

Burke - Enrichment:

- Monday:
 - Membean (15 minutes)
 - Preview and predict (10 minutes)
 - Vocabulary preview (10 minutes)
- Tuesday:
 - First read - teacher read aloud with highlighters and summarizing activity (15 minutes)
 - Assign roles and browse (5 minutes)
 - Q&A about vocabulary (5 minutes)
 - Second read - student read aloud with roles (15 minutes)
- Wednesday:
 - Membean (15 minutes)
 - Independent work on Google Classroom - close reading/critical thinking questions (20 minutes)
- Thursday:
 - Independent work on Google Classroom - story elements (10 minutes)
 - Discussion of play (15 minutes)
 - Independent work on Google Classroom - final quiz (10 minutes)
- Friday:
 - Membean (15 minutes)
 - Independent work on Google Classroom - final quiz (10 minutes)
 - Independent work on Google Classroom - PEEL+ (10 minutes)
 - Individual conference with students (throughout)

Name: _____ Date: _____

Text Features

Directions: Text features are the pictures, captions, headlines, subheads, maps, and other features that go along with an article. Answer the questions below about the text features in "The Fight for What's Right."

1. Read the title and subhead on page 13. Make a prediction: How do you think Sylvia Mendez helped change California schools?

2. Look at the photo of the man and woman on page 15 and read its caption. Who are they?

3. Flip through pages 14-16. How many scenes does the play have?

Name: _____ Date: _____

"The Fight for What's Right" Vocabulary Review

Directions: Reread the vocabulary definitions on page 14. Then choose the best word from the Word Bank to complete each sentence.

WORD BANK	citizens	discrimination	inferior	petition	qualified
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1. "The Fight for What's Right" is the story of how the Mendez family fought _____ in their local school system.
2. Sylvia's parents had moved to America from Mexico and became _____ of the United States.
3. Mr. Kent, the head of schools, thought that Mexican students weren't _____ to attend Westminster School.
4. Hoover was a clearly _____ school to Westminster. Mexican students at Hoover were not taught math.
5. Mr. Mendez's _____ demanded that Hoover students go to the same school as the white kids.

Now that you remember what each word means, pick the correct word for each sentence starter and write it in the box. Then use your own words to complete each sentence.

6. My parents aren't to install our new oven, so _____
_____.
7. I think my grandfather is a victim of age : A store owner refused to hire him just because _____.
8. My dad says he won't drink coffee, and that's why he walks 10 blocks to his favorite coffee shop instead of _____.
9. My mom and uncle are American because they were born here, but my grandparents _____.
10. More than 200 students signed a asking for less homework, so I think _____
_____.

Action Activity

You've just read "The Fight for What's Right." Now it's time to try this activity.



AN AMERICAN HERO

In 2011, Sylvia received the Presidential Medal of Freedom from then-President Barack Obama. It is one of the country's highest honors.

An inference is something that is not stated but can be figured out from clues in the text.

WHAT TO DO: Imagine that you are Sylvia Mendez today. You're telling your story at a school. The students have questions. Make inferences to answer each question below with at least one complete sentence.

1. Your cousins were allowed to go to Westminster School, but you and your brother were not. Why did your cousins end up going to Hoover with you?

2. Why did the school bus go to Westminster School but not to Hoover Elementary?

3. Do you think Mr. Kent had met many Mexican children? Why or why not?

4. How did you feel when you heard Mrs. Hughes speak in court?

5. Why do you think it's important for people to hear your family's story today?

Answers are in the Teacher's Guide.

Name: _____ Date: _____

All About "The Fight for What's Right"

The elements of nonfiction are the different parts that make up a story. Understanding the elements can help you better understand the story.

Directions: Answer the questions below to better understand how the elements of "The Fight for What's Right" work together to tell the story.

Setting (where and when the story takes place)

1. Where and when does the story take place? How do you know? _____

2. How were Mexican and Mexican-American children treated during this time? _____

Characters (the people in the story)

3. Sylvia is an important character in the story. Write a few things you know about her (her age, what her family is like, what she cares about, and so on). _____

4. Mr. Kent is another character. Write a few things you know about him. _____

Conflict (the big problem or question)

5. What big problem does the Mendez family face when they bring their children to Westminster school? _____

6. How do they deal with this problem? _____

Theme (the big idea)

7. How does Sylvia feel about her education at Hoover Elementary? _____

8. Why do you think the play is called "The Fight for What's Right"? (Hint: What does the Mendez family work hard to make happen?) _____
