

A Teacher's Guide to Chicago Latina Trailblazers

Aligned to Illinois Core Standards

<https://www.ixl.com/standards/illinois/ela/grade-9>

It is both terrifying and thrilling to do what
has not been done before.

Once we accomplish it, there is no guarantee
it will continue to exist.

A successful woman is one who can build a firm foundation
with the bricks others have thrown at her.

—Anonymous

Chicago Latina Trailblazers

Curriculum Guide

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About the book Chicago Latina Trailblazer (CLT)

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Graphic Designer for Cover: Jesús Macarena Ávila

Lead Editor: Rita D. Hernandez, Ph.D

Authoring the CLT Guide: Lydia Hinojosa

Note to Teachers/Educators - everything mentioned in this guide is available on our website.

Before you begin

There is a saying, “**We cannot see what we do not believe is possible.**” This is especially true for young people. The women in Chicago Latina Trailblazers (CLT), saw things that needed to be done so they did them. Too many people wait for someone else to do things. As a consequence some things never get done. Our students should be exposed to people like these women, because many of them started out as typical students. Most of them would say, “I’m not special”, however their circumstances and drive made them special.

PLEASE, have students skim through the notes section of their assigned chapter(s). An example, would be chapter 5, Maria Cerda, note #24. She has been taken to court and it looked like she was not in a good position. However she managed to win. This is important because it gives us more insight into her as a person.

The guiding question for each chapter should be, “What sentence stands out the most to me?”

Pre-work and social studies and other subjects

The Chicago Latina Trailblazers were community activists who contributed to the Civil Rights Movement. Students often assume the Civil Rights Movement began immediately after the end of slavery. Before starting this unit, lead a brief guided research activity where students create a timeline of major events in American history from the Civil Rights era to the present. Display the timeline in the classroom and have students add events from the text as they read. **W.9.7; SL9.1**

Layout of the guide

The questions and activities in this teaching guide were written to support standards-based instruction. The questions for each chapter are followed by two other sections with some options.

The first section, “**Guided Reading Questions,**” will help students with reading comprehension and appreciation. These questions can be used as a guide for annotating the text, journal responses, or class discussion.

The second section, “**Writing and Discussion Prompts,**” consists of analytical writing and discussion prompts and is subdivided based on the writing standards.

The third section, “**Research Topics,**” requires students to conduct and synthesize significant outside research on topics related to the book.

What the guide is trying to do

- Introduce readers to 15 Latina leaders whose work changed Chicago.
- Show students that ordinary people can make extraordinary contributions.
- Connect personal life stories to larger issues such as civil rights, immigration, education, healthcare, discrimination, and community organizing.
- Encourage readers to see themselves as potential leaders and problem-solvers.
- Have students practice critical thinking skills.
- Have students improve their research skills.

What is included

- A chapter for each Trailblazer, covering her life, challenges, achievements, and impact.
- Vocabulary lists to help readers understand unfamiliar terms.
- Summaries and guided questions for every chapter.
- Writing assignments, discussion topics, research projects, worksheets, and quizzes.
- Lesson Plans
- Visual Organizers

What students are asked to think about

- How people overcome obstacles.
- What motivates someone to become an activist or community leader?
- How family, culture, and personal experiences shape a person's choices.
- The role of courage, perseverance, and public service.
- How social issues such as racism, poverty, gender expectations, language barriers, and access to education affect people's lives.
- Both in video and when reading, do they see people using conclusions?

Major themes

- Leadership and advocacy.
- Civil rights and social justice.
Includes: race, ethnicity, gender, immigration, language, education, employment, and political Representation.
- Bilingualism and cultural identity.
Includes: language discrimination, assimilation, cultural identity, and educational equity.
- Education as a tool for opportunity.
Includes: unequal educational opportunities, gender expectations, bilingual ed., discrimination, and access to professional careers.
- Community responsibility and service.
- Women's contributions to public life (Sexism and Gender Bias).
- The importance of preserving Latino history and experiences.

Activities students complete

- Analyze stories and identify important themes.
- Debate social issues.
- Write essays, speeches, and personal narratives.
- Conduct historical research.
- Create presentations, timelines, videos, and other multimedia projects.
- Connect the Trailblazers' experiences to current events and their own lives.

Guided Reading Questions

W.9.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

There are three pages of Questions for Guided Reading. They are at: <https://h1.nu/GuidedReadingQuestions>

Each chapter has the questions answered as per the corresponding Trailblazer.

Slide presentation on all Trailblazers

Each Trailblazer has a link to her material. It contains:

A brief summary, a timeline, vocabulary material, worksheets, quizzes & notes.

Introduction; Rita D. Hernandez

Chapter 1. Yo Soy India: A Native, a Fighter, an Indigenous; Guadalupe Alcalá Reyes

Chapter 2. CARPE DIEM—“Seize the Day and Exploit Your Opportunities”; Mary Gonzales

Chapter 3. Mother to Family and Community; Carmen Mendoza

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Writing and Discussion Prompts, all material is located at:

TOPICS FOR ESSAYS OR DEBATE

IL W9-10.1a-e Write arguments to support claims with reasons and relevant evidence.

IL SL9-10.1a-d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on other’s ideas and expressing their own clearly.

W.9-10.2, Students should be able to explain, analyze, compare, explain, examine, trace, and Distinguish between or among two or more ideas.

TOPICS FOR INFORMATIVE WRITING

CCSS.ELA-LITERACY.W.9.2 Write informative/explanatory texts to examine and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

TOPICS FOR NARRATIVE WRITING

CCSS.ELA-LITERACY.W.9.3a-e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

RESEARCH TOPICS located at:

PROJECTS:

Note: Above Research Topics are also projects

Thinking & Creating Your Own Chapter

Technology & Activities:

Notes for Ch 4, C Chico, Research Project

Other activists students may want to know about:

Social Movements: Community, Labor, Civil Rights and Political activists; Education; AFL-CIO, LULAC; Which organizations and/or people were most active during her time?

Social Movements — Research & Analyze

Research the social movements, organizations, and activists that were most active during the Trailblazer's time. Consider community, labor, civil rights, political activism, education, and organizations such as the AFL-CIO and LULAC. Which organizations and/or people were most active during her time? Use evidence from reliable sources to support your findings.

W.9-10.7; W.9-10.8; W.9-10.9; RI.9-10.1; RI.9-10.3;

Higher-order skills: Research, historical context, analysis, synthesis, source evaluation.

Some examples of other activists are at: <https://h1.nu/OtherActivists>

Teacher Resources:

Vocabulary

Teaching Elements

Graphic/Visual Organizers

Sample Lesson Plans & Templates

Sample Lesson Plan, Daily

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Samples of daily story map lesson and

Sheets for Daily and Weekly plans to fill in

Computer Safety & Guidelines

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Video Resource

Chicago Latina Trailblazers, mini-documentary [Chicago Latina Trailblazers](#)

The Book

Cover:

Image artist:

Alejandro Romero is the artist who designed the image for the book cover. He works with: watercolor and ink, acrylics, prints and has created murals.

<https://alejandroromero.art/> , <https://nationalmuseumofmexicanart.org/events/alejandro-romero>
<https://heni.com/news?artist=Alejandro%20Romero>

Graphic Artist Consultant:

Jesús Macarena Ávila BFA-School of The Art Institute Of Chicago; MFA-Vermont College of Norwich University, is a visual artist working and living in Chicago, IL. He works in different mediums: installation, artist book, printmaking, drawing, painting, and sculpture.

About the Lead Editor of Chicago Latina Trailblazers

Rita Hernandez, Ph.D., from Loyola University Chicago, former educator in the Chicago Public Schools and Texas A&M University-Corpus Christi, is a community-based scholar.

Her documentary projects consist of:

“A Portrait of Eight Mexican Leaders” from South Chicago (1978) and
“Latino Murals of Chicago” (1979).

She co-founded the Museum of Mexican Culture and History of Chicago and planned the first graduate courses, “Enhancing Teacher Knowledge of Mexican Culture and History” for teachers, administrators, and community members for the Illinois State Board of Education and the Chicago Public Schools.

Conferences initiated are Chicago’s first Hispanic Civil Rights Conference (1994) and Annual Mexican/ Chicana Educational Summits (2002-2006).

Publications include: “Hector P. Garcia, 1914-1996,” an encyclopedia article (Sharpe Reference, 2010); *The Silent Minority: Mexican Americans in CPS, 1970-2001* (Scholars Press, 2014); and most recently, lead editor of *Chicago Latina Trailblazers: Testimonios of Political Activism* (University of Illinois Press, 2024).

About the Author of Chicago Latina Trailblazers Curriculum Guide

Lydia Hinojosa, has a background in:

financial services at banks and brokerage firms,
entrepreneurship - opening and growing a business to \$2.6M in four years
and education.

As an educator she engages with audiences of diverse cultures. She works with leadership, parents, and mentors students. She has partnered in creating a new program at two schools. Lydia has taught various subjects and includes pronunciation when necessary.

She interacts and works with her community, small business owners, IT businesses, schools, private companies and non-profits. Lydia assesses situations from different points of view, this allows for collaboration that creates win-win situations.