

Carmen Mendoza, Ch 3

Summary:

Carmen Mendoza was a respected community leader. Her work connected family, immigrant advocacy, labor organizing, health care, and cultural pride.

Carmen believed in building organizations that helped people. Inspired by her grandmother, Mamagrande, she learned the importance of hard work, generosity, and perseverance. She continued serving others despite serious health and family challenges.

The chapter also includes warm and humorous family memories. Stories about union work, Sunday breakfasts, tamale-making, and Carmen telling a young woman to “use your words” show her personality beyond her public accomplishments.

Carmen officially retired in 1991 but continued helping clinics and community projects. An invitation to Vicente Fox’s presidential inauguration arrived on the day she died, showing the respect she had earned. Her family remembered her not only as a leader, but as a mother who cared for people every day.

Carmen Mendoza
Chicago Latina Trailblazer
Timeline

1955-56	Secretary of the League of United Latin American Citizens, (LULAC) Council 313, worked with David Cerda.
1957-64	Appointed Executive Secretary, Cardinal's Committee for the Spanish Speaking in Chicago.
1958	Appointed Executive Secretary, Illinois Federation of Mexican Americans (IFOMA) by Arturo Velasquez.
1959	Appointed Director, Social Center for Pan American Games Athletes at DeSales House, University of Chicago.
1964-71	District Director for AFSCME, AFL-CIO, District Council #19. Conducted contract negotiations and budget presentations for nine local unions including University of Chicago Hospitals & Clinics, and the Cook County School of Nursing.
1974-79	Appointed Administrator, Department of Family Practice at Cook County Hospital by Dr. Jorge Prieto. Organized outpatient facilities at four medical locations.
1979-91	Executive Director, CEO, Claretian Medical Center of South Chicago, Inc.
1981-91	Appointed to the Chicago Board of Health by four Mayoral Administrations.
1993-96	Consultant for Alivio Medical Center.

AWARDS & RECOGNITION

1991	Healing Hands Award from Claretian Medical Center for years of dedication and commitment to the goal of delivering quality health care services to those in greatest need.
1999	Reconocimiento Ohtli Award from the Mexican Government.
2000	Invited to the inauguration of President Vicente Fox of Mexico

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Vocabulary and Definitions

Vocabulary:

Bestowed, Citations, Confidante, Eminently, Inauspicious, Instilled, Jurisdictions, Midwifery, Obstetrics/Gynecology, Pediatrics, Penultimate, Perseverance, Subcommittee.

Bestowed – Gave something as an honor, gift, or privilege.

Citations – References to sources of information or evidence.

Confidante – A trusted person someone shares private thoughts or secrets with.

Eminently – To a high degree; clearly or obviously.

Inauspicious – Unfavorable or not likely to lead to success.

Instilled – Gradually taught or firmly established an idea, value, or feeling.

Jurisdictions – Areas or regions where legal authority or control exists.

Midwifery – The profession or practice of assisting women during childbirth.

Obstetrics/Gynecology – The medical field dealing with pregnancy, childbirth, and women's reproductive health.

Pediatrics – The branch of medicine focused on the health and care of children.

Penultimate – Second to last.

Perseverance – Continued effort and determination despite difficulties.

Subcommittee – A smaller group within a larger committee formed to handle a specific task or issue.

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Potential Teaching Suggestions for Vocabulary

1. Inauspicious **Meaning:** Unfavorable; not likely to succeed.

Teaching Ideas:

- Ask students to describe an “inauspicious start” to a school day.
- Show movie openings or sports moments that begin badly but improve later.
- Compare:
 - auspicious = promising
 - inauspicious = unlucky or discouraging

Quick Activity:

Students write:

“An inauspicious beginning I once experienced was...”

2. Citations **Meaning:** References showing where information came from.

Teaching Ideas:

- Show a real bibliography or Works Cited page.
- Compare “copying” vs. “giving credit.”
- Have students trace where a fact came from online.

Quick Activity:

Give students a short paragraph and ask them to create one citation for the source.

3. Jurisdictions **Meaning:** Areas where laws or authority apply.

Teaching Ideas:

- Use maps:
 - city jurisdiction
 - state jurisdiction
 - federal jurisdiction
- Discuss who handles:
 - school rules
 - city laws
 - national laws

Quick Activity:

Students sort examples into:

- school jurisdiction
 - city jurisdiction
 - state/federal jurisdiction
-

4. Bestowed **Meaning:** Gave formally or honorably.

Teaching Ideas:

- Connect to awards, medals, honors, or titles.
- Use examples:
 - “The award was bestowed upon the student.”
- Act out a ceremony.

Quick Activity:

Students create a fake award and write:

“This honor is bestowed upon...”

5. Subcommittee

Meaning: A smaller group within a larger committee.

Teaching Ideas:

- Create a mock school committee.
- Divide class into subcommittees:
 - decorations
 - food
 - music
- Show how large organizations divide responsibilities.

Quick Activity: Students design a subcommittee for improving the school.

6. Eminently

Meaning: Highly; obviously; to a notable degree.

Teaching Ideas:

- Use sentence frames:
 - “She is eminently qualified.”
- Compare:
 - slightly qualified
 - somewhat qualified
 - eminently qualified

Quick Activity:

Students complete: “Someone eminently suited for leadership is...”

7. Pediatrics

Meaning: Medical care for children.

Teaching Ideas:

- Break apart the word:
 - ped = child
 - iatrics = medical treatment
- Compare medical specialties.

Quick Activity:

Match medical fields:

- pediatrics → children
 - cardiology → heart
 - dermatology → skin
-

8. Midwifery

Meaning: The profession of assisting childbirth.

Teaching Ideas:

- Discuss historical and modern childbirth practices.
- Compare:
 - doctor
 - nurse
 - midwife

Quick Activity: Students research one historical role of midwives in communities.

9. Obstetrics/Gynecology

Meaning: Medical field dealing with pregnancy and women’s reproductive health.

Teaching Ideas:

- Break apart the term:
 - obstetrics = pregnancy/childbirth
 - gynecology = women’s health
- Explain why hospitals have OB/GYN departments.

Quick Activity:

Vocabulary roots study:

- gyn = woman
 - logy = study
-

10. Penultimate

Meaning: Second to last.

Teaching Ideas:

- Use line-up activities.
- Ask:
 - “What is the penultimate chapter?”
 - “Who is standing in the penultimate position?”

Quick Activity:

Students identify:

- final
 - penultimate
 - Opening
- from a sequence.
-

11. Perseverance

Meaning: Continuing despite difficulty.

Teaching Ideas:

- Connect to athletes, activists, inventors, or personal struggles.
- Show short biographies of people overcoming obstacles.

Quick Activity:

Students write about a time they kept going even when something was hard.

12. Instilled

Meaning: Gradually taught or firmly established.

Teaching Ideas:

- Discuss values parents, coaches, or teachers instill.
- Examples:
 - discipline
 - honesty
 - confidence

Quick Activity:

Sentence starter: “Someone who instilled an important value in me was...”

13. Confidante

Meaning: A trusted person someone shares secrets or feelings with.

Teaching Ideas:

- Compare:
 - acquaintance
 - friend
 - confidante
- Discuss trust in literature or films.

Quick Activity:

Character analysis: “Who serves as the protagonist’s confidante?”

Whole-Class Review Ideas**Vocabulary Stations**

Create stations:

- draw it
- define it
- use it in context

- act it out
- connect it to real life

Vocabulary Charades

Great for:

- bestowed
- perseverance
- instilled
- confidante

Vocabulary Scenarios

Ask:

“Which vocabulary word best fits this situation?”

Example:

“A student keeps practicing despite repeated failure.”

Answer: perseverance

Word Roots and Morphology

Teach roots:

- gyn = woman
- ped = child
- juris = law
- cite = call/reference

This helps students decode unfamiliar academic vocabulary later.

Frayer Models

Students complete:

- definition
- characteristics
- examples
- non-examples

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

The graphic organizer is titled "FRAYER MODEL for Vocabulary". It features a stack of books on the left and a pencil on the right. The central focus is a cloud labeled "Vocabulary Word". The model is divided into six colored boxes with icons and instructions:

- Definition** (blue box, magnifying glass icon): Write the meaning of the word in your own words.
- Characteristics** (green box, star icon): List important traits or features of the word.
- Examples** (pink box, lightbulb icon): Give examples that fit the word.
- Non-Examples** (orange box, red X icon): Give examples that do NOT fit the word.
- Sentence Using the Word** (purple box, pencil icon): Write a sentence using the word.
- Picture or Symbol** (light blue box, paint palette icon): Draw a picture or symbol representing the word.

Each box contains several lines for student input.

Carmen Mendoza, Ch 3
Chicago Latina Trailblazers
Vocabulary Definitions

Name _____ Date _____ Class/Hour _____

Write a brief definition for each vocabulary word

1. **Bestowed** _____

2. **Citations** _____

3. **Confidante** _____

4. **Eminently** _____

5. **Inauspicious** _____

6. **Instilled** _____

7. **Jurisdictions** _____

8. **Midwifery** _____

9. **Obstetrics/Gynecology** _____

10. **Pediatrics** _____

11. **Penultimate** _____

12. **Perseverance** _____

13. **Subcommittee** _____

Carmen Mendoza, Ch 3
Vocabulary Worksheet
Chicago Latina Trailblazers

Name _____ Date _____ Class/Hour _____

Part I. Matching

Write the correct letter on the line. (5 pts)

A. Confidante

B. Perseverance

C. Pediatrics

D. Penultimate

E. Citations

- _____ 1. References to sources of information or evidence.
- _____ 2. The branch of medicine focused on children's health.
- _____ 3. Continued effort despite difficulties.
- _____ 4. A trusted person with whom someone shares secrets.
- _____ 5. Second to last.

Part II. Multiple Choice

Circle the best answer. (3 pts)

- 6. Which word means "gave something as an honor or gift"?
 - a. Instilled
 - b. Bestowed
 - c. Eminently
 - d. Inauspicious
- 7. Which word describes something unfavorable or unlikely to succeed?
 - a. Inauspicious
 - b. Penultimate
 - c. Subcommittee
 - d. Jurisdictions
- 8. A smaller group within a larger committee is called a:
 - a. Citation
 - b. Jurisdiction
 - c. Subcommittee
 - d. Confidante

Part III. True or False

Write T or F. (2 pts)

- _____ 9. Midwifery is the practice of assisting women during childbirth.
 - _____ 10. Obstetrics/Gynecology is the study of government and politics.
-

Part IV. Short Answer

11. Explain the difference between **Pediatrics** and **Obstetrics/Gynecology**.

12. Describe a situation in which someone demonstrates **Perseverance**.



Carmen Mendoza, Ch 3
Vocabulary Worksheet *Answer Key*
Chicago Latina Trailblazers

Vocabulary Review Worksheet – Answer Key

Part I. Matching

1. **E** – Citations
 2. **C** – Pediatrics
 3. **B** – Perseverance
 4. **A** – Confidante
 5. **D** – Penultimate
-

Part II. Multiple Choice

6. **B.** Bestowed
 7. **A.** Inauspicious
 8. **C.** Subcommittee
-

Part III. True or False

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

Part IV. Short Answer

11. **Explain the difference between Pediatrics and Obstetrics/Gynecology.**

Sample answer:

Pediatrics focuses on the health and care of children, while Obstetrics/
Gynecology focuses on pregnancy, childbirth, and women's reproductive health.

12. **Describe a situation in which someone demonstrates Perseverance.**

Sample answer:

A student who struggles in math but continues to study, ask questions, and
practice until earning a better grade demonstrates perseverance.

Carmen Mendoza, Vocabulary Quiz
Chicago Latina Trailblazers; Chapter 3

Name: _____ Date: _____ Class: _____

Part I – Multiple Choice

1. **Inauspicious** most nearly means:
A. promising
B. unlucky or unfavorable
C. expensive
D. confusing

2. A **subcommittee** is:
A. a large crowd
B. a type of award
C. a smaller group within a larger committee
D. a government agency

3. **Pediatrics** is the branch of medicine that focuses on:
A. older adults
B. bones and muscles
C. children
D. mental health

4. If an honor is **bestowed** on someone, it is:
A. ignored
B. criticized
C. given as an honor or gift
D. borrowed

Part II – Matching

Match the word with its meaning.

_____ 5. Midwifery

_____ 6. Obstetrics/Gynecology

_____ 7. Jurisdictions

_____ 8. Penultimate

- A. Areas of legal authority
- B. Care of women during pregnancy and reproductive health
- C. The second-to-last item in a series
- D. Assisting women during childbirth

Part III – True or False

- _____ 9. Perseverance means giving up when a task becomes difficult.
- _____ 10. Citations are references to sources or achievements.

Part IV – Short Answer

11. What does **eminently** mean?

12. Define **confidante** and use it in a sentence.

Definition: _____

Sentence: _____



Carmen Mendoza,
Vocabulary Quiz; Answer Key
Chicago Latina Trailblazers; Chapter 3

Answer Key

Part I Multiple Choice

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

Part II Matching

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

Part III True False

9. False
10. True

Part IV Short Answer

11. **Eminently** – to a high degree; distinguished or respected.
12. **Confidante** – a trusted person with whom someone shares private thoughts or secrets.
Sample sentence: Maria was her closest confidante and listened to her concerns.

Carmen Mendoza, Worksheet
Chicago Latina Trailblazers; Chapter 3

Name: _____ Date: _____ Class/Hour: _____

Part I – Multiple Choice

1. Carmen Mendoza first became widely involved in community leadership through:
 - A. teaching in public schools
 - B. the Cardinal's Committee
 - C. the military
 - D. a private business

2. Which challenge did Carmen continue working through?
 - A. Moving to another country
 - B. Rheumatoid arthritis
 - C. Losing her job
 - D. A factory strike

3. Carmen's work in health care mainly focused on:
 - A. serving underserved communities
 - B. writing medical textbooks
 - C. building private hospitals
 - D. conducting laboratory research

Part II – Matching

Match each person or organization with the correct description.

- ___ 4. Mamagrande

- ___ 5. Cardinal's Committee

- ___ 6. Villa Guadalupe

- ___ 7. Dr. Jorge Prieto
 - A. Community for older adults
 - B. Carmen's grandmother and early role model
 - C. Physician who recruited Carmen to Cook County Hospital
 - D. Organization serving immigrants

Part III – True or False

- ___ 8. Carmen completely stopped serving her community after retiring.

- ___ 9. Carmen received numerous awards for her public service.

Part IV – Short Answer

10. What personal quality helped Carmen succeed throughout her life?

11. How did Carmen improve her community?

Carmen Mendoza, Worksheet
Chicago Latina Trailblazers; Chapter 3
Answer Key

Answer Key

Part I

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

Part II

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

Part III

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

Part IV

10. **Sample Answer:** Perseverance, compassion, dedication to serving others, or strong leadership.
11. **Sample Answer:** She organized immigrant services, improved access to health care, developed community clinics, mentored others, and continued serving the community after retirement.

Carmen Mendoza Quiz
Chicago Latina Trailblazers; Chapter 3

Name: _____ Date: _____ Class/Hour: _____

Part I – Multiple Choice

1. Which statement best describes Carmen Mendoza's career?
 - A. She worked mainly in private business.
 - B. She focused on community service and health care.
 - C. She became a lawyer.
 - D. She spent most of her career teaching.

2. Mamagrande influenced Carmen by teaching the importance of:
 - A. wealth and status
 - B. competition
 - C. hard work and caring for others
 - D. politics

3. Carmen continued helping others even after she:
 - A. moved away from Chicago
 - B. retired from her full-time job
 - C. finished college
 - D. received an award

4. Villa Guadalupe was created to:
 - A. train doctors
 - B. provide housing and services for older adults
 - C. educate new teachers
 - D. recruit hospital workers

Part II – Matching

Match the item with the correct description.

- ___ 5. Cardinal's Committee

- ___ 6. Dr. Jorge Prieto

- ___ 7. Rheumatoid arthritis

- ___ 8. Public service
 - A. Helping improve the lives of others
 - B. Chronic illness Carmen worked through
 - C. Community organization serving immigrants
 - D. Physician who brought Carmen to Cook County Hospital

Part III – True or False

_____ 9. Carmen's work centered on helping underserved communities.

_____ 10. Carmen's leadership ended when she retired.

Part IV – Short Answer

11. Name one accomplishment that made Carmen Mendoza an important community leader.

12. What lesson can readers learn from Carmen's life?

Carmen Mendoza Quiz
Chicago Latina Trailblazers; Chapter 3
Answer Key

Answer Key

Part I

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

Part II

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

Part III

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

Part IV

11. **Sample answers:** Organized immigrant services; expanded access to health care; helped develop Villa Guadalupe; mentored community leaders; served through labor and community organizations.
12. **Sample answers:** Persevere through challenges; serve others; strong leadership can improve community; dedication creates a lasting legacy.

Carmen Mendoza Worksheet B
Chicago Latina Trailblazers; Chapter 3

Name: _____ Date: _____ Class/Hour: _____

Part I – Matching

Match each phrase or idea with the correct description. Write the correct letter on the line.

- _____ 1. “Full-service family health clinic”
 - _____ 2. “She didn’t complain; she solved problems”
 - _____ 3. Complex relationships in the text
 - _____ 4. Carmen’s opinions about organizations and people
 - _____ 5. “Did she ever really retire?”
- A. Shows her dedication continued throughout her life
 - B. Reveals character through actions rather than words
 - C. Includes connections with doctors, unions, churches, and community groups
 - D. Means the clinic offered many kinds of services
 - E. Shown through her work and collaborations
-

Part II - Multiple Choice

Choose the best answer for each question.

- 6. What does the word “holistic” mean in the context of Carmen’s clinic?
 - A. Focused only on medicine
 - B. Treating the whole person and their needs
 - C. Providing emergency care only
 - D. Working only with children
- 7. Why is Terry’s comment “Child labor, ha!” considered humorous?
 - A. She was angry about helping at the office
 - B. She wanted to stop working
 - C. She describes childhood work as a funny memory
 - D. She was punished for helping
- 8. What central idea develops throughout the text?
 - A. Carmen wanted to become wealthy
 - B. Carmen was interested mainly in politics
 - C. Carmen was committed to family, service, and community
 - D. Carmen preferred working alone
- 9. What inference can readers make from the statement, “Carmen worked in “a very white-male-dominated world”?
 - A. Carmen avoided challenges
 - B. Carmen likely faced barriers and discrimination
 - C. Carmen stopped working with others
 - D. Carmen refused leadership positions

10. What is ironic about the invitation to Vicente Fox's inauguration arriving on the day Carmen died?

- A. Carmen never liked politics
- B. The invitation was sent to the wrong person
- C. She received a major honor she never had the chance to experience
- D. The invitation arrived many years late

Part III – Short Answer; *Answer each question in complete sentences.*

11. Why does the author include both serious and humorous moments in the text?

12. What does the question "Did she ever really retire?" suggest about Carmen's personality and work ethic?

Carmen Mendoza Worksheet B
Chicago Latina Trailblazers; Chapter 3
Answer Key

Answer Key

Part I – Matching

1. **D** – Means the clinic offered many kinds of services.
2. **B** – Reveals character through actions rather than words.
3. **C** – Includes connections with doctors, unions, churches, and community groups.
4. **E** – Shown through her work and collaborations.
5. **A** – Shows her dedication continued throughout her life.

Part II – Multiple Choice

6. **B** – Treating the whole person and their needs.
7. **C** – She describes childhood work as a funny memory.
8. **C** – Carmen was committed to family, service, and community.
9. **B** – Carmen likely faced barriers and discrimination.
10. **C** – She received a major honor she never had the chance to experience.

Part III – Short Answer

11. The author includes both serious and humorous moments to make Carmen feel like a real person. The lighter stories balance the hardships and show her warmth, resilience, and strong family relationships.
12. The question suggests that Carmen never truly stopped serving others. Even after retiring from her full-time job, she continued mentoring, advising organizations, and working to improve her community.

Carmen Mendoza Quiz B
Chicago Latina Trailblazers; Chapter 3

Name: _____ Date: _____ Class/Hour: _____

Part I: Multiple Choice

Choose the best answer for each question.

1. Words such as “holistic,” “pioneering,” and “indelible” mainly create a tone that is
- a. critical
 - b. humorous
 - c. admiring
 - d. Uncertain

RL.9-10.4, L.9-10.5

2. Why does the text include words like “Comité” and “Reconocimiento”?
- a. To confuse readers
 - b. To reflect bilingual and cultural context
 - c. To replace English entirely
 - d. To make the text sound formal

RL.9-10.4, L.9-10.5

3. In the phrase “the one who carries one’s own light need not fear the darkness,” the word “light” symbolizes
- a. electricity
 - b. fame
 - c. strength and hope
 - d. Wealth

L.9-10.5a

4. The chapter presents Carmen Mendoza mainly as
- a. a fictional character
 - b. a controversial political figure
 - c. a respected community leader
 - d. an unreliable narrator

RI.9-10.1, RI.9-10.2

Part II: Matching RL.9-10.6, RI.9-10.4, L.9-10.5a

Match the description in Column A with the correct idea in Column B.

Column A

Column B

- | | | |
|---------------------------------------|-------|--|
| 5. Family perspective shapes the text | _____ | a. Labor organizing and health care inequality |
| 6. Social and political context | _____ | b. Respect, memory, and pride |
| 7. Tone of the chapter | _____ | c. Admiring and celebratory |
| 8. Figurative language | _____ | d. “Light” symbolizes hope |
-

Part III: Short Answer

Answer each question in complete sentences.

11. Which family members besides Carmen are mentioned as supporting activism or community work? **RI.9-10.1**

13. Based on the text, do you think Carmen had a personal philosophy about helping others? Explain your answer.

Carmen Mendoza Quiz B
Chicago Latina Trailblazers; Chapter 3
Answer Key

Answer Key

Part I – Multiple Choice

1. c. admiring
2. b. To reflect bilingual and cultural context
3. c. strength and hope
4. c. a respected community leader

Part II – Matching

5. b. Respect, memory, and pride
6. a. Labor organizing and health care inequality
7. c. Admiring and celebratory
8. d. “Light” symbolizes hope

Part III – Short Answer

9. Which family members besides Carmen are mentioned as supporting activism or community work?

Sample Answer: Her grandmother, Mamagrande, inspired a lifetime of service. Her husband supported many community efforts, and her children continued honoring and supporting her work through advocacy, service, and preserving her legacy.

**10. Based on the text, do you think Carmen had a personal philosophy about helping others?
Explain your answer.**

Sample Answer: Yes. Carmen believed in serving others through action. Her work in immigrant advocacy, labor organizing, and community health care shows she valued compassion, perseverance, and improving people's lives.

Optional, all written quiz:

Carmen Mendoza Quiz
Chicago Latina Trailblazers; Chapter 3

Name: _____ Date: _____ Class/Hour: _____

Directions: Answer the following questions .

1. The text uses words such as “holistic,” “pioneering,” and “indelible.”
What do these words suggest about the author’s attitude toward Carmen Mendoza?
RL.9-10.4, L.9-10.5

2. The text includes words like “Comité” and “Reconocimiento.”
Why might the author include both Spanish and English language elements in the chapter? **RL.9-10.4, L.9-10.5**

3. Explain the figurative meaning of the phrase:
“the one who carries one’s own light need not fear the darkness.”
What do “light” and “darkness” symbolize? **L.9-10.5a**

4. Why is the Mexican American and Chicago setting important to understanding Carmen’s life and work? **RL.9-10.6**

5. List two major themes or issues discussed in the chapter. **SL.9-10.1a-d**

6. The text raises questions about health, healing, and identity.

Choose one of these topics and explain how it connects to Carmen's work. **SL.9-10.1a-d**

7. Besides Carmen, what other family members are mentioned as participating in activism or community life? **RI.9-10.1**

8. Why does the chapter read more like a tribute than a neutral biography?

RI.9-10.1, RI.9-10.2, W.9-10.1

9. Based on the text, do you think Carmen had a personal philosophy about life or service?

Explain your answer using evidence from the chapter;

Short Response

10. In your opinion, what quality made Carmen Mendoza an effective leader?

Use details from the text to support your answer.

Carmen Mendoza, Ch 3

Questions Section:

1. Context clues help determine meaning in the phrase “a full-service family health clinic,” which is clarified by the list of services—doctors, dentists, social workers, nutrition experts, and counselors—showing it provided many types of care, not just one. **L.9-10.4.a**
2. A humorous moment appears in Terry’s comment, “Child labor, ha!” when she describes helping at the union office as a child. It is funny because she reframes work as a light, nostalgic memory. **RL.9-10.6, RI.9-10.4**
3. An inference is that Carmen likely understood she would face barriers as “a Mexican woman in a very white-male-dominated world.” The text does not state this directly, but it is implied by the conditions described. **RL.9-10.1**
4. A central idea is Carmen’s commitment to family, community, and service. This idea develops through her grandmother’s influence and her work in organizing, health care, cultural preservation, and housing. **RL.9-10.2**
5. Another example of word meaning in context is “holistic,” which is explained through the clinic’s services and recognition. In context, it means addressing the whole person, not just one medical issue. **L.9-10.4.d**
6. The mention of Vicente Fox’s inauguration invitation arriving the day Carmen died creates irony. It suggests a final honor she never experiences, which deepens the impact of the ending. **RL.9.6**
7. Carmen expresses opinions about organizations and people through her work and collaborations, including unions, church leaders, medical professionals, and community groups. These opinions are shown through her actions and relationships. **RL.9.3**
8. There are complex relationships throughout the text. Carmen works with family members, religious leaders, doctors, union organizers, government officials, and community groups, and these connections shape her impact. **RL.9-10.3**
9. The phrase “she didn’t complain; she solved problems” highlights Carmen’s character in a concise way. A humorous moment is Terry’s “Child labor, ha!” comment, which lightens a serious context. **RL.9-10.3, L.9-10.5**
10. Did she ever really retire?
She never really retired—she found new ways to serve her community. For example Carmen Mendoza supported projects such as the Alivio Medical Center, and advocated for healthcare and housing well into her later years. Despite severe arthritis, she remained active until shortly before her death.
11. The text uses language such as “holistic,” “pioneering,” and “indelible” to elevate Carmen’s work. It also includes cognates and shared Spanish-English roots, along with terms like “Comité” and “Reconocimiento,” reflecting bilingual context. **RL.9-10.4, L.9-10.5**
12. The phrase “the one who carries one’s own light need not fear the darkness” is figurative, with “light” symbolizing strength and hope. It reflects Carmen’s role as someone who supports others through difficulty. **L.9-10.5a**

13. Point of view and culture strongly shape the text because it is written from a family perspective that emphasizes memory, pride, and respect. The Mexican American and Chicago context helps explain the importance of immigration, bilingual life, and community identity. **RL.9-10.6**
14. The text supports discussion of leadership, family responsibility, immigrant experience, and community service. It also raises questions about how personal health affects public work and how culture influences healing and identity. **SL.9-10.1a-d**
15. Yes, other family members participate in activism and community life. The text mentions relatives such as Judy, Terry, Laura, Christine, and Sylvia who support and describe Carmen's work, though she remains the central figure. **RI.9-10.1**
16. The tone is admiring, respectful, and celebratory, presenting Carmen's life as a tribute. The writing style is reflective and emphasizes her legacy through detailed examples. **RI.9-10.4, RI.9-10.6**
17. The social and political context includes Mexican and Latino immigrant experiences in mid-20th-century Chicago. It also reflects labor organizing, health care inequality, community development, and efforts toward political recognition. **RL.9-10.6**
18. The chapter presents Carmen Mendoza's life in a way that reads as a tribute, emphasizing respect, admiration, and legacy rather than neutral reporting. **RI.9-10.1, RI.9-10.2, W.9-10.1**
19. Did she have a personal philosophy? **RL.9-10.1, RI.9-10.1, W.9-10.1, W.9-10.9**
Yes. Carmen believed in serving others, strengthening communities, and preserving cultural identity. She viewed health care as a form of social justice and believed people should use their talents to improve the lives of others, regardless of obstacles.
20. Did her career follow a logical path? **RI.9-10.3, W.9-10.1, W.9-10.9**
Yes. Her work moved naturally from immigrant advocacy to labor organizing, public health administration, and community health care. Each role built on her experience organizing people and addressing the needs of underserved communities.

Notes

1. Interview conducted by Sally Mendoza as part of a class project at DePaul University, February 25, 1991.
2. Chicago Daily News Scope, April 3, 1965, sec. 2, 21.
3. A new building was opened at 9119 S. Exchange Avenue in 1985.
4. Illinois Primary Health Care Association, Health Source, vol. 4, no. 4, April 2001.
5. Letter from Rosa E. Machabanski, Director, Training and Management Assistance Division, Latino Institute, April 21, 1989.
6. Staff meeting notes, American Federation of State, County, and Municipal Employees, AFL-CIO, District Council No. 19, February 2, 1972.
7. For more information, see aliviomedicalcenter.org

8. As quoted by Carmen Velásquez.

9. For more information, see claretianassociates.org Accessed November 25, 2019.

10. For more information, see claretianassociates.org Accessed November 25, 2019.

11. Illinois Primary Health Care Association, "Farewell to a Comadre, Mentor, Pioneer, and Visionary," IPHCA News, April 2001.

12. IPHCA, "Farewell to a Comadre."

13. IPHCA, "Farewell to a Comadre."