

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Close-Reading Questions

## *The Fight for What's Right*

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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"

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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?