

Weaving the Tapestry, CLT

Summary, Ch 15

Brief Summary — *Weaving the Tapestry*

This chapter ties together the experiences of the Chicago Latina Trailblazers:

Shows how their *work* in education, activism, politics, labor organizing, and community service influenced later generations.

Shows how these women were *shaped* by racism, poverty, migration, sexism, and unequal access to education. The Trailblazers used those experiences to build organizations, mentor younger activists, and push for social change.

The chapter also connects their *struggles* to present-day issues. For example, immigration, educational inequality, and the effects of **COVID-19** on Latino communities.

Funny or Light Moments

- Terry describes helping at a union office as a child and jokingly calls it “child labor.” The way she casually remembers political work that would have seemed serious at the time makes it funny.
- There are moments of dry humor and warmth in the way the women describe family expectations, neighborhood organizing, and learning activism through everyday life rather than formal training.

Irony

- Programs labeled “urban renewal,” did not result in improvements for Latino families. Instead many Latino families were displaced.
- Many of the women were doing feminist and leadership work long before institutions or historians recognized them as leaders or intellectuals.

Highlights

- A major political achievement was Ada López winning election to the University of Illinois Board of Trustees in 1992.
- Examples of long-term community activism are Emma Lozano’s immigrant-rights work and sanctuary organizing.
- In their mentorship they showed how older activists helped younger Latinas enter education, politics, organizing, and public leadership.
- The work of the Chicago Latina Trailblazers is unfinished and continues to influence new generations.

Weaving the Tapestry

Chicago Latina Trailblazers, CLT; Ch 15

Timeline

Weaving the Tapestry — Timeline

- **1960s–1970s** — The CLTs become involved in organizing, education, labor activism, feminism, and community work
- **1960s–1970s** — Latina activists connect their work to broader women-of-color and Third World feminist movements.
- **1971** — Ana Castillo helps create the activist group *La Fuerza* at the University of Illinois at Chicago (UIC).
- **1970s** — Guadalupe Reyes works as a migrant farmworker in Minnesota and the Dakotas before settling in Chicago.
- **1970s** — Emma Lozano’s father teaches her to take pride in her Mexican identity and challenge racism.
- **1970s–1980s** — CLTs expand their work into bilingual education, housing, labor rights, social services, and immigrant advocacy.
- **1980s** — Virginia Martínez is encouraged by her mother to pursue politics and public service.
- **1992** — Ada López wins election to the University of Illinois Board of Trustees.
- **1992** — Latino students at UIC organize protests demanding more Latino studies programs and representation.
- **1990s** — María Cerda serves on the Chicago Board of Education and pushes for greater Latino representation in educational policy.
- **2000s** — Emma Lozano continues immigrant-rights organizing through Centro Sin Fronteras.
- **2016** — Ada López reflects on Latino student activism and educational access in an interview with Leticia Villarreal Sosa.
- **2019** — The chapter notes an increase in anti-Latino hate crimes.
- **2020–2021** — The ***COVID-19 pandemic*** disproportionately affects Latino communities through job loss, educational disruption, and health inequities.
- **Present/Future** — The chapter presents the experiences of the Chicago Latina Trailblazers as guidance for future generations of Latina leaders and activists.

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Chicago Latina Trailblazers

Vocabulary

Vocabulary: Rhetoric, Pedagogies, Transnational, International

1. **Rhetoric** – ways people use language or communication to *persuade or influence* others.
Example: A speaker uses emotional stories in a speech to convince people to support a cause.
2. **Pedagogies** – methods or styles of teaching.
Example: Group projects and class discussions are different pedagogies teachers use to help students learn.
3. **Transnational** – involving connections, movement, or relationships that cross national borders and continue between countries.
Example: A family living in the United States while staying connected to relatives, traditions, and business in Mexico has transnational ties.
4. **International** – involving two or more countries working or interacting with each other, usually at the government, business, or organizational level.
Example: The Olympics is an international event because many countries participate together.

Example of Difference

- **Transnational** focuses on people, cultures, or activities moving across borders and staying connected between countries.
- **International** focuses more on relationships or interactions between separate countries or nations themselves.

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Teaching Suggestions for Vocabulary

1. *Context Clue Investigation*
Provide students with short excerpts containing the vocabulary words and ask them to determine meanings using surrounding context before reviewing definitions as a class.
Example words: rhetorics, pedagogies, transnational
2. *Word Roots and Morphology*
Teach students to break apart unfamiliar academic words into roots and prefixes.
Example: transnational = trans- (“across”) + national (“countries or nations”).
Students can compare this to words like transportation or transatlantic.
3. *Compare and Contrast Activity*
Students compare related academic terms to understand subtle differences in meaning.
Example: Compare transnational and international. Discuss how transnational often emphasizes connections that cross borders, while international refers more generally to relationships between countries.
4. *Cognate Connections*
Students identify possible Spanish-English cognates or related academic language.
Examples: pedagogía/pedagogy, nacional/national, retórica/rhetoric.
This strategy strengthens bilingual literacy and vocabulary transfer skills.
5. *Vocabulary Sketches*
Students create illustrations or symbols representing each vocabulary word.
For example, students might draw classrooms connected across countries to represent transnational learning.
6. *Four Corners Discussion*
Place one vocabulary word in each corner of the room. Read examples or scenarios aloud, and students move to the word they think best fits the situation. Students then explain their reasoning using evidence.
7. *Academic Language Practice*
Students practice using the vocabulary in complete academic sentences.
Sentence starters may include:
 - “The author’s rhetorics emphasize...”
 - “Different pedagogies can help students...”
 - “A transnational perspective connects...”
8. *Real-World Connections*
Ask students to connect the vocabulary to modern examples from media, school, or society.
Examples may include social media communication across countries, teaching methods used in different classrooms, or persuasive language in advertisements and speeches.

9. *Think–Pair–Share*

Students first write an independent explanation of one vocabulary word, then discuss ideas with a partner before sharing with the class. This strategy builds confidence with academic language.

10. *Vocabulary Journals*

Students maintain vocabulary notebooks containing definitions, examples, illustrations, synonyms, and original sentences using the words correctly.

11. *Quick Writes*

Students complete brief writing prompts using the vocabulary words in context.
Example prompt: “Describe a teaching method or pedagogy that helps you learn best.”

12. *Matching and Review Games*

Use matching games, charades, Bingo, or vocabulary relays to reinforce the meanings of difficult academic terms in an engaging way.



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Chicago Latina Trailblazers
Vocabulary Quiz

Name: _____ Date: _____ Class/Hour _____

Write the definition of each word on the line provided.
Write a sentence for the word.

1. International

2. Pedagogies

3. Rhetoric

4. Transnational

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Vocabulary Quiz

Name: _____ Date: _____ Class/Hour _____

Part I – Multiple Choice

Choose the best answer.

1. Which sentence best shows rhetoric?

- A. A student organizes a backpack.
- B. A speaker uses powerful words to persuade an audience.
- C. A teacher grades homework.
- D. A runner wins a race.

2. Which example best describes pedagogies?

- A. Different ways teachers help students learn
- B. A list of classroom rules
- C. A school sports schedule
- D. A report card

3. Which situation is transnational?

- A. Two countries sign a trade agreement.
- B. A family lives in Chicago while maintaining close ties to relatives and traditions in Puerto Rico.
- C. Students take a state test.
- D. A city elects a mayor.

4. Which event is best described as international?

- A. A neighborhood picnic
- B. A family reunion
- C. Representatives from many countries meet to discuss climate issues.
- D. A school talent show

Part II – Matching

Match the vocabulary word to its definition.

- _____ 5. Rhetoric
- _____ 6. Pedagogies
- _____ 7. Transnational
- _____ 8. International

- A. Involving interactions between two or more countries
 - B. Teaching methods or instructional styles
 - C. Communication used to persuade or influence others
 - D. Maintaining connections across national borders
-

Part III – True or False

9. _____ *Transnational relationships often involve people maintaining connections across countries.*

10. _____ *International and transnational always mean exactly the same thing.*

Short Answer

11. *Explain the difference between transnational and international.*

12. *Write one original sentence using rhetoric or pedagogies correctly.*



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Vocabulary Quiz, Answer Key

Part I – Multiple Choice

1. B – A speaker uses powerful words to persuade an audience.
2. A – Different ways teachers help students learn.
3. B – A family lives in Chicago while maintaining close ties to relatives and traditions in Puerto Rico.
4. C – Representatives from many countries meet to discuss climate issues.

Part II – Matching

5. C – Communication used to persuade or influence others
6. B – Teaching methods or instructional styles
7. D – Maintaining connections across national borders
8. A – Involving interactions between two or more countries

Part III – True or False

9. True
10. False

Short Answer (Sample Answers)

11. Transnational refers to people, cultures, or activities that continue across national borders. International refers to interactions or cooperation between separate countries, governments, or organizations.
12. Sample answers:
 - The speaker used rhetoric to persuade the audience to volunteer.
 - Our teacher uses different pedagogies, including group work and hands-on activities, to help students learn.



Weaving the Tapestry
Chicago Latina Trailblazers, Ch 15
Worksheet

Name: _____ Date: _____ Class/Hour _____

Directions: Match the bolded word with its correct definition, use context clues.

Matching

1. _____ **Testimonios:** *The text links sharing these narratives to documenting public presence, life histories, and collective experiences, clarifying that testimonios are used to record histories of resistance.*
2. _____ **Sitio:** *The authors explicitly define it within the text by bracketed explanation as a "historical and geographical space," which helps clarify its specific structural meaning within Latina feminist theory.*

Definitions:

- **A.** A specific historical and geographical space used conceptually in structural theories.
- **B.** First-person, community-inflected biographical accounts used to document collective experiences and resistance.

Literary Elements & Textual Evidence

Directions: Read each excerpt or summary and answer the questions using specific details from the text.

3. Inference: Household Values & Public Activism

The text states that parents taught their children cultural pride, skepticism of institutional narratives, and workers' rights.

- **Question:** Based on these facts, what can you **infer** about the connection between a person's private household upbringing and their later public leadership?

4. **Foreshadowing: Childhood to Adulthood**

During her childhood, Mary Gonzales watched her mother confront their landlord and fight for better housing conditions. Later in life, Gonzales organized alongside her mother to establish essential community services for people with disabilities.

- **Question:** How does Mary Gonzales's early childhood exposure act as an instance of **foreshadowing** for her adult life?

Tone & Author's Wit

While this formal academic text lacks traditional comedy, it features a moment of light ironic wit. Virginia Martínez's mother encouraged her to become a secretary. However, after working at a law firm, Martínez remarked, "*I'm on the wrong side of the desk*," which inspired her to become a lawyer. Instead.

- **Question:** Explain the irony in Martínez's statement. How did working "behind the desk" shift her career trajectory?

Character & Perspective Analysis

Directions: Short answer questions based on the motivations and beliefs of the individuals in the text.

6. Maria Cerda's Motivation

The text indicates that Maria Cerda's personal and professional life were tightly integrated through her identity as a social worker.

- **Question:** According to the text, did her activism arise because her close personal friends were also social workers, or did it stem from another source? Explain what specifically motivated her.

7. Fact vs. Opinion: Emma Lozano

Emma Lozano shares her perspective on her identity, explicitly stating that she does not consider herself a "feminist," but rather defines herself as a "defender of our people."

- **Question:** Is Emma Lozano's statement about her own identity a **fact** or an **opinion**? Explain your reasoning.

Deep Reading & Themes

Directions: Analyze the complex interactions and central themes presented in the text.

8. Complex Interaction: Navigating Differences In Chicago, Mexican-origin and Puerto Rican women engaged in intersectional organizing. They came from vastly different background contexts, ranging from middle-class realities to extreme childhood poverty, and held varied educational statuses.

- **Question:** Despite these significant differences in class and education, what allowed these women to successfully work together? What shared obstacles did they face?

9. Identifying the Central Theme

A major theme in the text is that collective, intersectional activism and community-based institution building are vital to transforming systemic oppression into spaces of equity and historical visibility. This is often described as a "**lifting as we climb**" philosophy.

- **Question:** In your own words, explain what the "lifting as we climb" philosophy means when connecting an individual's life history to a broader multigenerational struggle for social justice.

10. Critical Thinking: Individual vs. Collective Work

The text places a heavy emphasis on community organization and shared struggles.

- **Question:** Based on the examples of activism provided throughout this text, what is the fundamental difference between **individual work** and **collective work**? How does collective work help achieve historical visibility?

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Answer Key for Worksheet

[Teacher Answer Key & Grading Guide] Worksheet A or 1

1. **B**
2. **A**
3. **Inference Guidance:** Students should note that private home values (cultural pride, skepticism of institutional narratives) directly fuel public leadership and political awareness.
4. **Foreshadowing Guidance:** Watching her mother fight a landlord foreshadowed her own adult life of community organizing alongside her mother to establish services for people with disabilities.
5. **Irony Guidance:** The irony lies in the fact that working a job meant to keep her in a traditional gender role (secretary) actually opened her eyes to the fact that she should run the room as the lawyer instead.
6. **Maria Cerda Guidance:** Her activism didn't depend on what her personal friends did; it arose from directly witnessing systemic injustices like police brutality and educational barriers in her community.
7. **Fact vs. Opinion Guidance:** It is an *opinion* because it reflects her internal personal belief and perspective on how she views her identity, rather than an objective, universally measurable fact.
8. **Complex Interaction Guidance:** They were united by their shared struggle against structural oppressions, specifically naming language discrimination, which allowed them to look past class and background barriers.
9. **Theme Guidance:** Students should mention that individual advancement should always be paired with pulling up the rest of the community, creating an intergenerational legacy of progress.
10. **Individual vs. Collective Work Guidance:** Individual work relies on a single person's effort, whereas collective work unites diverse groups to build community-based institutions. Collective work transforms systemic oppression into spaces of equity because a united front ensures a community's history cannot be easily erased or ignored.

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Chicago Latina Trailblazers, QUIZ
Rhetorical Devices, Themes, and Context in Activism Literature

Name: _____ Date: _____ Class/Hr. _____ Score: _____ / 20 points

Matching (4 Points); Directions: Match the term with the correct definition.

1. _____ Testimonios
2. _____ Sitio

Definitions:

- A. A historical and geographical space used within theoretical discussions.
 - B. First-person accounts used to document community experiences and resistance.
-

Multiple Choice (8 Points); Directions: Circle the best answer.

3. What most influenced Maria Cerda's activism? (2 pts)

- A. Interest in political campaigns
 - B. Family pressure to become a lawyer
 - C. Witnessing injustice and inequality
 - D. A desire to leave community work
-

4. What can be inferred about many trailblazers' childhood experiences? (2 pts)

- A. Their home lives discouraged activism.
 - B. Their upbringing helped shape later leadership.
 - C. Their families avoided discussions about inequality.
 - D. Their parents expected them to avoid public work.
-

5. Why is Virginia Martínez's comment, "I'm on the wrong side of the desk," ironic? (2 pts)

- A. She disliked office work.
 - B. She wanted to become a teacher instead.
 - C. Working as a secretary inspired her to become a lawyer.
 - D. She accidentally entered the wrong office.
-

6. What does the phrase "lifting as we climb" suggest? (2 pts)

- A. Success should remain individual.
 - B. Education matters more than activism.
 - C. Communities grow stronger when people help others succeed.
 - D. Activism only benefits political leaders.
-

Written Response (8 Points)

Directions: Answer in complete sentences.

7. How did Mary Gonzales's childhood experiences foreshadow her later activism? (2 pts)

8. Is Emma Lozano's statement that she is a "defender of our people" a fact or an opinion? Explain. (2 pts)

9. Despite different backgrounds, what issue united many Mexican-origin and Puerto Rican women activists in Chicago? (2 pts)

10. Explain how personal experiences can connect to larger community movements. (2 pts)

Weaving the Tapestry, Ch 15
Chicago Latina Trailblazers, Quiz
Critical Reading & Feminist Perspectives

Answer Key

Matching (4 Points)

1. **B — Testimonios**
 2. **A — Sitio**
-

Multiple Choice (8 Points)

1. **C — Witnessing injustice and inequality.**
 2. **B — Their upbringing helped shape later leadership.**
 3. **C — Working as a secretary inspired her to become a lawyer.**
 4. **C — Communities grow stronger when people help others succeed.**
-

Written Response (8 Points)

1. How did Mary Gonzales's childhood experiences foreshadow her later activism? (2 pts)

Sample Answer:

As a child, Mary Gonzales watched her mother, Guadalupe Reyes, fight landlords and work for better housing. These experiences inspired Mary to become a community organizer and advocate for people with disabilities.

2. Is Emma Lozano's statement that she is a "defender of our people" a fact or an opinion? (2 pts)

Sample Answer:

It is an **opinion** because it expresses how Emma Lozano describes her own identity and role. However, the text supports this opinion by describing her long record of community activism.

3. Despite different backgrounds, what issue united many Mexican-origin and Puerto Rican women activists in Chicago? (2 pts)

Sample Answer:

They were united by a commitment to fighting discrimination and inequality while improving education, housing, workers' rights, and opportunities for their communities.

4. Explain how personal experiences can connect to larger community movements. (2 pts)

Sample Answer:

Personal experiences with discrimination, poverty, or injustice often motivate people to organize for broader social change. Individual stories can inspire community action and become part of larger movements for equality and justice.

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Chapter 15, Worksheet B

Critical Reading & Feminist Perspectives

Name: _____ Date: _____ Class/Hour _____

Section 1: Figurative Language & Literary Nuance; (Standards: RL.9-10.3, RL.9-10.4, L.9-10.5, L.9-10.5a)

1. Analyzing Metaphor

Activist Lorena Cabnal uses the metaphorical concept of "**community feminism**." She notes that political power does not come from a label, but from the active process of self-emancipation, inviting women to "*add our own color to the tapestry of social justice*."

- **Question:** Explain what the "tapestry" represents in this context. What does it mean for an individual to add their "own color" to it?

2. Interpreting Unique Phrasing

The text uses the phrase "**apartheid of knowledge**" to describe a specific academic and social issue.

- **Question:** Based on your understanding of the word *apartheid* (segregation/separation), what do you think an "apartheid of knowledge" looks like in an academic setting? Who or what is being isolated?

3. Decoding Idioms & Systemic Nuance

The phrase "**wrong side of the desk**" is used as an idiom rather than just a physical description of a room layout.

- **Question:** How does being on the "wrong side of the desk" represent systemic gender limits? Contrast the two types of roles or social positions this phrase is placing against each other.

Section 2: Vocabulary & Language Structure (Cognates); (Standards: RI.9-10.4, L.9-10.4.a, L.9-10.5)

Cognates are words in two languages that share a similar spelling, meaning, and root origin. The text relies heavily on English-Spanish cognates to bridge ideas.

4. Vocabulary Matching & Application

Draw a line to match the Spanish cognate from the text to its English counterpart, then answer the question below.

- | | |
|------------------------|--------------|
| ● <i>Contexto</i> | Presence |
| ● <i>Presencia</i> | Institutions |
| ● <i>Instituciones</i> | Context |

Question: Choose one of the pairs above. Why do you think using clear, cross-linguistic cognates is useful or powerful in a text that explores transnational (crossing national borders) themes?

Section 3: Historical Setting, Tone, and Perspective; (Standards: RI.9-10.1, RI.9-10.4, RI.9-10.6, RL.9-10.6)

5. Mapping the Backdrop

The narrative takes place against a dual backdrop: global social movements of the 1960s and 1970s (including third-world feminism and anti-dictatorship struggles) juxtaposed against the local reality of a highly segregated Chicago.

- **Question:** What local issues in Chicago were people fighting against at this time? How might a global movement influence a local struggle?

6. Analyzing Tone

The tone of the narrative is described as *empowering, urgent, and academically reflective*. The authors combine analytical prose with passionate language, calling the fight for social justice "**unfinished business**."

- **Question:** Why is the phrase "unfinished business" an effective way to establish an *urgent* tone? What does it imply about the reader's role?

7. Textual Evidence: Intergenerational Activism

The text shows that activism is often a family legacy. Provide evidence from your reading to show

how the following figures were influenced by their families:

- **Mary Gonzales:** _____
- **Ada López:** _____
- **Emma Lozano:** _____

8. Shifting Frameworks

The text is deeply shaped by an insider cultural perspective rooted in *testimonio* (oral history/testimony) and a transnational, Latina feminist worldview. This shifts focus away from *individual-rights-based* achievements (common in mainstream white feminism) toward a *collective, community-centered* defense of human rights.

- **Question:** In your own words, what is the core difference between fighting for *individual rights* versus fighting for a *collective community*?

Section 4: Critical Thinking & Synthesis; (Standards: SL.9-10.1a-d, RI.9-10.6)

9. Personal Philosophy Inquiry

Consider the narrative focus on collective action, community feminism, and intergenerational activism.

- **Question:** Based on the worldview presented throughout the text, how would you summarize the author's or the subjects' **personal philosophy** regarding power, justice, and identity?

Section 5: Small Group Discussion Prompts; (Standard: SL.9-10.1a-d)

Directions: In your assigned groups, select one of the following topics. Discuss your perspectives, ensuring everyone has a chance to speak, and write a summary of your group's conclusion.

- **Topic A: From Kitchen Table to History Books**
How can small, private "kitchen table" family narratives be successfully transformed into public, institutional histories? What gets lost or gained when we move history from private spaces to public ones?
- **Topic B: Inside vs. Outside Reform**
Is true social change better achieved by agitating and protesting from the *outside* of systems, or by navigating, working within, and reforming those institutional systems from the *inside*?

Group Choice: Topic _____

Discussion Summary:

Weaving the Tapestry, Chicago Latina Trailblazers

Chapter 15, Worksheet B

Critical Reading & Feminist Perspectives

Answer Key

Section 1: Figurative Language & Literary Nuance

1. Analyzing Metaphor

Sample Answer:

The **tapestry** represents the ongoing, collective struggle for social justice created by many different people and communities. Adding one's **own color** means contributing one's unique experiences, talents, culture, and activism to strengthen the larger movement.

2. Interpreting Unique Phrasing

Sample Answer:

An "**apartheid of knowledge**" refers to the exclusion or marginalization of certain histories, cultures, and viewpoints within schools and universities. The knowledge and experiences of marginalized communities are isolated or ignored, while dominant perspectives receive most of the attention.

3. Decoding Idioms & Systemic Nuance

Sample Answer:

The phrase "**wrong side of the desk**" contrasts clerical or subordinate positions with leadership and decision-making roles. It symbolizes the barriers that limited women to support jobs instead of positions of authority, such as lawyers, administrators, or policymakers.

Section 2: Vocabulary & Language Structure

4. Vocabulary Matching

- **Contexto** → **Context**
- **Presencia** → **Presence**
- **Instituciones** → **Institutions**

Application (Sample Answer):

Using cognates helps bilingual readers recognize important ideas quickly. Since many readers understand both English and Spanish, cognates reinforce meaning and emphasize the shared experiences discussed throughout the text.

Section 3: Historical Setting, Tone, and Perspective

5. Mapping the Backdrop

Sample Answer:

In Chicago, activists fought housing discrimination, unequal schools, language discrimination, racism, and and limited political representation. Global movements encouraged local activists by providing ideas, strategies, and examples of collective resistance against injustice.

6. Analyzing Tone

Sample Answer:

The phrase "**unfinished business**" creates urgency because it reminds readers that many of the problems described still exist today. It suggests that readers also have a responsibility to continue the work of achieving social justice.

7. Textual Evidence: Intergenerational Activism

Mary Gonzales: Influenced by her mother, **Guadalupe Reyes**, whose fight for better housing and community justice inspired Mary's activism.

Ada López: Influenced by her father, who modeled civic engagement, and cultural pride. He helped found the Puerto Rican Parade.

Emma Lozano: Influenced by her father, who encouraged pride in her Mexican heritage and concern for workers' rights.

8. Shifting Frameworks

Sample Answer:

Fighting for **individual rights** focuses primarily on protecting one person's freedoms and opportunities. Fighting for the **collective community** emphasizes improving conditions for everyone through cooperation, shared responsibility, and community action.

Section 4: Critical Thinking & Synthesis

9. Personal Philosophy Inquiry

Sample Answer:

The text presents the philosophy that lasting social change comes through collective action, self-emancipation, community leadership, and persistent resistance to injustice. Identity is viewed as a source of strength, and power is earned by working with others to build stronger, more equitable communities.

Section 5: Small Group Discussion

Topic A: From Kitchen Table to History Books (Sample Response)

Private family stories preserve experiences that are often missing from traditional history. Sharing those stories publicly honors overlooked communities, provides historical evidence, and inspires future generations. While some personal details may be simplified, the broader community gains a richer and more inclusive understanding of history.

OR

Topic B: Inside vs. Outside Reform (Sample Response)

Both approaches are important. Community organizing and protest raise awareness and demand change, while working within schools, government, and other institutions helps create lasting policies and reforms. The Chicago Latina Trailblazers demonstrated that combining outside activism with inside leadership often produced the greatest long-term impact.

Weaving the Tapestry, Chicago Latina Trailblazers

Chapter 15, QUIZ B

Critical Reading & Feminist Perspectives

Name: _____ Date: _____ Class/Hr _____ Score: _____ / 30 points

Part I: Multiple Choice (2 points each); Circle the best answer for each question.

1. When Lorena Cabnal invites women to "add our own color to the tapestry of social justice," what does the "tapestry" metaphorically represent? (RL.9-10.3)

- A) A physical quilt handmade by community activists.
- B) The collective, diverse, and interconnected movement for social change.
- C) A strict set of legal rules that all women must follow.
- D) The academic institutions that study minority histories.

2. What reality does the phrase "apartheid of knowledge" describe in the text? (RL.9-10.4)

- A) The physical separation of public schools in Chicago.
- B) The translation of Spanish texts into English.
- C) The academic isolation and erasure of marginalized perspectives.
- D) The lack of funding for community kitchen tables.

3. In the text, the idiom "wrong side of the desk" carries the nuance of being in:

- A) A position of legal authority and advocacy.
- B) A physical location near the back of a classroom.
- C) A submissive, clerical position rather than a leadership role.
- D) A state of unemployment or economic instability.

4. How does a transnational, Latina feminist worldview shift the narrative focus away from mainstream white feminism? (RL.9-10.6)

- A) It prioritizes individual-rights-based achievements.
- B) It focuses entirely on international laws rather than local issues.
- C) It replaces political activism with academic research.
- D) It emphasizes a collective, community-centered defense of human rights.

5. Which historical backdrop directly contrasts with the international social movements of the 1960s and 1970s in the narrative? (RL.9-10.6)

- A) A highly segregated Chicago dealing with housing and educational inequities.
- B) The economic boom of modern-day tech industries.
- C) The early women's suffrage movements of the 19th century.
- D) A unified, integrated midwestern suburban landscape.

Part II: Vocabulary & Language (1 point per match / 2 points for application)

6. Vocabulary Matching (L.9-10.4.a) Match the Spanish cognate on the left with its English counterpart on the right by writing the correct letter in the blank.

- | | |
|---------------------|------------------------|
| _____ Contexto | A) Institutions |
| _____ Presencia | B) Context |
| _____ Instituciones | C) Presence |

7. Short Application (L.9-10.5) Briefly explain how understanding cognates (like *instituciones* and *institutions*) helps a reader navigate a text with a **transnational** theme.

Part III: Short Answer & Evidence (3 points each)

8. Intergenerational Activism (RI.9-10.1) The text emphasizes that community organizing is often a family legacy. Choose **two** of the following activists and briefly state the specific relative or family connection that shaped their activism:

- *Mary Gonzales*
- *Ada López*
- *Emma Lozano*

• **Activist 1:** _____ **Family Connection:** _____

• **Activist 2:** _____ **Family Connection:** _____

9. Analyzing Tone (RI.9-10.4) The authors combine analytical prose with passionate language to create an *urgent* and *empowering* tone. Why is concluding that the fight for social justice is "**unfinished business**" a powerful way to reinforce this tone?

10. Personal Philosophy & Power (RI.9-10.6) According to Lorena Cabnal, political power does not come from a label, but from the active process of self-emancipation. Based on this, summarize the text's core **personal philosophy** regarding how true social change is achieved.

Part IV: Essay / Extended Response (5 points)

Answer the following prompt in 4–6 complete sentences.

11. Inside vs. Outside Reform (SL.9-10.1) The text asks whether true social change is better achieved by **agitating from the outside** (protest, community organizing) or **navigating and reforming systems from within** (working through legal, educational, or governmental institutions).

Using examples from what you have learned about these activists—including how they turned private "kitchen table" narratives into public history—argue which approach (inside reform, outside agitation, or a mix of both) seems most vital to achieving long-term social justice.

Weaving the Tapestry, Chicago Latina Trailblazers

Chapter 15, QUIZ B; Answer Key

Part I: Multiple Choice

1. **B** – The collective, diverse, and interconnected movement for social change.
 2. **C** – The academic isolation and erasure of marginalized perspectives.
 3. **C** – A submissive, clerical position rather than a leadership role.
 4. **D** – It emphasizes a collective, community-centered defense of human rights.
 5. **A** – A highly segregated Chicago dealing with housing and educational inequities.
-

Part II: Vocabulary & Language

6. Vocabulary Matching

- **B** – Contexto → **Context**
- **C** – Presencia → **Presence**
- **A** – Instituciones → **Institutions**

7. Short Application (Sample Answer)

Understanding cognates helps readers recognize familiar words across languages, making a bilingual or transnational text easier to understand. Recognizing words such as *instituciones* and *institutions* allows readers to recognize “Friend” words.

Part III: Short Answer & Evidence

8. Intergenerational Activism (Sample Answers)

Any **two** of the following:

- **Mary Gonzales** — She was inspired by her mother, **Guadalupe Reyes**, whose fight for better housing and community justice shaped Mary's activism.
 - **Ada López** — Influenced by her father, who modeled civic engagement and cultural pride. He helped found the Puerto Rican Parade.
 - **Emma Lozano** — Her father encouraged pride in her Mexican heritage and concern for workers' rights, laying the foundation for her activism.
-

9. Analyzing Tone (Sample Answer)

Calling social justice “unfinished business” reinforces the text's urgent and empowering tone because it reminds readers that inequality still exists and that every generation has a responsibility to continue the work begun by earlier activists.

10. Personal Philosophy & Power (Sample Answer)

The text argues that real social change comes through self-emancipation, community action, and persistent resistance to injustice. Political power is earned by organizing, educating, and working with others to challenge oppression rather than simply adopting a political label.

Part IV: Essay / Extended Response

11. Sample Response (4–6 sentences)

Answers will vary. **Sample:**

A combination of inside reform and outside activism is the most effective approach. Community organizing brings attention to problems and builds public support, while working within schools, government, and other institutions help create lasting policy changes. Many of the Chicago Latina Trailblazers used both methods throughout their careers. Their stories show that preserving community history and turning private experiences into public action can inspire future generations and strengthen the fight for social justice.

Notes

Epigraph: Ana Castillo, *Black Dove: Mamá, Mi'jo, and Me* (New York: Feminist Press at the City University of New York, 2016), 278.

1. Vicki L. Ruiz and Virginia Sánchez Korrol, *Latina Legacies: Identity, Biography, and Community* (New York: Oxford Press, 2005).
2. Ruiz and Sánchez Korrol, *Latina Legacies*, 16.
3. Sylvia Méndez-Morse, "Claiming Forgotten Leadership," *Urban Education* 35, no. 5 (December 2000): 584–96.
4. L. L. Langness and Gelya Frank, *Lives: An Anthropological Approach to Biography* (Novato, CA: Chandler and Sharp Publishers, 1995); Simona Sokolovska and María Silvestre Cabrera, "Life History Method as a Tool for the Exploration of South Asian Women's Empowerment," *Crítica y Resistencias. Revista de Conflictos Sociales Latinoamericanos* 7 (2018): 44–61.
5. Chela Sandoval, *Methodology of the Oppressed: Out of Bounds* (Minneapolis: University of Minnesota Press, 2000), 10.
6. Aída Hurtado, *Voicing Chicana Feminisms: Young Women Speak Out on Sexuality and Identity* (New York: New York University Press, 2003).
7. Dolores Delgado Bernal, Rebeca Burciaga, and Judith Flores Carmona, "Chicana/Latina Testimonios: Mapping the Methodological, Pedagogical, and Political," *Equity and Excellence in Education* 45, no. 3 (2012): 363–72, doi.org/10.1080/10 665684.2012.698149.
8. Elena R. Gutiérrez and Virginia Martínez, "La Mariposa de Oro: The Journey of an Advocate," in *Chicanas Movidas: New Narratives of Activism and Feminism in the Movement Era*, ed. Dionne Espinoza, María Eugenia Cotera, and Maylei Blackwell (Austin: University of Texas Press, 2018), 332.
9. Alfreda P. Iglehart and Rosina M. Becerra, *Social Services in the Ethnic Community: History and Analysis* (Long Grove, IL: Waveland Press, 2011).
10. Lilia Fernandez, *Brown in the Windy City: Mexicans and Puerto Ricans in Postwar Chicago* (Chicago: University of Chicago Press, 2012).
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12. See chapter 13 in this book.
13. Aída Hurtado, *Intersectional Chicana Feminisms: Sitios y Lenguas* (Tucson: University of Arizona Press, 2020).

14. Maura I. Toro-Morn, "Gender, Class, Family, and Migration: Puerto Rican Women in Chicago," *Gender and Society* 9, no. 6 (December 1995): 712–26.
15. Ada López, chapter 10 in this volume.
16. Lorena Cabnal, in discussion with author Leticia Villarreal Sosa, 2016.
17. Patricia Romney, *We Were There: The Third World Women's Alliance and the Second Wave* (New York: Feminist Press, 2021).
18. Guillermina Gina Núñez-McHiri and Areli Chacón Silva, "Leadership, Education, Advocacy, and Development (LEAD): A Latina Leadership and Community Engagement Model on the US-Mexico Border," *Frontiers: A Journal of Women Studies* 42, no. 3 (2021): 122–26; Romney, *We Were There*.
19. Mary Church Terrell was a Tennessee suffragist. She was born during the Civil War, and both of her parents had been born into slavery. Her family became one of the nation's wealthiest African American families, which allowed her to receive an education from Oberlin College. She used her education to fight against racism and sexism and helped to found the National Association of Colored Women. As the organization's first president, she and the organization used the motto "lifting as we climb." See Matthew Gailani, "'Lifting as We Climb': Mary Church Terrell and the 19th Amendment," Tennessee State Museum, August 11, 2020, https://tnmuseum.org/junior-curators/posts/lifting-as-we-climb-mary-church-terrell-and-the-19th-amendment?locale=en_us/
20. Rochelle Garner, "Still Lifting as We Climb," in *Contesting the Terrain of the Ivory Tower* (New York: Routledge, 2004), 86–98; Aída Hurtado, "'Lifting as We Climb': Educated Chicanas' Social Identities and Commitment to Social Action," in *Mexicans in California: Transformations and Challenges*, ed. Ramón A. Gutiérrez and Patricia Zavella (Urbana: University of Illinois, 2009); Núñez-McHiri and Chacón Silva, "Leadership, Education, Advocacy, and Development"; Alexis D. Riley, "Lifting as We Climb: Womanist Pedagogy and Anti-Racist Teaching as Discussed by Black Women Science Teachers" (PhD thesis, Columbia University, 2020), <https://academiccommons.columbia.edu/doi/10.7916/wm9y-9a70>.
21. R. Y. Herrera, "Professional Development," *Intercambios Femeniles* 2, no. 6 (1997): 21.
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27. Mirelsie Velázquez, "Looking Forward, Working for Change: Puerto Rican Women and Their Quest for Educational Justice in Chicago," *Centro Journal* 28, no. 2 (Fall 2016): 126.
28. Méndez-Morse, "Claiming Forgotten Leadership."
29. Méndez-Morse, "Claiming Forgotten Leadership."
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31. "La Lucha por Nuestros Derechos," *El Grito del Pueblo*, July 1, 1992.
32. Rodríguez, "Latinx Students' 1992 Protest."
33. Araceli Cruz, "FBI: Hate Crimes against Latinos Increased More Than 8% in 2019," *The Americano*, November 19, 2020, <https://theamericanonews.com/2020/11/18/hate-crimes-latinos/>.
34. Ryan Zamarripa and Lorena Roque, "Latinos Face Disproportionate Health and Economic Impacts from COVID-19," *Center for American Progress*, March 5, 2021, www.americanprogress.org/article/latinos-face-disproportionate-health-economic-impacts-covid-19/
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36. "Examining Educational Barriers for Latino Children and Youth at the UnidosUS 2021 Changemakers Summit," *UnidosUS*, March 25, 2021, www.unidosus.org/progress-report/examining-educational-barriers-for-latino-children-and-youth-at-the-unidosus-2021-changemakers-summit/
37. "Examining Educational Barriers for Latino Children and Youth."
38. Lorena Cabnal (Maya Xinka Community Feminist), in discussion with author Villarreal Sosa, May 2022.

Questions:

1. An example where context acts as a clue to determine word meaning can be found with the word *testimonios*. The text links sharing these narratives to documenting public presence, life histories, and collective experiences, clarifying that *testimonios* refer to first-person, community-inflected biographical accounts used to record histories of resistance. **L.9-10.4.a**
2. Early on, the text indicates that Maria Cerda's personal and professional life were tightly integrated through her identity as a social worker. However, it does not explicitly state whether the important people in her personal life performed the same social work; rather, her activism arose from witnessing systemic injustices like police brutality and educational barriers affecting her community. **RL-9-10.1, RL-9-10.6**
3. The text is a formal academic and biographical introduction, so it does not contain traditional humor or comedic elements. A moment of light ironic wit occurs when Virginia Martínez's mother encourages her to become a secretary, but after working at a law firm, Martínez remarks, "I'm on the wrong side of the desk," which inspires her to break gender norms and become a lawyer instead. **RL-9-10.6, RI-9-10.4**
4. An example of inference occurs when looking at the relationship between parent-guided foundations and later activism. The text states that parents taught their children cultural pride, skepticism of institutional narratives, and workers' rights, allowing the reader to infer that private household values directly fostered the public leadership and political consciousness of the trailblazers. **RL-9-10.1**
5. A central theme that develops across the text is that collective, intersectional activism and community-based institutional building are vital to transforming systemic oppression into spaces of equity and historical visibility. This "lifting as we climb" philosophy connects personal life histories to a continuous intergenerational tapestry of social justice. **RL-9-10.2**
6. An example of word meaning verified in context is the word *sitio*. The authors explicitly define it within the text by bracketed explanation as a "historical and geographical space," which helps clarify its specific structural meaning within Latina feminist theory. **L.9-10.4.d**
7. An instance of foreshadowing occurs when the text notes that Mary Gonzales watched her mother confront their landlord and fight for better housing conditions during her childhood. This early exposure directly foreshadows Gonzales's adult life, where she organized alongside her mother to establish essential community services for people with disabilities. **RL.9.6**
8. An example of an opinion occurs when Emma Lozano shares her perspective on her own identity, explicitly stating that she does not consider herself a feminist, but rather defines herself as a "defender of our people". **RL.9.3**
9. Complex interactions are demonstrated in the intersectional organizing between Mexican-origin and Puerto Rican women in Chicago. Despite differing background contexts—such as middle-class realities versus extreme childhood poverty—they navigated their varied educational and class positions to collectively address shared structural oppressions like language discrimination. **RL-9-10.3**
10. The text contains nuanced, figurative language rather than funny incidents, such as the metaphorical concept of "community feminism" described by Lorena Cabnal. Cabnal notes that political power does not come from a label, but from the active process of self-emancipation, inviting women to "add our own color to the tapestry of social justice". **RL-9-10.3; L.9-10.5**

11. Phrases like "apartheid of knowledge" are used uniquely to describe the academic isolation and erasure of marginalized perspectives. Cognates between English and Spanish are also prominent throughout the text, such as the Spanish word *contexto* matching the English "context" , or *presencia* matching "presence".
RL-9-10.4; L.9-10.5
12. Analyzing nuances in meaning reveals how the phrase "wrong side of the desk" acts as an idiom representing systemic gender limits. Rather than just a physical location, the "wrong side" carries the nuance of being in a submissive, clerical position rather than a position of legal authority and advocacy.
L.9-10.5a
13. The content is deeply shaped by an insider cultural perspective rooted in *testimonio* and a transnational, Latina feminist worldview. This framework shifts the narrative focus away from individual-rights-based achievements typical of mainstream white feminism toward a collective, community-centered defense of human rights. **RL-9-10.6**
14. Several elements lend themselves to small group discussion, particularly how individual "kitchen table" narratives can be transformed into public, institutional histories , and whether true social change is better achieved by agitating from outside or navigating and reforming systems from within. **SL.9-10.1a-d**
15. Yes, multiple relatives were involved in community and political activism. Mary Gonzales actively organized alongside her mother, Guadalupe Reyes; Ada López's father was a civic organizer who co-founded the Puerto Rican Parade ; and Emma Lozano's activism was heavily rooted in the workers' rights values taught by her father. **RI.9-10.1**
16. The tone of the narrative is empowering, urgent, and academically reflective. The authors combine analytical prose with deeply passionate language, honoring historical resilience while underscoring that the fight for social justice remains "unfinished business". **RI.9-10.4, RI.9-10.6**
17. The main backdrop consists of the national and international social movements of the 1960s and 1970s—including third-world feminism and anti-dictatorship struggles—juxtaposed against a highly segregated Chicago plagued by police brutality, substandard housing, and systemic educational inequities.
RL.9-10.6
18. An excellent example of a cognate found in the text is the word *instituciones*, which directly corresponds in form, meaning, and origin to the English word "institutions". **RI.9-10.4, L.9-10.4.a, L.9-10.5**
19. Elements well-suited for group debate include evaluating the "lifting as we climb" model in professional environments , and discussing the contemporary data showing how modern crises like the COVID-19 pandemic disproportionately compound historical, structural racism for Latinas in the workforce.
SL.9-10.1a-d