

Name: _____ Date: _____

Exploring Mood

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

In this activity, you will consider the mood of Scene 4 in *The Fight for What's Right*.

Here are two words that could be used to describe the mood of the scene:

frustrated, discouraged →

Now let's look at what creates this mood.

Psst!

Discouraged
means “having
lost confidence
or enthusiasm;
depressed.”

The Setting

The details that the Scene Directors provide about the setting help create a frustrated and discouraged mood.

1. We've listed two details about the setting that help create a frustrated and discouraged mood. List four more on the lines below.

- | | |
|-----------------------------|-------------------------------|
| • The classroom is cramped. | • The classroom is dimly lit. |
| • _____ | • _____ |
| • _____ | • _____ |

2. One way the details about the setting help create a frustrated and discouraged mood is that they show that Hoover School is run-down and in poor condition, making it a dreary and unwelcoming place. Describe another way the details about the setting help create a frustrated and discouraged mood.

The Dialogue

The dialogue, or conversation between characters, also helps create a frustrated and discouraged mood.

3. We've listed one line of dialogue that helps create a frustrated and discouraged mood. On the blank lines, list three more.

"The smell of those cows is really getting to me."

4. Explain how the dialogue helps create a frustrated and discouraged mood.

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Exploring Mood

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

In this activity, you will consider the mood of Scene 4 in *The Fight for What's Right*.

Here are two words that could be used to describe the mood of the scene:

frustrated, discouraged →

Now let's look at what creates this mood.

Psst!
Discouraged
 means “having
 lost confidence
 or enthusiasm;
 depressed.”

The Setting

The details that the Scene Directors provide about the setting help create a frustrated and discouraged mood.

1. We've listed four details about the setting that help create a frustrated and discouraged mood. List two more on the lines below.

- The classroom is cramped
- The classroom is dimly lit.
- The desks are wobbly.
- The yard outside is bare.
- _____
- _____

2. Check the sentence that explains how the details that the Scene Directors provide about the setting help create a frustrated and discouraged mood.

- ☐ The details show that Hoover School is a typical school where students learn, play on the playground, and eat lunch.
- ☐ The details reveal that Hoover School is run-down and lacking in resources and space, and is an unpleasant place for students to be.
- ☐ The details suggest that Hoover's schoolyard has a nice view of the surrounding pastures.

The Dialogue

The dialogue, or conversation between characters, also helps create a frustrated and discouraged mood.

3. We've listed two lines of dialogue that help create a frustrated and discouraged mood. On the blank line, list one more.

"The smell of those cows is really getting to me."

"Miss Wilson, are we ever going to read books or learn math?"

4. Complete the sentence below to explain how the dialogue helps create a frustrated and discouraged mood.

The dialogue shows that the characters are feeling frustrated and discouraged about _____

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Mood Words

Mood is the feeling the reader gets from a work of literature. There are *many* different words you can use to describe the mood of a piece of writing. Here are some to get you started. They are organized into groups of words with similar meanings. We've left space in each box so you can add your own words.

angry

aggravated, enraged, hostile, irate,
violent

happy

content, joyful, delighted, ecstatic, elated

boring

dreary, dull, uneventful, tiring

loving

warm, delicate, romantic, touching,
sympathetic

calm

quiet, serene, tranquil, mellow, harmonious

sad

depressed, melancholy, mournful, tragic,
gloomy

exciting

exhilarating, lively, rousing, thrilling,
energetic

scary

creepy, nightmarish, spooky, haunting,
threatening

fun

amusing, bouncy, cheerful, playful

worried

anxious, nervous, restless, suspenseful, tense,
uneasy

Identifying Mood

Mood is the feeling the reader gets from a work of literature. Another way to describe mood is atmosphere. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a text, it too has an atmosphere that makes you feel a certain way. For example, the mood could be *calm*, *creepy*, *romantic*, *gloomy*, or *tense*. Authors create mood through word choice, imagery, dialogue, setting, and plot. The mood can stay the same from the beginning to the end of a text, or it can change.

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Making Inferences

Making an inference means using clues from the text to figure out something the author doesn't tell you directly.

Directions: Answer the questions or follow the directions that appear in italics to fill in the chart. We completed the first row for you.

Clues	Inference
<p>1. In Scene 2, Sylvia's father storms into the Mendez family kitchen:</p> <p>Papa: The principal and the superintendent said that Sylvia and Jerome have to go to Hoover.</p> <p>Mama: Why?</p> <p>Papa: They just kept saying, "That's the way it's done here."</p> <p>Aunt Sally: But Hoover is farther away. Plus, it's very run-down and right next to a smelly cow pasture.</p> <p>Papa: This is not acceptable.</p> <p>Mama: What can we do about it?</p> <p>Papa: I'm not sure. But a good education for our children is worth fighting for.</p>	<p><i>What do these lines reveal about Sylvia's father?</i></p> <p>Sylvia's father is a strong and principled man who believes in fighting for justice. He also cares deeply about his children and their education.</p>
<p>2. In Scene 4, Sylvia and other students are sitting in a cramped, dimly lit classroom at Hoover School:</p> <p>Miss Wilson: Today the girls are going to learn how to sew, and the boys will build crates.</p> <p>SD2: Miss Wilson passes out scraps of fabric to the girls and pieces of wood to the boys.</p> <p>SD1: Sylvia raises her hand.</p> <p>Sylvia: Miss Wilson, are we ever going to read books or learn math?</p> <p>Miss Wilson: You don't need to. I am teaching you something more useful.</p> <p>SD2: Sylvia's brow furrows as the lights fade.</p>	<p><i>From this exchange, what can you infer about how Sylvia is feeling at this moment?</i></p>

Clues	Inference
<p>3. Find two moments in the play that support the inference on the right.</p>	<p>Hoover School is not as nice a school as Westminster.</p>
<p>4. In Scene 7, Mr. Marcus questions Mr. Harris, the superintendent, in court:</p> <p>Mr. Marcus: How many Mexican students are attending Westminster now?</p> <p>Mr. Harris: None.</p> <p>Mr. Marcus: Out of the hundreds of children at Hoover, not one is qualified to go to Westminster?</p> <p>Mr. Harris: Well, they can't keep up. They're not as smart.</p> <p>SD2: Horrified gasps spread across the courtroom.</p> <p>Judge: Order! Order in the court!</p> <p>SD1: Mr. Marcus wears a triumphant expression.</p>	<p><i>Why is Mr. Marcus feeling "triumphant" at this moment?</i></p>

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Theme: Anyone Can Change the World

Directions: Read *The Fight for What's Right* and "How to Be a Changemaker." Then complete the activity below, which will prepare you to answer the writing prompt on page 23.

<i>The Fight for What's Right</i>	
<p>1. What problem does the Mendez family face?</p>	<p>2. How does the Mendez family respond to the problem?</p>
<p>3. What happens as a result of the Mendez family's actions?</p>	<p>4. How does the story of the Mendez family relate to the idea that each of us has the power to make a change in the world?</p>

"How to Be a Changemaker"

- 5.** How does Mackenzie Carro's informational text "How to Be a Changemaker" relate to the idea that each of us has the power to make a change in the world? Support your answer with two pieces of evidence from the article.

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Close-Reading Questions

The Fight for What's Right

1. In Scene 1, the secretary at Westminster School says that Sylvia's cousins may enroll, but that Sylvia and Jerome may not. Aunt Sally says, "Either all of them will go to school here, or none of them will." What does this statement reveal about Aunt Sally's character? (character)

2. In Scene 4, when Sylvia asks about reading and learning math, Miss Wilson says, "You don't need to. I am teaching you something more useful." What does this statement tell you about the quality of education at Hoover? (inference)

3. In Scene 7, why does Mr. Marcus look triumphant when he finishes questioning Mr. Harris? (inference)

4. In Scene 7, Mrs. Hughes states that keeping Mexican children separate "tells them they are not wanted." Where in the play can you find evidence to support this statement? (text evidence, text structure)

5. In Scene 8, why do Sylvia's parents have tears in their eyes? (character, inference)

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Critical-Thinking Questions

The Fight for What's Right

1. In the epilogue, you learn that many people continued to oppose school integration after the *Mendez v. Westminster* trial ended. Based on details in the play, what reasons might such people have had?
2. Today, Sylvia travels around the country telling her family's story. Why is it important for people to learn about the Mendez family's struggle?

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Critical-Thinking Questions

The Fight for What's Right and "How to Be a Changemaker"

1. Based on the examples in the text, what does it mean to be a "changemaker"?

2. What personality traits would be useful for a changemaker?



The Fight for What's Right

How do we change society?

Respond to each statement by checking "agree" or "disagree." Be prepared to justify your responses.

	Agree	Disagree
1. One person has the power to make a difference.		
2. The United States is a place of freedom and opportunity for everyone who lives here.		
3. When you know people are being treated unfairly, it is your responsibility to take action.		
4. People who are not part of the solution are part of the problem.		
5. Ordinary people have little power to change society.		
6. People don't usually think about injustice unless it affects them personally.		
7. "The opposite of love is not hate, it's indifference." —Elie Wiesel		
8. People should not obey laws that they think are unfair.		

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The Fight for What's Right **Character Thinking Tool**

The questions on this page are about the character of
Mr. Mendez

Major characters play an important role in what happens and usually face an obstacle.

Minor characters do not play an important role in what happens and usually do not face an obstacle.

1. Is Mr. Mendez a major character or a minor character? Explain your reasoning.

2. What does Mr. Mendez value? How do you know?

3. Is Mr. Mendez a good father? Explain.

4. What are two words or phrases that describe Mr. Mendez's personality? Explain why you chose each word or phrase.

[illegible]

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Go to Scope
Online to listen
to the words
and definitions
read aloud!

Vocabulary:

The Fight for What's Right

- 1. appalled (uh-PAWLD)** *adjective*; The verb *appall* means “to overcome with shock or horror.”
 To be appalled is to feel shocked or disgusted because something is so unpleasant. You might be appalled by your friend’s willingness to crunch on chocolate-covered grasshoppers.
- 2. aptitude (AP-ti-tood)** *noun*; Aptitude is a natural ability to do or learn something. If you have an aptitude for math, you are good at math and you learn it fairly easily. If you have an aptitude for gymnastics, it’s as if you were born to do the sport.
- 3. discrimination (dis-krim-ih-NAY-shuhn)** *noun*; Discrimination is the unfair treatment of a group of people because of their race, gender, religion, age, or other characteristic.
- 4. gallery (GAL-uh-ree)** *noun*; One type of gallery is a room or building that displays or sells works of art. A balcony like you might see in a theater or a church is another kind of gallery. A porch along the outside of a building can also be called a gallery. In a courtroom, the gallery is the section at the back with benches and chairs for members of the public to sit and watch a trial.
- 5. integration (in-tih-GRAY-shun)** *noun*; The verb *integrate* (IN-tih-grayt) means “to combine two or more things into a whole, or to make one person or thing part of another group or thing.”
 For a research project, your teacher might ask you to integrate photos into your presentation.
Integration is the act of bringing separate things together. Often, *integration* is used with the particular meaning of the act of combining different groups of people—of stopping segregation (see *segregation* below).
- 6. petition (puh-TISH-uhn)** *noun*; A petition is a written document that many people sign asking a person or an organization for something they want changed or done. If Parkway Middle School doesn’t have basketball courts on its playground, a group of students might start a petition requesting that some be built. The students will try to get as many signatures on the petition as possible to show the principal that a lot of people want the basketball courts.
- 7. segregation (seg-rih-GAY-shuhn)** *noun*; Segregation is the act of keeping different groups (such as people of different races or religions) apart from one another.

8. triumphant (trahy-UHM-fuhnt) *adjective*; To triumph (TRAHY-uhmf) is to win or be successful. The adjective *triumphant* is a synonym for “successful” or “victorious.” Fans at a football game hope that their team will be triumphant.

Triumphant also means “being proud or joyful because of a success.” Lucia might give a triumphant shout after beating Jason in a video game.

9. unconstitutional (uhn-kon-stih-T00-shuh-nuhl) *adjective*; The Constitution is a written document that is the highest form of law in the United States. It lists our rights and explains how our government works. All other laws are based on the rules and principles in the Constitution.

If a law or practice is constitutional, it is allowed by the Constitution. A law or practice that is *unconstitutional* goes against the Constitution and is therefore illegal. Only the Supreme Court—a court with nine judges that has authority over all other courts in the nation—can declare a law unconstitutional.

Directions: In the space below and on the back of this page (if necessary), list any other words from the play or informational text whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

Vocabulary Practice

The Fight for What's Right

Directions: Fill in the circle next to the best answer to each question.

1. Which is an example of **discrimination**?

- Ⓐ Karen was not allowed to join a kickball team at recess because she is a girl.
- Ⓑ Eli didn't receive his allowance this week because he didn't complete his chores.

2. Jared is sitting in the **gallery** during a trial. You can guess that Jared might be _____.

- Ⓐ the judge
- Ⓑ a friend of someone involved in the trial

3. Which football team's quarterback could be described as **triumphant**?

- Ⓐ the Cougars' quarterback, who is high-fiving his teammates after a game-winning touchdown
- Ⓑ the Mustangs' quarterback, who is seated on the bench with his head hung low

4. Which sentence uses **integrated** correctly?

- Ⓐ Jason integrated his books into his locker.
- Ⓑ Mr. Butler integrated all of the students' ideas into the story.

5. If a law is found to be **unconstitutional**, that means it is _____.

- Ⓐ legal
- Ⓑ illegal

Directions: Rewrite each sentence below using one of the following words.

petition	appalled	segregation	integration	aptitude
----------	----------	-------------	-------------	----------

6. Olivia was stunned and horrified by Laura's rude behavior.

7. The students delivered a document with many signatures on it to the teacher requesting an extra week to finish their projects.

8. The separation of boys and girls at school is common in some parts of the world.

9. Don had a special ability with learning languages. He spoke English, German, Spanish, and Japanese.

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The Fight for What’s Right Quiz

Directions: Read *The Fight for What’s Right* and “How to Be a Changemaker.” Then answer the questions below.

1. In Scene 1, Aunt Sally says, “Either all of them will go here, or none of them will.” This line shows that Aunt Sally
 - (A) would prefer to send the children to Hoover School.
 - (B) believes that Sylvia and Jerome’s parents should speak to the secretary.
 - (C) is angry and disagrees with Westminster School’s policy.
 - (D) is confused by what the secretary said.
2. The main purpose of Scenes 3 and 4 is to help readers understand that
 - (A) Mexican-American students have to walk part of the way to school.
 - (B) Mexican-American students are treated poorly and unfairly by the school system.
 - (C) Westminster School is for white students only.
 - (D) Hoover School is dangerously close to an electrified fence.
3. In Scene 4, SD2 provides the detail that “Sylvia’s brow furrows.” This detail suggests that Sylvia
 - (A) is working hard on her sewing project.
 - (B) is upset about not being taught reading and math at school.
 - (C) is not listening to her teacher.
 - (D) is excited about learning to sew.
4. In Scene 7, Mrs. Hughes says that Mr. Harris’s claims are “attempts to justify the racist practice of segregation.” She means that Mr. Harris
 - (A) is trying to show why segregation is illegal.
 - (B) has the same view as many Californians.
 - (C) is trying to deny that schools are segregated.
 - (D) is trying to defend school segregation as reasonable, which it is not.
5. Which detail should NOT be included in a summary of the play?
 - (A) Jerome and Sylvia are turned away from Westminster School because of their ethnicity.
 - (B) The Mendez family files a discrimination lawsuit against the school system.
 - (C) The judge rules that school segregation is unconstitutional.
 - (D) Jerome asks if disliking asparagus is prejudice.
6. What is the main purpose of “How to Be a Changemaker”?
 - (A) to explain how the Mendez family won their court case
 - (B) to warn readers not to take on problems that are too big
 - (C) to give readers advice about how to make a difference in the world
 - (D) to encourage readers to volunteer at a funeral home

Constructed-Response Questions



Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. What are two ways in which the education of Mexican-American students and white students was unequal in 1944? How did this inequality affect Mexican-American students? Support your answer with text evidence.
8. Choose two of the strategies in “How to Be a Changemaker” and explain how the Mendez family used those strategies to help end segregation in a school. Support your answer with text evidence.

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The Fight for What's Right Quiz

Directions: Read *The Fight for What's Right* and "How to Be a Changemaker." Then answer the questions below.

1. In Scene 1, Aunt Sally says, "Either all of them will go here, or none of them will." This line shows that Aunt Sally
 - (A) would rather send the children to Hoover than to Westminster.
 - (B) wants to speak to the principal.
 - (C) is angry and disagrees with Westminster School's policy.
 - (D) is confused by what the secretary said.
2. In Scene 2, SD1 says, "Papa walks in, fuming." This line shows that Papa feels
 - (A) sad.
 - (B) angry.
 - (C) confused.
 - (D) sick.
3. The main purpose of Scene 4 is to help readers understand that Hoover School
 - (A) teaches girls how to sew.
 - (B) does not provide its students with a quality education.
 - (C) does not have a playground.
 - (D) is a school for Mexican-Americans.
4. In Scene 7, Mrs. Hughes says that Mr. Harris is attempting to "justify" segregation. *Justify* most closely means
 - (A) lie about.
 - (B) attack.
 - (C) hide.
 - (D) make excuses for.
5. Which detail should definitely be included in a summary of the play?
 - (A) Aunt Sally makes soup in the Mendez family's kitchen.
 - (B) Sylvia and Jerome wear their finest clothes to the courthouse.
 - (C) Jerome asks if disliking asparagus is prejudice.
 - (D) The Mendez family files a lawsuit claiming the school system is treating Mexican-American children unfairly.
6. What is the main purpose of "How to Be a Changemaker"?
 - (A) to explain how the Mendez family won their court case
 - (B) to advise readers to start small when working toward a change
 - (C) to give readers advice on how to change the world
 - (D) to encourage readers to volunteer at funeral homes

Constructed-Response Questions



Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. Describe two ways the education of Mexican-American students and white students in Westminster, California, was unequal in 1944. Support your answer with text evidence.
8. In "How to Be a Changemaker," Mackenzie Carro gives the advice to "use your voice" to make the world a better place. How did members of the Mendez family use their voices to fight segregation? Use text evidence to support your answer.

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Video Discussion Questions

"Beyond the Story: Into the World of Sylvia Mendez"

After Reading *The Fight for What's Right*

1. What is the mood of the first half of the video, about life in Southern California in the 1940s (0:42-1:57)? Consider the narration, music, and visuals.
2. How does the mood change for the segment about segregation in Southern California (starting at 2:05)? Consider the narration, music, and visuals.
3. How does the section about the surge of immigration from Mexico to the United States in the early 1900s (2:52-3:55) add to your understanding of the play?
4. Consider this line from the video: "But Sylvia's victory would echo long after her family won their case" (4:35). What does this mean? How does information in the video and the play support this idea?

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Sylvia Mendez Contest

Consider this statement: Each of us has the power to make a change in the world. How does this statement relate to the play and the informational text? Answer this question in an essay. Use text evidence.

Five winners will each get *Echo* by Pam Muñoz Ryan.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ use of supporting text evidence
- ⇒ good organization and transitions
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents
to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Sylvia Mendez Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY February 15, 2018!