

## *Trailblazer Chicago Latina Trailblazer, CLT*

### *Guadalupe Alcalá Reyes, Ch 1*

#### **Summary:**

Guadalupe Alcalá Reyes's story centers on survival, family responsibility, and activism. After growing up in poverty, losing her mother at a young age, and working as a migrant laborer, she developed a strong commitment to helping people facing hardship. Those early experiences shaped her fight against injustice throughout her life.

One of the most compelling parts of the chapter is her son Bobby's disability. When doctors predicted he would never develop normally, Guadalupe refused to accept their limitations and spent years helping him learn and participate in community life. Her advocacy for Bobby led directly to her work on behalf of children with disabilities and their families.

Guadalupe later helped create Esperanza School and El Valor, organizations that provided education and support for disabled children and immigrant families. She also became active in housing and neighborhood organizing in Chicago, earning respect for her persistence and leadership.

The chapter contains little humor because of its serious subject matter, but there is some irony. Guadalupe grew up with very little support, yet she spent her life building support systems for others. The daughter's perspective strengthens the narrative, making Guadalupe's achievements feel personal rather than distant.

## ***Guadalupe Alcalá Reyes, CLT***

### ***Timeline***

#### ***Early Life and Family Responsibility***

| Date        | Event                                                                    |
|-------------|--------------------------------------------------------------------------|
| 1918        | Born in Blue Earth, Minnesota                                            |
| 1929        | Her mother dies; Guadalupe helps raise siblings and works in the fields. |
| 1930s       | Works as a migrant farmworker                                            |
| 1939        | Moves to Chicago with father after his health declines.                  |
| Early 1940s | Marries Andrés Chávez Reyes and has a family.                            |

#### ***Housing and Neighborhood Activism***

| Date             | Event                                                          |
|------------------|----------------------------------------------------------------|
| 1940s            | Challenges unsafe housing conditions and slumlords in Chicago. |
| 1947             | Confronts a landlord threatening eviction.                     |
| 1956             | Relocates due to urban renewal projects                        |
| Late 1950s–1960s | Protects Pilsen residents from displacement.                   |
| 1970s–1980s      | Works with community and neighborhood organizations.           |

#### ***Disability Rights and Social Services***

| Date        | Event                                                                |
|-------------|----------------------------------------------------------------------|
| 1951        | Her son Bobby survives spinal meningitis but is disabled.            |
| 1965        | Organizes parents demanding services for children with disabilities. |
| 1969        | Esperanza School opens; Guadalupe becomes a major organizer.         |
| Early 1970s | Helps found El Valor.                                                |
| 1970s–1990s | Leads disability advocacy and bilingual social services.             |

#### ***Education and Community Organizing***

| Date        | Event                                                      |
|-------------|------------------------------------------------------------|
| 1960s       | Advocates for Mexican American children with disabilities. |
| 1969        | Helps establish Esperanza School.                          |
| 1970s       | Organizes fundraising drives and parent leadership groups. |
| 1970s–1980s | Supports Fiesta del Sol scholarship efforts.               |
| 1980s–1990s | Expands bilingual and multicultural programming.           |

#### ***Government and Public Leadership***

| Date  | Event                                                  |
|-------|--------------------------------------------------------|
| 1991  | Appointed to the Chicago Transit Authority Board.      |
| 1990s | Supports rebuilding the Blue Line through Pilsen.      |
| 1990s | Works on transportation and neighborhood preservation. |

#### ***Recognition and Legacy***

| Date       | Event                                                            |
|------------|------------------------------------------------------------------|
| 1983       | Bobby dies before El Valor opens its first residential facility. |
| 1990s      | Receives awards for leadership and activism.                     |
| 2000       | Dies on December 30, 2000 at age 82.                             |
| After 2000 | Programs and scholarships continue in her honor.                 |

**Guadalupe A Reyes; CLT**  
**Chicago Latina Trailblazers**  
**Vocabulary & Definitions, Ch 1**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Hour \_\_\_\_\_

**Vocabulary:** Abiding, Aggressive, Aldermen, Bicultural, Bilingual, Bureaucrats, Coconspirator, Confronted, Derogatory, Disoriented, DNA, Enterprise, Entrepreneurs, Epileptic, Eurocentric, Evict, Excel, Hemorrhage, Incumbent, Innumerable, Integrated, Lamented, Legislation, Malignant, Negotiations, Negotiator, Notorious, Pervasive, Programmatic, Prognosis, Recruiter, Scholarships, Slumlord, Subsidized, Tenement, Tour Guide, Trailblazer, Trustee, Vermin, Visionaries, Well-Heeled

1. **Abiding** – Lasting for a long time; continuing.
2. **Aggressive** – Forceful, hostile, or ready to attack.
3. **Aldermen** – Members of a city council or local government board.
4. **Bicultural** – Connected to or familiar with two cultures.
5. **Bilingual** – Able to speak two languages.
6. **Bureaucrats** – Officials who work within government systems or large organizations.
7. **Coconspirator** – A person who secretly works with another person to plan something, often illegal or harmful.
8. **Confronted** – Faced directly or challenged.
9. **Derogatory** – Insulting or showing disrespect.
10. **Disoriented** – Confused about time, place, or direction.
11. **DNA** – The material in living things that carries genetic information.
12. **Enterprise** – A business or project that requires effort and planning.
13. **Entrepreneurs** – People who start and run businesses.
14. **Epileptic** – A person who has epilepsy, a condition that causes seizures.
15. **Eurocentric** – Focused mainly on European culture, history, or viewpoints while ignoring others.
16. **Evict** – To force someone to leave a property, usually for not paying rent.
17. **Excel** – To do something very well or better than others.
18. **Hemorrhage** – Heavy bleeding or a severe loss of something valuable.
19. **Incumbent** – A person currently holding a position or office.

20. **Innumerable** – Too many to count.
21. **Integrated** – Combined or brought together into one group or system.
22. **Lamented** – Expressed sadness or regret about something.
23. **Legislation** – Laws made by a government.
24. **Malignant** – Harmful, dangerous, or cancerous.
25. **Negotiations** – Discussions meant to reach an agreement.
26. **Negotiator** – A person who works to reach an agreement between groups or people.
27. **Notorious** – Famous for something bad or negative.
28. **Pervasive** – Spread throughout and difficult to avoid.
29. **Programmatic** – Organized according to a planned program or system.
30. **Prognosis** – A prediction about the likely outcome of an illness or situation.
31. **Recruiter** – A person who finds and hires people for jobs, schools, or organizations.
32. **Scholarships** – Money given to students to help pay for education.
33. **Slumlord** – A landlord who rents poor-quality housing and does not properly maintain it.
34. **Subsided** – Became less intense or weaker.
35. **Tenement** – A crowded apartment building, often in poor condition.
36. **Tour Guide** – A person who leads and provides information to visitors.
37. **Trailblazer** – A person who is the first to do something or who leads the way for others.
38. **Trustee** – A person responsible for managing property, money, or an organization for others.
39. **Vermin** – Harmful or unwanted pests such as rats or insects.
40. **Visionaries** – People with creative ideas about the future.
41. **Well-Heeled** – Wealthy or financially comfortable.

# Guadalupe A Reyes; CLT, Ch 1

## Potential Teaching Suggestions for Vocabulary

### 1. Vocabulary Sorts

Have students sort the words into categories such as:

- Government/Politics: Legislation, Aldermen, Trustee, Bureaucrats, Incumbent
- Health/Medical: DNA, Epileptic, Prognosis, Hemorrhage, Malignant
- Community/Housing: Tenement, Slumlord, Evict, Vermin
- Business/Leadership: Entrepreneurs, Enterprise, Negotiator, Recruiter, Visionaries
- Personality/Behavior: Aggressive, Abiding, Derogatory, Notorious

### 2. Context Clue Practice

Write short paragraphs using the vocabulary words and have students infer meanings from context.

Example:

“The slumlord ignored complaints about broken pipes and vermin in the building.”

Students determine the meaning of *slumlord* and *vermin* from clues in the sentence.

### 3. Real-World Connections

Ask students to connect words to current events or real-life examples:

- Entrepreneurs → local business owners
- Legislation → new laws in the news
- Bilingual/Bicultural → students’ own communities
- Incumbent → current elected officials

### 4. Vocabulary Journals

Students create entries for each word including:

- Definition
- Synonym/antonym
- Sentence
- Picture or symbol
- Personal connection

### 5. Word Maps

Use graphic organizers with:

- Definition
- Characteristics
- Examples
- Non-examples

This works especially well for words like *Eurocentric*, *Pervasive*, and *Programmatic*.

### 6. Role-Play Activities

Assign students roles using vocabulary:

- Negotiator settling a disagreement
- Recruiter convincing someone to join a team
- Aldermen debating legislation
- Entrepreneurs pitching a business idea

### 7. \*Frayer Models - Listed at the bottom with a video and graphic organizer

**8. Matching Activities**

Match:

- Word to definition
- Word to synonym
- Word to example sentence
- Word to image

**9. Sentence Stems**

Provide sentence starters:

- "A trailblazer is someone who..."
- "An example of pervasive behavior is..."
- "Someone might lament when..."

**10. Illustration Challenge**

Students draw vocabulary words without writing the word itself. Classmates guess the term. This works well for:

- Vermin
- Hemorrhage
- Evict
- Trailblazer
- Negotiations

**11. Vocabulary Scenarios**

Give students situations and ask which vocabulary word fits best:

- "A family forced to leave an apartment" → Evict
- "Someone famous for criminal activity" → Notorious
- "A person fluent in two languages" → Bilingual

**12. Compare and Contrast**

Students compare similar words:

- Negotiator vs. Recruiter
- Bilingual vs. Bicultural
- Enterprise vs. Entrepreneurs
- Aggressive vs. Confronted

**13. Quick Writes**

Students write a short paragraph using 3–5 vocabulary words correctly in context.

**14. Word of the Day**

Introduce one word daily with:

- Definition
- Example sentence
- Student-created sentence
- Visual example

**15. Class Discussions**

Use discussion questions:

- Why are trailblazers important in history?
- Can legislation solve social problems?
- What challenges do bilingual or bicultural people sometimes face?

**16. Vocabulary Charades**

Students act out words like:

- Aggressive
- Disoriented
- Subsided
- Confronted
- Lamented

**17. Synonym and Antonym Practice**

Examples:

- Aggressive → forceful
- Abiding → temporary (antonym)
- Notorious → respected (antonym)

**18. Cross-Curricular Connections**

- Science: DNA, Malignant, Hemorrhage
- Social Studies: Legislation, Incumbent, Aldermen
- Business: Entrepreneurs, Enterprise
- Language Arts: Derogatory, Pervasive

**19. Vocabulary Quiz Games**

Use games such as:

- Bingo
- Kahoot
- Jeopardy
- Pictionary

**20. Discussion Circles**

Students use assigned vocabulary words naturally during group discussions.

**21. Bell Ringer Activity**

Teacher places four related vocabulary words, or an image, on board. Students do a quick write or draw about what it means.

**22. Word Roots and Morphology**

Teach roots:

- gyn = woman
- ped = child
- juris = law
- cite = call/reference
- Phobic = extreme, irrational fear, hatred, or aversion toward something; Germaphobic

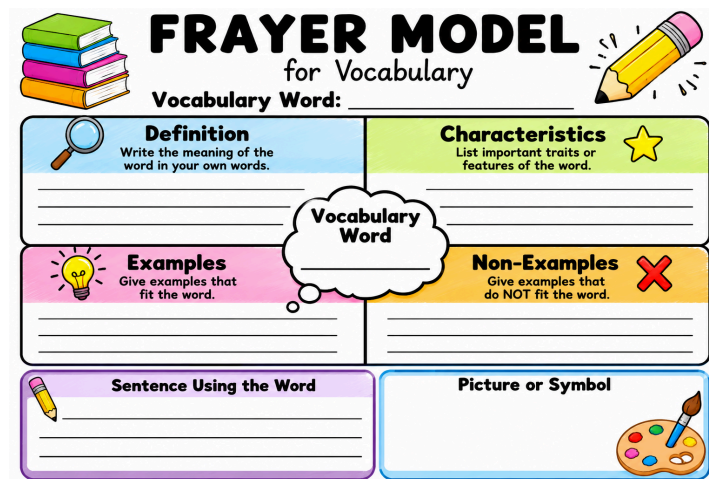
This helps students decode unfamiliar academic vocabulary later.

\***Frayer Models**

Use Frayer Models for difficult academic terms such as:

- Eurocentric
- Integrated
- Bicultural
- Pervasive
- Visionaries

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



The Frayer Model for Vocabulary worksheet is a colorful template designed to help students understand and use new vocabulary words. It features a central cloud labeled "Vocabulary Word" with lines for writing the word. Surrounding this central cloud are five colored boxes, each with a specific task and an icon: a blue box for "Definition" (magnifying glass icon), a green box for "Characteristics" (star icon), a pink box for "Examples" (lightbulb icon), an orange box for "Non-Examples" (red X icon), and a purple box for "Sentence Using the Word" (pencil icon). A light blue box at the bottom right is labeled "Picture or Symbol" and includes a paint palette icon. Each box contains lines for writing the student's response.

| <b>FRAYER MODEL</b><br>for Vocabulary                                          |                                                                                   |
|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Vocabulary Word:</b> _____                                                  |                                                                                   |
| <b>Definition</b><br>Write the meaning of the word in your own words.<br>_____ | <b>Characteristics</b><br>List important traits or features of the word.<br>_____ |
| <b>Examples</b><br>Give examples that fit the word.<br>_____                   | <b>Non-Examples</b><br>Give examples that do NOT fit the word.<br>_____           |
| <b>Sentence Using the Word</b><br>_____                                        | <b>Picture or Symbol</b><br>_____                                                 |

**Guadalupe A. Reyes; CLT**  
**Vocabulary Definitions, Ch 1**

*Name:* \_\_\_\_\_ *Date:* \_\_\_\_\_ *Class:* \_\_\_\_\_

Abiding: \_\_\_\_\_

Aggressive: \_\_\_\_\_

Aldermen: \_\_\_\_\_

Bicultural: \_\_\_\_\_

Bilingual: \_\_\_\_\_

Bureaucrats: \_\_\_\_\_

Coconspirator: \_\_\_\_\_

Confronted: \_\_\_\_\_

Derogatory: \_\_\_\_\_

Disoriented: \_\_\_\_\_

DNA: \_\_\_\_\_

Enterprise: \_\_\_\_\_

Entrepreneurs: \_\_\_\_\_

Epileptic: \_\_\_\_\_

Eurocentric: \_\_\_\_\_

Evict: \_\_\_\_\_

Excel: \_\_\_\_\_

Hemorrhage: \_\_\_\_\_

Incumbent: \_\_\_\_\_

Innumerable: \_\_\_\_\_

Integrated: \_\_\_\_\_

Lamented: \_\_\_\_\_

Legislation: \_\_\_\_\_

Malignant: \_\_\_\_\_

Negotiations: \_\_\_\_\_

Negotiator: \_\_\_\_\_

Notorious: \_\_\_\_\_

Pervasive: \_\_\_\_\_

Programmatic: \_\_\_\_\_

Prognosis: \_\_\_\_\_

Recruiter: \_\_\_\_\_

Scholarships: \_\_\_\_\_

Slumlord: \_\_\_\_\_

Subsided: \_\_\_\_\_

Tenement: \_\_\_\_\_

Tour Guide: \_\_\_\_\_

Trailblazer: \_\_\_\_\_

Trustee: \_\_\_\_\_

Vermin: \_\_\_\_\_

Visionaries: \_\_\_\_\_

Well-Heeled: \_\_\_\_\_

**Guadalupe A Reyes; CLT**  
**Chicago Latina Trailblazers**  
**Vocabulary Worksheet Ch 1**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

**Part I – Multiple Choice**

**Choose the best answer.**

1. Which word refers to members of a city council?
  - A. Trustees
  - B. Aldermen
  - C. Recruiters
  - D. Bureaucrats
  
2. A person who starts and manages a business is a(n)
  - A. Negotiator
  - B. Entrepreneur
  - C. Visionary
  - D. Incumbent
  
3. If a disagreement ended after both sides reached an agreement, they most likely completed
  - A. Prognoses
  - B. Negotiations
  - C. Legislation
  - D. Enterprises
  
4. Which word means to perform exceptionally well?
  - A. Evict
  - B. Subside
  - C. Excel
  - D. Lament

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**Part II – Matching**

**Match each vocabulary word with the correct meaning.**

- \_\_\_\_\_ 5. Bicultural
  - \_\_\_\_\_ 6. Pervasive
  - \_\_\_\_\_ 7. Slumlord
  - \_\_\_\_\_ 8. Trailblazer
- A. A person who leads the way for others
  - B. Spread throughout and difficult to avoid
  - C. Familiar with two cultures
  - D. A landlord who neglects rental property
-

### Part III – True or False

9. \_\_\_\_\_ A bilingual person can communicate in two languages.
10. \_\_\_\_\_ An incumbent is someone running for office for the first time.

### Short Answer

11. Write one sentence using **Eurocentric** correctly.

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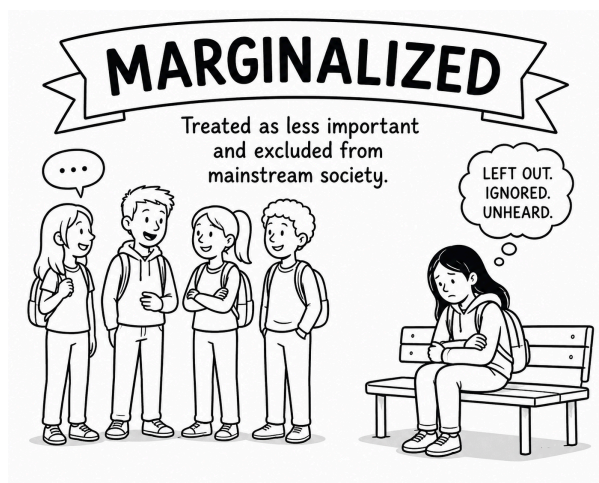
12. Explain the difference between a **Negotiator** and a **Recruiter**.

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**Guadalupe A Reyes; CLT**  
**Chicago Latina Trailblazers**  
**Vocabulary Worksheet Ch 1**  
**Answer Key**

1. B. Aldermen
2. B. Entrepreneur
3. B. Negotiations
4. C. Excel
5. C. Bicultural
6. B. Pervasive
7. D. Slumlord
8. A. Trailblazer
9. True
10. False
11. **Sample Answer:** *Some historians argue that a Eurocentric view overlooks the contributions of other cultures.*
12. **Sample Answer:** *A negotiator works to help people reach an agreement, while a recruiter finds and encourages people to join a job, school, or organization.*



**Guadalupe A Reyes; Ch 1**  
**Chicago Latina Trailblazers**  
**Vocabulary Worksheet B**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

**Part I – Multiple Choice**

**Choose the best answer.**

1. Which word describes something that has spread throughout an area and is difficult to avoid?
  - A. Aggressive
  - B. Pervasive
  - C. Malignant
  - D. Bicultural
2. A person who currently holds an elected office is the
  - A. Trustee
  - B. Recruiter
  - C. Incumbent
  - D. Visionary
3. Which word means to force someone to leave a home or apartment?
  - A. Lament
  - B. Evict
  - C. Excel
  - D. Integrate
4. Which word best describes a person with creative ideas about the future?
  - A. Bureaucrat
  - B. Visionary
  - C. Entrepreneur
  - D. Negotiator

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**Part II – Matching**

**Match each vocabulary word with the correct meaning.**

- \_\_\_\_\_ 5. Legislation
- \_\_\_\_\_ 6. Hemorrhage
- \_\_\_\_\_ 7. Bilingual
- \_\_\_\_\_ 8. Enterprise

- A. Able to speak two languages
  - B. Heavy bleeding or severe loss
  - C. A business or project requiring effort and planning
  - D. Laws made by a government
-

### Part III – True or False

9. \_\_\_\_\_ A trustee may be responsible for managing property or an organization.

10. \_\_\_\_\_ A notorious person is well known for positive achievements.

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### Short Answer

11. Write one sentence using **Integrated** correctly.

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12. Explain the difference between a **Bureaucrat** and an **Alderman**.

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**Guadalupe A Reyes; Ch 1**  
**Chicago Latina Trailblazers, CLT**  
**Vocabulary Worksheet B**  
**Answer Key**

**Vocabulary Worksheet B, Answer Key**

1. B. Pervasive
2. C. Incumbent
3. B. Evict
4. B. Visionary
5. D. Legislation
6. B. Hemorrhage
7. A. Bilingual
8. C. Enterprise

9. True
10. False

11. **Sample Answer:** *The school created an integrated program where students from different backgrounds learned together.*
12. **Sample Answer:** *A bureaucrat works within a government agency or large organization, while an alderman is an elected member of a city council.*

**Guadalupe A. Reyes; Worksheet**  
**Chicago Latina Trailblazers; Ch 1**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Hour \_\_\_\_\_

**Community Activism**

**Section 1: Matching**

Match each example with the correct description.

**Column A**

**Column B**

- |                                       |                                                    |
|---------------------------------------|----------------------------------------------------|
| 1. <i>Familia/family</i>              | A. Shows identity and pride                        |
| 2. "Urban Removal"                    | B. Means younger brothers and sisters              |
| 3. "Yo soy India!"                    | C. A critical play on words about housing policies |
| 4. <i>Hermanos y hermanas menores</i> | D. An example of a cognate                         |
- 

**Section 2: Multiple Choice**

5. What can readers infer when Guadalupe hides under the porch?
    - A. She wants to play outside
    - B. She is hiding a secret
    - C. She is terrified of the men threatening her family
    - D. She is avoiding school
  6. Which quotation is an example of foreshadowing?
    - A. "What a treat!"
    - B. "Maybe we should not have come to Chicago."
    - C. "Next time, I'll kill him."
    - D. "Yo soy India!"
  7. What does the word *augment* mean in the text?
    - A. Remove
    - B. Increase
    - C. Hide
    - D. Protect
  8. Which statement best describes a central idea of the text?
    - A. Families should move often
    - B. Children enjoy candy during difficult times
    - C. Standing up to injustice requires courage
    - D. School officials always solve problems fairly
-

**Section 3: Matching;** Match the literary element with the example from the text.

**Column A**

**Column B**

9. Opinion

A. "What a treat!" after receiving hard candy

10. Funny/light  
moment

B. "Maybe we should not have come to Chicago."

**Section 4: Short Answer**

11. Explain why "Urban Renewal" being called "Urban Removal" is an effective phrase.

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12. Describe one complex interaction shown in the text between Guadalupe and another person or group.

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**Guadalupe A Reyes; Ch 1**  
**Chicago Latina Trailblazers, CLT**  
**Worksheet**  
**Answer Key**

**Section 1: Matching**

1. D
2. C
3. A
4. B

**Section 2: Multiple Choice**

5. C
6. C
7. B
8. C

**Section 3: Matching**

9. B
10. A

**Section 4: Short Answer — Sample Answers**

**11.** “Urban Removal” is effective because it changes “Urban Renewal” to show what actually happened to many residents. Instead of improving the neighborhood for them, the policies displaced families and removed them from their community.

**12.** Answers may vary. Example: Guadalupe and her community faced government policies that threatened to displace families. This conflict helped push her toward community organizing and fighting for residents' rights.

**Guadalupe A. Reyes**  
**Chicago Latina Trailblazers; Chapter 1**  
**Quiz**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Hr. \_\_\_\_\_ Score: \_\_\_\_\_ / 20 points

**Section 1: Matching**

Match each term or phrase with the correct description.

**Column A**

**Column B**

- |                                       |                                             |
|---------------------------------------|---------------------------------------------|
| 1. <i>Hermanos y hermanas menores</i> | A. An example of a cognate                  |
| 2. "Urban Removal"                    | B. Means younger brothers and sisters       |
| 3. <i>Familia/family</i>              | C. Critical wordplay about housing policies |
| 4. "Yo soy India!"                    | D. A phrase showing identity and pride      |
- 

**Section 2: Multiple Choice (12 Points)**

5. Which event is an example of foreshadowing?
  - A. The children getting hard candy
  - B. Guadalupe hiding under the porch
  - C. "Next time, I'll kill him."
  - D. José taking extra jobs
  
6. What can readers infer when Guadalupe hides under the porch?
  - A. She is embarrassed
  - B. She is terrified of the men threatening her family
  - C. She wants to avoid school
  - D. She is playing a game
  
7. Which statement best describes the central idea of the text?
  - A. Moving to Chicago solves problems
  - B. Families should avoid conflict
  - C. Standing up to injustice takes courage
  - D. Children should obey adults

8. Which example is a cognate?

- A. Porch/patio
- B. Candy/dulce
- C. Familia/family
- D. School/escuela

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**Section 3: Short Response**

9. Explain why “Urban Renewal” being changed to “Urban Removal” is an effective phrase.

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10. Describe one difficult interaction shown in the text between Guadalupe and another person or group.

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## Guadalupe A Reyes; Ch 1

### CLT, Vocabulary Quiz

### Answer Key

## Quiz 1- Answer Key

### Section 1: Matching

1. B
2. C
3. A
4. D

### Section 2: Multiple Choice

5. C
6. B
7. C
8. C

### Section 3: Short Response — Sample Answers

**9.** “Urban Removal” is effective wordplay because it suggests that urban renewal policies did not simply improve neighborhoods; they also removed families from their homes and communities.

**10.** Answers may vary. Example: Guadalupe experienced a frightening interaction when men threatened her family and she hid under the porch. The incident shows the fear and insecurity her family experienced and helps explain her later determination to confront injustice.

***Guadalupe A. Reyes; Worksheet B***  
***Chicago Latina Trailblazers; Chapter 1***

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Hour \_\_\_\_\_

**Worksheet: Guadalupe and Community Activism**

**Part 1: Multiple Choice**

1. What does the phrase “She gave up her childhood” suggest about Guadalupe?  
A. She stopped going to school.  
B. She became wealthy at a young age.  
C. She had to take on adult responsibilities early.  
D. She moved away from her family. **L.9-10.5a**
  
  2. Which cultures strongly shape the family’s values and actions in the story?  
A. French and Canadian  
B. Mexican, Indigenous, and Catholic  
C. Italian and Greek  
D. Chinese and Japanese **RL.9-10.6**
  
  3. Which of the following best describes the tone of the text?  
A. Humorous and sarcastic  
B. Angry and bitter  
C. Serious, admiring, and determined  
D. Relaxed and casual **RI.9-10.4, RI.9-10.6**
  
  4. What larger historical movement connects to the story?  
A. The Industrial Revolution  
B. Westward Expansion  
C. The Civil Rights Movement  
D. The Gold Rush **RL.9-10.6**
- 

**Part 2: Matching**

Match the topic with the correct description.

**Column A**

**Column B**

- |                               |     |                                                          |
|-------------------------------|-----|----------------------------------------------------------|
| 5. Guadalupe’s leadership     | ___ | A. Fighting unfair treatment of people with disabilities |
| 6. Disability-rights activism | ___ | B. Helping organize and support the community            |
| 7. Mary Gonzales              | ___ | C. A family member involved in organizing work           |
| 8. Urban displacement         | ___ | D. Families being forced out of neighborhoods            |

**RI.9-10.1, RL.9-10.6**

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**Part 3: Multiple Choice**

9. Which word pair from the worksheet is an example of cognates?

- A. House / Casa
- B. Actividad / Activity
- C. Family / Brother
- D. Mother / Father

**RI.9-10.4, L.9-10.4.a**

10. Which topic would work best for a small group discussion?

- A. Favorite foods
- B. Guadalupe's leadership and community organizing
- C. Weather patterns
- D. Video games

**SL.9-10.1a-d**

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**Part 4: Short Answer**

11. Did Guadalupe seem to have a personal philosophy or belief system? Explain your answer using evidence from the text.

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12. Did Guadalupe's career and activism follow a logical path? Why or why not?

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**Guadalupe A Reyes; Ch 1**  
**CLT, Vocabulary Worksheet B**  
**Answer Key**

**Worksheet B - Key**

**Part 1: Multiple Choice**

1. C
2. B
3. C
4. C

**Part 2: Matching**

5. B
6. A
7. C
8. D

**Part 3: Multiple Choice**

9. B
10. B

**Part 4: Short Answer — Sample Answers**

**11.** Yes. Guadalupe appears to believe in standing up for people who are treated unfairly and helping her community. Her organizing and advocacy show a commitment to justice, family, and community responsibility.

**12.** Yes. Her activism followed a logical path because her early experiences with poverty, discrimination, family responsibilities, and threats to her community helped shape her later work as an organizer and advocate.

**Guadalupe A. Reyes; Quiz B**  
**Chicago Latina Trailblazers; Chapter 1**  
**Community Activism**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Hr. \_\_\_\_\_ Score: \_\_\_\_\_ / 20 points

Part 1: Multiple Choice

1. What does the phrase “She gave up her childhood” mean in the text?
    - A. She moved away from home
    - B. She became irresponsible
    - C. She had to grow up quickly and take on adult responsibilities
    - D. She stopped helping her familyL.9-10.5a
  
  2. Which cultures shape the family’s values and actions in the story?
    - A. French and German
    - B. Mexican, Indigenous, and Catholic
    - C. Russian and Polish
    - D. Chinese and KoreanRL.9-10.6
  
  3. Which best describes the tone of the text?
    - A. Silly and playful
    - B. Serious, admiring, and determined
    - C. Confused and uncertain
    - D. Relaxed and humorousRI.9-10.4, RI.9-10.6
  
  4. The story is connected to which larger social movement?
    - A. The Renaissance
    - B. The Gold Rush
    - C. The Civil Rights Movement
    - D. The American RevolutionRL.9-10.6
  
  5. Which pair of words is an example of cognates?
    - A. Madre / School
    - B. Brother / Hermana
    - C. Actividad / Activity
    - D. Food / CasaRI.9-10.4, L.9-10.4.a
  
  6. Which topic would best support a small group discussion?
    - A. Guadalupe’s leadership and organizing
    - B. Favorite sports teams
    - C. Popular television shows
    - D. School lunch menusSL.9-10.1a-d
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**Part 2: Matching**

Match each topic to the correct description.

Column A

Column B

- |                               |     |                                             |
|-------------------------------|-----|---------------------------------------------|
| 7. Mary Gonzales              | ___ | A. Families forced from neighborhoods       |
| 8. Urban displacement         | ___ | B. Relative involved in organizing work     |
| 9. Disability-rights activism | ___ | C. Fighting for equal treatment and support |

**RI.9-10.1, RL.9-10.6**

**Part 3: Short Answer**

10. Did Guadalupe seem to have a personal philosophy or guiding belief? Explain using evidence from the text.

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11. Did Guadalupe's activism and career follow a logical path? Why or why not?

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**Guadalupe A Reyes; Ch 1**  
**CLT, Vocabulary Quiz B**  
**Answer Key**

## Quiz B — Answer Key

### Part 1: Multiple Choice

1. C
2. B
3. B
4. C
5. C
6. A

### Part 2: Matching

7. B
8. A
9. C

### Part 3: Short Answer — Sample Answers

**10.** Yes. Guadalupe's actions suggest a guiding belief in justice, community responsibility, and standing up for people whose rights were threatened. Her organizing work reflects those values.

**11.** Yes. Her activism developed logically from her life experiences. Early family responsibilities and experiences with hardship and injustice helped prepare her to organize, advocate for others, and challenge unfair treatment.

**Teacher note:** For Questions 10–12 and other short responses, accept reasonable answers that are supported with accurate evidence from Chapter 1.



## Guadalupe A Reyes, Ch 1

### Chicago Latina Trailblazers, CLT

#### Questions Section:

1. **Context clue for word meaning:** The phrase *hermanos y hermanas menores* means younger brothers and sisters because Guadalupe's mother is asking her to help care for the children. **L.9-10.4.a**
2. **Funny elements:** The story is mostly serious, but "What a treat!" after the children get hard candy is a small light moment. **RL.9-10.6, RI.9-10.4**
3. **Inference:** Guadalupe hiding under the porch shows that she is terrified of the men who came to threaten her family. **RL.9-10.1**
4. **Theme or central idea:** A central idea is standing up to injustice. Guadalupe keeps fighting for her family and community even when the odds are against her. **RL.9-10.2**
5. **Word meaning in context:** *Augment* means increase, this foreshadows what comes next. José took other jobs to add to his low income. **L.9-10.4.d**
6. **Foreshadowing:** Guadalupe's threat, "Next time, I'll kill him," foreshadows her future refusal to stay silent or accept unfair treatment. **RL.9.6**
7. **Opinion:** Guadalupe's thought, "Maybe we should not have come to Chicago," shows her opinion about how difficult life had become there. **RL.9-10.3**
8. **Complex interactions:** Yes. The story shows difficult relationships between Guadalupe, Andrés, landlords, school officials, and community leaders as they deal with housing, disability services, and power struggles. **RL.9-10.3**
9. **Nuance, figurative language, or unique word relationships:** "Urban Renewal" being called "Urban Removal" is a strong example of figurative and critical word choice. A funny incident is Mary feeling "terrified and thrilled" after watching her mother confront the slumlord. **RL.9-10.3, L.9-10.5**
10. **Unique phrases and cognates:** "Yo soy India!" is a powerful phrase showing identity and pride. Cognates include *familia/family*, *comunidad/community*, and *organización/organization*. **RL.9-10.4, L.9-10.5**
11. **Figurative language:** "She gave up her childhood" is figurative language showing that her mother's death forced Guadalupe into adult responsibility too soon. **L.9-10.5a**
12. **Point of view and culture:** The story is told from Mary Gonzales's perspective, so it feels personal and respectful. Mexican, Indigenous, and Catholic culture shape the family's values, language, and actions. **RL.9-10.6**
13. **Small group discussion:** Good discussion topics include Guadalupe's leadership, her fight for Bobby, the family's response to discrimination, and how community organizing changed their lives. **SL.9-10.1a-d**
14. **Other relatives in activism:** Yes. Mary Gonzales is also involved in the organizing work, especially with Esperanza and El Valor. **RI.9-10.1**
15. **Tone or style:** The tone is serious, admiring, and determined. The style is biographical and testimonial, with vivid details and direct quotes. **RI.9-10.4, RI.9-10.6**

16. **Main social or political backdrop:** The story takes place against migrant labor, housing discrimination, urban displacement, and disability-rights activism. It also reflects the broader civil rights-era push for community resistance and self-determination. **RL.9-10.6**
17. A *cognate* is a word that is similar to one in another language, for example *actividad* and *activity*. Give an example from the text. **RI.9-10.4, L.9-10.4.a,**  
One example is **community** and the Spanish word **comunidad**. Guadalupe Reyes worked to improve her community throughout her life.
18. What elements of the story lend themselves to a small group discussion? **SL.9-10.1a-d**  
Students could discuss Guadalupe's experiences as an immigrant, her son's disability, her fight for better schools, and her community activism.
19. Did she have a personal philosophy? **RL.9-10.1, RI.9-10.1, W.9-10.1, W.9-10.9**  
Yes. Guadalupe believed in justice, hard work, and helping others. She devoted her life to improving her community and supporting families in need.
20. Did her career follow a logical path? **RI.9-10.3, W.9-10.1, W.9-10.9**  
Yes. Her experiences as a mother, advocate, and community organizer naturally led her to create programs and organizations that serve others.

## Guadalupe A Reyes; CLT, Ch 1

### Notes

1. The Roseland community is on the far South Side of Chicago and is well known as the place where former president Barack Obama got his start as a community organizer. Roseland's assets are its longtime residents. Roseland is also known for white flight beginning in the 1960s and was hard hit by the loss of industrial jobs in the 1970s.
2. Peter Pero, *Chicago's Pilsen Neighborhood* (Charleston: Arcadia Publishing, 2011).
3. Mayor Richard J. Daley unveiled a plan for a university complex in Chicago in August of 1958. During the next several years, he worked to line up the political and economic support. Construction began at Halsted and Harrison Streets in 1963, displacing more than eight thousand residents and over six hundred businesses.
4. Dvorak Park, at 1119 West Cullerton Street in Chicago, was among the first neighborhood parks built shortly after 1907 to provide breathing space and social services to overcrowded immigrant neighborhoods on Chicago's South Side ([www.chicagoparkdistrict.com](http://www.chicagoparkdistrict.com)).
5. Esperanza moved to 520 North Marshfield in the summer of 1971. Today the school building belongs to Esperanza Community Services.
6. For more information on Esperanza Community Services, see [www.esperanzacommunity.org](http://www.esperanzacommunity.org)
7. Pilsen Neighbors Community Council (PNCC) is a grassroots organization founded in 1954. Its organizing efforts focus on issues such as education, health care, housing, immigration reform, and gentrification. PNCC has been the vehicle through which residents have organized and won many victories, including those involving Benito Juarez High School and El Valor Corporation.
8. For more information on El Valor community organization, see [www.elvalor.org](http://www.elvalor.org)
9. For more information on the Fiesta del Sol event, see [www.fiestadelsol.org](http://www.fiestadelsol.org)
10. One fire happened Christmas Eve; five days later, a second fire occurred on the same block. The community organized to assist families to return remains to Mexico or provide a dignified burial in the Chicago area for each of the seventeen victims. These two fires prompted the community-wide campaign to force the city of Chicago to hire bilingual-bicultural firefighters. We won!
11. St. Paul is located at 2127 West 22nd Place at the corner of Hoyne Street and 22nd Place in Chicago. It is a beautiful church built by German immigrants and is listed in the Guinness World Records for being built without a nail. The cornerstone was laid in 1897 and construction was completed some thirty years later with the installation of three beautiful ornate marble altars. See [www.stpaulchgo.org](http://www.stpaulchgo.org)