

Chicago Latina Trailblazers
Thinking, Creating Meaning & Build Your Own Chapter
Thinking Questions

1. Power Couple — Analyze

Determine whether a Trailblazer and her partner may be considered a “power couple.” Explain how the partner supported or influenced her work. Cite specific evidence from the text.

IL RI.9-10.1; IL RI.9-10.3;

Higher-order skills: Analysis, evaluation, relationships, textual evidence.

Most of the **answers** depend on the chapter students are reading or how the person interprets things.

Many students may not know what a **power couple** is. This can be addressed as the teacher sees fit.

For example, brainstorming, turn and talk, and/or research. Some couples would be *Lucille Ball and Desi Arnaz*, *Barack and Michelle Obama*. Students might do research on *power couples*.

2. Money & Motivation — Analyze

Analyze how money, financial hardship, or access to resources affected the Trailblazer’s life, choices, or motivation. Cite evidence from the text.

IL RI.9-10.1; IL RI.9-10.3; Higher-order skills: Analysis, cause/effect, inference, textual evidence.

3. Support Systems — Analyze

Identify at least three types of support the Trailblazer received. Analyze how that support affected her life or work. Cite specific evidence from the text.

IL RI.9-10.1; IL RI.9-10.3; Higher-order skills: Analysis, relationships, cause/effect, textual evidence.

4. Significant Sentence — Analyze & Reflect

Choose one sentence from the chapter that stands out to you. Explain why it is significant and use evidence from the text to support your response.

IL RI.9-10.1; IL RI.9-10.4; IL W.9-10.9;

Higher-order skills: Analysis, interpretation, reflection, textual evidence.

5. Meaningful Quote — Analyze & Evaluate

Choose one quotation from the chapter that you consider important. Explain what it reveals about the Trailblazer, her experiences, or her work and why you selected it. **IL RI.9-10.1; IL RI.9-10.4; IL W.9-10.9;**

Higher-order skills: Analysis, interpretation, evaluation, textual evidence.

Quote: *"His food doesn't stick going down, does it?"* - **To Kill a Mockingbird**

Context: Spoken by Miss Maudie with sharp sarcasm to defend Atticus. She calls out a woman, who hypocritically criticizes Atticus for his legal work while happily eating the food provided in his home. [[1](#), [2](#)]

Quote: Make him an offer he can't refuse. - “The Godfather,” movie

****See Quotes attachment at end of document.**

6. Lifting While Climbing — Analyze & Apply

Explain what “lifting while climbing” means. Identify an example of the Trailblazer practicing this idea and cite evidence from the text. **IL RI.9-10.1; IL RI.9-10.4; IL L.9-10.4a;**

Higher-order skills: Interpretation, analysis, application, textual evidence.

Lifting while climbing — helping others succeed as you become successful yourself and/or as you advance in your career, you help others advance too.

Brainstorming with students about a **support system**:

A community activist may receive these types of support:

- **Family support** – encouragement, help, or guidance from relatives.
- **Community support** – neighbors and local residents working together.
- **Financial support** – donations, grants, or fundraising.
- **Political support** – help from elected officials or government leaders.
- **Organizational support** – assistance from community groups, nonprofits, churches, or unions.
- **Volunteer support** – people giving their time and skills.
- **Professional support** – advice from teachers, lawyers, doctors, or other experts.
- **Emotional support** – encouragement during difficult times.
- **Cultural support** – shared language, traditions, and cultural identity.
- **Networking support** – connections to people/groups who can provide resources/opportunities.
- **Educational support** – training, information, mentoring, or access to learning opportunities.
- **Media support** – newspapers, radio, television, or social media bringing attention to an issue.

Chicago Latina Trailblazers

Build your own chapter, community activist or Introduction of Material

Individual, group, and/or project can all be options for *Differentiation*.

Slow build or pre-teaching, one section at a time can be done with the above options for this type of assignment. Provide an example by using someone like Mr. Aaron Montgomery Ward and the people who fought to protect Chicago's Lakefront. https://en.wikipedia.org/wiki/Aaron_Montgomery_Ward

Video: <https://www.youtube.com/shorts/eFdQx8iatu4>

Either as an introduction to ***Chicago Latina Trailblazers*** (CLT) or after students have read some chapters, they can be encouraged to **Build their own Chapter**. Students can write about someone who is active in their community, someone they interview, and/or what they think they will be doing in their community in 25 years. This can be a basic assignment with a few requirements, or it can be a project.

For a high school assignment, students should complete a brief summary and timeline. The following five items should be covered:

1. **Early Life & Influences** — Describe one or two experiences, people, or circumstances that helped shape the activist.
2. **Cause & Motivation** — Identify the main issue the activist worked on and explain what motivated them to become involved.
3. **Actions & Challenges** — Describe important actions the activist took and one significant obstacle they faced.
4. **Impact & Legacy** — Explain what the activist accomplished and how their work affected their community.
5. **Quotes** - Include one or two quotes.

This creates a simple chapter structure: Brief Summary → Early Life & Influences → Cause & Motivation → Actions & Challenges → Impact & Legacy → Timeline.

It covers background, cause, action, struggle, and results without turning the assignment into a major research project.

Results:

The work the student(s) produce does not always have to be written. The technology section has some sample projects. They may do a power point, an interview, a poster or however they want to convey the information. This should be cleared with their teacher.

Community Activist Chapter Rubric (Build Your Own)

Student: _____ Date: _____ Period/Hour _____

Individual Project **Activist:** _____ **Total:** _____ / 40

Category	4 — Excellent	3 — Proficient	2 — Developing	1 — Beginning
Brief Summary	Clearly summarizes the activist, cause, work, and significance.	Covers the activist and major work.	Missing important information.	Incomplete or unclear.
Early Life & Influences	Explains 1–2 experiences or people that shaped the activist.	Identifies and explains important influences.	Identifies an influence with little explanation.	Background is missing or unclear.
Cause & Motivation	Identifies the cause and clearly explains the activist's motivation.	Identifies the cause and explains motivation.	Gives limited explanation.	Cause or motivation is missing.
Actions & Challenges	Explains important actions and a significant challenge.	Describes actions and identifies a challenge.	Gives limited information.	Actions or challenges are missing.
Impact & Legacy	Explains accomplishments and their impact on the community.	Explains accomplishments and impact.	Identifies an accomplishment with little explanation.	Impact is missing or unclear.
Timeline	Includes important events in clear chronological order.	Includes major events in order.	Has missing events or sequencing problems.	Incomplete or unclear.
Quotes	Includes 1–2 meaningful quotes connected to the activist's life or work.	Includes 1–2 relevant quotes.	Includes a quote with an unclear connection.	Quote is missing or unrelated.
Evidence & Sources	Uses accurate information from reliable, clearly identified sources.	Uses reliable sources with minor citation problems.	Sources or support are incomplete.	Sources are missing or unreliable.
Organization & Clarity	Clear, focused, organized, and easy to follow.	Organized and generally clear.	Some sections are unclear or disorganized.	Difficult to follow or incomplete.
Writing Conventions	Few errors in grammar, spelling, punctuation, and capitalization.	Minor errors do not affect meaning.	Several errors affect clarity.	Frequent errors make writing difficult to understand.

Scoring

36–40 — Exceeds Expectations

30–35 — Meets Expectations

24–29 — Approaching Expectations

10–23 — Needs Revision

Suggested Chapter Order:

Brief Summary → Early Life & Influences → Cause & Motivation → Actions & Challenges → Impact & Legacy → Timeline

Quotes: Place the quotes in the sections where they are most relevant.

Group project:

For an **English assignment**, the chapter should be focused enough that students research deeply rather than simply collect facts. Since a **brief summary** and **timeline** are already required, these would be strong additional components:

1. **Early Life & Background** — Where did the activist grow up? What family, cultural, educational, or community experiences shaped them?
2. **Issue or Cause** — What problem or injustice did the activist address? Explain why the issue mattered to the community.
3. **Motivation** — What experiences, people, or events motivated the person to become involved?
4. **Actions & Strategies** — What did the activist actually do? Students could examine organizing, protests, education, public speaking, legal action, political involvement, fundraising, or community programs.
5. **Challenges & Opposition** — What barriers did the activist face? How did they respond?
6. **Community Relationships** — Who supported or worked with the activist? Explain how organizations, family members, mentors, churches, unions, neighborhood groups, or other activists contributed to the work.
7. **Major Accomplishment** — Identify one accomplishment and explain **why it was significant**, rather than simply listing achievements.
8. **Impact & Legacy** — What changed because of the activist's work? Is the impact still visible today?
9. **Quotation Analysis** — Select one meaningful quotation **by or about** the activist. Explain what it reveals about the person's beliefs, character, or approach to activism.
10. **Student Evaluation** — What qualities made this person an effective activist? Which quality or action had the greatest impact? Students should support their judgment with evidence.
11. **Sources / Works Cited** — Require students to use several credible sources and document where their information, quotations, and images came from.

Community Activist Chapter; 10 items

- A. **Brief Summary** - One short overview introducing the activist and their significance.
- B. **Early Life & Influences** - Background and experiences that shaped the activist.
- C. **Becoming an Activist** - Cause, motivation, and circumstances that led to involvement.
- D. **Activism & Leadership** - Major actions, strategies, organizations, and community relationships.
- E. **Challenges & Perseverance** - Obstacles, opposition, setbacks, and responses.
- F. **Impact & Legacy** - Major accomplishments and lasting effects.
- G. **Significant Quotation** - Quotation plus student analysis.
- H. **Timeline** - Approximately 6–10 significant events.
- I. **Student Evaluation** - A concluding paragraph explaining what made the activist effective and which contribution was most important.

J. Works Cited:

Every source, reference used in the work. This includes printed materials, electronic/digital materials, Interviews and/or anything else that has provided useful information.

This structure provides coverage of **IL RI.9-10.1, RI.9-10.2, RI.9-10.3, W.9-10.2, W.9-10.7, W.9-10.8, and W.9-10.9** while still producing something that resembles the Trailblazer chapters rather than a standard research report.

Community Activist Chapter Rubric (Build Your Own)

Student: _____ Date: _____ Period/Hour _____

Group Project **Activist:** _____ **Total:** _____ / 60

Member: _____ Member: _____

Member: _____ Member: _____

Category	4 — Excellent	3 — Proficient	2 — Developing	1 — Beginning
Brief Summary	Clearly summarizes the activist, cause, work, and significance.	Covers the activist and major work.	Missing important information.	Incomplete or unclear.
Early Life & Background	Explains experiences that shaped the activist.	Describes relevant background and influences.	Gives limited background.	Background is missing or unclear.
Issue or Cause	Identifies the issue and explains why it mattered.	Identifies and explains the issue.	Identifies the issue with little explanation.	Issue is unclear or missing.
Motivation	Explains what motivated the activist and why.	Identifies and explains motivation.	Gives limited explanation.	Motivation is missing or unclear.
Actions & Strategies	Explains important actions and how they supported the cause.	Describes important actions.	Lists actions with little explanation.	Actions are missing or unclear.
Challenges & Opposition	Explains major challenges and how the activist responded.	Identifies challenges and responses.	Gives limited explanation.	Challenges are missing or unclear.
Community Relationships	Explains how people or organizations supported the activist's work.	Identifies important relationships and their roles.	Identifies relationships with little explanation.	Relationships are missing.
Major Accomplishment	Identifies an accomplishment and clearly explains its significance.	Explains a major accomplishment.	Identifies an accomplishment with little explanation.	Accomplishment is missing or unclear.
Impact & Legacy	Explains how the activist's work affected community and continues to matter.	Explains the activist's impact.	Identifies impact with little explanation.	Impact is missing or unclear.

Quotation Analysis	Uses a meaningful quote and explains what it reveals about the activist.	Uses and explains a relevant quote.	Includes a quote with little explanation.	Quote or analysis is missing.
Student Evaluation	Evaluates the activist's effectiveness using specific evidence.	Gives an evaluation with evidence.	Gives an opinion with little evidence.	Evaluation is missing.
Timeline	Includes important events in clear chronological order.	Includes major events in order.	Has missing events or sequencing problems.	Incomplete or unclear.
Sources/Works Cited	Uses several credible sources and documents text, quotes, and images.	Uses credible sources with minor citation problems.	Sources or citations are incomplete.	Sources are missing or unreliable.
Organization & Writing	Clear, organized, and nearly error-free.	Organized with minor errors.	Some sections are unclear or contain frequent errors.	Difficult to follow.
Group Collaboration	Work is shared fairly and all members contribute.	Most members contribute.	Work is unevenly divided.	One or more members contribute little.

Slow build, one section at a time; or a project; Group work; Differentiation. Provide an example by using someone

Scoring

54–60 — Exceeds Expectations

45–53 — Meets Expectations

36–44 — Approaching Expectations

15–35 — Needs Revision

Chapter Order:

Brief Summary → Early Life & Background → Issue or Cause → Motivation → Actions & Strategies → Challenges & Opposition → Community Relationships → Major Accomplishment → Impact & Legacy → Quotation Analysis → Student Evaluation → Timeline → Works Cited

QUOTES . . . to ponder

Don't count the days. Make the days count. -Muhammad Ali
The only real battle in life is between hanging on and letting go. -Shannon L. Alder, author

Success is liking yourself, liking what you do, and liking how you do it. -Maya Angelou
You may not control all the events that happen to you, but you can decide not to be reduced by them. -Maya Angelou

Always help someone, you might be the only one that does. -Anonymous
Your good deeds might seem invisible, but they leave a trail that is imprinted on the hearts of others. -Anonymous

You have power over your mind — not outside events. Realize this, and you will find strength. -Marcus Aurelius, Roman emperor

I don't like to gamble, but if there's one thing I'm willing to bet on, it's myself. -Beyoncé Knowles
If everything was perfect, you would never learn and you would never grow. -Beyoncé Knowles

The creative process is a process of surrender, not control. -Julia Cameron, author
We cannot ignore our gift of the future. -President Jimmy Carter
We must adjust to changing times and still hold to unchanging principles. -President Jimmy Carter

We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams. -President Jimmy Carter

To all those who dare to dream . . . -Ana Castillo, writer, poet, artist
We cannot seek achievement for ourselves and forget about progress and prosperity for our community. -Cesar Chavez

If you worry too much about what might be, and wonder too long about what might have been, you will ignore and completely miss what is. -Marc and Angel Chernoff, authors

I am very happy because I have conquered myself and not the world. -Sri Chinmoy, spiritual leader

Success in life could be defined as the continued expansion of happiness and the progressive realization of worthy goals. -Deepak Chopra

We make a living by what we get. We make a life by what we give. -Winston Churchill

Enjoy what you can and ignore the rest. Let's not waste any energy fighting things that are outside our control. -Paulo Coelho

Many of life's failures are people who did not realize how close they were to success when they gave up. -Thomas Edison

Life is to be lived, not controlled.

-Ralph Ellison, author

Freedom is the only worthy goal in life. It is won by disregarding things that lie beyond our control.

- Epictetus, philosopher

Just don't give up trying to do what you really want to do. Where there's love and inspiration, I don't think you can go wrong.

-Ella Fitzgerald

Make him an offer he can't refuse.

-“The Godfather,” movie

To live the lives we truly want and deserve, and not just the lives we settle for, we need a Third Metric, a third measure of success that goes beyond the two metrics of money and power, and consists of four pillars: well-being, wisdom, wonder, and giving.

-Arianna Huffington

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Excerpt from “Dreams” by Langston Hughes

I sing in Spanish, but I play my guitar in English.

-Juanes

<https://www.youtube.com/watch?v=J3eqAxYPkmA>

I've failed over and over and over again in my life and that is why I succeed.

-Michael Jordan

At the end of the day, we can endure more than what we think we can.

-Frida Kahlo

Only one mountain can know the core of another mountain.

-Frida Kahlo

Nothing is worth more than laughter. It is strength to abandon and to love oneself, to be light.

-Frida Kahlo

Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved.

-Helen Keller

Almost everything will work again if you unplug it for a few minutes, including you.

-Anne Lamott

Some people believe holding on and hanging in there are signs of great strength. However, there are times when it takes much more strength to know when to let go and then do it.

-Ann Landers, motivational writer

Knowing others is intelligence; knowing yourself is true wisdom.

-Laozi

Radical acceptance rests on letting go of the illusion of control and a willingness to notice and accept things as they are right now.

-Marsha M. Linehan, psychologist

Nothing makes a woman more beautiful than the belief that she is beautiful.

-Sophia Loren

It's a mistake to think that once you're done with school you need never learn anything new.

-Sophia Loren

Incredible change happens in your life when you decide to take control of what you do have power over instead of craving control over what you don't. -Steve Maraboli, author

The real test is not whether you avoid this failure, because you won't. It's whether you let it harden or shame you into inaction, or whether you learn from it; whether you choose to persevere. -Barack Obama

I have always been delighted at the prospect of a new day, a fresh try, one more start, with perhaps a bit of magic waiting somewhere behind the morning. -J.B. Priestley

We don't want to tell our dreams. We want to show them. -Rinaldo
Learning to live is learning to let go. -Sogyal Rinpoche, Tibetan Buddhist

If you are irritated by every rub, how will your mirror be polished? -Rumi, 13th century Persian poet and mystic

The only place where success comes before work is in the dictionary. -Vidal Sassoon
Success usually comes to those who are too busy to be looking for it. -Henry David Thoreau
The road to success is always under construction. -Lily Tomlin, actress

Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom. -Unknown

Make each day your masterpiece. -John Wooden
You can't live a perfect day without doing something for someone who will never be able to repay you. -John Wooden

"Your attitude, not your aptitude, will determine your altitude" -Zig Ziglar, author