

Mary Gonzales

Chicago Latina Trailblazers Ch 2

Summary:

Ch 2; Gonzales; Matter of fact tone

What stands out most about Ms. Gonzales is the direct, unsentimental style. Mary Gonzales describes poverty, disability, discrimination, and displacement without exaggeration or self-pity. Her brother Bobby's story is especially powerful: doctors said he would never walk, talk, or live past childhood, but his family refused to accept that prediction.

The text also contrasts dignity with hardship. Her father worked a dangerous steel job but arrived each day in a three-piece suit and tie, showing his pride and discipline. Her mother showed her love through constant work, making fresh tortillas and packing lunches for the family.

Gonzales uses irony to show the gap between promises and reality. She writes that "urban renewal" was really "urban removal" because families were displaced. She also describes living near the University of Chicago, museums, parks, and beaches while her family lived in a rat-infested apartment without heat.

Overall, the tone is serious but includes small moments of warmth and humor. Her strength comes from the balance of hardship and humanity. Despite poverty and discrimination, Gonzales emphasizes dignity, family loyalty, and persistence.

Mary Gonzales

Timeline

Family, Identity, and Early Influences

- 1941; Born in Chicago, the oldest of eleven children in the Reyes family.
- 1951; At age ten, she helps care for her younger siblings after her brother Bobby becomes seriously ill with spinal meningitis.
- She experiences language discrimination at school when a teacher tells her "*No español.*"
- Mother confronts a neglectful landlord. First lesson in speaking up and defending what she values.
- 1956; Urban renewal forces family out of Hyde Park and into public housing. She calls it, "urban removal."
- 1958; Family moves to Pilsen. Reconnects with Mexican culture, language, and the community.

Education & Disability Services (1968–Later)

- 1968–1972: Helped establish Esperanza School and El Valor to serve children and adults with disabilities.
- 1970s: Led El Valor's board and organized a successful campaign to secure \$50,000 in start-up funding.
- Later: El Valor expanded into a major agency providing education, job training, housing, and family services.

Community Organizing & Neighborhood Development (Mid-1960s–1976)

- Mid-1960s: Organized with the United Farm Workers grape boycott.
- 1970–1976: Led Pilsen Neighbors, advancing housing, sanitation, bilingual public services, neighborhood development, and hundreds of direct-action campaigns.
- Helps make Pilsen Neighbors known for refusing to accept "no" as an answer.

Education Justice (Early–Mid-1970s)

- Organized the campaign for Benito Juárez High School to address overcrowding and high dropout rates.
- Helped lead public actions and boycotts that secured approval for the new school.
- Assisted with the first Fiesta del Sol, celebrating the community's victory.

Labor & Public Service Organizing (1974–Early 1980s)

- Organized bilingual teachers for permanent positions, benefits, and tenure.
- 1980: Helped launch the United Neighborhood Organization (UNO).
- Supported displaced Wisconsin Steel workers by helping secure a health clinic and job center.
- Organized parents to win Niños Héroes School and replace Sullivan Elementary's racist principal.

Leadership Development & Legacy (1980s–Retirement)

- Received organizing training through the Latino Institute and helped train future community organizers.
- Cofounded Gamaliel, a national leadership-training network.
- After retirement, continued mentoring young Latina organizers and developing future community leaders.

Mary Gonzales, CLT
Vocabulary & Definitions, Ch 2

Name: _____ Date: _____ Class/Hour: _____

Vocabulary Words: Accommodate, Activist, Agitating, Articulate, Bankrupt, Chronological, Cofounded, Deindustrialization, Despite, Diabetes, Dismissive, Disregarded, Disrepute, Disdain, Fractious, Gentrification, Impaired, Incrementally, Inflamed, Inexorably, Interacted, Irony, Legacy, Leftist, Mentor, Methodology, Moratorium, Nonconfrontational, Occupational Therapists, Overwhelmed, Permeated, Politicized, Predominantly, Progressive, Reconcile, Redevelop, Resignations, Sanctuaries, Self-Effacing, Sophisticated, Strategizing

1. **Accommodate** - to provide what is needed or to make room for someone or something.
2. **Activist** - a person who works to bring about political or social change.
3. **Agitating** - stirring up public concern, emotion, or action about an issue.
4. **Articulate** - able to express ideas clearly and effectively.
5. **Bankrupt** - completely lacking resources or officially unable to pay debts.
6. **Chronological** - arranged in the order that events happened in time.
7. **Cofounded** - helped establish or start an organization or movement with others.
8. **Deindustrialization** - the decline or removal of industrial activity in a region.
9. **Despite** - without being affected by; even though something exists.
10. **Diabetes** - a disease in which the body cannot properly regulate blood sugar levels.
11. **Dismissive** - showing that something is considered unimportant or unworthy of attention.
12. **Disregarded** - ignored or paid little attention to.
13. **Disrepute** - loss of respect or reputation because of bad behavior or poor quality.
14. **Disdain** - a feeling of dislike or disrespect toward someone or something considered inferior.
15. **Fractious** - difficult to control; often argumentative or unruly.
16. **Gentrification** - the process of improving a neighborhood, often causing rising costs and displacement of longtime residents.
17. **Impaired** - weakened or damaged so that normal function is reduced.
18. **Incrementally** - happening in small gradual steps.
19. **Inflamed** - made angry, excited, or physically swollen.

20. **Inexorably** - impossible to stop or prevent.
21. **Interacted** - communicated or worked with others.
22. **Irony** - a contrast between expectation and reality.
23. **Legacy** - something handed down from the past, such as achievements, values, or traditions.
24. **Leftist** - supporting political ideas associated with social equality and reform.
25. **Mentor** - an experienced person who advises or guides someone else.
26. **Methodology** - a system of methods or principles used in a particular field or activity.
27. **Moratorium** - a temporary stop or suspension of an activity.
28. **Nonconfrontational** - avoiding conflict or direct disagreement.
29. **Occupational Therapists** - health professionals who help people develop or recover skills needed for daily living and working.
30. **Overwhelmed** - feeling overcome by too many emotions, tasks, or difficulties.
31. **Permeated** - spread through or penetrated throughout something.
32. **Politicized** - influenced by political ideas or motives.
33. **Predominantly** - mainly or mostly.
34. **Progressive** - favoring social reform or new ideas.
35. **Reconcile** - to restore harmony or make two ideas compatible.
36. **Redevelop** - to improve or rebuild an area or structure.
37. **Resignations** - formal statements of leaving a job or position.
38. **Sanctuaries** - safe places that provide protection or refuge.
39. **Self-Effacing** - modest and not trying to draw attention to oneself.
40. **Sophisticated** - advanced, complex, or refined.
41. **Strategizing** - planning carefully to achieve a goal.

Maray Gonzales
Chicago Latina Trailblazer, Ch2
Potential Teaching Suggestions for Vocabulary
Teaching Activities for teaching vocabulary and and definitions

1. Categorize the Words

Students sort the vocabulary into groups such as:

- | | | |
|------------------------|------------------|---------|
| • Community & Politics | Education | Health |
| • Character Traits | Change Over Time | Actions |

Then explain why each word belongs in its category.

2. Timeline Challenge

Use **chronological, cofounded, incrementally, legacy, resignations.**

Students place events from the chapter on a timeline and explain which vocabulary word best fits each event.

3. Cause-and-Effect Chain

Use **deindustrialization, gentrification, redevelop, bankrupt, predominantly.**

Students create a flow chart showing how one event can lead to another.

4. Which Word Fits?

Read short scenarios. Students identify and justify the best vocabulary word.

Example:

"A teacher calmly settles an argument without taking sides."

Answer: Nonconfrontational

5. Word Swap

Replace common words with stronger vocabulary.

Example:

- | | |
|---------------------------------|-------------------------------|
| • ignored → disregarded | mostly → predominantly |
| • slowly → incrementally | planned → strategized |
-

6. Real or Not?

Students decide whether each sentence uses the vocabulary correctly and explain why.

Example:

"A mentor is someone who asks beginners for advice." **False**

7. Vocabulary Connections

Students connect two words and explain the relationship.

Examples:

- **Activist** ↔ **Agitating**
 - **Mentor** ↔ **Legacy**
 - **Redevelop** ↔ **Gentrification**
 - **Dismissive** ↔ **Disdain**
-

8. Character Match

Students decide which vocabulary word best describes a person from the chapter and cite evidence.

Example:

Mary Gonzales → **Activist, Articulate, Strategizing**

9. Vocabulary Ladder

Arrange words from least to greatest.

Examples:

- **Interacted** → **Agitating** → **Activist**
- **Incrementally** → **Strategizing** → **Cofounded**

Students defend their order.

10. Odd One Out

Identify the word that does not belong and explain.

Example:

- Mentor
 - Activist
 - Occupational Therapist
 - **Diabetes**
-

11. Four Corners

Post four vocabulary words in the room. Read a scenario; students move to the word that best matches and defend their choice.

12. Exit Ticket

Students complete one prompt:

- Use **two** vocabulary words in one sentence.
- Explain the difference between **dismissive** and **disregarded**.
- Describe one event from the chapter using **chronological** and **legacy**.

These activities require students to apply the vocabulary rather than memorize definitions.

Mary Gonzales
Chicago Latina Trailblazers, Ch 2
Vocabulary Definitions

Name: _____ Date: _____ Class: _____

1. Accommodate _____
2. Activist _____
3. Agitating _____
4. Articulate _____
5. Bankrupt _____
6. Chronological _____
7. Cofounded _____
8. Deindustrialization _____
9. Despite _____
10. Diabetes _____
11. Dismissive _____
12. Disregarded _____
13. Disrepute _____
14. Disdain _____
15. Fractious _____
16. Gentrification _____
17. Impaired _____
18. Incrementally _____
19. Inflamed _____
20. Inexorably _____
21. Interacted _____
22. Irony _____

23. Legacy _____

24. Leftist _____

25. Mentor _____

26. Methodology _____

27. Moratorium _____

28. Nonconfrontational _____

29. Occupational Therapists _____

30. Overwhelmed _____

31. Permeated _____

32. Politicized _____

33. Predominantly _____

34. Progressive _____

35. Reconcile _____

36. Redevelop _____

37. Resignations _____

38. Sanctuaries _____

39. Self-Effacing _____

40. Sophisticated _____

41. Strategizing _____

Mary Gonzales
Chicago Latina Trailblazers, Ch 2
Vocabulary Worksheet A

Name: _____ Date: _____ Class: _____

Part I – Multiple Choice

Choose the best answer.

1. If a community leader is **articulate**, the leader:

- A. avoids speaking in public
- B. explains ideas clearly
- C. changes opinions often
- D. refuses to listen

2. **Gentrification** often results in:

- A. lower housing costs
- B. fewer residents
- C. longtime residents being displaced
- D. more factories opening

3. A person who **cofounded** an organization:

- A. joined after it was created
- B. helped start it
- C. donated money only
- D. worked there temporarily

4. If progress happens **incrementally**, it occurs:

- A. all at once
- B. in small gradual steps
- C. by accident
- D. only once each year

Part II – Matching

Match each vocabulary word with its definition.

_____ 5. **Activist**

_____ 6. **Accommodate**

_____ 7. **Chronological**

_____ 8. **Disregarded**

- A. Ignored or paid little attention to
 - B. Arranged in time order
 - C. To provide what is needed or make room
 - D. A person who works for social or political change
-

Part III – True or False

9. _____ **Deindustrialization** refers to the decline of industrial activity in an area.

10. _____ **Despite** means because of.

Part IV – Short Answer

11. Write one sentence using the word **agitating** correctly.

12. Explain the meaning of **dismissive** in your own words.

Mary Gonzales
Chicago Latina Trailblazers, Ch 2
Vocabulary Worksheet A; Answer Key

Part I - Multiple Choice

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

Part II - Matching

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

Part III - True False

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

Part IV - Short Answer

11. **Answers will vary. Example:**

The students were agitating for safer parks in their neighborhood.

12. **Answers will vary. Example:**

Treating someone or something as unimportant or not worthy of attention.

Mary Gonzales
Chicago Latina Trailblazers, Ch 2
Vocabulary Worksheet B

Name: _____ Date: _____ Class: _____

Part I – Multiple Choice

Choose the best answer.

1. A **mentor** is someone who:
 - A. avoids responsibility
 - B. guides and advises another person
 - C. starts an argument
 - D. leaves a job

 2. If a neighborhood is **redeveloped**, it is:
 - A. abandoned permanently
 - B. rebuilt or improved
 - C. flooded
 - D. divided into smaller towns

 3. Someone who is **self-effacing** usually:
 - A. seeks attention
 - B. boasts about achievements
 - C. is modest and avoids attention
 - D. refuses to help others

 4. A **moratorium** is:
 - A. a permanent law
 - B. a temporary stop or suspension
 - C. a public celebration
 - D. a written apology
-

Part II – Matching

Match each vocabulary word with its definition.

- _____ 5. Irony
 - _____ 6. Legacy
 - _____ 7. Strategizing
 - _____ 8. Predominantly
- A. Mainly or mostly
 - B. Planning carefully to reach a goal
 - C. A contrast between expectation and reality
 - D. Achievements, values, or traditions passed to others
-

Part III – True or False

9. ____ **Occupational therapists** help people develop or regain skills needed for daily life.

10. ____ **Nonconfrontational** describes someone who enjoys arguments and conflict.

Part IV – Short Answer

11. Write one sentence using the word **reconcile** correctly.

12. Explain the meaning of **overwhelmed** in your own words.

Mary Gonzales
Chicago Latina Trailblazers, Ch 2
Vocabulary Worksheet B; Answer Key

Part I - Multiple choice

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

Part II - Matching

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

Part III - True False

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

Part IV - Short Answer

11. **Answers will vary. Example:**

The two groups met to reconcile their differences after the disagreement.

12. **Answers will vary. Example:**

Feeling like there are too many emotions, problems, or tasks to handle at once.

Mary Gonzales
Chicago Latina Trailblazers, Ch 2
Worksheet

Name: _____ Date: _____ Class: _____

Part I – Multiple Choice

Choose the best answer.

1. Mary Gonzales helped found which national leadership organization?
A. LULAC
B. Gamaliel
C. ASPIRA
D. MALDEF
 2. Mary's parents refused to institutionalize her brother because they:
A. could not afford the cost.
B. believed he could still learn and grow.
C. planned to move away.
D. disagreed with each other.
 3. Which accomplishment is most closely connected with Pilsen Neighbors?
A. Opening Benito Juárez High School
B. Founding the University of Illinois
C. Building Navy Pier
D. Creating the Peace Corps
 4. According to the chapter, direct action requires:
A. waiting for others to solve problems.
B. avoiding conflict.
C. organization, courage, and clear demands.
D. working alone.
-

Part II – Matching

Match each person or organization with the correct description.

_____ 5. Esperanza School

_____ 6. United Neighborhood Organization (UNO)

_____ 7. Guadalupe Alcalá Reyes

_____ 8. Gamaliel

- A. National leadership-training organization
 - B. Cofounded with Mary's mother to support adults with disabilities
 - C. Mary's mother and community organizer
 - D. School created to help raise funds for El Valor
-

Part III – True or False

9. _____ Mary Gonzales was the oldest of eleven children.

10. _____ Mary retired from community work and stopped mentoring future organizers.

Part IV – Short Answer

11. Describe one lesson Mary learned from her parents that influenced her leadership.

12. Why does the chapter emphasize direct action as an important organizing strategy?

Mary Gonzales
Chicago Latina Trailblazers, Ch 2
Worksheet
Answer Key

Answer Key

Part I

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

Part II

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

Part III

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

Part IV – Short Answer

11. *Answers will vary.* Example:

They taught responsibility, hard work, courage, compassion, and perseverance.

12. *Answers will vary.* Example:

It shows that organized people with clear goals and courage can bring about community change.

Mary Gonzales
Chicago Latina Trailblazers, Ch 2
Quiz

Name: _____ Date: _____ Class: _____

Part I – Multiple Choice

Choose the best answer.

1. Which statement best describes Mary's approach to community leadership?
 - A. She preferred working alone.
 - B. She believed organized communities could create change.
 - C. She avoided public issues.
 - D. She focused only on business.

 2. Which organization provided leadership training that influenced Mary's work?
 - A. ASPIRA
 - B. Gamaliel
 - C. YMCA
 - D. Peace Corps

 3. Why did Mary's parents refuse to institutionalize her brother?
 - A. They planned to move.
 - B. They believed he deserved opportunities to learn and participate.
 - C. They disagreed with doctors.
 - D. They wanted him to attend boarding school.

 4. Which accomplishment is associated with Mary Gonzales?
 - A. Founding Benito Juárez High School
 - B. Helping establish El Valor programs
 - C. Serving as governor of Illinois
 - D. Creating Chicago's first public library
-

Part II – Matching

Match each item with the correct description.

_____ 5. El Valor

_____ 6. Guadalupe Alcalá Reyes

_____ 7. Pilsen Neighbors

_____ 8. Esperanza School

- A. Organization that supported opening Benito Juárez High School
 - B. Educational program developed to support El Valor
 - C. Mary's mother and longtime community organizer
 - D. Organization serving people with disabilities and their families
-

Part III – True or False

9. ____ Mary Gonzales continued mentoring community leaders throughout her career.
10. ____ The chapter suggests that lasting community change happens without citizen involvement.

Part IV – Short Answer

11. Explain why organizing local residents was important to Mary's work.

12. Identify one lasting contribution Mary Gonzales made to her community and explain its impact.



Mary Gonzales
Chicago Latina Trailblazers, Ch 2
Quiz; Answer Key

Answer Key

Part I - Multiple Choice

1. **B**
2. **B**
3. **B**
4. **B**

Part II - Matching

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

Part III - True False

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

Part IV - Short Answer

11. **Answers will vary.** Example:
Organizing gave residents a voice and helped them work together to solve community problems.
12. **Answers will vary.** Example:
She helped build El Valor, expanding educational and support services for children and adults with disabilities while strengthening the surrounding community.

Mary Gonzales
Chicago Latina Trailblazers, Ch 2
Worksheet B

Name: _____ Date: _____ Class: _____

Part I: Multiple Choice

Circle the best answer.

1. The comparison that makes activism feel like being on a stage is an example of:
A. Foreshadowing
B. Figurative language
C. Irony
D. Hyperbole
 2. Mary Gonzales's point of view is shaped by:
A. Life in the suburbs
B. Experiences with racism and community struggle
C. Military service
D. Scientific research
 3. Which topic is most connected to the chapter's historical backdrop?
A. The American Revolution
B. The Great Depression
C. Civil rights and Chicano activism
D. Westward expansion
 4. The tone of the chapter is best described as:
A. Humorous and carefree
B. Reflective and determined
C. Confused and uncertain
D. Romantic and hopeful
-

Part II: True or False

Write True or False on the line.

5. _____ Mary's mother, Guadalupe, was involved in activism and community organizing.
 6. _____ The chapter suggests that injustice should be ignored instead of challenged.
-

Part III: Matching

Match the term with the correct description. Write the correct letter on the line.

- 7. _____ Cognate
 - 8. _____ Tone
 - 9. _____ Small-group discussion topics
- A. Power, race, disability, and immigration
 - B. A word that is similar in two languages
 - C. The author's attitude or feeling in the text

Part IV: Short Answer

10. Why does the chapter work well for small-group discussion? Use at least one example from the text.

11. Did Mary Gonzales seem to have a personal philosophy? Explain your answer using details from the chapter.

Mary Gonzales
Chicago Latina Trailblazers, Ch 2
Worksheet B; Answer Key

Part I – Multiple Choice

1. B. Figurative language
 2. B. Experiences with racism and community struggle
 3. C. Civil rights and Chicano activism
 4. B. Reflective and determined
-

Part II – True or False

5. True
 6. False
-

Part III – Matching

7. Cognate — B
 8. Tone — C
 9. Small-group discussion topics — A
-

Part IV – Short Answer

- 10. Why does the chapter work well for small-group discussion? Use at least one example from the text.**

Sample Answer:

The chapter raises issues that encourage discussion, including civil rights, disability advocacy, bilingual education, and community organizing. For example, Mary's work through El Valor and neighborhood activism shows how ordinary people can work together to create change.

- 11. Did Mary Gonzales seem to have a personal philosophy? Explain your answer using details from the Chapter.**

Sample Answer:

Yes. Mary believed that communities become stronger when people organize, work together, and advocate for those who are overlooked. Her lifelong involvement with El Valor, neighborhood organizations, and leadership development reflects her belief that service and collective action can improve people's lives.

Mary Gonzales
Chicago Latina Trailblazers, Ch 2
Quiz B

Name: _____ Date: _____ Class: _____

Part I – Multiple Choice

Circle the best answer.

1. Which statement best reflects the central focus of Mary Gonzales's chapter?
 - A. Scientific discovery
 - B. Community activism and social justice
 - C. Military leadership
 - D. Business development

 2. The chapter's overall tone is best described as:
 - A. Critical and sarcastic
 - B. Reflective and determined
 - C. Lighthearted and humorous
 - D. Suspenseful and mysterious

 3. The chapter's historical setting is most closely connected to:
 - A. The American Revolution
 - B. Civil rights and Chicano activism
 - C. The California Gold Rush
 - D. World War I

 4. The comparison that describes activism as performing on a stage is an example of:
 - A. Figurative language
 - B. Personification
 - C. Foreshadowing
 - D. Irony
-

Part II – Matching

Match each term with the correct description.

_____ 5. Tone

_____ 6. Cognate

_____ 7. Small-group discussion

- A. A word that has a similar form and meaning in two languages
 - B. Topics such as race, disability, immigration, and community leadership
 - C. The author's attitude toward the subject
-

Part III – True or False

Write True or False on the line.

8. _____ Mary Gonzales's experiences with racism and community organizing influenced her perspective.
9. _____ The chapter encourages readers to accept injustice without taking action.

Part IV – Short Answer

10. Explain one belief or value that guided Mary Gonzales throughout her life. Support your answer with one example from the chapter.

11. Why are topics such as race, disability, and community leadership effective for class discussion? Give one example from the chapter.



Mary Gonzales
Chicago Latina Trailblazers, Ch 2
Quiz B; Answer Key

Answer Key

Part I – Multiple Choice

1. **B**
2. **B**
3. **B**
4. **A**

Part II – Matching

5. **C**
6. **A**
7. **B**

Part III – True or False

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

Part IV – Short Answer

10. Sample Answer:

Mary believed communities become stronger when people organize and advocate for others. Her work with El Valor and neighborhood organizations reflects this belief.

11. Sample Answer:

These topics invite discussion because they connect personal experiences with larger social issues. For example, the chapter shows how community organizing helped improve opportunities for people with disabilities and challenged inequality.

Questions:

1. Find an example where context can be used as a clue to determine word meaning. In the line “We were ‘mad as hell,’” the context shows that **mad** means angry. **L.9-10.4.a**
2. There are funny moments in the chapter, especially when the author uses irony in serious situations. One example is the sharp, witty way tense political moments are described. **RL.9-10.6**
3. The text shows inference when the reader understands that the family will keep fighting for Bobby even before that is stated directly. The details about the parents refusing to institutionalize him support that idea. **RL.9-10.1**
4. Yes, a central idea develops across the text: people can build power through organizing, courage, and persistence. That idea grows as Mary moves from family struggles to community leadership. **RL.9-10.2**
5. An example of word meaning in context is “urban removal.” The phrase shows that so-called “urban renewal” meant forced displacement for the community. **L.9-10.4.d**
6. One example of foreshadowing is when the author says the move into Pilsen would shape the rest of her life. That hints that Pilsen will become central to her identity and work. **RL.9-10.6**
7. An example of opinion is when Board of Education officials say, “Mexicans don’t like to read.” That is a biased opinion, not a fact. **RL.9-10.3**
8. Yes, there are complex interactions among the people in the chapter. Mary works with her mother, organizers, church leaders, public officials, and community members in both conflict and cooperation. **RL.9-10.3**
9. The text includes figurative language and nuance, such as “mother bear” to describe Mary’s mother. It also includes tense but sometimes ironic moments that can seem almost funny in hindsight. **RL.9-10.3; L.9-10.5**
10. Some phrases are used in a special way, such as “urban removal” and “take no prisoners.” The chapter also includes cognates and Spanish-influenced vocabulary that reflect the bilingual world of the story. **RL.9-10.4; L.9-10.5**
11. One example of figurative language is the comparison that makes activism feel like being on a stage. It shows that Mary saw her life in organizing as public and dramatic. **L.9-10.5a**
12. Point of view and culture shape the text because it is told from Mary Gonzales’s perspective as a Mexican American woman shaped by racism, family responsibility, and community struggle. Her background affects how she sees justice and leadership. **RL.9-10.6**
13. The chapter works well for small-group discussion because it raises questions about power, disability, race, immigration, and family responsibility. It also invites discussion about how people respond to injustice. **SL.9-10.1a-d**
14. Yes, the text mentions Mary’s mother, Guadalupe, as an activist who helped create Esperanza School and fight for services for Bobby. Bobby is also central to the family’s activism. **RI.9-10.1**

15. The tone is reflective, determined, and forceful. The style is personal and direct, with political language that makes the message clear. **RI.9-10.4; RI.9-10.6**
16. The main social and political backdrop is the civil rights era, Chicano activism, labor struggles, and resistance to racism and displacement in Chicago. The chapter shows how those movements shaped Mary's life and work. **RL.9-10.6**
17. An example of a cognate in the text is *activist* and *activista*. Another example is *politicized* and *politizado*. These words share similar spelling and meaning in English and Spanish, helping readers determine meaning through language connections. **RI.9-10.4, L.9-10.4.a**
18. Several parts of the story work well for small group discussion, including the family's response to Bobby's disability, Mary's activism in Chicago neighborhoods, discrimination against Mexican Americans, and whether community organizing can create real political change. Students could also discuss how family responsibilities shaped her goals and personality. **SL.9-10.1a-d**
19. Yes. Mary Gonzales appears to have a personal philosophy centered on service, perseverance, and collective action. She believed communities needed to organize and advocate for themselves instead of waiting for outside help. Her long involvement in education, disability advocacy, and neighborhood organizing reflects this belief. **RL.9-10.1, RI.9-10.1, W.9-10.1, W.9-10.9**
20. Yes, her career followed a logical path because her experiences at home influenced the work she later pursued. Caring for Bobby and witnessing inequality pushed her toward activism, education, disability advocacy, and community leadership. Each stage of her work built on earlier experiences and concerns from her childhood and young adulthood. **RI.9-10.3, W.9-10.1, W.9-10.9**

CARPE DIEM—“Seize the Day and Exploit Your Opportunities”
Mary Gonzales, 1941–Present

Notes

1. “With WWI over, the business community ... brought in 30,000 to 40,000 African Americans and Mexican Americans as strikebreakers and taunted the locked-out strikers for losing their good ‘white’ jobs” (www.racial-justice.aflcio.org)
2. For more information on the War on Poverty, see Dylan Matthews, “Everything You Need to Know about the War on Poverty,” Washington Post, January 8, 2014, www.washingtonpost.com/
3. For more information on the history of Reies Lopez Tijerina, see David Colker, “Reies Lopez Tijerina Dies at 88; Chicano Rights Movement Leader,” Los Angeles Times, January 22, 2015, www.latimes.com/local/obituaries/
4. For more information on the history of Rodolfo Corky Gonzales, see <https://history.denverlibrary.org/rodolfo-corky-gonzales>
5. Gregory Galluzzo, “Faith-based Organizing—A Justice Ministry: A Strategy for the Ministry,” International Journal of Public Theology 3, no. 1 (2009): 108–9.
6. Galluzzo, “Faith-Based Organizing,” 108.
7. For more information, see www.copsmetro.com
8. “Gamaliel was founded in 1986 to train community and faith leaders in building political power and creating organizations that unite people of diverse faith and races.” See <https://gamaliel.org/about-us/>
9. Kevin Klose, “Washington Winner in Bitter Chicago Election for Mayor,” Washington Post, April 13, 1983, www.washingtonpost.com