perseverance during her life.

10. Why might César Chávez have called Rudy Lozano a “martyr”?



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Quiz Answer Key

Answer Key

Part I: Vocabulary Matching

1. **C** — Sanctuary
 2. **A** — Advocacy
 3. **B** — Undocumented
-

Part II: Multiple Choice

4. **B** — Some people opposed Mexican families moving into the area.
 5. **C** — He was dedicated to helping workers and the Latino community.
 6. **D** — A powerful political organization.
-

Part III: True or False

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

Part IV: Short Answer

9. **Sample Answer:**
Emma showed perseverance by continuing her activism for immigrant rights and workers even after discrimination, illness, and the loss of her brother.
10. **Sample Answer:**
César Chávez called Rudy Lozano a martyr because he devoted his life to helping workers and the Latino community and was killed while fighting for those causes.



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Worksheet B

Name: _____ Date: _____ Class/Hour: _____

Vocabulary Matching

Match each vocabulary word with the correct definition.

- _____ 1. Ethnicity
- _____ 2. Oppression
- _____ 3. Sanctuary
- _____ 4. Segregation

- A. Keeping groups of people separated, often unfairly
- B. A safe place offering protection
- C. A group sharing culture or ancestry
- D. Cruel or unfair treatment by people in power

Multiple Choice

5. Which factor most influenced Emma Lozano's worldview?

- A. Business experience
 - B. Military service
 - C. Her Mexican American identity and Catholic faith
 - D. Professional athletics
-

6. What does the simile "my heart pounded like a hammer" emphasize?

- A. Excitement about a celebration
 - B. Fear and shock after hearing difficult news
 - C. Physical strength
 - D. Anger toward her family
-

7. Which pair of words are cognates?

- A. Justice / Freedom
 - B. Activism / Activismo
 - C. Worker / Labor
 - D. Church / Faith
-

8. Which statement best describes Emma's philosophy?

- A. Avoid political issues whenever possible.
 - B. Focus only on personal success.
 - C. Fight injustice and help people treated unfairly.
 - D. Leave social change to elected officials.
-

True or False

9. _____ Emma's experiences with discrimination helped shape her lifelong activism.
10. _____ Rudy Lozano discouraged community organizing and activism.

Short Answer

11. Why does Emma describe her career path as a natural progression?

12. Identify one topic that would support a strong small-group discussion from this chapter and explain why.



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Worksheet B, Answer Key

Answer Key

Vocabulary Matching

1. **C** — Ethnicity
 2. **D** — Oppression
 3. **B** — Sanctuary
 4. **A** — Segregation
-

Multiple Choice

5. **C** — Her Mexican American identity and Catholic faith
 6. **B** — Fear and shock after hearing difficult news
 7. **B** — Activism / Activismo
 8. **C** — Fight injustice and help people treated unfairly
-

True or False

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

Short Answer

11. Sample Answer:

Emma's career followed a logical path because her experiences with discrimination and community organizing led her into activism. Each stage of her work built on her commitment to helping Latino and immigrant communities.

12. Sample Answer:

Students could discuss immigration and sanctuary movements because these topics are important throughout the chapter and are supported by many examples from Emma's experiences. Other acceptable responses include workers' rights, bilingual education, faith and activism, or the impact of Rudy Lozano's assassination.



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Chicago Latina Trailblazers, CLT
Quiz B, Ch 13

Name: _____ Date: _____ Class/Hour: _____

Part I: Vocabulary Matching

Match each vocabulary word with the correct definition.

- _____ 1. Marginalization
- _____ 2. Ethnicity
- _____ 3. Undocumented

- A. Living in a country without official legal papers
- B. A group sharing culture or ancestry
- C. Treating a group as less important or pushing them aside

Part II: Multiple Choice

4. Which statement best describes the tone of Emma Lozano's chapter?
- A. Humorous and carefree
 - B. Reflective, determined, and hopeful
 - C. Angry and bitter
 - D. Confused and uncertain
-

5. Which event had the greatest influence on Emma's commitment to activism?
- A. Her athletic achievements
 - B. Her experiences with discrimination and community organizing
 - C. Her travels through Europe
 - D. Her business career
-

6. What does the phrase "people without borders" symbolize in the chapter?
- A. A lack of rules
 - B. Latino unity and shared purpose
 - C. Political corruption
 - D. A specific government program
-

7. Which pair of words are cognates?
- A. Activism / Activismo
 - B. Faith / Church
 - C. Labor / Worker
 - D. Justice / Equality
-

Part III: True or False

8. _____ Emma's Catholic faith influenced her activism and worldview.
9. _____ Rudy Lozano discouraged labor organizing and workers' rights.

Part IV: Short Answer

10. Explain how Emma's identity helped shape her views and actions.

11. Why would immigration or sanctuary movements make strong discussion topics for this chapter?



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Quiz B, Ch 13

Answer Key

Part I: Vocabulary Matching

1. **C** — Marginalization
 2. **B** — Ethnicity
 3. **A** — Undocumented
-

Part II: Multiple Choice

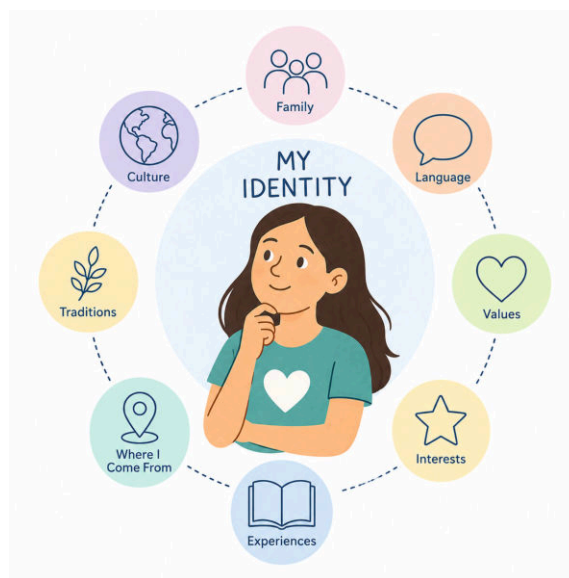
4. **B** — Reflective, determined, and hopeful
 5. **B** — Her experiences with discrimination and community organizing
 6. **B** — Latino unity and shared purpose
 7. **A** — Activism / Activismo
-

Part III: True or False

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

Part IV: Short Answer

10. **Sample Answer:**
Emma's Mexican American identity and Catholic faith shaped her worldview. They influenced her work for immigrants, workers, and Latino communities.
11. **Sample Answer:**
Immigration and sanctuary movements are important topics because they affected many families in the chapter. They also connect to Emma's activism and efforts to help undocumented immigrants.



Questions: 13, Lozano

1. The phrase “stoop labor” can be understood through context because the text explains that farm tools were shortened so workers had to bend down more while working. This helps the reader infer that “stoop labor” means exhausting labor done while bent over. **L.9-10.4.a**
2. Yes. Her father fought for workers’ rights, and her brother Rudy became a labor and community organizer, so activism and advocacy influenced her early in life. **RI.9-10.1**
3. Yes. One funny moment is when Emma’s father told her to run around the block in the rain after she was upset about not going swimming, and soon all the neighborhood children joined her in swimsuits. The humor also shows community connection. **RL.9-10.6, RI.9-10.4**
4. An example of inference is when Emma describes seeing a swastika painted on their door after moving to Chicago. The text does not directly say the neighbors were racist, but readers can infer hostility toward Mexican families. **RL.9-10.1**
5. A central idea is perseverance through activism and faith. Throughout the text, Emma continues organizing for immigrant rights, workers, and families despite discrimination, illness, and the assassination of her brother. **RL.9-10.2**
6. The phrase “the political machine” means the powerful political system controlling Chicago politics. The surrounding discussion about corruption and control helps readers determine the meaning. **L.9-10.4.d**
7. A foreshadowing example occurs when Emma explains that Rudy’s organizing efforts put him “in a very precarious position” with gangsters and political powers before his assassination. This hints at the danger ahead. **RL.9.6**
8. Emma gives her opinion of Rudy when she calls him a true leader who was dedicated to the community. César Chávez also calls Rudy Lozano a “martyr.” **RL.9.3**
9. Yes. Emma’s relationships with Rudy, her parents, church leaders, undocumented families, and political activists are complex because they involve family loyalty, political struggle, faith, grief, and organizing together across generations. **RL.9-10.3**
10. The phrase “the cosecha (harvest) of so many before us” is figurative language comparing the immigration marches to the results of years of activism. A funny incident is Rudy constantly playing practical jokes on the family. **RL.9-10.3; L.9-10.5**
11. The text uses phrases like “people without borders” and “Pink Wave” in unique ways to symbolize Latino unity and growing Latina leadership. Cognates include “activism/activismo” and “community/comunidad.” **RL.9-10.4; L.9-10.5**
12. An example of figurative language is “my heart pounded like a hammer” after hearing Rudy had been shot. This simile emphasizes Emma’s fear and shock. **L.9-10.5a**

13. Emma's Mexican American identity and Catholic faith strongly shape the story. Her experiences with racism, immigration struggles, bilingual culture, and devotion to the Virgin of Guadalupe influence her activism and worldview. **RL.9-10.6**
14. Small groups could discuss immigration, racism, workers' rights, sanctuary movements, women in leadership, family influence, and how faith connects to activism. Students could compare different viewpoints and support ideas with evidence from the text. **SL.9-10.1a-d**
15. Yes. Her brother Rudy Lozano was heavily involved in labor organizing and community activism. Her father also supported workers' rights and encouraged pride in Mexican history and identity. **RI.9-10.1**
16. The tone is reflective, passionate, and determined. Emma tells painful experiences honestly while also emphasizing hope, resilience, humor, and community strength. **RI.9-10.4, RI.9-10.6**
17. The main political and social backdrop includes the Civil Rights Movement, immigrant rights activism, labor organizing, discrimination against Latinos, sanctuary movements, and debates over immigration policy from the 1960s through the Trump era. **RL.9-10.6**
18. One cognate from the text is "activism," which is similar to the Spanish word "activismo." Another is "community" and "comunidad." **L.9-10.5**
19. Students could discuss the impact of Rudy Lozano's assassination, the role of churches in activism, the 2006 immigration marches, bilingual education, or whether sanctuary movements are effective. These topics support collaborative discussion and evidence-based responses. **SL.9-10.1a-d**
20. Emma philosophy. She believed in fighting injustice and helping people who were ignored or treated unfairly. Her work with immigrants, workers, and community organizations shows this commitment. **RL.9-10.1, RI.9-10.1, W.9-10.1, W.9-10.9**
21. She had a logical path. Her experiences with discrimination and community organizing led naturally to a lifetime of activism. Each step of her career built on her earlier work helping Latino and immigrant communities. **RI.9-10.3, W.9-10.1, W.9-10.9**

Emma Lozano, Ch 13
Chicago Latina Trailblazers, CLT
Notes

This chapter is Emma's story through shared lived experiences and memories with three comadres, Leticia, Luz María, and Rita. Leticia wrote the first draft; Emma wrote a second. Leticia's draft was based on Rita and Leticia's interview with Emma. Subsequent drafts were enhanced by those with lived experiences, like Luz María and Rita Hernández, who walked this journey with Emma.

1. Selena Quintanilla Perez was a singer, songwriter, and fashion designer dubbed the Queen of Tejano music. She was one of the most celebrated Mexican American entertainers of the late twentieth century. In 1994, Selena won a Grammy for Best Mexican-American Album. Selena was also active in her community and donated her time to civic causes. She was shot and killed in 1995 by one of her staff.

2. CASA-GBW, or simply CASA, was founded by Bert Corona and Chloe Alatorre in Los Angeles, California, in 1968. From 1968 to 1978 CASA went from being a traditional mutualista (a self-help center that disseminated information, provided legal assistance, and offered other services) for undocumented Mexican workers in California to acting to organize them. CASA became a national organization rooted in working-class politics with a progressive agenda for social change.

3. Crusade for Justice was a school started by Rodolfo "Corky" Gonzalez in Denver, Colorado. The school focused on Mexican American identity and culture as a part of the curriculum.

4. Jesus "Chuy" Garcia, an immigrant from Durango, Mexico, has been a career politician in the Democratic Party. After Luis Gutiérrez announced his retirement from Congress, he announced his support for Garcia to fill his seat there. Prior to that, Garcia served on the Cook County Board of Commissioners, in the Illinois Senate, and on the Chicago City Council. Notably, he ran for Chicago Mayor in 2015 and lost to Rahm Emanuel in a runoff election.

5. The Haymarket Riot occurred on May 4, 1886, near Chicago's Haymarket Square. It started out as a labor movement rally by labor organizers to protest the killing and wounding of several workers by the Chicago police during a strike that had taken place the previous day at the McCormick Reaper Works. The rally turned into a riot after someone threw a bomb at police, who were advancing on the protesters. The police opened fire. Between protesters and police, ten or more people were killed and close to a hundred were injured. Another eight men were arrested, tried, and convicted. Four were sentenced to die. They were dubbed the "Haymarket martyrs." This event set off a national wave of xenophobia as foreign-born radicals and labor leaders were rounded up in Chicago and elsewhere. The May Day protests of 1886 played a major role in the selection of May 1 as the date for International Workers' Day.

6. Danny Solís was the alderman for Chicago's 25th Ward for over twenty years, from 1996 to 2019.

7. See chapter 11 for more on Virginia Martínez.

8. The Immigration Reform and Control Act of 1986 was signed into law by President Ronald Reagan on November 6, 1986. Simpson (Rep-WY) and Mazzoli (Dem.-KY) were the legislative sponsors. It was an attempt to control illegal immigration to the United States.

9. Luis Gutiérrez served as the U.S. Representative for Illinois's 4th Congressional District from 1993 to 2019. Earlier, from 1986 to his election to Congress, Gutiérrez served as a member of the Chicago City Council representing the 26th Ward, which included the city's largest Puerto Rican demographic area.

10. Kosciusko Elementary School's overcrowding had 1,200 children jammed into a facility built to accommodate only 400 children.

11. For a detailed account of the history of Mexicans and other Latinos in the Chicago Public Schools at the time from an experiential perspective, see Rita Hernández, "The Silent Minority: Mexican Americans in the Chicago Public Schools, 1970–2001," PhD diss, (Loyola University Chicago, 2002).

12. Adalberto United Methodist Church is located at 2716 W. Division Street in Chicago's Puerto Rican neighborhood Humboldt Park, which is becoming gentrified according to the Chicago 21 Plan. It was a sanctuary church where Pastor Walter Coleman and his wife, Emma Lozano, first gave sanctuary to Elvira Arellano and her son, Saul, a U.S. citizen, in 2006.

13. This Reagan amnesty, a presidential executive order, was added to accompany the Simpson-Mazzoli legislative bill of 1986, which did not address the status of undocumented migrants who were eligible for the amnesty program. President Reagan legalized the status of minor children of parents granted amnesty under the immigration overhaul. It was a blanket deferral of deportation for children under eighteen who were living in a two-parent household with both parents legalizing or with a single parent who was becoming a legal resident. This affected an estimated hundred thousand families.

14. Illinois state senator and education chairman Miguel Del Valle worked to initiate classes for those seeking citizenship in the Chicago Public Schools during the time of amnesty in 1987. Rita D. Hernández was the only full-time teacher, and her special assignment was to teach these classes in ESL and civics to adults preparing to become U.S. citizens. All of the students passed the citizenship test and became citizens.

15. Familia Latina Unida, founded by Elvira Arellano, is an extension of Centro Sin Fronteras, founded by Emma Lozano. Familia Latina Unida is an advocacy group that focuses on illegal immigration. The organization was formed after Elvira's arrest in 2002. In 2006, Elvira Arellano was the first person to seek sanctuary in Adalberto United Methodist Church with Rev. Walter Coleman and his wife, Emma Lozano. Elvira has been granted a stay of deportation by the U.S. immigration court. She is "the face of the new sanctuary movement." To read more about the organizations and their founders, Emma Lozano and Elvira Arellano, see Reverend Walter L. Coleman, *Elvira's Faith and Barack's Challenge: The Grassroots Struggle for the Rights of Undocumented Families* (Ann Arbor, MI: Wrightwood Press, 2016).

16. NAFTA stands for North American Free Trade Agreement, which was a trilateral trade bloc in North America. It took effect on January 1, 1994. It superseded the agreement previously held between the United States and Canada. This one broadened the scope to include Mexico.

17. President Clinton launched "Operation Gatekeeper" as a political maneuver in an attempt to steal the thunder on the immigration issue from Republicans in the wake of California's infamous Proposition

187, also dubbed “Save Our State.” It was passed by California voters in 1994. This effectively denied public, social, educational, and health services to undocumented immigrants in California. The feeling was that the federal government was stalled on establishing a policy on immigration and placed a financial burden on the state. Clinton’s intent was to regain control of the San Diego-Tijuana border, the busiest land crossing in the United States at the time, by doubling the budget for law enforcement on the border, hiring new border agents, and constructing new fences. The purpose was to push illegal entry into the deserts and mountains, thereby discouraging crossings. It failed. The migrants were, and continue to be, too resourceful and creative.

18. United States Immigration and Naturalization (INS) was an agency of the Department of Labor from 1933–1940 and the U.S. Department of Justice from 1940–2003. The Department of Homeland Security (DHS) came into being in 2003. On March 1, 2003, U.S. Citizenship and Immigration Services (USCIS) officially assumed responsibility for the immigration service functions of the federal government. The USCIS was formed to enhance security and improve the efficiency of national immigration services by exclusively focusing on the administration of benefit applications. Immigration and Customs Enforcement (ICE) and Customs and Border Protection (CBP), components within DHS, handle immigration enforcement and border-patrol functions. Further information is available on www.federalregister/agencies.

19. For a detailed account of the marches, see chapter 10 in Coleman’s Elvira’s Faith.

20. The Minutemen are an anti-immigrant militia group that stake out the U.S./Mexico border with guns and are known to shoot at migrants. They also conduct a national recruiting drive and contribute to deceitful media coverage (David Holthouse, “Minutemen, Other Anti-Immigrant Militia Groups Stake Out Arizona Border,” Southern Poverty Law Center, June 27, 2005, www.splcenter.org/fighting-hate/intelligence-report/2005/minutemen-other-anti-immigrant-militia-groups-stake-out-arizona-border).

21. The first maquiladoras were established in 1966 in Tijuana, Baja California, MX, and Ciudad Juárez, Chihuahua, MX. These are the first and second most populated cities on the Mexico-U.S. border. Their corresponding sister cities in the United States are San Diego, CA, and El Paso, TX. The maquiladora industry is sometimes referred to as the “Border Industrialization Program.” A maquiladora is a Mexican assembly plant that imports materials and equipment on a duty-free, tariff-free basis. They receive raw materials from U.S. companies to assemble and export back as finished products. These programs grew exponentially after the NAFTA trilateral agreement of 1994.