



AQUÍ EN CHICAGO

Field Trip Guide

Recommended for grades 6 – 12

Dear Educator,

Thank you for booking a field trip to the Chicago History Museum (CHM) to see the *Aquí en Chicago* exhibition. This exhibition is the result of student advocacy for the inclusion of Latino/a/e histories at CHM. This field trip guide contains resources and activities to assist you in planning your visit. This packet includes:

Field Trip Information and Resources

- Information about *Aquí en Chicago* and a gallery floor plan
- Recommendations for additional exhibitions and experiences to include during your field trip
- The student field trip graphic organizer (Spanish & English) Analyzing Tools of Resistance and instructions on how to use it

Classroom Connection Activities

- Instructions for a pre-visit activity and information that prepares students to work with the Resistance Toolkit symbols
- Grid view of the Resistance Toolkit Symbols that can be cut apart and used in multiple activities in this guide
- Instructions for a post-visit activity and accompanying graphic organizer
- Resource list

Field Trip Guide Focus

This field trip guide centers on the concept of a Resistance Toolkit—a set of actions or practices people use to support their communities and push back against injustice and erasure. *Aquí en Chicago* shares about the many ways Latino/a/e people and their allies have used different resistance tools in Chicago. These tools are indicated by symbols that appear on the labels throughout the exhibition. Included in this guide is a gallery activity your students can complete in the exhibition during their visit and pre- and post-visit classroom activities to help contextualize your field trip.

The field trip guide is standards aligned. A list of the standards we have identified is on the next page.

We look forward to welcoming you and your students and hope this guide assists you in planning a meaningful and engaging day at the Chicago History Museum.

Yours in learning,

The Chicago History Museum Education Team

Field Trip Goals

- Broaden students' understanding of civic engagement through the concept of the Resistance Toolkit
- Build knowledge about the 170+ years of Latino/a/e presence in Chicago and its metropolitan area and of their various acts of resistance against erasure
- Broaden students' understandings of systemic issues such as erasure and gentrification
- Encourage students to recognize their own ability to identify the practices in the toolkit in action in their neighborhood and school communities and to use those methods in their own lives

STANDARDS ALIGNMENT —

This Guide is aligned the Illinois Social Science Standards, National Council for the Social Studies C3 Framework, and Common Core Anchor Standards.

ILLINOIS STATE LEARNING STANDARDS

Middle School:

- ◆ SS.6-8.IS.2.MC
- ◆ SS.6-8.IS.4.MCa
- ◆ SS.6-8.CV.1.McC
- ◆ SS.6-8.CV.2.MCa
- ◆ SS.6-8.CV.3.MC
- ◆ SS.6-8.G.3LC
- ◆ SS.6-8.H.1.MC
- ◆ SS.6-8.H.1.MdC

High School:

- ◆ SS.9-12.IS.1
- ◆ SS.9-12.IS.5
- ◆ SS.9-12.IS.11
- ◆ SS.9-12.CV.1
- ◆ SS.9-12.CV.8
- ◆ SS.9-12.CV.9
- ◆ SS.9-12.G.4
- ◆ SS.9-12.G.14
- ◆ SS.9-12.G.16

High School Continued:

- ◆ SS.9-12.H.3
- ◆ SS.9-12.H.4
- ◆ SS.9-12.H.5
- ◆ SS.9-12.H.6
- ◆ SS.9-12.H.7
- ◆ SS.9-12.H.8
- ◆ SS.9-12.H.10
- ◆ SS.9-12.H.11
- ◆ SS.9-12.H.14

NATIONAL COUNCIL FOR THE SOCIAL STUDIES C3 FRAMEWORK

Middle School:

- ◆ D2.Civ.2.6-8
- ◆ D2.Civ.6.6-8
- ◆ D2.Civ.10.6-8
- ◆ D2.Civ.13.6-8
- ◆ D2.Civ.14.6-8
- ◆ D2.Geo.8.6-8
- ◆ D2.His.3.6-8
- ◆ D2.His.4.6-8
- ◆ D2.His.14.6-8
- ◆ D3.1.6-8
- ◆ D3.1.6-8
- ◆ D4.7.6-8

High School:

- ◆ D2.Civ.2.9-12
- ◆ D2.Civ.5.9-12
- ◆ D2.Civ.10.9-12
- ◆ D2.Civ.12.9-12
- ◆ D2.Civ.13.9-12
- ◆ D2.Civ.14.9-12
- ◆ D2.Geo.9.9-12
- ◆ D2.His.3.9-12
- ◆ D2.His.4.9-12
- ◆ D2.His.14.9-12
- ◆ D3.1.9-12
- ◆ D4.3.9-12
- ◆ D4.7.9-12

COMMON CORE ANCHOR STANDARDS (APPLY TO BOTH MIDDLE AND HIGH SCHOOL)

Reading

- ◆ 1
- ◆ 4
- ◆ 7

Writing

- ◆ 1
- ◆ 2
- ◆ 7

Speaking and Listening

- ◆ 1
- ◆ 2
- ◆ 5





ABOUT *AQUÍ EN CHICAGO*

In 2019, students from Instituto Justice and Leadership Academy in Pilsen protested the Chicago History Museum for its lack of Latino/a/e representation. In doing so, they stood on the shoulders of past Latino/a/es and allies who fought against cultural erasure and systemic racism. Resistance to the status quo can be overt, like protests for fair education and housing, while other acts are more subtle but just as powerful, like preserving family recipes, native languages, and spiritual practices. Chicago has been home to Latino/a/e communities since the 1800s. Their descendants have actively carried on and protected Latino/a/e cultural heritages and traditions. Today they stand firm in the face of systems and policies of oppression and remain Here in Chicago—*Aquí en Chicago*.

Through art, photographs, interviews, clothing, personal items, everyday objects and historical treasures, *Aquí en Chicago* traces the lives of Latino/a/e communities that have maintained a persistent cultural presence and flourished in Chicago and the surrounding suburbs.

The exhibition is divided into five sections.

Section 1: Who is Latino/a/e Chicago? Learn about the longevity and diversity of the Latino/a/e population in the Chicago metro area. Making up nearly a third of Chicago, the Latino/a/e population claims heritage from roughly 20 different countries and crosses boundaries of race, class, language, heritage, spiritual practice, gender and sexuality, ability, and citizenship.

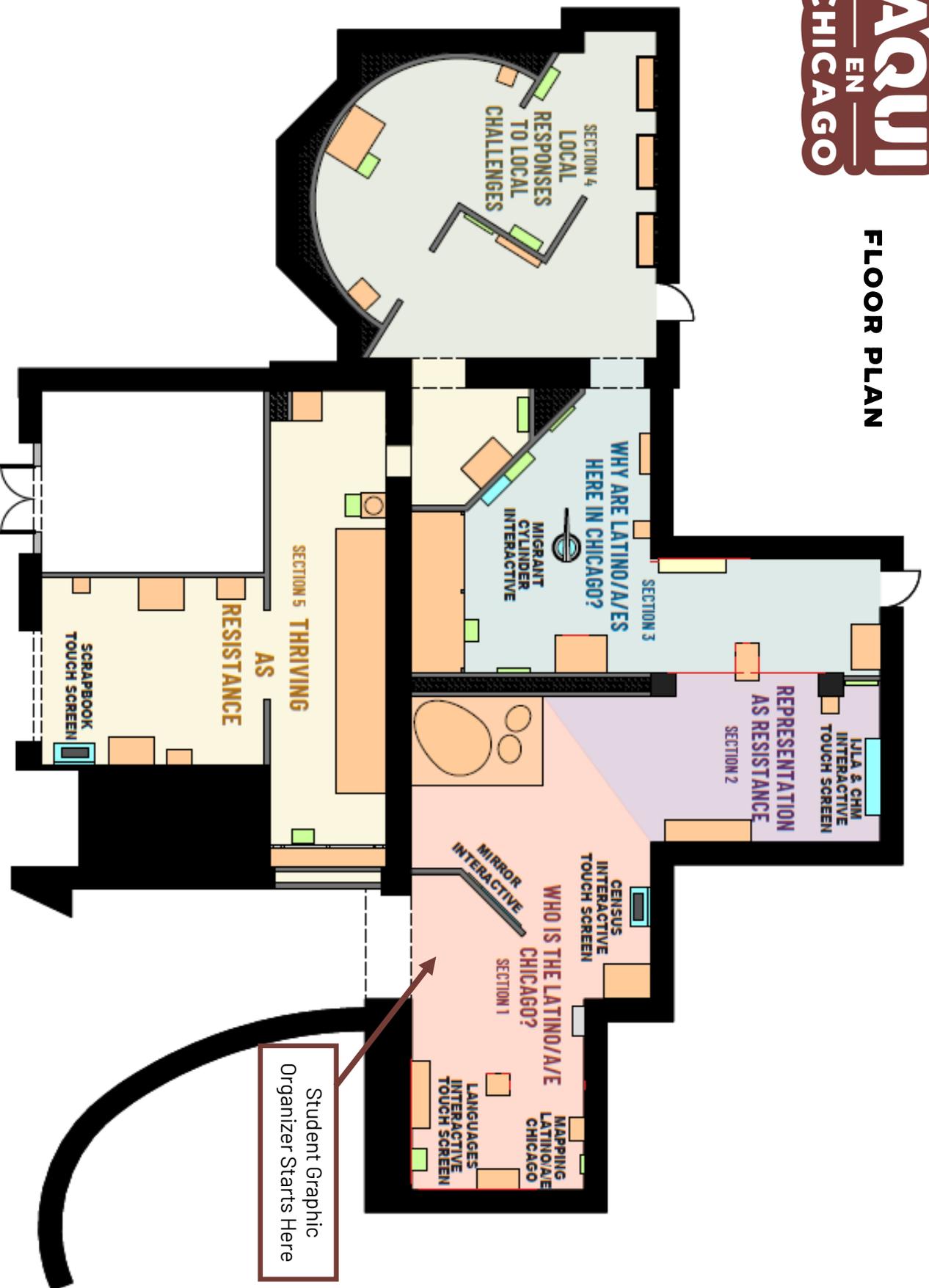
Section 2: Representation as Resistance Examine how Latino/a/e people have mobilized to make change and ensure representation in cultural institutions, schools, the arts, and public spaces. The story of the Instituto Justice and Leadership Academy student protest of the Chicago History Museum is in this section.

Section 3: Why are Latino/a/es Here in Chicago? Delve into the international events that led to the Latino/a/e presence in and around Chicago today across three themes: wars, work, and sanctuary.

Section 4: Local Responses to Local Challenges See the many creative strategies Latino/a/e communities have used and continue to employ to work for change in order to thrive sustainably in Chicago, from grassroots organizing to electoral politics and from protests to land reclamation.

Section 5: Thriving as Resistance Explore examples of how Latino/a/e communities thrive by being rooted in culture and place and how this thriving is resistance to race-based injustice. Examples of thriving are found all around in culturally-specific museums, families, neighborhoods, artists, and community-based organizations.

FLOOR PLAN





USING THE “ANALYZING TOOLS OF RESISTANCE” GRAPHIC ORGANIZER

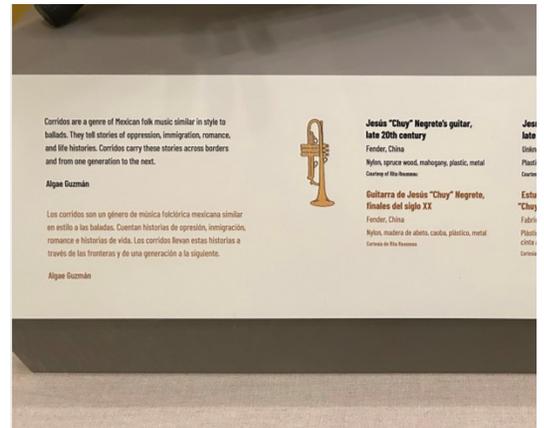
Resistance Toolkit: A set of actions or practices people use to support their communities and push back against injustice and erasure.

The exhibition curators highlighted 23 tools of resistance within the exhibition. They range from concrete examples, like boycotting and protesting, to more nuanced examples, like occupying public spaces and businesses specializing in culturally-specific goods and services.

To help visitors connect to the Resistance Toolkit, symbols have been added to labels within the exhibition where they apply. The Resistance Toolkit artwork was created by Cecilia Beaven.

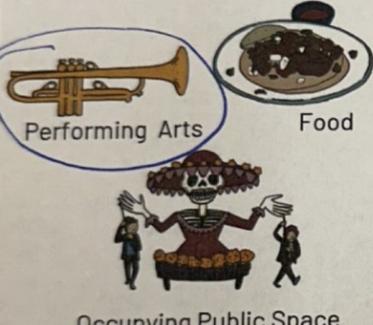
The graphic organizer begins in Section 1 (after the mural). It offers students three tools for each exhibition section and asks them to choose one per section. Students look for that resistance tool within the section and analyze the topic and artifacts through that lens.

Note: The pre- and post-visit activities in this guide go deeper into the Resistance Toolkit symbols.



This is how the symbols appear in the exhibition. Example: The performing arts symbol, a trumpet, is on the label about singer and folklorist Jesús “Chuy” Negrete. Not shown, guitar in exhibition case.

This example shows how students can use the graphic organizer. They can circle a symbol, find a topic and artifact connected to it, and write about it.

	Exhibition Section (Circle Your Chosen Symbol)	What is the artifact/topic?	How is this topic a form of resistance?
	<p>5. Thriving as Resistance</p> 	<p>Artifact: <u>Guitar</u></p> <p>Topic: <u>Corrido</u></p> <p>Notes: Jesús "Chuy" Negrete wrote and performed corridos about important events in Latin history and culture.</p>	<p>The music and words preserve and pass down history and culture to younger generations. They tell the true story.</p>



ROUNDING OUT YOUR FIELD TRIP: RECOMMENDATIONS FOR ADDITIONAL EXPERIENCES

While *Aquí en Chicago* may be the focus of your field trip, these other exhibitions and options complement the resistance stories and themes found in *Aquí en Chicago*.

Designing for Change: Chicago Protest Art of the 1960s–70s: Chicago activists in the 1960s and '70s used design to create powerful imagery to amplify their visions for social change. See more than 100 posters, fliers, signs, and more from the era, expressing often radical ideas about race, war, gender equality, and sexuality that challenged mainstream culture of the time. You can download the FREE Learning Guide that accompanies the exhibition here: <https://www.chicagohistory.org/designing-for-change-learning-guide/> and find out more about the exhibition and associated resources here: <https://www.chicagohistory.org/exhibition/designing-for-change-chicago-protest-art-of-the-1960s-70s/>

IDEA Stations: At the stations, which are found by the entrance to and within the *Chicago: Crossroads of America* exhibition, students actively analyze and interpret the past. These facilitated 20-minute hands-on experiences work best with a group of about 10 students at a time. There are also 10-minute versions of the activities if you are running short on time. These two stations connect well to *Aquí en Chicago*:

- [Community Matters](#) (available Tuesdays and Thursdays): This card game challenges students to earn enough points to complete a community project. But watch out! Government policies, funding, and community engagement all affect the outcome.
- [Journey to Chicago](#) (available Tuesdays and Wednesdays): Students work together to create a path of footprints to reach the middle of the board. Along the way, they use essential questions and primary sources to discuss human movement through migration and immigration.

Facing Freedom in America (temporarily closed January–July 2026): Generations of people have grappled with the meaning of freedom as it is expressed in the United States' foundational documents. Discover how fights for equality have expanded our ideas of freedom. From women's suffrage and the formation of labor unions to a local school boycott, this exhibition highlights some of the ways people in the United States have fought for their rights and asks visitors: What would you do for freedom? Visit the companion website at www.facingfreedom.org

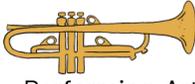
Note: If you do visit *Chicago: Crossroads of America*, be sure to stop at the intervention labels that *Aquí en Chicago* teen interns wrote during summer 2025. Their labels address areas where the exhibition should include Latino/a/e history and appear on easels stationed throughout the space.

ANALYZING TOOLS OF RESISTANCE

Resistance Toolkit: A set of actions or practices people use to support their communities and push back against injustice and erasure.

For each section, pick **ONE** of the three Resistance Toolkit symbols. Find a related topic and artifact/image from that section and complete the prompts. *Note: Start in the exhibition, after the mural.*

Exhibition Section <i>(Circle Your Chosen Symbol)</i>	What is the artifact/topic?	How is this topic a form of resistance?
<p>1. Who is Latino/a/e Chicago?</p> <p>Migration</p> <p>Clothing</p> <p>Business</p>	<p>Artifact: _____</p> <p>Topic: _____</p> <p>Notes:</p>	
<p>2. Representation as Resistance</p> <p>Boycott</p> <p>Cultural Institution</p> <p>Education</p>	<p>Artifact: _____</p> <p>Topic: _____</p> <p>Notes:</p>	
<p>3. Why are Latino/a/es here in Chicago?</p> <p>Spiritual Practice</p> <p>Protest/ Strike</p> <p>Labor</p>	<p>Artifact: _____</p> <p>Topic: _____</p> <p>Notes:</p>	

Exhibition Section <i>(Circle Your Chosen Symbol)</i>	What is the artifact/topic?	How is this topic a form of resistance?
<p>4. Local Responses to Local Challenges</p>  <p>Visual Arts</p>  <p>Grassroots Organizing</p>  <p>Environmental Justice</p>	<p>Artifact: _____</p> <p>Topic: _____</p> <p>Notes:</p>	
<p>5. Thriving as Resistance</p>  <p>Performing Arts</p>  <p>Food</p>  <p>Occupying Public Space</p>	<p>Artifact: _____</p> <p>Topic: _____</p> <p>Notes:</p>	

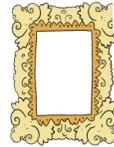
Which one of your chosen symbols and stories resonates with you the most? Why?

Where else, in history or your own life, have you seen these forms of resistance in action?

ANALIZANDO HERRAMIENTAS DE RESISTENCIA

Kit de herramientas de resistencia: un conjunto de acciones o prácticas que las personas utilizan para apoyar a sus comunidades y luchar contra la injusticia y la invisibilización.

Para cada sección, elige **UNO** de los tres símbolos del Kit de Herramientas de Resistencia. Busca un tema y un objeto/imagen relacionados con esa sección y responde a las preguntas. *Nota: comience en la exposición, después del mural.*

	Sección de expo (Rodea con un círculo tu símbolo)	¿Cuál es el artefacto/tema?	¿De qué manera este tema constituye una forma de resistencia?
	<p>1. ¿Quién es el Chicago Latino/a/e?</p>  <p>Migración</p>  <p>Ropa</p>  <p>Empresa</p>	<p>Artefacto: _____</p> <p>Tema: _____</p> <p>Aputnes:</p>	
	<p>2. Representación como resistencia</p>  <p>Boicoteo</p>  <p>Institución cultural</p>  <p>Educación</p>	<p>Artefacto:</p> <p>_____</p> <p>Tema: _____</p> <p>Aputnes:</p>	
	<p>3. ¿Por qué están los latino/a/es aquí?</p>  <p>Práctica espiritual</p>  <p>Protesta/huelga</p>  <p>Trabajo</p>	<p>Artefacto:</p> <p>_____</p> <p>Tema: _____</p> <p>Aputnes:</p>	

	Sección de expo (Rodea con un círculo tu símbolo)	¿Cuál es el artefacto/tema?	¿De qué manera este tema constituye una forma de resistencia?
	4. Respuesta local a los desafíos locales  Artes visuales  Organización de base  Justicia ambiental	Artefacto: _____ Tema: _____ Aputnes:	
	5. Prosperar como resistencia  Artes escénicas  Comida  Ocupando el espacio público	Artefacto: _____ Tema: _____ Aputnes:	

¿Cuál de los símbolos e historias que has elegido te resulta más significativo? ¿Por qué?

¿En cuales otros momentos de la historia o de tu propia vida has visto estas formas de resistencia en acción?



PRE-VISIT ACTIVITY

Introducing the Exhibition and The Resistance Toolkit

Note: This activity and the exhibition explore civic actions that counter injustice, gentrification and erasure. If these concepts are new to your students establishing a baseline understanding of them will provide important context for the activities in this guide and for your visit.

Materials

- ◆ Access to the Internet (optional)
- ◆ Copies of the *Aquí en Chicago* Resistance Toolkit
- ◆ Paper and writing utensils or a digital platform such as Padlet or a collaborative slide deck.

Activity Instructions

1. Introduce your students to *Aquí en Chicago*. You and your students can use the information and map in this guide and visit the Museum's website to learn more about the exhibition. The link to the exhibition landing page can be found on the Resource Page of this guide. Give students copies of the map and ask them to annotate it with their own notes and questions. Then, ask students to note one topic they are looking forward to learning more about in the exhibition and one question they have about it.
2. Ask students how they would describe a toolkit. After discussing their ideas, share with them that the *Oxford English Dictionary* defines a toolkit as a set of tools kept in a bag or box and used for a particular purpose, but also as a personal set of resources, abilities or skills. *Aquí en Chicago* includes a Resistance Toolkit, which is a set of actions or practices people use to support their communities and push back against injustice and erasure.
3. Distribute the *Aquí en Chicago* Resistance Toolkit Symbols to students. There are 23 symbols in the Resistance Toolkit, so divide them up as works best for your students. Some of the symbols feature culturally specific imagery. The following page includes information on these references that can be shared with students.
4. Working in small groups, ask students to write definitions for their assigned tools from the perspective of how they represent resistance. Let students know if they can draw on online resources to help shape their definition.
5. Share out student-generated definitions. This can be verbally, or students can write and physically or digitally post their definitions. Hold a physical or virtual gallery walk to allow peers to add to and comment on the generated definitions.
6. Close with a discussion:
 - ⇒ Which tools were familiar to students?
 - ⇒ Which tools were new ideas in terms of being methods of resistance?
 - ⇒ How do students anticipate seeing examples of these tools in the exhibition?
 - ⇒ How have students seen these tools used within their communities?
7. Review the field trip graphic organizer Analyzing Tools of Resistance with students so they are prepared for their visit. Let students know that they will use their completed sheet after your visit. The graphic organizer is a flexible resource that allows students to complete it in pairs or small groups or individually.



PRE-VISIT ACTIVITY

Additional Information on Toolkit Symbols

Note on the Resistance Toolkit symbols: Some of these forms of resistance are less concrete and are more about taking up space, living authentically, and showing up, hence the exhibition name *Aquí en Chicago*, which translates to “Here in Chicago”. Having a presence is a form of resistance as much as participating in a boycott. Encourage students to think broadly about these more abstract symbols of resistance. Most of the symbols are straightforward. However, some of them are culturally specific and/or have some nuances in the artistic representation of that idea. You may want to share this context with your students prior to working with the symbols.

These symbols have some extra information:

- **Business** is represented by a vendor at a stand selling aguas frescas, which are beverages made by blending fresh fruit, flowers, or seeds with water and a sweetener.
- **Documents** is represented by a driver’s license that is not a real ID, since those track legal presence in the US.
- **Environmental Justice** is represented by a gardening spade carrying a seedling and a butterfly.
- **Food** is represented by a plate of food containing tortillas covered in carne asada (spicy marinated grilled steak) with a lime wedge on the side.
- **Grassroots Collaboration** is symbolized by a handshake.
- **Preserving Languages** is someone speaking to a person of a younger generation and sharing their language skills. The speech bubble is similar to a Maya glyph for speech.
- **Spiritual Practice** is represented by a person in a contemplative pose.
- **Occupying Public Space** is represented by a parade float for a Day of the Dead parade. Day of the Dead or Día de los Muertos, is a Mexican holiday celebrated during November 1–2 to honor and remember deceased loved ones. It is a joyful and festive time for families to share stories and remember those who have passed.



Resistance Toolkit Symbols by Cecilia Beaven

RESISTANCE TOOL KIT SYMBOLS
SIMBOLOS DEL KIT DE HERRAMIENTAS DE RESISTENCIA



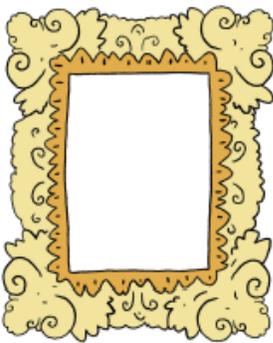
Business
Empresa



Boycott
Boicoteo



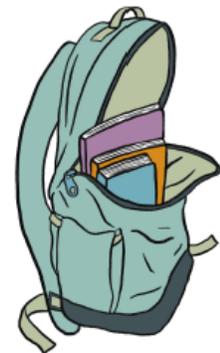
Clothing
Ropa



Cultural Institution
Institución cultural



Documents
Documentos



Education
Educación



Elections
Elecciones



Environmental Justice
Justicia ambiental



Food
Comida

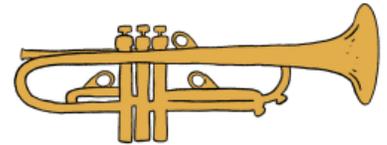
RESISTANCE TOOL KIT SYMBOLS
SIMBOLOS DEL KIT DE HERRAMIENTAS DE RESISTENCIA



Migration
Migración



Protest/Strike
Protesta/huelga



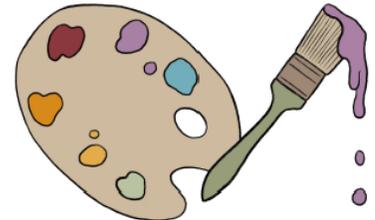
Performing Arts
Artes escénicas



Grassroots Organizing
Organización de base



Occupying Public Space
Ocupando el espacio público



Visual Arts
Artes visuales



Social Media
Redes sociales

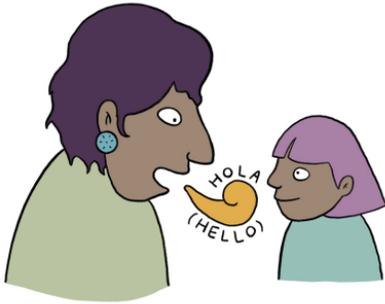


Spiritual Practice
Práctica espiritual



Labor
Trabajo

RESISTANCE TOOL KIT SYMBOLS
SIMBOLOS DEL KIT DE HERRAMIENTAS DE RESISTENCIA



Preserving Languages
Preservando idiomas



Legal Challenge
Desafío legal



Petition
Petición



Uprising
Sublevación



Health Care
Cuidado de la salud



POST-VISIT ACTIVITY

Debriefing the Field Trip and Applying the Resistance Toolkit to Daily Life

Materials

- Student completed Analyzing Tools of Resistance graphic organizers from their field trip.
- Copies of the Resistance Toolkit
- Writing materials
- Basic art supplies: posterboard or large paper, markers, scissors, glue
- Access to the Internet

Activity Instructions

1. Share out from the field trip. Students can use their graphic organizers to compare the tools from the Resistance Toolkit they found in the exhibition as a class or in small groups. Ask students to go back to their pre-visit notes. What new information did they learn from the exhibition? Was their question answered? Did visiting the exhibition raise any new questions? How could they answer those?
2. Return to the Resistance Toolkit. There are several ways you or your students can choose to connect the Resistance Toolkit to students' own neighborhoods and school community. Here are some ideas:
 - ⇒ **Resistance in Our World:** Working with the original symbols they had in the pre-visit activity and the definitions they generated, ask student groups to identify which of those tools they see in action in their own neighborhood(s) or school community and provide examples of how. If some of the symbols are not currently in action, the students can make a case for using them. Have groups share the tools and issues they identified.
 - ⇒ **Resistance Posters:** Ask students to identify issues in their own neighborhood(s) or school community. Which tools would help to address that issue? If there are tools they have in mind that are not currently in the Resistance Toolkit, add them! You can use the four blank grid square for this. Likewise, students can change any of the symbols if they wish. As individuals or in small groups, ask students to create a poster about their chosen issue incorporating the tools in advocating for change. Share posters within your school or larger community.
 - ⇒ **Resistance Mentors:** Choose a few of the tools that students think are most effective. Identify community members or organizations that are utilizing those tools to make a positive impact. Invite them to visit the class virtually or in person to speak about their work. An extension of this activity could include writing biographies of the mentors, letter/email exchanges, and holding additional mentor/mentee events. This can present an oral history opportunity as well if students interview the guests. Students may also have family members who can be interviewed about their resistance activities.
3. Following any of the above activities, you could select as a group your **classroom resistance toolkit** and the issues that are important to the students. Are there any collective actions they could take toward change?
 - ⇒ **Journaling:** Ask students to identify the tools from the Resistance Toolkit they have a personal affinity for or even have had experience using. What resources, abilities, and skills do they bring to effectively use the tools they have chosen? Note: You can distribute the My Resistance Toolkit sheet and the grid view of the Resistance Toolkit Symbols as the way to respond to this writing prompt.



MY RESISTANCE TOOLKIT!

MI KIT DE HERRAMIENTAS DE RESISTENCIA

Consider your own talents! Cut out the tools from the Resistance Toolkit that you connect to. Arrange them around the toolbox and write why you chose each tool and how it aligns with your talents.

¡Considera tus propios talentos! Recorta las herramientas del Kit de Resistencia con las que te identifiques. Colócalas alrededor de la caja de herramientas y escribe por qué elegiste cada herramienta y cómo se relaciona con tus talentos.





AQUÍ EN CHICAGO

Resources



Aquí en Chicago Web Pages

Main Exhibition Page

- English: <https://www.chicagohistory.org/exhibition/aqui-en-chicago/>
- Español: <https://www.chicagohistory.org/exhibition/aqui-en-chicago-es/>

On the exhibition webpage, you can access links to and information on:

- Building *Aquí*: a four-part podcast
- Related events
- CHM Blogs and Research
- Images of select artifacts in the exhibition.
- Information about the staff, interns, fellows, and community members who contributed to *Aquí en Chicago*

Aquí en Chicago: The Project <https://www.chicagohistory.org/aqui-en-chicago/>

- Information about the Instituto Justice and Leadership Academy student protest
 - Ongoing research (this extensive list includes websites, articles, and oral histories)
 - Digital Community Scrapbook photograph submission
 - Information about various activities in the years leading up to the opening of the exhibition
- Both the exhibition page and the project page will continue to grow. Keep your eye out for additional research and features.

Local Media Coverage

"After Students on Chicago History Museum Field Trip Protested What They Saw, a New Exhibit Sprouted," *NBC Chicago*, October 1, 2025.

<https://www.nbcchicago.com/news/local/new-chicago-history-museum-exhibit-sprouts-after-student-protest/3832248/>

"Around Town Previews 'Aquí En Chicago' at the Chicago History Museum," *WGN-TV*, October 27, 2025. (Note: 3 videos)

<https://wgntv.com/morning-news/around-town/around-town-previews-aqui-en-chicago-at-the-chicago-history-museum/>

"Chicago History Museum Exhibit Celebrates Impact of Hispanic, Latino Communities," *NBC Chicago*, n.d., accessed October 2, 2025.

<https://www.nbcchicago.com/video/top-videos-home/chicago-history-museum-exhibit-celebrates-impact-of-hispanic-latino-communities/3832373/>

"Chicago History Museum 'Aquí En Chicago' exhibit highlights city's Latino history," *CBS Chicago*, October 7, 2025.

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

"Hispanic Heritage Month: Aquí En Chicago Celebrates Local Artist's Work," *NBC Chicago*, October 15, 2025.

<https://www.nbcchicago.com/video/news/local/hispanic-heritage-month-aqui-en-chicago-celebrates-local-artists-work/3839244/>

Alex Garza, host, *The Chingona Chair*, podcast, season 1, episode 12, "'Aquí en Chicago': Reclaiming Latino History, Culture, and Power in the Windy City," *The Chingona Collective*, November 3, 2025.

<https://rss.com/podcasts/the-chingona-chair/2305456/>