

Ana Castillo, Ch 14
Chicago Latina Trailblazer
Summary:

Ana Castillo is a Chicana writer, scholar, and activist from Chicago whose work focuses on feminism, social justice, Indigenous identity, and the experiences of marginalized communities. Growing up in a working-class Mexican American family, she experienced racism, segregation, and the displacement of her neighborhood during urban redevelopment in Chicago. These experiences shaped both her political views and her writing.

As a teenager, Castillo became involved in activism during the civil rights and Chicano movements. She rejected the limited expectations placed on Mexican American women and created an underground newspaper at her school to discuss politics, culture, and social change. Although she struggled in school and received little encouragement from teachers, she pushed herself toward higher education, eventually attending community college, Northeastern Illinois University, University of Chicago, and later earning a PhD from University of Bremen.

Castillo became an important voice in Chicana feminism through books such as *The Mixquiahuala Letters*, *So Far from God*, and *Massacre of the Dreamers*. Her writing challenged racism, sexism, and Eurocentric ideas while centering the experiences of Chicanas and Indigenous peoples. She was active in Latino arts and political organizations, worked with other Chicana writers and activists, and used literature as a way to promote social change.

The text emphasizes Castillo's determination and independence. She often created opportunities for herself without institutional support, whether applying to graduate school, teaching herself as a writer, or building a literary career while raising a child as a single mother. Her story presents her as someone who used persistence, education, activism, and art to challenge social barriers and inspire future generations.



Ana Castillo

Chicago Latina Trailblazer

Category	Dates	Events
 Family & Early Life	1953	Born in Chicago in a working-class Mexican American neighborhood.
	1960s	Experiences racism, sexism, and low expectations in school.
	Teen Years	Begins questioning stereotypes about women and Chicana identity.
 Education & Identity	1970s	Applies to the University of Chicago during a lunch break.
	1970s	Refuses pressure to settle into factory work or traditional gender roles.
 Activism & Community	Late 1960s–1970s	Becomes active in the Civil Rights and Chicano Movements.
	1970s	Prints underground activist newspapers using workplace Xerox machines.
 Writing & Legacy	1980s	Publishes writing focused on Chicana identity, feminism, and social justice.
	Later Career	Becomes a nationally recognized author, activist, poet, and professor.
	Legacy Today	Inspires future generations through literature and advocacy work.



“Ana Castillo challenged stereotypes through education, activism, and writing, becoming an important voice for Chicana and Indigenous communities.”



Ana Castillo, CLT; Ch 14
Vocabulary & Definitions

Vocabulary: Audacity, Rescinding, Menial, Proximity, Underscore, Era, Aspirations

Audacity – boldness or fearless confidence, especially when taking risks or doing something unexpected.

Example: It took audacity to speak in front of the whole school.

Rescinding – canceling, taking back, or withdrawing something officially.

Example: The company is rescinding the old policy.

Menial – simple, routine, or low-level work that does not require much skill.

Example: He started with menial tasks like sweeping floors.

Proximity – nearness or closeness in distance or time.

Example: The proximity of the library made it easy to walk there.

Underscore – to emphasize or show the importance of something.

Example: The teacher used examples to underscore her point.

Era – a period of time marked by certain events or characteristics.

Example: The Civil Rights era changed American history.

Aspirations – hopes, goals, or dreams for the future.

Example: Her aspirations include becoming a doctor.

Ana Castillo, CLT; Ch 14
Vocabulary

Name: _____ Date: _____ Class/Hour: _____

Vocabulary: Audacity, Rescinding, Menial, Proximity, Underscore, Era, Aspirations



Vocabulary:

Alphabetical Order



Write the vocabulary words in alphabetical order.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Audacity

Rescinding

Menial

Proximity

Underscore

Era

Aspirations



Draw one or two images about one or two words, or you can write sentences for three of the words.

Ana Castillo, CLT; Ch 14
Vocabulary

Name: _____ Date: _____ Class/Hour: _____

Define the words below:

1. **Audacity** _____

2. **Aspirations** _____

3. **Era** _____

4. **Menial** _____

5. **Proximity** _____

6. **Rescinding** _____

7. **Underscore** _____



Ana Castillo, Ch 14, CLT

Potential Vocabulary Teaching Strategies

1. Vocabulary Sketches

Students draw a quick picture beside each vocabulary word to show its meaning.

- *Audacity* → a student bravely speaking in front of a crowd
 - *Menial* → repetitive cleaning or factory work
 - *Aspirations* → future dreams in a thought bubble
-
-

2. Four Corners Vocabulary

Place one word in each corner of the room. Students rotate and write:

- Definition
 - Synonym
 - Antonym
 - Sentence from real life
-
-

3. Vocabulary & Identity Connections

Students connect words to Ana Castillo's life story.

Example:

- *Audacity* → Applying to the University of Chicago during lunch break
 - *Aspirations* → Becoming a writer and professor
 - *Underscore* → Her story underscores educational inequality
-
-

4. Vocabulary Charades

Students silently act out words while classmates guess.

Good choices:

- Audacity
 - Menial
 - Aspirations
-
-

5. Context Clue Challenge

Provide short sentences with missing words.

Students use context clues to choose the correct vocabulary term.

Example:

"Her dreams of becoming a writer showed her
_____." (*aspirations*)

6. Word Ranking Activity

Students rank the words from:

- Most powerful
- Most positive
- Most connected to Ana Castillo's life

Then students explain their rankings in complete sentences.

7. Vocabulary Quick-Writes

Students choose one word and write for two minutes without stopping.

Prompt Example:

"Describe a time when someone showed audacity."

8. Frayer Model

Students divide paper into four sections:

- Definition
- Characteristics
- Examples
- Non-examples

Best words for this strategy:

- Proximity
- Era
- Menial

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

The graphic organizer is titled "FRAYER MODEL for Vocabulary" and includes a "Vocabulary Word:" label. It is divided into five colored sections: Definition (blue), Characteristics (green), Examples (pink), Non-Examples (orange), and Sentence Using the Word (purple). Each section contains a specific instruction and a set of lines for writing. A central cloud labeled "Vocabulary Word" is positioned over the Examples and Non-Examples sections. Icons for a magnifying glass, star, lightbulb, X, pencil, and paint palette are used to represent each section.

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

✏️ 📖 ★ Vocabulary works best when:

Students speak, draw, write, and connect words to real experiences. ★ 📖 ✏️

Ana Castillo, Ch 14, CLT
Vocabulary Worksheet

Name: _____ Date: _____ Class/Hour _____

Part 1: Match the Word to the Definition

1. _____ Audacity
2. _____ Rescinding
3. _____ Menial
4. _____ Proximity
5. _____ Underscore
6. _____ Era
7. _____ Aspirations

- A. A time period in history
- B. To cancel or take back
- C. Small or unimportant work
- D. To emphasize something
- E. Boldness or fearless confidence
- F. Nearness or closeness
- G. Goals or dreams for the future

Part 2: Fill in the blank with vocabulary: Aspirations, Audacity, Era, Menial, Proximity, Rescinding, Underscore

1. Her _____ helped her apply for a leadership position even though she was nervous.
2. The teacher used statistics to _____ the importance of studying every day.
3. The factory workers often completed _____ tasks such as sweeping and cleaning.
4. During the Civil Rights _____, many people fought for equality and justice.
5. The school decided on the _____ of the rule after students complained.
6. Living in close _____ to the train station made travel easier.
7. One of his greatest _____ is to become a doctor.

Part 3: Quick Write

Choose two vocabulary words from Part I and write your own sentence for each.

1. _____
2. _____

Ana Castillo, Ch 14, CLT
Vocabulary Worksheet
Answer Key

Answer Key

Part 1: Match the Word to the Definition

1. E — Audacity
2. B — Rescinding
3. C — Menial
4. F — Proximity
5. D — Underscore
6. A — Era
7. G — Aspirations

Part 2: Fill in the Blank

1. Audacity
2. Underscore
3. Menial
4. Era
5. Rescinding
6. Proximity
7. Aspirations

Part 3: Quick Write

Answers will vary. Sentences should use each vocabulary word correctly and demonstrate an understanding of its meaning.



Ana Castillo, Ch 14, CLT
Chicago Latina Trailblazer
Worksheet

Name: _____ Date: _____ Class/Hour _____

1. Where did Ana Castillo grow up?

- A. Los Angeles
- B. Chicago
- C. San Antonio
- D. Miami

2. What job did Castillo's father work?

- A. Teacher
- B. Doctor
- C. Steelworker
- D. Lawyer

3. Match the person or group with the correct description.

- | Column A | Column B |
|--------------------|---|
| a. David Hernandez | _____ Writer and activist |
| b. Ana Castillo | _____ Poet connected to Chicago activism |
| c. César Chávez | _____ Labor organizer admired by Castillo |
| d. Sandra Cisneros | _____ Chicago writer and friend of Castillo |

4. True or False: Castillo attended a private elementary school for her entire education.

_____ True _____ False

5. Which experience most influenced Castillo's political awareness?

- A. Working in television
- B. Studying overseas as a child
- C. Civil rights and student activism in Chicago
- D. Serving in the military

6. Explain one challenge Castillo faced growing up and how it affected her.

7. Match the term to its meaning in the reading.

Column A

Column B

- | | |
|-------------------|--|
| a. Assimilation | _____ Adapting to a dominant culture |
| b. Activism | _____ Working to create social or political change |
| c. Solidarity | _____ Support and unity among people |
| d. Discrimination | _____ Unfair treatment based on identity |

8. Why did Castillo begin reconnecting with her Mexican heritage during high school?

- A. She moved to Mexico
- B. Her peer group and bilingual environment changed
- C. Her parents forced her to
- D. She stopped attending school

9. True or False: Castillo believed literature and activism could work together.

_____ True _____ False

10. Describe how Castillo's writing connected to her identity and experiences.

11. Why do you think Castillo's story is important to later generations?

Ana Castillo, Ch 14, CLT
Worksheet, Answer Key

Worksheet Answer Key

1. B. Chicago
2. C. Steelworker
3. Match the person or group with the correct description.
 1. David Hernandez — Poet connected to Chicago activism
 2. Ana Castillo — Writer and activist
 3. César Chávez — Labor organizer admired by Castillo
 4. Sandra Cisneros — Chicago writer and friend of Castillo
4. False:
5. C. Civil rights and student activism in Chicago
6. Explain one challenge Castillo faced growing up and how it affected her.
Sample answer: Castillo faced discrimination and cultural pressures while growing up in Chicago. These experiences helped shape her awareness of inequality and later influenced her writing and activism. Answers may vary.
7. Match the term to its meaning in the reading.
 1. Assimilation — Adapting to a dominant culture
 2. Activism — Working to create social or political change
 3. Solidarity — Support and unity among people
 4. Discrimination — Unfair treatment based on identity
8. B. Her peer group and bilingual environment changed
9. True
10. Describe how Castillo's writing connected to her identity and experiences.
Sample answer: Castillo used her writing to explore her Mexican and Chicana identity, experiences with discrimination, gender expectations, and social inequality. Her work gave voice to experiences often overlooked in mainstream literature. Answers may vary.
11. Why do you think Castillo's story is important to later generations?
Sample answer: Castillo's story shows how writing, education, and activism can challenge stereotypes and create opportunities for others. Her work also helped strengthen the representation of Chicana women and their experiences. Answers may vary.

Ana Castillo, CLT, Ch 14
Chicago Latina Trailblazer
Quiz

Name: _____ Date: _____ Class/Hour: _____

Part I: Multiple Choice

Circle the best answer.

1. Which experience helped shape Castillo's political awareness?
 - A. Working in television
 - B. Civil rights and student activism in Chicago
 - C. Serving in the military
 - D. Moving overseas as a child

2. Castillo's experiences with Chicana and Indigenous identity most strongly influenced her interest in:
 - A. business and finance
 - B. science and technology
 - C. culture, inequality, and representation
 - D. sports and recreation

3. Castillo's decision to continue her education despite obstacles best demonstrates:
 - A. indifference
 - B. conformity
 - C. determination
 - D. hesitation

4. Which statement best describes a central idea of Castillo's story?
 - A. Success requires following a traditional career path.
 - B. Personal experiences can shape writing, identity, and activism.
 - C. Education has little connection to social change.
 - D. Writers should avoid political and cultural issues.

Part II: Matching

Match each person or idea with the correct description.

5. _____ **Ana Castillo**

6. _____ **César Chávez**

- A. Labor organizer whose work represented activism for workers' rights
- B. Writer whose work explores identity, culture, gender, and social issues

Part III: True or False

7. ____ True ____ False

Castillo's education and career followed a completely traditional and predictable path.

8. ____ True ____ False

Castillo's writing reflects issues involving cultural identity, gender, and inequality.

Part IV: Short Answer

9. Explain one way Castillo's experiences influenced her writing or activism.

10. How did Castillo challenge expectations or barriers during her education or career? Use one example from the chapter.



Ana Castillo, CLT, Ch 14
Chicago Latina Trailblazer
Quiz, Answer Key

Answer Key

Part I: Multiple Choice

1. **B** — Civil rights and student activism in Chicago
2. **C** — culture, inequality, and representation
3. **C** — determination
4. **B** — Personal experiences can shape writing, identity, and activism.

Part II: Matching

5. **B** — Ana Castillo
6. **A** — César Chávez

Part III: True or False

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

Part IV: Short Answer

9. Sample answer: Castillo's experiences with Chicana identity, discrimination, and social activism influenced her writing. She used her work to explore culture, gender, inequality, and representation.

10. Sample answer: Castillo challenged expectations by continuing her education and developing a career as a writer and educator despite barriers she faced as a Chicana woman. Students may use another specific example from Chapter 14.



Ana Castillo, CLT, Ch 14
Identity and Activism
Worksheet B

Name: _____ Date: _____ Class/Hour _____

1. What does the figurative phrase “dreams become self-fulfilling prophecies of doom” suggest?

- A. Dreams are always unrealistic
- B. Negative expectations can shape reality
- C. People should avoid making plans
- D. Success happens by accident

2. Which identities most strongly shape Castillo’s experiences in the text?

- A. Irish and French
- B. Chicana and Indigenous
- C. Canadian and British
- D. Italian and German

3. Match each topic to the discussion focus.

Column A	Column B
1. Urban displacement	_____ Communities forced out of neighborhoods
II. Chicana feminism	_____ Women challenging gender expectations
III. Educational inequality	_____ Unequal access to opportunities
IV. Representation	_____ Seeing diverse voices in schools and literature

4. True or False: Castillo’s son later became involved in grassroots mentoring work.

_____ True _____ False

5. Explain how Castillo’s identity influenced the way she viewed racism, education, or activism.

6. Which words are examples of cognates from the text?

- A. Dream and sueño
- B. Political and político
- C. School and escuela
- D. Writer and escritor

7. Which description best matches the tone of the text?

- A. Humorous and carefree
- B. Reflective, determined, and inspirational
- C. Angry and sarcastic
- D. Fearful and uncertain

8. Match the historical issue with its description.

Column A	Column B
I. Civil Rights Movement	_____ Fight against racial discrimination
II. Labor activism	_____ Organizing for workers' rights
III. Urban displacement	_____ Families removed from neighborhoods
IV. Women's rights activism	_____ Expanding opportunities for women

9. True or False: Castillo's career followed a completely traditional and predictable path.

_____ True _____ False

10. Did Castillo appear to have a personal philosophy? Use one example from the text to support your answer.

11. Explain whether Castillo's career followed a logical path or changed direction over time.

Ana Castillo, CLT, Ch 14
Identity and Activism
Worksheet B, Answer Key

Answer Key

Part I

1. B. Negative expectations can shape reality
2. B. Chicana and Indigenous
3. Matching
 1. Urban displacement — Communities forced out of neighborhoods
 2. Chicana feminism — Women challenging gender expectations
 3. Educational inequality — Unequal access to opportunities
 4. Representation — Seeing diverse voices in schools and literature
4. True - Castillo's son later became involved in grassroots mentoring work.

5. Explain how Castillo's identity influenced the way she viewed racism, education, or activism.

Answers will vary. Sample answer: Castillo's Chicana and Indigenous identity shaped how she understood racism, inequality, and representation. Her experiences helped her recognize barriers faced by people of color and influenced her writing, education, and activism. Answers will vary.

Part II

6. B. Political and político
7. B. Reflective, determined, and inspirational
8. Matching
 1. Civil Rights Movement — Fight against racial discrimination
 2. Labor activism — Organizing for workers' rights
 3. Urban displacement — Families removed from neighborhoods
 4. Women's rights activism — Expanding opportunities for women
9. False: Castillo's career followed a completely traditional and predictable path.

10. Did Castillo appear to have a personal philosophy? Use one example from the text to support your answer.

Answers will vary. Sample answer: Yes. Castillo believed in challenging limitations placed on women and people of color and in creating opportunities through education, writing, and activism. Her determination to pursue her education and develop her own voice as a Chicana writer demonstrates this philosophy.

11. Explain whether Castillo's career followed a logical path or changed direction over time.

Answers will vary. Sample answer: Castillo's career changed direction over time rather than following one traditional path. Her experiences in education, activism, writing, and teaching developed into a career centered on literature, culture, identity, and social issues. Although her path changed, these experiences were connected by common interests in education, representation, and advocacy. Answers will vary.

Ana Castillo
Chicago Latina Trailblazer, Ch 14
Quiz B

Name: _____ Date: _____ Class/Hour: _____

1. What idea is suggested by the figurative phrase “self-fulfilling prophecies of doom”?

- A. Success happens automatically
- B. Negative expectations can shape outcomes
- C. Dreams are impossible to achieve
- D. Activism has no effect on society

2. Which identities most influenced Castillo’s perspective in the text?

- A. Chicana and Indigenous
- B. European and Canadian
- C. African and Caribbean
- D. Irish and Italian

3. True or False: Castillo’s son later became involved in community mentoring work.

_____ True _____ False

4. Explain one way racism, sexism, or displacement shaped Castillo’s experiences.

5. Match the issue with the correct description.

Column A	Column B
I. Urban displacement	_____ Families forced out of neighborhoods
II. Women’s rights activism	_____ Expanding opportunities for women
III. Labor activism	_____ Organizing for workers’ rights
IV. Civil Rights Movement	_____ Challenging racial discrimination

6. Which pair of words from the text are cognates?

- A. Writer / escritor
- B. Political / político
- C. School / escuela
- D. Dream / sueño

7. Which phrase best describes the tone of the text?

- A. Reflective and determined
- B. Angry and sarcastic
- C. Carefree and humorous
- D. Fearful and hopeless

8. True or False: Castillo's career followed a completely traditional path.

_____ True _____ False

9.. Match each discussion topic with its focus.

Column A	Column B
I. Educational inequality	_____ Unequal access to opportunities
II. Representation	_____ Diverse voices in literature and schools
III. Chicana feminism	_____ Women challenging gender expectations
IV. Identity	_____ Understanding culture and personal experience

10. Which statement best explains Castillo's role as a writer and activist?

- A. She accepted traditional expectations without question
- B. She avoided discussing political issues
- C. She challenged stereotypes and created opportunities
- D. She focused only on personal success

11. Did Castillo appear to have a personal philosophy? Use evidence from the text in your answer.

12. Explain whether Castillo's career developed logically over time or changed direction along the way.

Ana Castillo
Chicago Latina Trailblazer, Ch 14
Quiz B, Answer Key

Answer Key

1. **B.** Negative expectations can shape outcomes

2. **A.** Chicana and Indigenous

3. True

4. **Explain one way racism, sexism, or displacement shaped Castillo's experiences.**

Sample answer: Castillo experienced barriers related to racism and sexism as a Chicana woman. These experiences influenced her writing and strengthened her commitment to challenging stereotypes and inequality.

5. Match the issue with the correct description.

- **I. Urban displacement** — Families forced out of neighborhoods
- **II. Women's rights activism** — Expanding opportunities for women
- **III. Labor activism** — Organizing for workers' rights
- **IV. Civil Rights Movement** — Challenging racial discrimination

6. **Cognates - B.** Political / político

7. **A.** Reflective and determined

8. False

9. **Match each discussion topic with its focus.**

- **I. Educational inequality** — Unequal access to opportunities
- **II. Representation** — Diverse voices in literature and schools
- **III. Chicana feminism** — Women challenging gender expectations
- **IV. Identity** — Understanding culture and personal experience

10. **C.** She challenged stereotypes and created opportunities

11. **Did Castillo appear to have a personal philosophy? Use evidence from the text in your answer.**

Sample answer: Yes. Castillo's philosophy emphasized independence, cultural identity, and challenging limitations placed on women and Latinas. Her writing and activism show her determination to question stereotypes and create space for Chicana voices.

12. **Explain whether Castillo's career developed logically over time or changed direction along the way.**

Sample answer: Castillo's career changed direction as new opportunities developed, but her work remained connected to writing, education, cultural identity, and advocacy. Her experiences as a student, writer, educator, and activist built on one another over time.

Questions: Ch 14; Castillo

1. The phrase “when a building was marked with a circle and a cross it meant it would be next to come down” helps readers understand that “come down” means demolished or destroyed through context clues. **L.9-10.4.a**
2. No. Early in her life, the adults around Castillo expected her to become a secretary, work in a factory, get married, and raise children. Instead, she became a writer, activist, scholar, and professor. **RI.9-10.3**
3. One mildly funny moment is when Castillo described walking into the University of Chicago during her lunch break and simply applying because she had the “audacity” to do it. The situation is surprising because she approached such a prestigious university casually and confidently. **RL.9-10.6, RI.9-10.4**
4. An inference appears when the text says Castillo’s teachers “pretty much wrote me off.” Readers can infer that her teachers underestimated her abilities because she struggled academically, even though she later succeeded as a scholar and writer. **RL.9-10.1**
5. A central idea throughout the text is perseverance and self-determination. Castillo repeatedly creates opportunities for herself despite racism, sexism, poverty, and lack of support. Her activism, education, and writing all develop this idea over time. **RL.9-10.2**
6. The phrase “life changing” describes the impact of finally having a Chicano professor teach Mexican American history. The context shows the phrase means deeply influential and transformative. **L.9-10.4.d**
7. A foreshadowing example appears when Castillo says she had “self-motivating inclinations that always impelled me toward the life I have now.” This hints early on that she would eventually become a successful writer and activist. **RL.9.6**
8. Castillo gives an opinion when she describes the period of Chicano activism in California as “a wonderful time in our generation ... of great unity and love.” This reflects her positive view of that community experience. **RL.9.3**
9. Yes. Castillo’s relationships with her family, peers, activists, and feminist writers are complex. Her parents wanted stability and traditional roles for her, while Castillo pursued activism and writing. She also balanced motherhood, feminism, and community organizing while navigating sexism within activist groups. **RL.9-10.3**
10. The phrase “laborers in the vineyard” is figurative language comparing activists and social justice workers to people laboring together in a field. Another nuanced phrase is “shoulders on which they stood,” meaning younger generations benefit from earlier activists’ struggles. There is not much humor, but the story about Castillo secretly using Xerox machines at work to print an underground newspaper has a rebellious, amusing quality. **RL.9-10.3; L.9-10.5**
11. The word “Dreamers” is used in more than one way. It refers both to immigrant youth and to people who imagine a better future. Spanish cognates in the text include “activism/activismo,” “political/político,” and “civilization/civilización.” **RL.9-10.4; L.9-10.5**
12. An example of figurative language is “dreams become self-fulfilling prophecies of doom.” This suggests that negative expectations can shape reality if people stop fighting for change. **L.9-10.5a**

13. Castillo's Chicana and Indigenous identity strongly shape the text. Her experiences with racism, displacement, bilingualism, and sexism influence both the events described and her interpretation of them. The text centers perspectives often ignored in mainstream history. **RL.9-10.6**
14. Topics for small group discussion include racism in Chicago neighborhoods, women's roles in activism, Chicana feminism, educational inequality, urban displacement, and how Castillo challenged expectations placed on Mexican American women. **SL.9-10.1a-d**
15. Yes. Castillo's son became involved in grassroots community work mentoring younger people. Her mother also experienced political injustice through the Mexican repatriation during the Great Depression. **RI.9-10.1**
16. The tone is reflective, determined, and inspirational. The style mixes biography, personal memories, political history, and commentary about social justice. **RI.9-10.4, RI.9-10.6**
17. The social and political backdrop includes the civil rights movement, the Chicano Movement, racism in Chicago, urban displacement, women's rights activism, labor activism, and U.S. intervention in Latin America during the 1970s and 1980s. **RL.9-10.6**
18. One cognate from the text is "political" and "político/política." Another is "civilization" and "civilización." **L.9-10.5**
19. The story supports discussion about identity, immigration, feminism, activism, race relations, education, and the importance of representation in schools and literature. Students could also discuss how Castillo challenged stereotypes and created opportunities for herself. **SL.9-10.1a-d**
20. Did she have a personal philosophy? **RL.9-10.1, RI.9-10.1, W.9-10.1, W.9-10.9**
Yes. Castillo believed in social justice, education, and giving voice to marginalized communities. She argued that writers should challenge injustice and help create social change.
21. Did her career follow a logical path? **RI.9-10.3, W.9-10.1, W.9-10.9**
Yes. Castillo's experiences as a student, activist, poet, and teacher gradually led her to become a published writer and scholar. Each stage of her life built on earlier interests in literature, culture, and social activism.

Ana Castillo, CLT; Ch 14

Notes

1. Ana Castillo, *So Far from God: A Novel* (New York: W.W. Norton, 1993); *The Guardians: A Novel* (New York: Random House, 2008); *Peel My Love Like an Onion* (New York: Doubleday, 2001). For *La Tolteca 2.0*, see www.anacastillo.net/.
2. Ana Castillo, "Selected Bio 2021," www.anacastillo.net/bio/.
3. Ana Castillo, *Massacre of the Dreamers: Essays on Xicanisma* (Albuquerque: University of New Mexico Press, 1994).
4. Ana Castillo, "Twenty Years of Xicanisma: Latina Empowerment in the U.S.," Lund-Gill Chair Lecture, Dominican University, River Forest, IL, October 9, 2014, <https://crownlibrary.wordpress.com/2014/10/09/ana-castillos-lund-gill-lecture-tonight/>.
5. The young people who are impacted by Deferred Action on Childhood Arrivals (DACA), a policy that would shield some undocumented young people from deportation, and the Development, Relief, and Education for Alien Minors Act (DREAM Act), legislation that was never able to pass Congress, are referred to as Dreamers.
6. Castillo, *Massacre of the Dreamers*, 17.
7. Ana Castillo, *Black Dove: Mamá, Mi'jo, and Me* (New York: Feminist Press at CUNY, 2016), 3.
8. This chapter is based on a personal interview with Ana Castillo in December of 2014. All quotations within the paragraphs, except where otherwise cited, are based on the interview. Longer block quotations from that interview are cited each time as: "Castillo, in discussion December 21, 2014."
9. "History of the Maxwell Street Market," City of Chicago, www.chicago.gov/city/en/depts/dca/supp_info/maxwellstreetmarket0.html.
10. Latine is an inclusive term that moves beyond the gender binary of the term Latina/o. The chapter moves between using Latine and Latina/o to reflect both Ana Castillo's voice and her use of the term Latino during the interview and the preference of the author (Villarreal Sosa) for using the non-binary term in some contexts.
11. Jane Addams Homes is part of a larger group of four housing projects: Jane Addams Homes, Robert Brooks Homes, Loomis Courts, and Grace Abbott Homes (ABLA) in the near West Side of Chicago. Jane Addams Homes was one of the first three public housing projects in Chicago, opened in 1938 under Franklin D. Roosevelt's Public Works Administration. There is only one remaining building, which will be the site of the National Public Housing Museum.
12. Castillo, *Black Dove*, 7.
13. Castillo, *Black Dove*, 7.
14. Thousands of protesters descended on Chicago to protest the Vietnam War, express the desire for change within the party, and publicize myriad issues, including Black and Latinx community members from Chicago wanting to challenge police brutality. The riots were considered police riots as the show of force was out of proportion to the actions of the protesters.

15. King was met by a mob of approximately seven hundred hate-filled, white protesters in Marquette Park, where he was also knocked down to his knees by a rock thrown by this mob. King and his supporters were trying to reach a real estate office on 63rd Street to demand nondiscrimination in rentals and sales.

6. Ana Castillo, in discussion with author, December 21, 2014.

17. Castillo, in discussion December 21, 2014.

18. "All but dissertation." This refers to a PhD candidate who has taken all course work, passed qualifying exams, and defended their thesis proposal. They only have to complete their dissertation to meet the PhD requirements.

19. David Hernández was considered the unofficial poet laureate of Chicago. David was born in Puerto Rico and migrated to the United States with his family at the age of nine. He was an activist and continued to provide poetry workshops in spaces like Chicago Public Schools and community arts programs. David died of a heart attack in 2013 at the age of sixty-six.

20. Ana Castillo, *The Mixquiahuala Letters* (New York: Doubleday, 1992).

21. Castillo, in discussion December 21, 2014.

22. Ana Castillo, *My Father was a Toltec* (Novato, CA: West End Press, 1988).

23. Cherrie Moraga is an internationally recognized poet, playwright, essayist, and activist writer. She was an artist in residence at Stanford University for over twenty years and is now a professor of English at the University of California, Santa Barbara. She is the co-editor with Gloria Anzaldúa of a groundbreaking book, *This Bridge Called My Back: Writings by Radical Women of Color* (New York: Kitchen Table: Women of Color Press, 1983).

24. Norma Alarcón is a Chicana feminist author and publisher. She is founder of Third Woman Press and professor emerita of Chicano/Latino studies at UC Berkeley. She is also well known for her contribution to *This Bridge Called My Back*, publishing the third edition of the book through her press and co-editing the Spanish translation.

25. See the history of Third Woman Press here: www.thirdwomanpress.com/about/history/.

26. Gloria Anzaldúa is a scholar of Chicana cultural theory, feminist theory, and queer theory. Her best-known book is *Borderlands/La Frontera: The New Mestiza* (San Francisco: Spinsters/Aunt Lute, 1987). Her borderlands theory and collection of work post-borderlands continue to influence scholars in the humanities and social sciences.

27. Lucha Corpi is a Chicana poet and mystery writer.

28. Lorna Dee Cervantes is a major voice in Chicana literature. She was born in San Francisco in 1954 and is of Mexican and Native American ancestry.

29. Piri Thomas was a Puerto Rican and Cuban writer and poet best known for his memoir *Down These Mean Streets* (New York: Knopf, 1967).

30. Francisco Alarcón was a prolific writer for children and adults. He incorporated Latino and gay identity, Mesoamerican culture, and U.S. American culture in his writing.

31. Castillo, in discussion December 21, 2014.

32. Sandra Cisneros is a Chicana writer, performer, and artist who explores themes of the working class and Mexican Americans. She has several prestigious national and international awards, including the National Medal of the Arts presented to her by President Obama and a MacArthur Genius Grant. One of her best-known novels is the coming-of-age story *The House on Mango Street* (Houston: Arte Publico Press, 1983).

33. Anaïs Nin was a French Cuban American writer well known for her diaries and erotica. She was an essayist, novelist, short story writer, and diarist. While the feminist movement provided a different perspective to her writings, she did not associate herself with feminism as a political movement.

34. Ana Castillo, *Loverboys* (New York: W. W. Norton, 2018).

35. The Latin American Boom refers to a literary movement of the 1960s and 1970s when the work of a group of young Latin American novelists was widely circulated in Europe and across the globe. These authors challenged established conventions in Latin American literature.

36. Castillo, in discussion December 21, 2014.

37. Carlos Cumpián is a Chicano poet originally from San Antonio, TX, and living in Chicago. He was influential in introducing the public to writers such as Sandra Cisneros.

38. Castillo, in discussion December 21, 2014.