



Reading Instruction for Middle School Students

**Lessons for Improving Comprehension
Through “Iqbal”
by Francesco D’Adamo**

Adapted from intervention materials developed by the Texas
Center for Learning Disabilities

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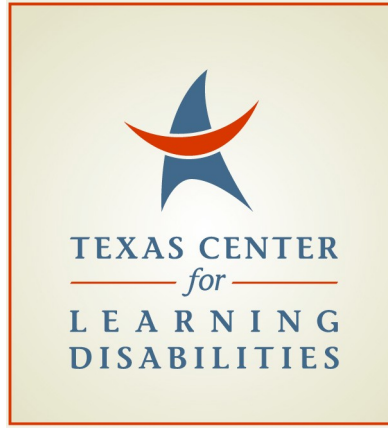


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About the Texas Center for Learning Disabilities

The Texas Center for Learning Disabilities (TCLD) is a research center that investigates the classification, early intervention, and remediation of learning disabilities. The National Institutes of Health funds research activities, which are conducted at the University of Houston, The University of Texas at Austin, and The University of Texas Health Science Center at Houston. To learn more about TCLD, visit our website at www.texasldcenter.org.

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Introductory Materials

Overview

About These Lesson Plans

The lesson plans within this novel unit represent examples of instruction provided to struggling readers in middle school (grades 6–8) as part of the research of the Texas Center for Learning Disabilities (TCLD). Research staff members developed the lesson plans, which align with the Texas Essential Knowledge and Skills (TEKS), and certified teachers implemented them. For more information, see the Project 3 page of the TCLD website at www.texasldcenter.org/research/project3.asp.

All of the activities in the lesson plans are research based, and references to this research can be found throughout. They are appropriate for use with struggling readers in middle school and focus on improving reading comprehension. This set of plans is to be used with the novel *Iqbal* by Francesco D’Adamo. *Iqbal* is an historical novel about child slavery in Pakistan. Early in the book, readers meet Iqbal Masih, who was sold into slavery by his debt-ridden family and worked in a carpet factory. Working conditions were terrible and Iqbal’s repeated attempts to escape are thwarted until he meets the leader of the Bonded Liberation Front of Pakistan. Finally, Iqbal is freed from his master and works tirelessly until his death to free children and speak out against slavery.

During these lessons, students will do the following (corresponding English Language Arts and Reading TEKS for grades 6–8 are listed below each objective):

- **Learn important vocabulary**

Students understand new vocabulary and use it when reading and writing. Students are expected to:

- determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes (Texas Administrative Code [TAC] §110.18–110.20(b)(2)(A))
- use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words (TAC §110.18(b)(2)(B))
- use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words (TAC §110.19(b)(2)(B))
- use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings (TAC §110.20(b)(2)(B))

- **Make predictions prior to reading and verify predictions after reading**

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- Grade 6: make inferences about text and use textual evidence to support understanding (19 TAC §110.17(b)(D))
- Grades 7–8: make complex inferences about text and use textual evidence to support understanding (19 TAC §110.17(b)(D))

- **Access background knowledge prior to reading**

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension (19 TAC §110.17(b)(A))

- **Read text through various formats (e.g., partner reading, choral reading) to learn and practice various reading comprehension strategies (e.g., main idea, summarization)**

See corresponding TEKS for each comprehension skill below.

- **Practice generating Level 1, Right There; Level 2, Putting It Together; and Level 3, Making Connections, questions**

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- Grades 6–8: ask literal, interpretive, evaluative, and universal questions of text (19 TAC §110.17(b)(B))
- Grade 6: monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions; 19 TAC §110.17(b)(C))

- **Practice “getting the gist” of an entire chapter**

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- Grades 7–8: reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images; 19 TAC §110.17(b)(C))
- Grades 6–8: summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (19 TAC §110.17(b)(E))

- **Learn how to summarize a chapter**

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (19 TAC §110.17(b)(E))

Prerequisites

This novel unit assumes that students have previously been taught how to “get the gist” (main idea) of a passage or chapter and generate Level 1, Right There, and Level 2, Putting It Together questions. If your students cannot do these activities independently, we recommend teaching the novel unit for “Any Small Goodness” first.

Preparation

Each lesson is to be completed in 1 or 2 days of approximately 60 minutes of instruction each. Teacher guides note the intended time for each lesson. Materials include an overview of daily activities (organized by chapter), options for structuring text reading, teacher guides, student logs, vocabulary pictures (for some chapters) and supplemental materials for students. All of the materials are available for free download at www.texasldcenter.org.

It is important that teachers preread lesson plans and chapters prior to teaching. They will need to prepare student materials (e.g., word cards, vocabulary pictures printed in color), develop instructional examples, prepare vocabulary instruction (e.g., examples and nonexamples), and select reading formats.

Professional Development

Teachers can learn more about implementing the instructional practices and strategies described within lesson plans by accessing the Professional Development link on the side of the Lesson Plans webpage: www.texasldcenter.org/lessonplans.

We also encourage you to explore the other helpful resources on the TCLD website.

Questions

For questions related to lesson plans or other TCLD work, contact us at www.texasldcenter.org/contact.asp.

“Iqbal”: Overview of Daily Activities

<p style="text-align: center;">INTRODUCTION</p> <p>Day 1 (60 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Introduce Vocabulary<input type="checkbox"/> Read the Introduction<input type="checkbox"/> Build Background Knowledge<input type="checkbox"/> Preview Elements of the Novel	<p style="text-align: center;">CHAPTER 1</p> <p>Day 1 (60 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Introduce Vocabulary<input type="checkbox"/> Prediction<input type="checkbox"/> Read the Chapter: Generate Level 1 and 2 Questions<input type="checkbox"/> After Reading: Does It Make Sense?<input type="checkbox"/> Closure: Verify Predictions and Get the Gist
<p style="text-align: center;">CHAPTER 2</p> <p>Day 1 (50 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Introduce Vocabulary<input type="checkbox"/> Prediction<input type="checkbox"/> Build Background Knowledge<input type="checkbox"/> Read the Chapter: Generate Level 1 and 2 Questions <p>Day 2 (50 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Continue Reading the Chapter: Generate Level 1 and 2 Questions<input type="checkbox"/> After Reading: Does It Make Sense?<input type="checkbox"/> Closure: Verify Predictions and Get the Gist<input type="checkbox"/> Extended Reading	<p style="text-align: center;">CHAPTER 3</p> <p>Day 1 (60 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Review Vocabulary<input type="checkbox"/> Prediction<input type="checkbox"/> Read the Chapter: Generate Level 1 and 2 Questions<input type="checkbox"/> Extended Reading <p>Day 2 (50 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Continue Reading the Chapter: Generate Level 1 and 2 Questions<input type="checkbox"/> After Reading: Does It Make Sense?<input type="checkbox"/> Closure: Verify Predictions and Get the Gist<input type="checkbox"/> Extended Reading

<p style="text-align: center;">CHAPTER 4</p> <p>Day 1 (60 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Introduce Vocabulary<input type="checkbox"/> Prediction<input type="checkbox"/> Read the Chapter<input type="checkbox"/> After Reading: Introduce the Frayer Model <p>Day 2 (45 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> After Reading; Introduce the Frayer Model<input type="checkbox"/> After Reading: Does It Make Sense?<input type="checkbox"/> Closure: Verify Predictions and Get the Gist<input type="checkbox"/> Extended Reading	<p style="text-align: center;">CHAPTER 5</p> <p>Day 1 (65 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Introduce Vocabulary<input type="checkbox"/> Prediction<input type="checkbox"/> Read the Chapter: Generate Level 1 and 2 Questions<input type="checkbox"/> After Reading: Use the Frayer Model <p>Day 2 (45 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> After Reading: Use the Frayer Model<input type="checkbox"/> After Reading: Does It Make Sense?<input type="checkbox"/> Closure: Verify Predictions and Get the Gist<input type="checkbox"/> Extended Reading
<p style="text-align: center;">CHAPTER 6</p> <p>Day 1 (60 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Introduce Vocabulary<input type="checkbox"/> Prediction<input type="checkbox"/> Build Background Knowledge<input type="checkbox"/> Read the Chapter <p>Day 2 (50 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Introduce and Model Level 3 Questions<input type="checkbox"/> After Reading: Does It Make Sense?<input type="checkbox"/> Closure: Verify Predictions and Get the Gist<input type="checkbox"/> Extended Reading	<p style="text-align: center;">CHAPTER 7</p> <p>Day 1 (50 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Introduce Vocabulary<input type="checkbox"/> Prediction<input type="checkbox"/> Read the Chapter: Generate Level 3 Questions <p>Day 2 (40 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> After Reading: Use the Frayer Model<input type="checkbox"/> After Reading: Does It Make Sense?<input type="checkbox"/> Closure: Verify Predictions and Get the Gist

<p style="text-align: center;">CHAPTER 8</p> <p>Day 1 (50 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Introduce Vocabulary<input type="checkbox"/> Prediction<input type="checkbox"/> Build Background Knowledge <p>Day 2 (55 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Read the Chapter: Generate Level 1, 2 and 3 Questions<input type="checkbox"/> Review Vocabulary: Use the Frayer Model<input type="checkbox"/> After Reading: Does It Make Sense?<input type="checkbox"/> Closure: Verify Predictions and Get the Gist	<p style="text-align: center;">CHAPTER 9</p> <p>Day 1 (55 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Extended Reading<input type="checkbox"/> Prediction<input type="checkbox"/> Read the Chapter <p>Day 2 (60 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> After Reading: Semantic Features Analysis of Character Traits<input type="checkbox"/> After Reading: Does It Make Sense?<input type="checkbox"/> Closure: Verify Predictions and Get the Gist<input type="checkbox"/> Extended Reading
<p style="text-align: center;">CHAPTER 10</p> <p>Day 1 (65 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Introduce Vocabulary<input type="checkbox"/> Prediction<input type="checkbox"/> Build Background Knowledge<input type="checkbox"/> Read the Chapter: Generate Level 1, 2, and 3 Questions <p>Day 2 (60 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Review Vocabulary: Use the Frayer Model and What Word Fits?<input type="checkbox"/> After Reading: Does It Make Sense?<input type="checkbox"/> Closure: Verify Predictions and Get the Gist<input type="checkbox"/> Extended Reading	<p style="text-align: center;">CHAPTER 11</p> <p>Day 1 (60 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Extended Reading<input type="checkbox"/> Prediction<input type="checkbox"/> Read the Chapter: Generate Level 1, 2, and 3 Questions <p>Day 2 (50 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Review Vocabulary: Use the Frayer Model<input type="checkbox"/> After Reading: Does It Make Sense?<input type="checkbox"/> Closure: Verify Predictions and Get the Gist<input type="checkbox"/> Extended Reading

<p style="text-align: center;">CHAPTER 12</p> <p>Day 1 (50 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Introduce Vocabulary<input type="checkbox"/> Prediction<input type="checkbox"/> Build Background Knowledge<input type="checkbox"/> Read the Chapter: Generate Level 1, 2, and 3 Questions <p>Day 2 (55 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Finish Reading the Chapter: Generate Level 1, 2, and 3 Questions<input type="checkbox"/> Build Background Knowledge<input type="checkbox"/> Review Vocabulary: What Word Fits?<input type="checkbox"/> After Reading: Does It Make Sense?<input type="checkbox"/> Closure: Verify Predictions and Get the Gist	<p style="text-align: center;">CHAPTER 13</p> <p>Day 1 (50 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Build Background Knowledge<input type="checkbox"/> Prediction<input type="checkbox"/> Review Vocabulary: Semantic Features Analysis <p>Day 2 (50 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Read the Chapter: Generate Level 1, 2, and 3 Questions<input type="checkbox"/> Review Vocabulary: Semantic Features Analysis<input type="checkbox"/> Closure: Verify Predictions and Get the Gist
<p style="text-align: center;">CHAPTER 14</p> <p>Day 1 (50 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Introduce Vocabulary<input type="checkbox"/> Prediction<input type="checkbox"/> Read the Chapter: Generate Level 1, 2, and 3 Questions <p>Day 2 (45 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Summarize Narrative Text<input type="checkbox"/> Closure: Verify Predictions and Get the Gist	<p style="text-align: center;">CHAPTER 15 AND EPILOGUE</p> <p>Day 1 (50 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Prediction<input type="checkbox"/> Read the Chapter: Generate Level 1, 2, and 3 Questions<input type="checkbox"/> Review Vocabulary: Use the Frayer Model <p>Day 2 (45 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Summarize Narrative Text<input type="checkbox"/> Closure: Get the Gist

Reading Format Options

Throughout the novel unit, there are several ways to structure reading so that students listen to a high-quality model of fluent reading and then have opportunities to practice reading fluently. Select one option each time a lesson plan includes time to read the chapter. You are encouraged to vary the methods throughout this novel unit.

This novel unit uses the following reading formats:

- Cloze read
- Choral read (repeated)
- Choral read (alternating)
- Partner read
- Silent reading with frequent checks for understanding

Cloze Read

Read a section of a chapter while students follow along (with their finger or pencil) and stop on key words or meaning-bearing words so that students read them. Students must track print carefully since they will read randomly selected words.

Teacher: American names are...

Students: ...cool.

Teacher: They sound sharp as...

Students: ...nails...

Teacher: ...shot from guns.

Choral Read (Repeated)

Read a paragraph while students follow along. Then students read the same paragraph chorally (aloud, in unison).

Modification

Read a paragraph. Then 1s read the same paragraph chorally. Read the next paragraph. Then 2s read the same paragraph chorally, and so on.

Choral Read (Alternating)

Read a paragraph while students follow along. Then the students read the next paragraph chorally.

Modification

Read a paragraph while students follow along. Then 1s read the next paragraph chorally. Read the next paragraph. Then 2s read the next paragraph chorally, and so on.

Partner Read

Assign a certain number of pages to read (approximately 5–10 pages). Set the timer and direct students to alternate whisper-reading paragraphs to one another until the timer beeps. Partner 1 reads the first paragraph while Partner 2 follows along and marks any words missed and provides feedback to Partner 1 once he or she has finished reading. Then Partner 2 reads the next paragraph while Partner 1 follows along and marks any words missed and provides feedback to Partner 2, and so on. Walk around the room to monitor and listen to several students read.

Silent Reading with Frequent Checks for Understanding

The teacher assigns a specified number of pages to read. Instruct students to read the section again if they get to the end before you stop the class. Students read silently as the teacher also reads and walks around the room to monitor student engagement. Stop periodically to check for understanding through questioning.

Modification

Have students provide some type of cue when they reach a certain point in the text. For example, “When you read to the bottom of page 45, flip over your green card.” When all the green cards are up, the teacher monitors understanding through questioning.

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Lesson Materials

Introduction

Teacher Guide and Student Log

Introduction Teacher Guide

Day at a Glance

(60 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Introduction Student Log for each student
- Display of Introduction Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Introduce Vocabulary	10 minutes	Yes/No Response Cards	Prepare Yes/No Response Cards (one set per pair of students).
Read the Introduction	15 minutes		Choose a reading format.
Build Background Knowledge	20 minutes	<ul style="list-style-type: none">• Introduction Vocabulary Images packet (and additional images of Pakistan as needed)• Images of Iqbal Masih and/or other child labor images	<ul style="list-style-type: none">• Download and print Introduction Vocabulary Images packet in color.• Find and print other images of Iqbal Masih and child labor.
Preview Elements of the Novel	15 minutes	Three excerpt passages (found in Teacher Guide and Student Log)	Choose a reading format.

Introduce Vocabulary

(10 minutes)

1.	historical fiction	<i>n.</i>	Fiction that is set in the past. It may contain references to actual people and significant events in history. The writer may blend factual information about a time, a place, and historical people with imaginary characters, dialogue, details, and events.
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Display the Introduction Student Log so students can follow along as you read. Explicitly state the purpose of the lesson by telling students that they are about to begin reading a new historical fiction novel and that you are going to discuss what *historical fiction* means.

1. Tell students that the next novel, *Iqbal*, is historical fiction.
2. Read the definition of *historical fiction*.
3. Explain the value of historical fiction, and review the difference between fiction and nonfiction.

Historical fiction helps a reader experience what it was like to live during the time when the story takes place.

4. Highlight key aspects of historical fiction:
 - It is based on historical fact.
 - The setting is in the past.
 - The setting is a real time and place.
 - There are some fictional aspects such as characters, dialogue, details, or events.

5. Pass out Yes/No Response Cards to each pair of students. Present the following scenarios to students and ask them, based on the definition of *historical fiction*, to hold up the “Yes” card if you describe a novel that could be an example of historical fiction and the “No” card if you describe a nonexample. Discuss responses with your students.
- Say, *I am reading a novel about the Civil War. Could this novel be an example of historical fiction?* (Yes. Discuss: *The Civil War was a significant event in history. The setting is the past. The setting of the Civil War is a real time and place. Since it is a novel, there may also be fictional characters, dialogue, details, and events.*)
 - *I am reading a novel about the Iraq War. Could this novel be an example of historical fiction?* (Yes. Discuss: *The Iraq War is a significant real event that just recently ended in December 2011.*)
 - *I am reading a book about a family who lives on the planet Mars. Could this novel be an example of historical fiction?* (No. Discuss.)
 - *I am reading a novel about a mermaid and her life under the sea. Could this novel be an example of historical fiction?* (No. Discuss.)
 - *I am reading a novel about two imaginary characters and their experience during the Holocaust. Could this novel be an example of historical fiction?* (Yes. Discuss.)

Read the Introduction

(15 minutes)

Choose a format for reading, based on the amount of text, and circle the reading format you plan to use. (Do not choose Partner Reading for this particular lesson.)

Remember to choose a variety of reading formats throughout the novel. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format.

Reading format options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)

1. Read through the focus questions on the Introduction Student Log. Explain that these are the questions to be discussed after reading the Introduction. Ask students to keep these questions in mind as they read the Introduction.
2. Read the *Iqbal* Introduction with your students according to the reading format you've chosen above.
3. After reading the Introduction, ask students to work with their partners (for 3–4 minutes) to answer the focus questions on their student logs.
4. Lead a class discussion of the focus questions. Allow students to use their notes.

Introduction Focus Questions

1. *What is the main issue in this story?*
2. *Can you think of other times in history when this was an issue? If so, when and who was involved?*
3. *When and where does this story take place?*
4. *From whose perspective is the story told?*
5. *Why is this topic important to you?*

Build Background Knowledge

(20 minutes)

Iqbal takes place in Pakistan. Build your students' background knowledge about Pakistan by discussing Pakistan's geography, culture, climate, industry, and so on, and by sharing background information on *Iqbal* Masih and child labor. A few images of Pakistan are provided in the Introduction Vocabulary Images (see separate file for download), and you may wish to print these images in color.

1. **Learn about Pakistan:** Show students a map of Lahore, Pakistan. Point out where Lahore is located on the continent of Asia, and where the continent of Asia is located in relation to North America. Show a few images from Lahore and mention/discuss the following about Lahore, Pakistan:

- *The population of Pakistan is 138 million. Pakistan is about the size of Texas and Louisiana together. Comparison: The population of the entire United States is 300 million.*
- *Pakistan produces rice and cotton and is famous for its handmade carpet manufacturing.*
- *Climate: Pakistan can get as hot as 122 degrees during the summer and well below freezing in the winter.*
- *Pakistan is a male-dominated society. 70% of the children in primary school are male.*
- *Literacy in Pakistan is just under 40%.*
- *Lahore is a busy, active city. Restaurants and shopping markets stay open late into the night. There are several celebrations each year such as kite-flying competitions and the Festival of Lamps, as well as horse and cattle shows, and concerts and theater productions.*
- *The streets have many bazaars where merchants sell leather articles, handmade clothing, gold and silver jewelry, and silk.*
- *The traffic in Lahore is famous for being very dangerous. Most people cannot even cross the street. There are not enough roads for the number of cars; the streets are crowded, people drive fast, and there are many traffic accidents.*

(SOURCES: www.wikipedia.org and www.geography.about.com)

2. **Learn about Iqbal Masih and child labor issues:** Show images (photos, transparencies, or other projected images) and share reading material about Iqbal Masih and child labor. These materials can fuel a discussion about child labor issues and the experiences of Iqbal. Several online sites may be helpful to you. One such site is www.childrensworld.org. (To access information on this site about Iqbal, click on Laureates, then Laureates A–Z, and then Iqbal Masih.)

Discuss issues within the images such as:

- *What are the working conditions like?*
- *What type of work are the children involved in?*
- *What kind of tools are the children using?*
- *What is the mood of the images? Mood of the children?*

Preview Elements of the Novel (Style, Characters, and Setting)

(15 minutes)

1. Choose one of the three excerpt passages provided on the following pages.
2. Choose a method of reading that is appropriate for your class, and circle the chosen method below.

Reading format options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)

3. Read the passage with your students.
4. Engage in a discussion with your class. (Each passage has suggested discussion questions following the passage.)
5. Read a second or third passage with the class if you wish.

***Iqbal* Passage 1**

(From page 53)

¹By now our evening get-togethers had become routine. We didn't even wait for the lights to go out in the master's house. As soon as Hussain locked the door and we heard his footsteps cross the courtyard, we left our beds and sat down in a circle. Twig, who was strange and funny, joined our group, and sometimes so did one or two of the others.

²"We should all run away," said Twig. "Just think of Hussain's face! I can't stand him. He's almost worse than the master I had before. Let's become bandits and attack the trucks that come into the city."

³"Why the trucks?"

⁴"Because they carry a lot of food."

⁵"Forget it," said Mohammed. "We should escape to the mountains. There the master would never be able to find us."

⁶"Yeah, and how did he find you?" Twig asked.

⁷"Bad luck."

⁸We poured out our feelings. But we still feared that nothing would ever change for us. There was a precise rule among us. *Never* talk about the future. Not a single one of us dared to say "next summer," or "in a year," or "when I'm grown up." Oh yes, we talked about things we'd like to do, and we talked about the day our **debt** would be canceled. We talked that hope into the ground. But nobody really believed it. It was a sort of litany, a way to feel good. Otherwise what was left to us?

⁹Iqbal had been the first brave enough to say loud and clear that the debt is never canceled. And he was the only one to talk concretely about the future.

Passage 1 Discussion Questions

1. Through Fatima, the author describes the mental state of a child slave. How do those feelings compare to other accounts by slaves you have learned about?
2. What is debt?
3. What do you think Iqbal means when he says that the debt is never canceled?

Iqbal Passage 2

(From page 62)

¹I worked and tried not to pay attention to my hunger. The pungent aroma of spicy mutton wafted over from the master’s house. I had eaten it two or three times. Back in my village the women prepared it for special occasions, like Choti Eid. It had to burn your tongue and throat, otherwise the men didn’t appreciate it. The meat was fatty and tasty.

²“Work.”

³And perhaps they even had sweets, fritters with fresh, soft cheese, rolled in sugar. And cinnamon.

⁴“Work.”

⁵I was hungry. I was tired. I was desperate.

⁶The master entered, picking at his teeth with a toothpick. We stopped our work and stood beside our looms. Hussain Kahn rubbed his back, took out his tape measure and a piece of paper where he had written the length of our work before he left, and very calmly began his calculations. Then he took the slate and made his decisions: three marks gone, four marks gone, or no mark because the work hadn’t been done well.

⁷Nobody dared complain.

⁸The master continued his counting, while Karim followed at his heels like a dog hoping for a bone. After the decision, we all bowed our heads in submission.

⁹Salman, only one mark erased; Ali—“It’s a mess!”—not even one; and little Ali could hardly hold back his tears. Mohammed, three marks, and he whistled with relief. Hussain was at the back of the room. Now Maria...

¹⁰Hussain Khan stopped short in front of little Maria’s loom, and his eyes bulged. Karim didn’t understand the terrifying look he received, but he whined in terror.

Passage 2 Discussion Questions

1. Since this book is set in Pakistan, were there any words you were unfamiliar with? What were they?
2. What do you think the calculation of “marks” means?
3. How does the author compare/contrast the lives of the children with their master’s life?

***Iqbal* Passage 3**

(From page 68)

¹“There were lots of things to see. I saw a juggler, and a snake charmer.”

²“There’s no such thing.”

³“Yes there is!”

⁴“And did the serpent sway to music?”

⁵“Not really. But it came out of the basket. It was a big snake with a broad head and an evil eye, and the man held it in his hands.”

⁶“Bare hands?”

⁷“That’s right. And there was food being sold everywhere. There were big pots of basmati rice and of chicken tandoori. It smelled so good. And I was hungry.”

⁸“And so? What did you do?”

⁹“I worked. They’re there, too.”

¹⁰“Who? Who’s there?”

¹¹“Children. Working. They’re the ones who unload the trucks and carry the crates, some so heavy they feel like they’ll break your arms. You go to a merchant and say, ‘Got any work for me?’ And he says, ‘Move that load and I’ll give you a **rupee**.’* That’s what I did. But there were other children who didn’t want me to do anything. They said, ‘Who are you? Where do you come from? This is our turf. Any work here is ours. Get out of here.’ I was afraid they would attract attention to me. After all, Hussain was out there looking for me. So I told them to leave me alone and I tried another area. Finally I found a butcher who let me unload a truck full of mutton hinds. He gave me a burlap sack to put over my head and shoulders to keep the blood off, which was lucky, because Hussain would never recognize me covered with burlap, and I knew he was after me.”

*1 U.S. dollar = 60.980 Pakistani rupees

(Source: <http://finance.yahoo.com/currency/converter>)

Passage 3 Discussion Questions

1. Since this book is set in Pakistan, were there any words you were unfamiliar with? What were they?
2. What is the difference between *labor* and *bonded labor*?
3. Why do you think Hussain is looking for the child talking in this passage?

Introduction Student Log

Vocabulary

1.	historical fiction	<i>n.</i>	Fiction that is set in the past. It may contain references to actual people and significant events in history. The writer may blend factual information about a time, a place, and historical people with imaginary characters, dialogue, details, and events.
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Key aspects of historical fiction:

- It is based on historical fact.
- The setting is in the past.
- The setting is a real time and place.
- There are some fictional aspects such as characters, dialogue, details, or events.

Read the Introduction

Preview the focus questions and then read the Introduction of *Iqbal*. After reading, answer the following focus questions with a partner, and be ready to discuss your answers with the class.

1. What is the main issue in this story?

2. Can you think of other times in history when this was an issue? If so, when and who was involved?

3. When and where does this story take place?

4. From whose perspective is the story told?

5. Why is this topic important to you?

***Iqbal* Passage 1**

(From page 53)

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Passage 3 Discussion Questions

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2. What is the difference between *labor* and *bonded labor*?
3. Why do you think Hussain is looking for the child talking in this passage?

Introduction

Vocabulary Images



Iqbal—Introduction Vocabulary Images



Iqbal—Introduction Vocabulary Images



Iqbal—Introduction Vocabulary Images



Chapter 1

Teacher Guide and Student Log

Chapter 1 Teacher Guide

pp. 1–8

Day at a Glance

(60 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 1 Student Log for each student
- Display of Chapter 1 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Introduce Vocabulary	15 minutes	Yes/No Response Cards	<ul style="list-style-type: none"> • Prepare Yes/No Response Cards (or use sets from previous instruction). • Plan vocabulary instruction using the Vocabulary Template.
Prediction	5 minutes		
Read the Chapter: Practice Level 1 and Level 2 Questions	30 minutes	Level 1 and Level 2, Question Cards on a ring (one set per pair of students)	<ul style="list-style-type: none"> • Prepare Level 1 and Level 2 Question Cards. • Choose a reading format. • Plan stopping points in the text where students will generate questions.
After Reading: Does it Make Sense?	5 minutes	Yes/No Response Cards	
Closure: Verify Predictions and Get the Gist	5 minutes		Begin running list of Get the Gist statements.

Introduce Vocabulary

(15 minutes)

1.	bonded	p. 1	<i>adj.</i>	being held or tied to a promise or an obligation
2.	envious	p. 6	<i>adj.</i>	jealous; wanting something that someone else has
3.	debt	p. 1	<i>n.</i>	something that is owed, or must be paid, such as money, goods, or services
4.	incessantly	p. 2	<i>adv.</i>	continuing without interruption; nonstop
5.	loom	p. 6	<i>n.</i>	a hand-operated machine for weaving fabrics
6.	slate	p. 3	<i>n.</i>	a thin piece of dark bluish-gray rock used as a writing surface
7.	numskull	p. 3	<i>n.</i>	a dull or stupid person
8.	moneylender	p. 1	<i>n.</i>	one whose business is loaning money
9.	fatigue	p. 8	<i>n.</i>	exhaustion from work or labor
10.	rupee	p. 4	<i>n.</i>	monetary unit of India and Pakistan

Display the Chapter 1 Student Log so students can follow along as you read. After introducing each word, connect the word to the context of the passage and provide some examples and nonexamples. The procedure is as follows:

Step 1: Say the word. Have students repeat the word.

Step 2: Tell students what the word means.

Step 3: Tell students how the word is used in the story and explain.

Step 4: Give students three to five examples of the word being used in other contexts.

Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

Sample Script

Before we begin reading Chapter 1, I want to introduce to you several words that you will need to know in order to understand the story.

Step 1

The first word is BONDED. What word? Students repeat BONDED.

Steps 2 and 3

BONDED means “being held or tied to a promise or an obligation.” In Iqbal, several children are bonded to a master and are obligated to work for him. This means that their parents have promised the master that their children will work for him in order to pay back money that they owe. The children are bonded, or “tied to,” this master until they work enough to pay back their parents’ debt.

Step 4

Many early American colonists were bonded to work as servants for a certain number of years in order to pay for their passage to the colonies.

In some countries even today, if people borrow money and are too poor to pay it back, they or their children might be forced to work to pay back the loan. They are then considered bonded to the person they have to pay back and are often forced to work as long as a lifetime to pay back the loan.

Sometimes entire families are bonded to a particular landlord and kept like slaves. They are paid little for working twelve or more hours a day, seven days a week, and therefore need to continue to borrow money from their master to survive. So one generation’s debt may be passed on to the next generation.

Step 5

Group students into pairs, and give each pair a set of Yes/No Response Cards. Say: Hold up the “Yes” card if I give you an example of BONDED or the “No” card if the example I give is not an example of being BONDED.

- *A child is forced to work for a master for years in order to pay his parents' debt. Is this child bonded? (Yes)*
- *I borrowed \$100 from my dad and I agreed to wash his car and mow the lawn for two months. Am I bonded? (No) Why not? (Accept reasonable student responses.)*
- *A man is employed by a builder and works 12 hours a day building homes. Is he bonded? (No) Why not? (Accept reasonable student responses.)*
- *A woman marries a man whose family works for a master; now she is forced to work for this master for years and years to help pay back the debt of her husband's family. Is she bonded? (Yes)*
- *A child helps his mother clean houses during the summer months when he is not in school. Is he bonded? (No) Why not? (Accept reasonable student responses.)*

Step 1

The next word is ENVIOUS. What word? Students repeat ENVIOUS.

Steps 2 and 3

ENVIOUS means "jealous; wanting something that someone else has." In Iqbal, some of the children are envious that Fatima, the main character, had never been punished by their master. They thought that the master gave Fatima special treatment and they wanted special treatment, too. For that reason, they were envious of her.

Step 4

Someone might be envious of a friend's new car.

A brother might be envious of how his parents treat his sister.

You might be envious that your friend never seems to get in trouble.

An employee might be envious that her coworker seems to get more praise and recognition from their boss.

A little boy might be envious that his brother got more presents at Christmas.

Step 5

Say: *Hold up the “Yes” card if I give you an example of ENVIOUS or the “No” card if the example I give is not an example of being ENVIOUS.*

- *My friend got tickets to the concert that I wanted to go to, but they were sold out when I tried to buy tickets. Might I be envious? (Yes)*
- *My friend got tickets to a great concert and asked me to go with her. Might I be envious? (No)*
- *Would you be envious if your parents bought your brother a new car?*
- *Would you be envious if your parents bought you a new car?*
- *Would you be envious if someone else got the job you applied for?*
- *Would you be envious if you got all As on your report card?*
- *Would you be envious if your teacher always called on the same student?*

First 1s, then 2s, tell your partner about a time that you were envious. Have students share answers with the group.

Choose three more words from the vocabulary list (more if there is time) and plan to teach using the above procedure. You can use the Vocabulary Templates on the following pages to plan your instruction.

Helpful Hints

- Keep a running list of vocabulary words clearly posted in your classroom. Post the words on a word wall, chart paper, or whatever works best in your classroom.
- Find pictures of examples and nonexamples to incorporate into this introductory routine.

Vocabulary Word:

Step 1: Say the word. Have students repeat the word.

Step 2: Tell students what the word means. (Write the definition.)

Step 3: Tell students how the word is used in the story and explain.

Step 4: Give students three to five examples of the word being used in other contexts.

Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

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Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

Prediction

(5 minutes)

1. *Turn to page 1 in your novel.*
2. *Read the quotation in italics to yourself.*
3. *Now follow along as I read the quotation.*

Read the first four lines to the class.

4. *In 1 minute I want you to write down a sentence that tells what you think this chapter is going to be about.*

Set timer for 1 minute. (Students will record their thoughts in their Chapter 1 Student Log.)

5. When timer goes off, say: *Partner 1, tell Partner 2 what you think this chapter is going to be about.*

Read the Chapter: Practice Generating Level 1 and Level 2 Questions

(30 minutes)

(Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001)

Choose a format for reading, based on the amount of text, and circle the reading format you plan to use. Remember to choose a variety of reading formats throughout the novel. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format.

Reading format options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)
Silent reading with frequent checks for understanding	

As you read the chapter, you are going to ask your students to generate Level 1, Right There and Level 2, Putting It Together questions. Stop at the following places to have students write questions.

- End of page 1: Level 1 question
- End of page 8: Level 2 question

Before you begin reading the chapter, or as you stop to have students generate questions, briefly review Level 1, Right There and Level 2, Putting It Together questions.

There may be time left after generating these two questions, and you may use additional time to let students practice more question generation. Record the page numbers of where you will stop to allow students to practice more question generation, and finish reading the chapter.

Comprehension strategy practice		
Level 1 questions:	Page ____	Paragraph ____
	Page ____	Paragraph ____
Level 2 questions:	Page ____	Paragraph ____
	Page ____	Paragraph ____

After Reading: Does It Make Sense?

(5 minutes)

When good readers read something that doesn't make sense, they will most likely say to themselves, "Wait a minute, this doesn't make sense," and then go back and reread what they just read. How many of you, though, have read something that didn't seem to make sense but then just went on reading? Lots of us do that. But it is very important to be aware of text that does not make sense, and to go back and reread it.

We are now going to practice recognizing if text does or does not make sense. I am going to show you a sentence and I want you to ask yourself if the sentence makes sense. If the sentence makes sense, put your thumbs up (or hold up the "Yes" card). If the sentence does not make sense, put your thumbs down (or hold up the "No" card).

My turn first. (Point to the appropriate section of the Chapter 1 Student Log.) The first sentence says, "The fish walked on land." Well, I know that fish cannot walk on land—they can only swim in water—so this sentence does not make sense. I am going to put my thumb down (or hold up the "No" card).

Your turn. Read the next sentence to yourself and hold up the "Yes" card if it makes sense or the "No" card if it does not.

Give students time to read the following sentence: "The children who worked for Hussain sat at a loom all day long." ("Yes" card or thumbs up)

Let's try one more: Read the last sentence.

Give students time to read the following sentence: "At the end of the day, Hussain felt fatigued." ("No" card or thumbs down. The children, not Hussain, would feel fatigued because they worked all day. Hussain did not work all day, so it would not make sense that he would feel fatigued.)

Closure: Verify Predictions and Get the Gist

(5 minutes)

Verify Predictions

Let's look back at our predictions and see if we were correct. First 1s, then 2s, share your prediction with your partner. Were you correct?

Give partners a minute to discuss, and then have a few students share with the group.

Get the Gist

(Klingner et al., 2001)

For closure each day, we are going to Get the Gist of the entire chapter.

1. *Who or what was the chapter about?* Accept reasonable student responses. Write appropriate responses on the Chapter 1 Student Log transparency.
2. *What was the most important thing about the “who” or the “what?”* Accept reasonable student responses. Write appropriate responses on the student log transparency.
3. *Now I'm going to give you a minute to write a Get the Gist statement with your partner. Remember, the statement must include who or what the chapter was about, the most important thing about the “who” or “what,” and it should be 10 or fewer words.* Monitor partners and be available to help when needed.
4. Give students a minute or two to write a gist statement. Accept reasonable student responses. Keep a running log (on chart paper) of Get the Gist statements for each chapter clearly posted in your room.

Chapter 1 Student Log

pp. 1–8

Vocabulary

1.	bonded	p. 1	<i>adj.</i>	being held or tied to a promise or an obligation
2.	envious	p. 6	<i>adj.</i>	jealous; wanting something that someone else has
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4.	incessantly	p. 2	<i>adv.</i>	continuing without interruption; nonstop
5.	loom	p. 6	<i>n.</i>	a hand-operated machine for weaving fabrics
6.	slate	p. 3	<i>n.</i>	a thin piece of dark bluish-gray rock used as a writing surface
7.	numskull	p. 3	<i>n.</i>	a dull or stupid person
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Prediction

Read the Chapter: Practice Level 1 and Level 2 Questions

<hr/>	Level 1	Level 2
	<input type="checkbox"/>	<input type="checkbox"/>

<hr/>	Level 1	Level 2
	<input type="checkbox"/>	<input type="checkbox"/>

<hr/>	Level 1	Level 2
	<input type="checkbox"/>	<input type="checkbox"/>

Iqbal—Chapter 1 Student Log

Level 1

Level 2

Level 1

Level 2

After Reading: Does It Make Sense?

- | | | |
|--|--|---------------------------------------|
| 1. The fish walked on land. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |
| 2. The children who worked for Hussain sat at a loom all day long. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |
| 3. At the end of the day, Hussain felt fatigued. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |

Get the Gist

Who or what was the chapter about?

What was the most important thing about the “who” or the “what”?

Write your gist statement in 10 or fewer words.

Chapter 2

Teacher Guide and Student Log

Chapter 2 Teacher Guide

pp. 9–13

Day 1 at a Glance

(50 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 2 Student Log for each student
- Display of Chapter 2 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Introduce Vocabulary	15 minutes	<ul style="list-style-type: none"> • Chapter 2 Vocabulary Images packet • Yes/No Response Cards 	<ul style="list-style-type: none"> • Download and print Chapter 2 Vocabulary Images packet in color. • Prepare Yes/No Response Cards (or use sets from previous instruction). • Plan vocabulary instruction using the Vocabulary Template.
Prediction	5 minutes	Running list of Get the Gist statements in classroom	
Build Background Knowledge	15 minutes	<ul style="list-style-type: none"> • “What Is Child Labor” reading passage • Color picture of child Lina • “Is It Child Labor? You Decide” matrix • Child Labor Example Cards 	<ul style="list-style-type: none"> • Print color picture/transparency of child Lina. • Prepare Child Labor Example Cards (one set per pair of students).
Read the Chapter: Generate Level 1 and Level 2 Questions	15 minutes	Level 1 and Level 2 Question Cards on a ring	<ul style="list-style-type: none"> • Choose a reading format. • Plan stopping points in the text where students will generate questions.

Introduce Vocabulary

(15 minutes)

1.	luxury*	p. 10	<i>n.</i>	a comfort or enjoyment that is not necessary or essential; usually very rare or expensive
2.	shackle*	p. 12	<i>n.</i>	an iron ring that secures a wrist or ankle; intended to prevent freedom of movement
3.	precision	p. 13	<i>n.</i>	extremely accurate or exact
4.	peasant*	p. 15	<i>n.</i>	small farmers or farm workers of low social rank
5.	rebel	p. 17	<i>n.</i>	a person who resists authority, control, or tradition
6.	merchant*	p. 18	<i>n.</i>	a businessperson who buys and sells goods for profit
7.	embankment*	p. 19	<i>n.</i>	a mound of earth or stone built to hold back water or support a roadway
8.	kiln	p. 20	<i>n.</i>	an oven for burning, baking, or drying; especially one for firing pottery or baking bricks

*Images provided in Chapter 2 Vocabulary Images packet.

Display the Chapter 2 Student Log so students can follow along as you read. After introducing each word, connect the word to the context of the passage and provide some examples and nonexamples. The procedure is as follows:

Step 1: Say the word. Have students repeat the word.

Step 2: Tell the students what the word means.

Step 3: Tell students how the word is used in the story and explain.

Step 4: Give students three to five examples of the word being used in other contexts.

Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

Sample Script

I want to introduce several words from chapters 2 and 3 that we need to know in order to understand the story.

Step 1

The first word is LUXURY. What word? Students repeat LUXURY.

Steps 2 and 3

A luxury is usually something that is expensive and not needed or necessary. An expensive gown, for example, might be considered a luxury. It is certainly not needed but may provide the owner much enjoyment. In Chapter 2 we will learn that in Pakistan, movies and television were a luxury that only rich people could afford. Many farmers and laborers could not afford to go to the movies or have a television. Is television a luxury in America? (Provide think time.) Raise your hand if you think television is a luxury in America. Now, raise your hand if you do not think television is a luxury in America. (Brief discussion why or why not.)

Step 4:

In America, an expensive car might be a luxury.

Some hotels are considered to be luxury hotels because they pamper their guests with expensive food, fancy rooms, and over-the-top pools or beaches.

An expensive vacation might be a luxury.

If a family does not have a lot of money, Christmas gifts might be a luxury.

A busy mom might say that having an hour to herself is a luxury. This is because time to herself is rare and valuable.

Step 5

- Group students into pairs, and give each pair a picture (or more than one picture) from the set of LUXURY examples provided in the Chapter 2 Vocabulary Images packet.
- Ask partners to discuss whether or not the picture represents something that may be a luxury. Ask them to determine why or why not. Monitor and give feedback as necessary.
- Have each pair present their picture to the class and tell why it is an example or nonexample of a luxury. Discuss as needed.

Step 1

The next word is SHACKLE. What word? Students repeat SHACKLE.

Steps 2 and 3

A SHACKLE is an iron ring used to secure the wrist or the ankle. It is intended to prevent freedom of movement. In Chapter 2, Hussain uses a shackle to secure one of the children to a loom. Hussain does not want the child to leave. He wants to restrict the child's freedom, so he uses a shackle to keep him tied to the workstation.

Show students the picture of the shackles provided in the Chapter 2 Vocabulary Images packet.

Step 4

Sometimes, the police will shackle a prisoner's feet together so that the prisoner will not run away. You will often see prisoners walking into court with a shackle on each of their feet.

Slaves were often shackled to prevent them from having freedom.

Shackles are made of iron, so they are an extreme way of keeping someone from moving or running away.

Step 5

Give each pair (or each student) a set of Yes/No Response Cards. Say: *Hold up the "Yes" card if I give you an example of someone who might use SHACKLES or the "No" card if the example I give is not an example of a person who might use SHACKLES.*

- *Would a prison guard use shackles? (Yes)*
- *A mother wants to keep her child from running into the street. Would she use shackles? (No) Why not?*
- *A master is forcing children to work against their will. Might he use shackles? (Yes)*
- *Would a high school principal use shackles? (No) Why not?*
- *A football coach wants to get his team in line. Would he use shackles? (No)*
- *A courtroom bailiff is escorting an inmate from jail to the courtroom. Would he use shackles? (Yes)*

Choose three more words from the vocabulary list (more if there is time) and plan to teach using the above procedure. You can use the Vocabulary Templates below to plan your instruction.

Remember to use the pictures in the Chapter 2 Vocabulary Images packet as further examples of some of the vocabulary words. Also, remember to add these words to your running list of words posted in your classroom.

Vocabulary Word:

Step 1: Say the word. Have students repeat the word.

Step 2: Tell students what the word means. (Write the definition.)

Step 3: Tell students how the word is used in the story and explain.

Step 4: Give students three to five examples of the word being used in other contexts.

Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

Vocabulary Word:

Step 1: Say the word. Have students repeat the word.

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Step 4: Give students three to five examples of the word being used in other contexts.

Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements. So far, you will only have the Get the Gist statement from Chapter 1.
2. Say: *Read the gist statement from Chapter 1 to yourself.*
3. *Now, follow along as I read the statement.*

Read the statement with the class.

4. *Now, think about what we have learned so far. And think about our new vocabulary. In 1 minute I want you to write down a sentence in your Chapter 2 Student Log that tells what you think is going to happen in Chapter 2.*

Set timer for 1 minute.

5. When the timer goes off, say: *Partner 1, tell Partner 2 what you think this chapter is going to be about.*

Build Background Knowledge

(15 minutes)

Activity

What Is Child Labor?

Objective

Students will learn facts about child labor and will categorize case studies into examples and nonexamples of child labor.

Materials

- “What Is Child Labor?” reading passage
- Picture of Lina
- “Is It Child Labor? You Decide” matrix
- Child Labor Example Cards for duplication (one set per pair of students)
- Answer key to matrix

(For additional information on this topic, visit the Child Labor Public Education Project website at www.continuetolearn.uiowa.edu/laborctr/child_labor/materials)

1. Ask students to locate the handout “What Is Child Labor?” in their Chapter 2 Student Logs. Read and discuss for about 2–3 minutes so that students have a solid understanding of what child labor is.
2. Say: *Today, we are going to read a few different stories and decide if they are considered examples of child labor. We will use this matrix (project image of matrix from the student log) to help us decide. While I read you a story about Lina, listen for any evidence of child labor (review the different descriptions of child labor that are listed across the top of the table).*

3. Project image of Lina and read Lina’s story below aloud to the students.

This is Lina, a 9-year-old girl who lives in Laos. Each day, before the sun rises, she walks 5 miles to the tobacco farm where she works 10 hours stringing tobacco leaves onto long reeds. Later, she hangs the reeds and tobacco leaves on racks so that the leaves will dry. She gets one 15-minute break in the middle of the day to eat whatever food her employer brings her.

Her hands hurt after a few hours of stringing tobacco leaves, but if she stops for even a few minutes, her employer will beat her. Lina has never been to school and expects to continue to work at the tobacco farm until she gets married.

4. Say: *Let’s take a look at our matrix and decide if Lina’s story is an example of child labor, and why.* Go through the matrix and discuss whether Lina’s story provides evidence of each component of the definition. If it does, place a check in the box. (See Answer Key below.)
5. Give each pair of partners a set of the Child Labor Example Cards. Tell them that they will read each example, and check off components of the definition that are evident in the example. Continue with the guided practice as needed.
6. Decide how you will check answers (groups share, individuals share, etc.). Conduct discussions as needed or as time allows.

What is Child Labor?

Not all work children do is child labor. Some forms of work teach important skills and responsibilities and contribute to healthy development . . . but many situations in which children work are considered child labor because they are harmful, hazardous, or keep children from attending school.

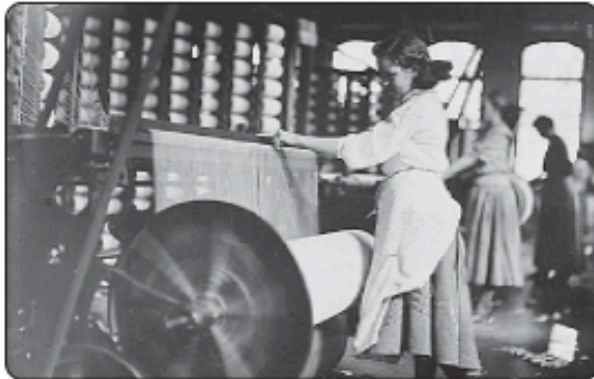
While exact definitions of child labor have varied over time, most organizations agree that child labor involves at least one of the following characteristics:

- violates a nation's minimum age laws
- threatens children's physical, mental, or emotional well-being
- involves intolerable abuse, such as child slavery, child trafficking, debt bondage, forced labor, or illicit activities
- prevents children from going to school
- uses children to undermine labor standards

"THERE IS WORK THAT PROFITS CHILDREN, AND THERE IS WORK THAT BRINGS PROFIT ONLY TO EMPLOYERS. THE OBJECT OF EMPLOYING CHILDREN IS NOT TO TRAIN THEM, BUT TO GET HIGH PROFITS FROM THEIR WORK."

LEWIS HINE, AMERICAN PHOTOGRAPHER AND CHILD LABOR ACTIVIST, 1908

Indiana, USA, 1908



Girls at weaving machines. Evansville, Indiana. (Photo by Lewis Hine)

Kathmandu, Nepal, 1997



Girls at work hand-tying knots at a carpet loom. (Photo by Kawanaka, courtesy of UNICEF)

Lina



(SOURCE: www.continuetolearn.uiowa.edu/laborctr/child_labor/materials/documents/CLPEPintrooverheads.pdf)

Is It Child Labor? You Decide (Answer Key)

	Violates a nation's minimum age laws	Threatens children's physical, mental, or emotional well-being	Involves intolerable abuse, such as slavery, child trafficking, debt bondage, forced labor, or illicit activities	Prevents children from going to school	EXAMPLE OF CHILD LABOR?	
					YES	NO
Lina		✓	✓	✓	YES	NO
Example A					YES	NO
Example B	✓	✓		✓	YES	NO
Example C	✓	✓	✓	✓	YES	NO
Example D	✓	✓			YES	NO
Example E					YES	NO

	Violates a nation's minimum age laws	Threatens children's physical, mental, or emotional well-being	Involves intolerable abuse, such as slavery, child trafficking, debt bondage, forced labor, or illicit activities	Prevents children from going to school	EXAMPLE OF CHILD LABOR?	
					YES	NO
Example F					YES	NO
Example G	✓	✓	✓	✓	YES	NO
Example H	✓	✓	✓	✓	YES	NO

<p>Example A</p> <p>A 13-year-old girl takes out the trash, washes dishes each night, and mows the lawn once a week in the summer. She receives a \$10/week allowance if all chores are completed.</p>	<p>Example B</p> <p>A 12-year-old boy picks oranges for 8 hours a day, 6 days a week throughout the winter/spring harvest period. He is paid a piece rate that yields about \$20–30 per day (the equivalent of about \$3–4 per hour).</p>
<p>Example C</p> <p>A 6-year-old boy hand ties knots for carpets at a loom for 10–12 hours each day, year-round. He sleeps at night on the floor in the workshop and is fed two small meals a day. He is not paid because he is a bonded laborer working to pay off debts his family cannot afford to repay.</p>	<p>Example D</p> <p>A 13-year-old girl detassels corn for 8–9 hours a day, 6 days a week during July and is paid \$5.75 per hour.</p>
<p>Example E</p> <p>A 14-year-old girl helps serve customers and make sandwiches at her family’s restaurant after school and on weekends for no pay.</p>	<p>Example F</p> <p>A 15-year-old girl who hopes to be a doctor some day volunteers full-time at a hospital over the summer, for no pay.</p>
<p>Example G</p> <p>A 12-year-old boy agrees to leave his home to live and work on a cocoa plantation after a trader promises him a bicycle and \$150/year to help support his family. Once he arrives, he works with no pay and is beaten if he does not continue to work.</p>	<p>Example H</p> <p>A 9-year-old girl from a poor family in the countryside is sent to live with an unfamiliar family about 50 miles from her home. There, she is responsible each day for cooking three meals, cleaning floors, carrying water, washing dishes, and washing clothes, and sometimes watching the family’s 2-year-old son in the evenings. She is provided room and board but no additional pay.</p>

Read the Chapter: Generate Level 1 and Level 2 Questions

(15 minutes)

(Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001)

Choose a format for reading, based on the amount of text, and circle the reading format you plan to use. Remember to choose a variety of reading formats throughout the novel. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format.

Reading format options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)
Silent reading with frequent checks for understanding	

As you read the chapter, you are going to ask your students to generate Level 1, Right There and Level 2, Putting It Together questions. Plan and record below the page numbers where you will stop to allow students to generate questions. Students will write their answers in the space provided on the student log.

Comprehension strategy practice		
Level 1 questions:	Page ____	Paragraph ____
	Page ____	Paragraph ____
Level 2 questions:	Page ____	Paragraph ____
	Page ____	Paragraph ____

NOTE: You will begin reading the chapter on Day 1 and complete it on Day 2.

Day 2 at a Glance

(50 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 2 Student Log for each student
- Display of Chapter 2 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Continue Reading the Chapter: Generate Level 1 and Level 2 Questions	15 minutes	Same as Day 1	Refer to plans from Day 1.
After Reading: Does It Make Sense?	5 minutes		
Closure: Verify Predictions and Get the Gist	5 minutes	Running list of Get the Gist statements in classroom	
Extended Reading	25 minutes	Extended reading passage (found in Ch. 2 Teacher Guide and Student Log)	

Continue Reading the Chapter: Generate Level 1 and Level 2 Questions

(15 minutes)

(Klingner et al., 2001)

Continue reading the chapter and stopping to let students generate questions. (Refer to plans from Day 1).

After Reading: Does It Make Sense?

(5 minutes)

Last week we talked about why it is important to be aware of what you are reading and to notice if something doesn't make sense. What is something good readers do when they read something that doesn't make sense? (Accept student responses such as: reread the passage, ask themselves why it doesn't make sense, etc.).

We are going to practice again recognizing if text does or does not make sense. I am going to show you a sentence, and I want you to ask yourself if the sentence makes sense.

Look at the sentence under the heading "After Reading: Does It Make Sense" on your Chapter 2 Student Log. Read the sentence to yourself and hold up the "Yes" card if it makes sense and the "No" card if it does not. Give students time to read the following sentences:

1. To Salman, nothing was as bad as working at the brick kiln.
(“Yes” card or Thumbs up)
2. The sun was high and warm, and its long beams of light were frigid to the touch.
(“No” card or Thumbs down)

Closure: Verify Predictions and Get the Gist

(5 minutes)

Verify Predictions

Let's look back at our predictions and see if we were correct. First 1s then 2s, share your prediction with your partner. Were you correct?

Give partners a minute to discuss, and then have a few students share with the group.

Get the Gist

(Klingner et al., 2001)

Let's Get the Gist of Chapter 2.

1. *Who or what was the chapter about?* Accept reasonable student responses. Write appropriate responses on the Chapter 2 Student Log transparency.
2. *What was the most important thing about the “who” or the “what?”* Accept reasonable student responses. Write appropriate responses on the student log transparency.
3. *Now I'm going to give you a minute to write a Get the Gist statement with your partner. Remember, the statement must include who or what the chapter was about, the most important thing about the “who” or “what,” and it should be 10 or fewer words.* Monitor partners and be available to help when needed.
4. Give students a minute or two to write a gist statement. Accept reasonable student responses. For each chapter, keep a running log (on chart paper) of Get the Gist statements clearly posted in your room.

Extended Reading

(25 minutes)

Ask students to locate the extended reading passage within their Chapter 2 Student Log. Place the transparency of the passage on the overhead projector.

Read the passage with your class. Choose between choral reading (repeated), choral reading (alternating), cloze reading, or any other format that involves all of your students.

After the class finishes reading the passage and the students finish answering questions on their own or with a partner, discuss why each answer is correct or incorrect. Refer to the passage to support the correct answer.

(Adapted from: Simkin, J. (2011). *Sarah Carpenter*. Retrieved from: <http://www.spartacus.schoolnet.co.uk/IRcarpenter.htm>)

Answer Key

1. A
2. C
3. B
4. B

Extended Reading Passage

Adapted from: Simkin, J. (2011). *Sarah Carpenter*. Retrieved from:
<http://www.spartacus.schoolnet.co.uk/IRcarpenter.htm>



¹I was born in Hare Street, Bethnal Green, London, in the year 1805. My father died when I was two years old, leaving two children, myself and Sarah my sister. My mother kept us both till I was about five years old, and then she took badly and was taken to the London Hospital. My sister and I were taken to the Bethnal Green Workhouse. My mother died and we stayed in the workhouse. We had good food, good beds and given liberty two or three times a week. We were taught to read and in every respect were treated kindly.

²The same year my mother died, I being between six and seven years of age, there came a man looking for a number of parish apprentices. We were all ordered to come into the board room, about forty of us. There were, I dare say, about twenty gentlemen seated at a table, with pens and paper before them. Our names were called out one by one. We were all standing before them in a row. My name was called and I stepped out in the middle of the room. They said, “Well John, you are a fine lad, would you like to go into the country?” I said “Yes sir.”

³We had often talked over amongst ourselves how we should like to be taken into the country, Mr. Nicholls the old master, used to tell us what fine sport we should have amongst the hills, what time we should have for play and pleasure. He said we should have plenty of roast beef and get plenty of money, and come back gentlemen to see our friends.

⁴The committee picked out about twenty of us, all boys. In a day or two after this, two coaches came up to the workhouse door. We were got ready. They gave us a shilling piece to take our attention, and we set off. I can remember a crowd of women standing by the coaches, at the workhouse door, crying “shame on them, to send poor little children away from home in that fashion.” Some of them were weeping. I heard one say, “I would run away if I was them.” They drove us to the Paddington Canal, where there was a boat provided to take us.

⁵We got to Buxton at four o’clock on Saturday afternoon. A covered cart was waiting for us there. We all got in, and drove off to the apprentice house at Litton Mill, about six miles from Buxton. The cart stopped, and we marched up to the house, where we saw the master, who came to examine us and gave orders where we were put. They brought us some supper. We were very hungry, but could not eat it. It was Derbyshire oatcake, which we had never seen before. It tasted as sour as vinegar.

⁶Our regular time was from five in the morning till nine or ten at night; and on Saturday, till eleven, and often twelve o’clock at night, and then we were sent to clean the machinery on the Sunday. No time was allowed for breakfast and no sitting for dinner and no time for tea. We went to the mill at five o’clock and worked till about eight or nine when they brought us our breakfast, which consisted of water-porridge, with oatcake in it and onions to flavor it. Dinner consisted of Derbyshire oatcakes cut into four pieces, and ranged into two stacks. One was buttered and the other treacled. By the side of the oatcake were cans of milk. We drank the milk and with the oatcake in our hand, we went back to work without sitting down.

⁷We then worked till nine or ten at night when the water-wheel stopped. We stopped working, and went to the apprentice house, about three hundred yards from the mill. It was a large stone house, surrounded by a wall, two to three yards high, with one door, which was kept locked. It was capable of lodging about one hundred and fifty apprentices. Supper was the same as breakfast—onion porridge and dry oatcake. We all ate in the same room and all went up a common staircase to our bed-chamber; all the boys slept in one chamber, all the girls in another. We slept three in one bed. The girls' bedroom was of the same sort as ours. There were no fastenings to the two rooms; and no one to watch over us in the night, or to see what we did.

⁸Mr. Needham, the master, had five sons: Frank, Charles, Samuel, Robert and John. The sons and a man named Swann, the over looker, used to go up and down the mill with sticks. Frank once beat me till he frightened himself. He thought he had killed me. He had struck me on the temples and knocked me dateless. He once knocked me down and threatened me with a stick. To save my head I raised my arm, which he then hit with all his might. My elbow was broken. I bear the marks, and suffer pain from it to this day, and always shall as long as I live.

⁹I was determined to let the gentleman of the Bethnal Green parish know the treatment we had, and I wrote a letter with John Oats and put it into the Tydeswell Post Office. It was broken open and given to old Needham. He beat us with a knob-stick till we could scarcely crawl. Sometime after this three gentlemen came down from London. But before we were examined we were washed and cleaned up and ordered to tell them we liked working at the mill and were well treated. Needham and his sons were in the room at the time. They asked us questions about our treatment, which we answered as we had been told, not daring to do any other, knowing what would happen if we told them the truth.

Comprehension Questions

1. In paragraph 1, what is meant by the phrase, “took badly”?
 - A. Became very ill
 - B. Was unattractive
 - C. Misbehaved
 - D. Broke the law

2. In paragraph 4, why were the women weeping and crying?
 - A. They were sad because someone had died.
 - B. They knew the children would be fed well.
 - C. They knew the children would be treated very poorly.
 - D. They were overcome with joy because the children had work.

3. Why did the boy lie to the gentlemen from London who asked about work conditions?
 - A. He could not remember what working was like.
 - B. He was afraid of the punishment he would receive if he told the truth.
 - C. He was a natural liar.
 - D. He couldn't speak.

4. The author's choice of words in paragraphs 2 and 3 create a mood of _____.
 - A. Sadness
 - B. Anticipation
 - C. Concern
 - D. Fright

Chapter 2 Student Log

pp. 9–13

Vocabulary

1.	luxury*	p. 10	<i>n.</i>	a comfort or enjoyment that is not necessary or essential; usually very rare or expensive
2.	shackle*	p. 12	<i>n.</i>	an iron ring that secures a wrist or ankle; intended to prevent freedom of movement
3.	precision	p. 13	<i>n.</i>	extremely accurate or exact
4.	peasant*	p. 15	<i>n.</i>	small farmers or farm workers of low social rank
5.	rebel	p. 17	<i>n.</i>	a person who resists authority, control, or tradition
6.	merchant*	p. 18	<i>n.</i>	a businessperson who buys and sells goods for profit
7.	embankment*	p. 19	<i>n.</i>	a mound of earth or stone built to hold back water or support a roadway
8.	kiln	p. 20	<i>n.</i>	an oven for burning, baking, or drying; especially one for firing pottery or baking bricks

Prediction

What is Child Labor?

Not all work children do is child labor. Some forms of work teach important skills and responsibilities and contribute to healthy development . . . but many situations in which children work are considered child labor because they are harmful, hazardous, or keep children from attending school.

While exact definitions of child labor have varied over time, most organizations agree that child labor involves at least one of the following characteristics:

- violates a nation's minimum age laws
- threatens children's physical, mental, or emotional well-being
- involves intolerable abuse, such as child slavery, child trafficking, debt bondage, forced labor, or illicit activities
- prevents children from going to school
- uses children to undermine labor standards

Indiana, USA, 1908



Girls at weaving machines. Evansville, Indiana.
(Photo by Lewis Hine)

"THERE IS WORK THAT PROFITS CHILDREN, AND THERE IS WORK THAT BRINGS PROFIT ONLY TO EMPLOYERS. THE OBJECT OF EMPLOYING CHILDREN IS NOT TO TRAIN THEM, BUT TO GET HIGH PROFITS FROM THEIR WORK."

LEWIS HINE, AMERICAN PHOTOGRAPHER AND CHILD LABOR ACTIVIST, 1908

Kathmandu, Nepal, 1997



Girls at work hand-tying knots at a carpet loom.
(Photo by Kawanaka, courtesy of UNICEF)

Is It Child Labor? You Decide

	Violates a nation's minimum age laws	Threatens children's physical, mental, or emotional well-being	Involves intolerable abuse, such as slavery, child trafficking, debt bondage, forced labor, or illicit activities	Prevents children from going to school	EXAMPLE OF CHILD LABOR?	
					YES	NO
Lina					YES	NO
Example A					YES	NO
Example B					YES	NO
Example C					YES	NO
Example D					YES	NO
Example E					YES	NO

	Violates a nation's minimum age laws	Threatens children's physical, mental, or emotional well-being	Involves intolerable abuse, such as slavery, child trafficking, debt bondage, forced labor, or illicit activities	Prevents children from going to school	EXAMPLE OF CHILD LABOR?	
					YES	NO
Example F					YES	NO
Example G					YES	NO
Example H					YES	NO

Generate Level 1 and 2 Questions

<hr/>	Level 1	Level 2
	<input type="checkbox"/>	<input type="checkbox"/>

<hr/>		

<hr/>	Level 1	Level 2
	<input type="checkbox"/>	<input type="checkbox"/>

<hr/>		

<hr/>		

<hr/>	Level 1	Level 2
	<input type="checkbox"/>	<input type="checkbox"/>

<hr/>		

<hr/>	Level 1	Level 2
	<input type="checkbox"/>	<input type="checkbox"/>

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After Reading: Does It Make Sense?

- | | | |
|---|--|---------------------------------------|
| 1. To Salman, nothing was as bad as working at the brick kiln. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |
| 2. The sun was high and warm, and its long beams of light were frigid to the touch. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |

Get the Gist

Who or what was the chapter about?

What was the most important thing about the “who” or the “what”?

Write your gist statement in 10 or fewer words.

Extended Reading Passage

Adapted from: Simkin, J. (2011). *Sarah Carpenter*. Retrieved from:
<http://www.spartacus.schoolnet.co.uk/IRcarpenter.htm>



¹I was born in Hare Street, Bethnal Green, London, in the year 1805. My father died when I was two years old, leaving two children, myself and Sarah my sister. My mother kept us both till I was about five years old, and then she took badly and was taken to the London Hospital. My sister and I were taken to the Bethnal Green Workhouse. My mother died and we stayed in the workhouse. We had good food, good beds and given liberty two or three times a week. We were taught to read and in every respect were treated kindly.

²The same year my mother died, I being between six and seven years of age, there came a man looking for a number of parish apprentices. We were all ordered to come into the board room, about forty of us. There were, I dare say, about twenty gentlemen seated at a table, with pens and paper before them. Our names were called out one by one. We were all standing before them in a row. My name was called and I stepped out in the middle of the room. They said, “Well John, you are a fine lad, would you like to go into the country?” I said “Yes sir.”

³We had often talked over amongst ourselves how we should like to be taken into the country, Mr. Nicholls the old master, used to tell us what fine sport we should have amongst the hills, what time we should have for play and pleasure. He said we should have plenty of roast beef and get plenty of money, and come back gentlemen to see our friends.

⁴The committee picked out about twenty of us, all boys. In a day or two after this, two coaches came up to the workhouse door. We were got ready. They gave us a shilling piece to take our attention, and we set off. I can remember a crowd of women standing by the coaches, at the workhouse door, crying “shame on them, to send poor little children away from home in that fashion.” Some of them were weeping. I heard one say, “I would run away if I was them.” They drove us to the Paddington Canal, where there was a boat provided to take us.

⁵We got to Buxton at four o’clock on Saturday afternoon. A covered cart was waiting for us there. We all got in, and drove off to the apprentice house at Litton Mill, about six miles from Buxton. The cart stopped, and we marched up to the house, where we saw the master, who came to examine us and gave orders where we were put. They brought us some supper. We were very hungry, but could not eat it. It was Derbyshire oatcake, which we had never seen before. It tasted as sour as vinegar.

⁶Our regular time was from five in the morning till nine or ten at night; and on Saturday, till eleven, and often twelve o’clock at night, and then we were sent to clean the machinery on the Sunday. No time was allowed for breakfast and no sitting for dinner and no time for tea. We went to the mill at five o’clock and worked till about eight or nine when they brought us our breakfast, which consisted of water-porridge, with oatcake in it and onions to flavor it. Dinner consisted of Derbyshire oatcakes cut into four pieces, and ranged into two stacks. One was buttered and the other treacled. By the side of the oatcake were cans of milk. We drank the milk and with the oatcake in our hand, we went back to work without sitting down.

⁷We then worked till nine or ten at night when the water-wheel stopped. We stopped working, and went to the apprentice house, about three hundred yards from the mill. It was a large stone house, surrounded by a wall, two to three yards high, with one door, which was kept locked. It was capable of lodging about one hundred and fifty apprentices. Supper was the same as breakfast—onion porridge and dry oatcake. We all ate in the same room and all went up a common staircase to our bed-chamber; all the boys slept in one chamber, all the girls in another. We slept three in one bed. The girls' bedroom was of the same sort as ours. There were no fastenings to the two rooms; and no one to watch over us in the night, or to see what we did.

⁸Mr. Needham, the master, had five sons: Frank, Charles, Samuel, Robert and John. The sons and a man named Swann, the over looker, used to go up and down the mill with sticks. Frank once beat me till he frightened himself. He thought he had killed me. He had struck me on the temples and knocked me dateless. He once knocked me down and threatened me with a stick. To save my head I raised my arm, which he then hit with all his might. My elbow was broken. I bear the marks, and suffer pain from it to this day, and always shall as long as I live.

⁹I was determined to let the gentleman of the Bethnal Green parish know the treatment we had, and I wrote a letter with John Oats and put it into the Tydeswell Post Office. It was broken open and given to old Needham. He beat us with a knob-stick till we could scarcely crawl. Sometime after this three gentlemen came down from London. But before we were examined we were washed and cleaned up and ordered to tell them we liked working at the mill and were well treated. Needham and his sons were in the room at the time. They asked us questions about our treatment, which we answered as we had been told, not daring to do any other, knowing what would happen if we told them the truth.

Comprehension Questions

1. In paragraph 1, what is meant by the phrase, “took badly”?
 - A. Became very ill
 - B. Was unattractive
 - C. Misbehaved
 - D. Broke the law

2. In paragraph 4, why were the women weeping and crying?
 - A. They were sad because someone had died.
 - B. They knew the children would be fed well.
 - C. They knew the children would be treated very poorly.
 - D. They were overcome with joy because the children had work.

3. Why did the boy lie to the gentlemen from London who asked about work conditions?
 - A. He could not remember what working was like.
 - B. He was afraid of the punishment he would receive if he told the truth.
 - C. He was a natural liar.
 - D. He couldn't speak.

4. The author's choice of words in paragraphs 2 and 3 create a mood of _____.
 - A. Sadness
 - B. Anticipation
 - C. Concern
 - D. Fright

Chapter 2

Vocabulary Images

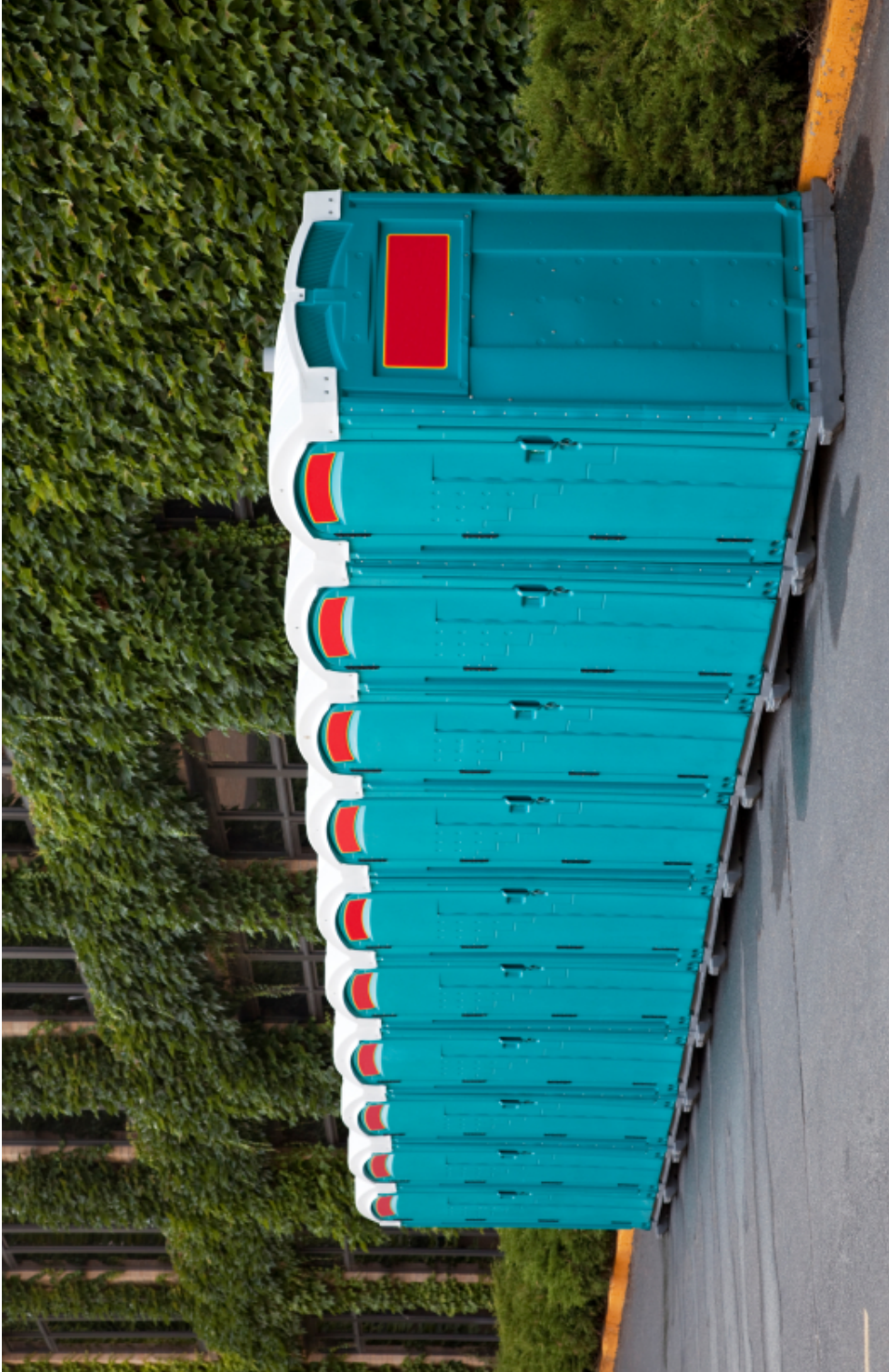
Luxury?



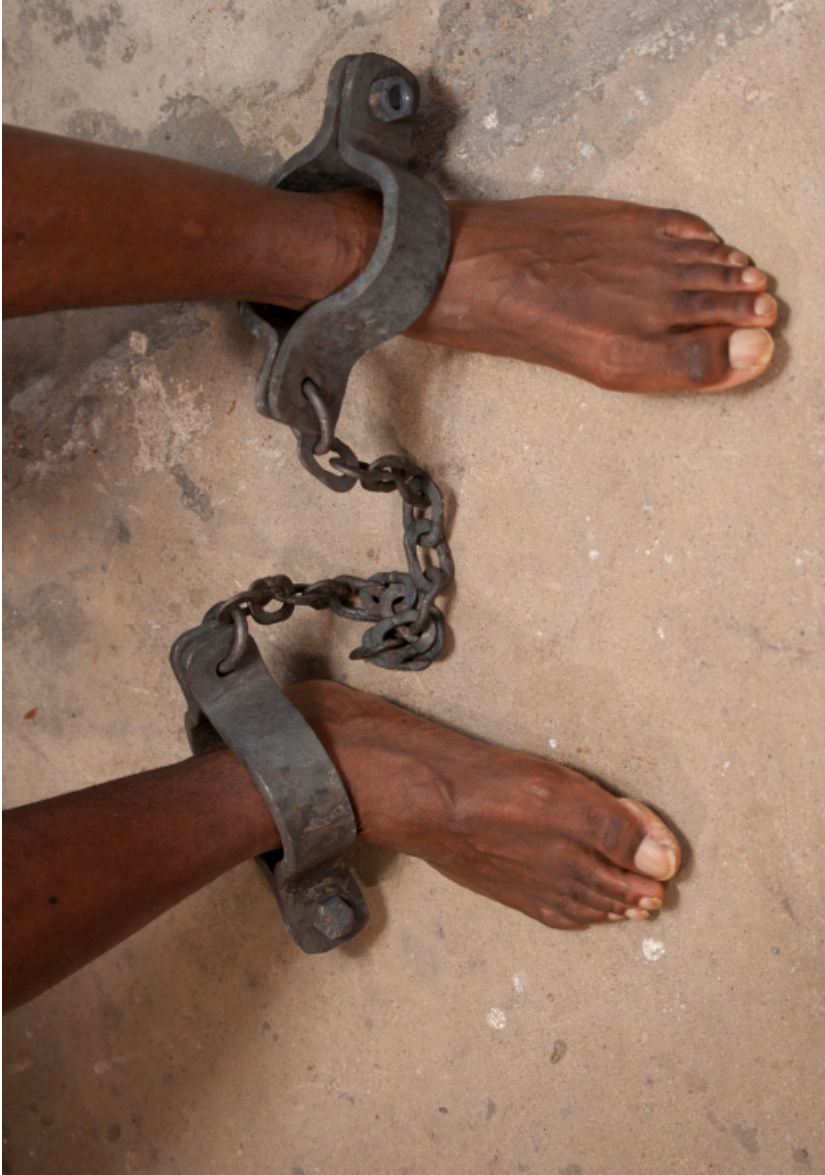
Luxury?



Luxury?



Shackles



Peasant?



Peasant?



Peasant?



Peasant?



Peasant?



Merchant?



Merchant?



Merchant?



Embankment?



Embankment?



Chapter 3

Teacher Guide and Student Log

Chapter 3 Teacher Guide

pp. 14–22

Day 1 at a Glance

(60 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 3 Student Log for each student
- Display of Chapter 3 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Review Vocabulary	15 minutes	<ul style="list-style-type: none"> • Vocabulary index cards • Transparency for vocabulary review game (What Word Fits?) 	Prepare sets of vocabulary index cards with one vocabulary word written on each index card (one set per pair of students).
Prediction	5 minutes	Running list of Get the Gist statements in classroom	
Read the Chapter: Generate Level 1 and Level 2 Questions	15 minutes	Level 1 and Level 2 Question Cards on a ring	<ul style="list-style-type: none"> • Choose a reading format. • Plan stopping points in the text where students will generate questions.
Extended Reading	25 minutes	Extended reading passage, “Camel Jockeys in the Middle East”	

Review Vocabulary

(15 minutes)

1.	luxury	p. 10	<i>n.</i>	a comfort or enjoyment that is not necessary or essential; usually very rare or expensive
2.	shackle	p. 12	<i>n.</i>	an iron ring used to secure the wrist or the ankle; intended to prevent freedom of movement
3.	precision	p. 13	<i>n.</i>	extremely accurate or exact
4.	peasant	p. 15	<i>n.</i>	small farmers or farm workers of low social rank
5.	rebel	p. 17	<i>n.</i>	a person who resists authority, control, or tradition
6.	merchant	p. 18	<i>n.</i>	a businessperson who buys and sells goods for profit
7.	embankment	p. 19	<i>n.</i>	a mound of earth or stone built to hold back water or support a roadway
8.	kiln	p. 20	<i>n.</i>	an oven for burning, baking, or drying; especially one for firing pottery or baking bricks

Review Activity: What Word Fits?

(Beck, McKeown, & Kucan, 2002)

1. **Quick review:** Tell students that they are about to play a game with the vocabulary words from Chapters 2 and 3. Group students in pairs and give them a few minutes to review the words and definitions. As the students are reviewing the words, give each pair a set of the vocabulary words on index cards. Have students lay the cards out on their desks so that they can see each of the words.

2. **Introduce the game:** Say, We are going to play a game called “What word fits?”

The game is simple. I will ask a question and then give you two choices from our new words. When you know which word fits, find the word on your desk and hold it up so that I can see it.

3. **Model the game:** Here is what the game will look like. Let’s say I ask the question, ”What would you call a person who spends most of the day plowing a field? A merchant or a peasant?”

Show students the first pair of words on the overhead transparency while keeping the rest of the words covered. (The transparency can be found on the following page. It is designed for you to keep the words covered and then uncover each pair of words after you ask a question.)

4. **Think aloud:** A merchant buys and sells goods, so he would not spend his day in a field. He would most likely spend his day in the city or in a store. I know that a peasant is a laborer and would most likely be the one working all day in a field. So I am going to find the word *peasant* on my desk (model choosing the correct word on one of your students’ desk) and hold it up.
5. **Begin game:** *Now it is your turn. The first question is: What might a master use to keep his workers from running away? Lower cover sheet on overhead. A shackle or a kiln?*

Students should hold up the word card *shackle*.

Continue the game with the following questions. Discuss words and answers.

Luxury, precision: What would a bank teller probably use?

Rebel, peasant: If a student refused to wear a uniform to school, he might be considered a what?

Kiln, embankment: Kids might ride their bikes on this.

Luxury, peasant: Having a maid to clean your house might be considered a what?

Merchant, kiln: A person who designs pottery might have this in their studio.

Merchant, peasant: A person who owns his or her own store might be called a what?

What Word Fits?

Merchant

Peasant

Shackle

Kiln

Luxury

Precision

Rebel

Peasant

Kiln

Embankment

Luxury

Peasant

Merchant

Kiln

Merchant

Peasant

Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements.
2. Say, *Read the gist statement from Chapter 2 to yourself.*
3. *Now follow along as I read the statement.*

Read the statement with the class.

4. *Now, think about what we have learned so far. In 1 minute I want you to write down a sentence in your Chapter 3 Student Log that tells what you think is going to happen in Chapter 3.*

Set timer for one minute.

5. When the timer goes off, say, *Partner 1, tell Partner 2 what you think this chapter is going to be about.*

Read the Chapter: Generate Level 1 and Level 2 Questions

(15 minutes)

(Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001)

Choose a format for reading, based on the amount of text, and circle the reading format you plan to use. Remember to choose a variety of reading formats throughout the novel. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format.

Reading format options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)
Silent reading with frequent checks for understanding	

As you read the chapter, you are going to ask your students to generate Level 1, Right There and Level 2, Putting It Together questions. Plan and record below the page numbers where you will stop to allow students to practice question generation strategies. Students will write their answers in the space provided on the student log.

Comprehension strategy practice		
Level 1 questions:	Page ____	Paragraph ____
	Page ____	Paragraph ____
Level 2 questions:	Page ____	Paragraph ____
	Page ____	Paragraph ____

NOTE: You will begin reading the chapter on Day 1 and complete it on Day 2.

Extended Reading

(25 minutes)

Ask students to locate the extended reading passage within their Chapter 3 Student Log. Place the transparency of the passage on the overhead projector.

Read the passage with your class. Choose between choral reading (repeated), choral reading (alternating), cloze reading, or any other format that involves all of your students.

After the class finishes reading the passage and the students finish answering questions on their own or with a partner, discuss why each answer is correct or incorrect. Refer to the passage to support the correct answer.

The passage is adapted from: www.angelfire.com/nb2/camelracing

Answer Key

1. B
2. C
3. D
4. A

Extended Reading Passage

Camel Jockeys in the Middle East

Adapted from: www.angelfire.com/nb2/camelracing



¹It is a fact that any animal can travel faster with a small rider than with a large one. Horse and camel jockeys are chosen for their small stature, but it would take little effort to find small adults to ride the camels. Around the Middle East, rather than make this effort, owners use child slaves as jockeys on their camels. It is easier for the oil-rich gulf countries to continue, as they have done for hundreds of years, to buy children from the poorer countries across the gulf in the Indian subcontinent, and to force them to work as camel jockeys.

Children Go Outside To Play and Never Return

²The jockeys will typically start their life in the same way as millions of other children in the Indian subcontinent. Perhaps they have parents who are poor, but these parents still have dreams for their sons that do not involve camels. Then maybe at the age of 2 or 3 years, the children might go outside to play and never return. Local gangs who deal in any commodity that makes money kidnap them. The children are taken by adults who, when questioned, might claim to be the children's parents. They will then travel, perhaps along the ancient slave routes to Karachi, and across the Gulf.

No Holiday, Riding Camels

³The work of a camel jockey is no holiday. Away from their parents, in a foreign country with no legal status, the children have no one to protect them. They must exercise the camels seven days a week in heat that even the local people take shelter from. There is no choice about whether to work on the camels or not: The alternative is a beating or two and a couple of days without food. There is nowhere to run. Many of the children are told a story about being unwanted and being sold by their parents into slavery, just in case they were considering trying to get home. Before the camel races, the children go without food, not as a punishment, but to keep their weight down so the camels will run faster. The children receive no schooling and grow up without even knowing the country of their birth.

Winning at Any Cost

⁴Occasionally, in response to pressures from outside the region, rules are written to restrict the legal age and weight of camel jockeys, but when the camel belongs to a sheikh, a trainer will always choose to break the rules if it gives the camel a better chance of winning. The trainer receives a small prize if his camel wins. The camel jockey receives nothing.

Consensus Politics

⁵Many Arab governments rule through a consensus of several powerful families. There is some degree of concern about the children who work as camel jockeys. There is also a strong wish not to upset colleagues who enjoy watching the sport.

Disposable Assets

⁶Once the children grow too large to be of any use as camel jockeys, a lucky few are employed by the camel stables, a few more are able to get work by employers who know and can exploit their situation. However, if they ever step out of line, they risk being arrested as illegal immigrants. Throughout the Middle East, the punishment for being an illegal immigrant is a fine and the punishment for not paying a fine is imprisonment. Through no fault of his own, a camel jockey could end his days in the inhumane confines of an Arab prison. Occasionally an effort has been made to repatriate children once they outgrow their usefulness, but, as no records are kept about where the children came from, this results in the children being dumped into the slums of a nearby country.

You Camel Jockey!

⁷The insult “camel jockey” has worked its way into the languages of the Middle East to mean someone with little education. Many of the people who use this term are ignorant of the true origin of the term. Often those that do understand prefer to keep quiet rather than risk upsetting the wealthy people who run the traditional sport of camel racing.

Worse Things Happen

⁸When the issue is raised with local people, a common response is “worse things happen in your country.” There are many parallels with the suffering of child chimney sweeps in seventeenth- and eighteenth-century Britain. For this reason, a page has been added to the site about chimney sweeps. Hopefully lessons can be learned from history about how to end child slavery in camel racing.

What Can I Do?

⁹This site was originally produced by a British teacher who, like you, asked himself, “What can I do about it?” He took some photos at the local camel-exercising track and produced this website. If you would like to help to end the exploitation of children, then check out some of the links. If you post your views to a forum or send an email to a newspaper, it won’t end the practice tomorrow, but it certainly won’t do any harm.

Comprehension Questions

1. In Paragraph 6, the word *repatriate* means:
 - A. To dump in a foreign country
 - B. To return to the country of birth or origin
 - C. To punish
 - D. To arrest as an illegal immigrant
2. Paragraph 5 is important to the passage because it:
 - A. Compares wealthy families to poor families
 - B. Explains why camel jockeys are not respected due to their lack of education
 - C. Describes why people are unwilling to stand up to powerful families
 - D. Describes how you can do something to end the practice of child camel jockeys
3. According to the passage, which of the following statements is NOT true of most camel jockeys?
 - A. They have parents who are poor.
 - B. They are kidnapped by local gangs.
 - C. They are told lies about being sold by their parents into slavery.
 - D. They receive a small prize if their camel wins.
4. The reader can tell from this passage that life as a camel jockey is:
 - A. Difficult
 - B. Amusing
 - C. Ordinary
 - D. Leisurely

Day 2 at a Glance

(50 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 3 Student Log for each student
- Display of Chapter 3 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Continue Reading the Chapter: Generate Level 1 and 2 Questions	15 minutes	Same as Day 1	Refer to plans from Day 1.
After Reading: Does It Make Sense?	5 minutes		
Closure: Verify Predictions and Get the Gist	5 minutes	Running list of Get the Gist statements in classroom	
Extended Reading	25 minutes	Extended reading passage, “Sarah Carpenter”	

Continue Reading the Chapter: Generate Level 1 and Level 2 Questions

(15 minutes)

(Klingner et al., 2001)

Continue reading the chapter and stopping to let students generate questions. (Refer to plans from Day 1).

After Reading: Does It Make Sense?

(5 minutes)

We are going to practice recognizing if text does or does not make sense. I am going to show you a sentence, and I want you to ask yourself if the sentence makes sense.

Look at the sentence under the heading “After Reading: Does It Make Sense?” on your Chapter 3 Student Log. Read the sentence to yourself and hold up the “Yes” card if it makes sense and the “No” card if it does not. Give students time to read the following sentences:

1. Maria slept curled up like a small animal near her loom and she followed me everywhere like a rebel.
(“No” card or Thumbs down; see page 14)
2. You said it was impossible that’s what we’ll do.
(“No” card or Thumbs down; see page 21)

Closure: Verify Predictions and Get the Gist

(5 minutes)

Verify Predictions

Let's look back at our predictions and see if we were correct. First 1s then 2s: Share your prediction with your partner. Were you correct?

Give partners a minute to discuss and then have a few students share with the group.

Get the Gist

(Klingner et al., 2001)

Let's Get the Gist of Chapter 3.

1. *Who or what was the chapter about?* Accept reasonable student responses. Write appropriate student responses on the Chapter 3 Student Log transparency.
2. *What was the most important thing about the “who” or the “what?”* Accept reasonable student responses. Write appropriate responses on the student log transparency.
3. *Now I'm going to give you a minute to write a Get the Gist statement with your partner. Remember, the statement must include who or what the chapter was about, the most important thing about the “who” or the “what,” and it should be 10 or fewer words.*
4. Give students a minute or two to write a gist statement. Accept reasonable student responses. For each chapter, keep a running log (on chart paper) of Get the Gist statements clearly posted in your room.

Extended Reading

(25 minutes)

Ask students to locate the extended reading passage within their Chapter 3 Student Log. Place the transparency of the passage on the overhead projector.

Read the passage with your class. Choose between choral reading (repeated), choral reading (alternating), cloze reading, or any other format that involves all of your students.

After the class finishes reading the passage and the students finish answering questions on their own or with a partner, discuss why each answer is correct or incorrect. Refer to the passage to support the correct answer.

The Extended Reading passage is adapted from:
www.spartacus.schoolnet.co.uk/IRcarpenter.htm

Answer Key

1. C
2. B
3. A
4. D

Extended Reading Passage

Sarah Carpenter

Adapted from: <http://www.spartacus.schoolnet.co.uk/IRcarpenter.htm>



¹When I was eight years old my father died and our family had to go to the Bristol Workhouse. My brother was sent away from Bristol workhouse in the same way as many other children were — cartloads at a time. My mother did not know where he was for two years. He was taken off in the dead of night without her knowledge, and the parish officers would never tell her where he was.

²It was the mother of Joseph Russell who first found out where the children were and told my mother. We set off together, my mother and I, and we walked the whole way from Bristol to Cressbrook Mill in Derbyshire. We were many days on the road.

³Mrs. Newton, the mistress of Cressbrook, gushed over my mother when we arrived. My mother had brought her a present of little glass ornaments to thank her for her kindness to my brother. My brother told me that Mrs. Newton's gushing was all a joke, but I was so young and foolish and so glad to see him again, that I did not heed what he said and could not be persuaded to leave him. They would not let me stay unless I would take the shilling binding money. I took the shilling, and I was very proud of it.

⁴They took me into the counting house and showed me a piece of paper with a red sealed horse. They told me to touch it, so as to get red paint on my finger, and then to make a cross on the paper, which I did. This meant I had to stay at Cressbrook Mill until I was twenty-one.

⁵Our common food was oatcake. It was thick and coarse. This oatcake was put into cans. Boiled milk and water was poured into it. This was our breakfast and supper. Our dinner was potato pie with boiled bacon it, a bit here and a bit there, so thick with fat we could scarce eat it, though we were hungry enough to eat anything. Tea we never saw, nor butter. We had cheese and brown bread once a year. We were only allowed three meals a day even though we got up at five in the morning and worked until nine at night.

⁶The master carder's name was Thomas Birks; but he never went by any other name than Tom the Devil. He was a very bad man — he was encouraged by the master to ill-treat all the hands, but particularly the children. Everybody was frightened of him. He would not even let us speak. He once fell poorly, and very glad we were. We wished he might die.

⁷There was an overlooker called William Hughes, who was put in his place whilst he was ill. He came up to me and asked me why my drawing frame was stopped. I said I did not know because it was not me who had stopped it. A little boy that was on the other side had stopped it, but he was too frightened to say it was he. Hughes starting beating me with a stick, and when he was done I told him I would let my mother know. He then went out and fetched the master in to me. The master started beating me with a stick over the head until it was full of lumps and bled. My head was so badly hurt that I could not sleep for a long time, and I have never been a sound sleeper since.

⁸There was a young woman, Sarah Goodling, who was sick and so she stopped her machine. James Birch, the overlooker knocked her to the floor. She got up as well as she could. He knocked her down again. Then she was carried to the apprentice house. Her bedfellow found her dead in bed. There was another called Mary. She knocked her food can down on the floor. The master, Mr. Newton, kicked her, and it caused her to wear away until she died. There was another, Caroline Thompson; they beat her until she went out of her mind.

⁹We were always locked up outside of mill hours for fear any of us should run away. One day the door was left open. Charlotte Smith said she would be ringleader if the rest of us would follow. She went out but no one followed her. The master found out about this and sent for her. There was a carving knife, which he took and grasping her hair he cut it off close to the head. They were in the habit of cutting off the hair of all who were caught speaking to any of the lads. This head shaving was a dreadful punishment. We were more afraid of it than of any other, for girls are proud of their hair.

¹⁰I was there ten years and saw a great deal more than I can remember today. My brother, after he was free, came to Cressbrook and stole me away. But I was so frightened with the punishment I had received, that for a long time I was like a person with no wits. I could hardly find my way from one street into another.

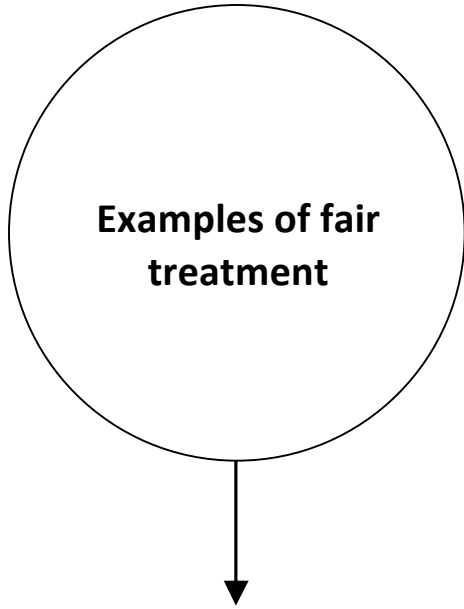
Comprehension Questions

1. Why did Sarah go to work at Cressbrook?
 - A. She was forced.
 - B. She was abducted.
 - C. She wanted to be with her brother.
 - D. Her parents were both dead.

2. In paragraph 3, the word “heed” means—
 - A. Work hard
 - B. Pay attention to
 - C. Run away
 - D. Cry

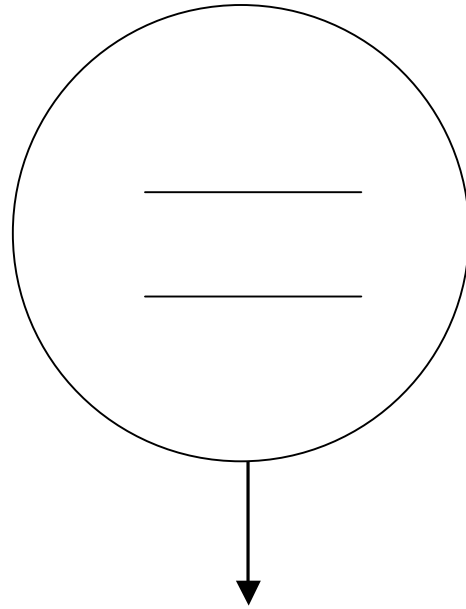
3. How did Sarah feel when she first joined the workforce as Cressbrook?
 - A. Proud
 - B. Scared
 - C. Timid about meeting new people
 - D. Hungry

4. Review the graphic organizer on the next page. What heading should be placed within the circle on the right-hand side?
 - A. Examples of fair treatment
 - B. Examples of generosity
 - C. Examples of kindness
 - D. Examples of unfair treatment



Sarah was paid for her work.

They were kind to Sarah's mother.



The children were locked up.

The master beat Sarah with a stick.

The girls' heads were shaved.

Chapter 3 Student Log

pp. 14–22

Vocabulary

1.	luxury	p. 10	<i>n.</i>	a comfort or enjoyment that is not necessary or essential; usually very rare or expensive
2.	shackle	p. 12	<i>n.</i>	an iron ring used to secure the wrist or the ankle; intended to prevent freedom of movement
3.	precision	p. 13	<i>n.</i>	extremely accurate or exact
4.	peasant	p. 15	<i>n.</i>	small farmers or farm workers of low social rank
5.	rebel	p. 17	<i>n.</i>	a person who resists authority, control, or tradition
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7.	embankment	p. 19	<i>n.</i>	a mound of earth or stone built to hold back water or support a roadway
8.	kiln	p. 20	<i>n.</i>	an oven for burning, baking, or drying; especially one for firing pottery or baking bricks

Prediction

Read the Chapter: Generate Level 1 and Level 2 Questions

<hr/>	Level 1	Level 2
	<input type="checkbox"/>	<input type="checkbox"/>

<hr/>		
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<hr/>	Level 1	Level 2
	<input type="checkbox"/>	<input type="checkbox"/>

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<hr/>	Level 1	Level 2
	<input type="checkbox"/>	<input type="checkbox"/>

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Iqbal—Chapter 3 Student Log

Level 1

Level 2

Level 1

Level 2

Extended Reading Passage

Camel Jockeys in the Middle East

Adapted from: www.angelfire.com/nb2/camelracing



¹It is a fact that any animal can travel faster with a small rider than with a large one. Horse and camel jockeys are chosen for their small stature, but it would take little effort to find small adults to ride the camels. Around the Middle East, rather than make this effort, owners use child slaves as jockeys on their camels. It is easier for the oil-rich gulf countries to continue, as they have done for hundreds of years, to buy children from the poorer countries across the gulf in the Indian subcontinent, and to force them to work as camel jockeys.

Children Go Outside To Play and Never Return

²The jockeys will typically start their life in the same way as millions of other children in the Indian subcontinent. Perhaps they have parents who are poor, but these parents still have dreams for their sons that do not involve camels. Then maybe at the age of 2 or 3 years, the children might go outside to play and never return. Local gangs who deal in any commodity that makes money kidnap them. The children are taken by adults who, when questioned, might claim to be the children's parents. They will then travel, perhaps along the ancient slave routes to Karachi, and across the Gulf.

No Holiday, Riding Camels

³The work of a camel jockey is no holiday. Away from their parents, in a foreign country with no legal status, the children have no one to protect them. They must exercise the camels seven days a week in heat that even the local people take shelter from. There is no choice about whether to work on the camels or not: The alternative is a beating or two and a couple of days without food. There is nowhere to run. Many of the children are told a story about being unwanted and being sold by their parents into slavery, just in case they were considering trying to get home. Before the camel races, the children go without food, not as a punishment, but to keep their weight down so the camels will run faster. The children receive no schooling and grow up without even knowing the country of their birth.

Winning at Any Cost

⁴Occasionally, in response to pressures from outside the region, rules are written to restrict the legal age and weight of camel jockeys, but when the camel belongs to a sheikh, a trainer will always choose to break the rules if it gives the camel a better chance of winning. The trainer receives a small prize if his camel wins. The camel jockey receives nothing.

Consensus Politics

⁵Many Arab governments rule through a consensus of several powerful families. There is some degree of concern about the children who work as camel jockeys. There is also a strong wish not to upset colleagues who enjoy watching the sport.

Disposable Assets

⁶Once the children grow too large to be of any use as camel jockeys, a lucky few are employed by the camel stables, a few more are able to get work by employers who know and can exploit their situation. However, if they ever step out of line, they risk being arrested as illegal immigrants. Throughout the Middle East, the punishment for being an illegal immigrant is a fine and the punishment for not paying a fine is imprisonment. Through no fault of his own, a camel jockey could end his days in the inhumane confines of an Arab prison. Occasionally an effort has been made to repatriate children once they outgrow their usefulness, but, as no records are kept about where the children came from, this results in the children being dumped into the slums of a nearby country.

You Camel Jockey!

⁷The insult “camel jockey” has worked its way into the languages of the Middle East to mean someone with little education. Many of the people who use this term are ignorant of the true origin of the term. Often those that do understand prefer to keep quiet rather than risk upsetting the wealthy people who run the traditional sport of camel racing.

Worse Things Happen

⁸When the issue is raised with local people, a common response is “worse things happen in your country.” There are many parallels with the suffering of child chimney sweeps in seventeenth- and eighteenth-century Britain. For this reason, a page has been added to the site about chimney sweeps. Hopefully lessons can be learned from history about how to end child slavery in camel racing.

What Can I Do?

⁹This site was originally produced by a British teacher who, like you, asked himself, “What can I do about it?” He took some photos at the local camel-exercising track and produced this website. If you would like to help to end the exploitation of children, then check out some of the links. If you post your views to a forum or send an email to a newspaper, it won’t end the practice tomorrow, but it certainly won’t do any harm.

Comprehension Questions

1. In Paragraph 6, the word *repatriate* means:
 - A. To dump in a foreign country
 - B. To return to the country of birth or origin
 - C. To punish
 - D. To arrest as an illegal immigrant
2. Paragraph 5 is important to the passage because it:
 - A. Compares wealthy families to poor families
 - B. Explains why camel jockeys are not respected due to their lack of education
 - C. Describes why people are unwilling to stand up to powerful families
 - D. Describes how you can do something to end the practice of child camel jockeys
3. According to the passage, which of the following statements is NOT true of most camel jockeys?
 - A. They have parents who are poor.
 - B. They are kidnapped by local gangs.
 - C. They are told lies about being sold by their parents into slavery.
 - D. They receive a small prize if their camel wins.
4. The reader can tell from this passage that life as a camel jockey is—
 - A. Difficult
 - B. Amusing
 - C. Ordinary
 - D. Leisurely

After Reading: Does It Make Sense?

- | | | |
|---|--|---------------------------------------|
| 1. Maria slept curled up like a small animal near her loom and she followed me everywhere like a rebel. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |
| 2. You said it was impossible that's what we'll do. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |

Get the Gist

Who or what was the chapter about?

What was the most important thing about the “who” or the “what”?

Write your gist statement in 10 or fewer words.

Extended Reading Passage

Sarah Carpenter

Adapted from: <http://www.spartacus.schoolnet.co.uk/IRcarpenter.htm>



¹When I was eight years old my father died and our family had to go to the Bristol Workhouse. My brother was sent away from Bristol workhouse in the same way as many other children were — cartloads at a time. My mother did not know where he was for two years. He was taken off in the dead of night without her knowledge, and the parish officers would never tell her where he was.

²It was the mother of Joseph Russell who first found out where the children were and told my mother. We set off together, my mother and I, and we walked the whole way from Bristol to Cressbrook Mill in Derbyshire. We were many days on the road.

³Mrs. Newton, the mistress of Cressbrook, gushed over my mother when we arrived. My mother had brought her a present of little glass ornaments to thank her for her kindness to my brother. My brother told me that Mrs. Newton's gushing was all a joke, but I was so young and foolish and so glad to see him again, that I did not heed what he said and could not be persuaded to leave him. They would not let me stay unless I would take the shilling binding money. I took the shilling, and I was very proud of it.

⁴They took me into the counting house and showed me a piece of paper with a red sealed horse. They told me to touch it, so as to get red paint on my finger, and then to make a cross on the paper, which I did. This meant I had to stay at Cressbrook Mill until I was twenty-one.

⁵Our common food was oatcake. It was thick and coarse. This oatcake was put into cans. Boiled milk and water was poured into it. This was our breakfast and supper. Our dinner was potato pie with boiled bacon it, a bit here and a bit there, so thick with fat we could scarce eat it, though we were hungry enough to eat anything. Tea we never saw, nor butter. We had cheese and brown bread once a year. We were only allowed three meals a day even though we got up at five in the morning and worked until nine at night.

⁶The master carder's name was Thomas Birks; but he never went by any other name than Tom the Devil. He was a very bad man — he was encouraged by the master to ill-treat all the hands, but particularly the children. Everybody was frightened of him. He would not even let us speak. He once fell poorly, and very glad we were. We wished he might die.

⁷There was an overlooker called William Hughes, who was put in his place whilst he was ill. He came up to me and asked me why my drawing frame was stopped. I said I did not know because it was not me who had stopped it. A little boy that was on the other side had stopped it, but he was too frightened to say it was he. Hughes starting beating me with a stick, and when he was done I told him I would let my mother know. He then went out and fetched the master in to me. The master started beating me with a stick over the head until it was full of lumps and bled. My head was so badly hurt that I could not sleep for a long time, and I have never been a sound sleeper since.

⁸There was a young woman, Sarah Goodling, who was sick and so she stopped her machine. James Birch, the overlooker knocked her to the floor. She got up as well as she could. He knocked her down again. Then she was carried to the apprentice house. Her bedfellow found her dead in bed. There was another called Mary. She knocked her food can down on the floor. The master, Mr. Newton, kicked her, and it caused her to wear away until she died. There was another, Caroline Thompson; they beat her until she went out of her mind.

⁹We were always locked up outside of mill hours for fear any of us should run away. One day the door was left open. Charlotte Smith said she would be ringleader if the rest of us would follow. She went out but no one followed her. The master found out about this and sent for her. There was a carving knife, which he took and grasping her hair he cut it off close to the head. They were in the habit of cutting off the hair of all who were caught speaking to any of the lads. This head shaving was a dreadful punishment. We were more afraid of it than of any other, for girls are proud of their hair.

¹⁰I was there ten years and saw a great deal more than I can remember today. My brother, after he was free, came to Cressbrook and stole me away. But I was so frightened with the punishment I had received, that for a long time I was like a person with no wits. I could hardly find my way from one street into another.

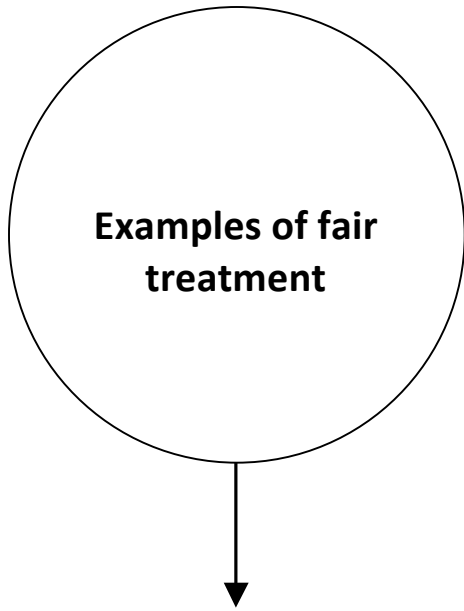
Comprehension Questions

1. Why did Sarah go to work at Cressbrook?
 - A. She was forced.
 - B. She was abducted.
 - C. She wanted to be with her brother.
 - D. Her parents were both dead.

2. In paragraph 3, the word “heed” means—
 - A. Work hard
 - B. Pay attention to
 - C. Run away
 - D. Cry

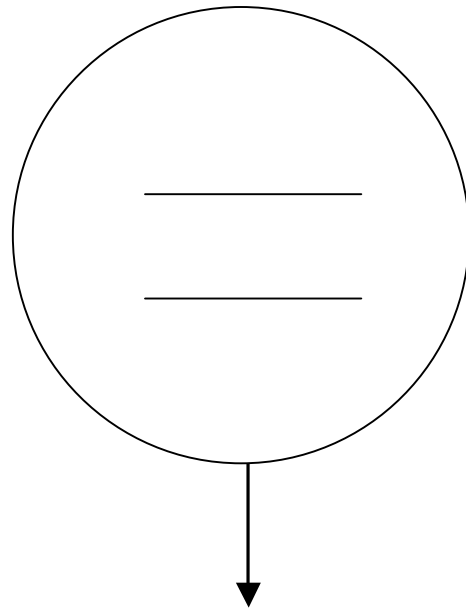
3. How did Sarah feel when she first joined the workforce as Cressbrook?
 - A. Proud
 - B. Scared
 - C. Timid about meeting new people
 - D. Hungry

4. Review the graphic organizer on the next page. What heading should be placed within the circle on the right-hand side?
 - A. Examples of fair treatment
 - B. Examples of generosity
 - C. Examples of kindness
 - D. Examples of unfair treatment



Sarah was paid for her work.

They were kind to Sarah's mother.



The children were locked up.

The master beat Sarah with a stick.

The girls' heads were shaved.

Chapter 4

Teacher Guide and Student Log

Chapter 4 Teacher Guide

pp. 23–31

Day 1 at a Glance

(60 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 4 Student Log for each student
- Display of Chapter 4 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Introduce Vocabulary	15 minutes		
Prediction	5 minutes	Running list of Get the Gist statements in classroom	
Read the Chapter	25 minutes		Choose a reading format.
After Reading: Introduce the Frayer Model	15 minutes	Transparency of blank Frayer model	Plan modeling of the Frayer Model.

Introduce Vocabulary

(15 minutes)

1.	illustrious	p. 23	<i>adj.</i>	highly respected
2.	endearment	p. 23	<i>n.</i>	a loving act or word
3.	pallet	p. 24	<i>n.</i>	a small bed, or mattress stuffed with straw
4.	suk	p. 24	<i>n.</i>	a street market in the Middle East; an area lined with vendors, or people selling things
5.	quarrel	p. 25	<i>v.</i>	to disagree or argue
6.	precious	p. 25	<i>adj.</i>	of great value or worth
7.	snicker	p. 27	<i>v.</i>	to giggle or laugh in a sneaky way
8.	chaos	p. 29	<i>n.</i>	complete disorder and confusion

Display the Chapter 4 Student Log so students can follow along as you read. After introducing each word, connect the word to the context of the passage. You should spend a maximum of only 1–2 minutes per word. After this brief introduction, students will encounter the words again while reading the chapter and using the Frayer Model later in this lesson.

The procedure for introducing vocabulary words is as follows:

Step 1: Say the word. Have students repeat the word.

Step 2: Tell the students what the word means.

Step 3: Tell students how the word is used in the story and explain.

Sample Script

Before we read Chapter 4, I want to introduce several words you will need to know to understand the story. (Point to each word on the transparency.)

Step 1

The first word is ILLUSTRIOUS. What word? Students repeat ILLUSTRIOUS.

Steps 2 and 3

Illustrious means “highly respected.” In Chapter 4, Hussain is preparing for a visit from illustrious customers. This means that the customers are distinguished or honored or maybe even well known or famous. These highly respected, or illustrious, customers are coming to look at and possibly purchase his rugs.

Step 1

The next word is ENDEARMENT. What word? Students repeat ENDEARMENT.
What is the suffix in this word? (MENT)

Steps 2 and 3

An endearment is “a loving act or word.” In Chapter 4, Hussain is anxious about the customers coming to look at his rugs. He wants to make sure the children do not mess up any of the rugs, so he starts calling them, “my dear ones” and “my little doves” and patting them on the head. Words like “my doves” and actions like patting someone on the head are called endearments. One way to remember the meaning of this word is “dear” (Point to the word part, dear.) If someone or something is dear to you, then you feel love for that person or thing. So an endearment is a word or action that shows love.

Step 1

The next word is PALLET. What word? Students repeat PALLET.

Steps 2 and 3

A pallet is “a small bed or mattress stuffed with straw.” This is the type of bed the children sleep on. Mattresses that we sleep on are usually stuffed with cotton and have springs for comfort. A pallet is not as comfortable as a mattress.

Step 1

The next word is SUK. What word? Students repeat SUK. (Suk is pronounced “sook” with the oo sound, as in “food.”)

Steps 2 and 3

A suk is “a street market in the Middle East.” It is an area lined with vendors or people selling things, such as fresh produce, garments or clothing, jewelry, or even animals. When the children refer to the suk they are referring to the market in the city.

Step 1

The next word is QUARREL. What word? Students repeat QUARREL.

Steps 2 and 3

To quarrel means “to disagree or argue.” In Chapter 4, Fatima comments that it would make sense for the children to be united because they are all going through the same hardship. But instead, the children bicker and quarrel with each other. As we read the chapter, I want you to think about why this might be—why do the children quarrel with each other?

Step 1

The next word is PRECIOUS. What word? Students repeat PRECIOUS.

Steps 2 and 3

Something or someone precious is of “great, great value or worth.” Your new iPhone may be important to you, but the necklace that was handed down to you from your great grandmother, your grandmother, and your mother on your fifteenth birthday is precious. In Chapter 4, we learn that Hussain has told another carpet maker that Iqbal is precious. Why would Hussein consider Iqbal precious? (Accept all reasonable responses.)

Step 1

The next word is SNICKER. What word? Students repeat SNICKER.

Steps 2 and 3

Snicker means “to giggle or laugh in a sneaky way.” For example, children might snicker in church—trying not to be heard. Or students may snicker behind a teacher’s back. In Chapter 4, some of the children will snicker at Karim.

Step 1

Our last word is CHAOS. What word? Students repeat CHAOS.

Steps 2 and 3

Chaos means “complete disorder and confusion.” In this chapter, Iqbal talks about the chaos of traffic. We can assume that the traffic he is talking about is disorderly—cars swerving and honking, people yelling and drivers not obeying the traffic laws. Not all traffic is chaotic. If I am driving down the highway and everyone is going the speed limit and staying in their lanes, is that chaos? (NO) If I am driving down the highway and an 18-wheeler is close behind me and cars are speeding and swerving in and out of lanes, is that chaos? (YES)

Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements.
2. Say, *Read the gist statement from Chapter 3 to yourself.*
3. *Now follow along as I read the statement.*

Read the statement with the class.

4. *Now, think about what we have learned so far. In 1 minute I want you to write down a sentence in your Chapter 4 Student Log that tells what you think is going to happen in Chapter 4.*

Set timer for one minute.

5. When the timer goes off, say, *Partner 1, tell Partner 2 what you think this chapter is going to be about.*

Read the Chapter

(25 minutes)

While reading this chapter, you are encouraged to ask questions to check your students' understanding, but students will not be asked to stop and generate Level 1 or Level 2 questions.

Choose a format for reading, based on the amount of text, and circle the reading format you plan to use. Remember to choose a variety of reading formats throughout the novel. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format.

Reading format options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)
Silent reading with frequent checks for understanding	

After Reading: Introduce the Frayer Model

(15 minutes)

(Frayer, Frederick, & Klausmeier, 1969)

This activity will begin on Day 1 and be completed on Day 2 (total of 25 minutes).

Introduce this graphic organizer and model its use. Students may follow along and fill in a Frayer Model example with you as you model the process. A blank Frayer Model is provided in the Chapter 4 Student Log.

1. Place the transparency of the blank Frayer Model on the overhead (template located 2 pages down).
2. Write the word *precious* in the middle of the model.
3. Say, *We are going to delve deeper into a few of our words. The first word we are going to examine is precious. This type of graphic organizer is called a Frayer Model because it was developed by Dorothy Frayer. We are going to use this model to help us obtain a deeper understanding of words.*

NOTE: It is essential that you **think aloud** while modeling steps 4–7 and make your thought process clear to your students. Verbalize what you are thinking to show your students what their thought process should look like when they attempt to use this strategy on their own or with a partner.

4. Say, *We said that precious means that something is of great worth or value. That is the definition, so we write it under the box labeled definition. If I don't remember the definition, I can look back on my student log to find the definition.* (Write the definition on the transparency.)
5. *Next, we need to list characteristics, or features, of something or someone who is precious. So what I need to do is list words that describe the word precious.* (Think aloud as you list characteristics on the transparency: valuable, priceless, irreplaceable, treasured, rare, etc.)
6. *Now I will list several examples of something or someone who might be precious.* (Think aloud as you list examples: *Well, I remember that Hussain said that Iqbal was precious because of his talent and skills, so I will write IQBAL.* Continue to think aloud as you write other examples, such as mother, family jewelry, home, child, family pet, etc.)

7. *The last section asks for nonexamples. Now I need to think of people or things that would not be precious. Maybe my overhead projector wouldn't be precious. I need it to teach, but it is not priceless or irreplaceable. (Continue to think aloud as you write other examples, such as a phone, a pair of shoes, a backpack, earrings, etc.)*
8. Follow steps 2–7 with the words *endearment* and *chaos*. The following are possible answers.
- **Endearment:**
 - Definition: A loving act or word
 - Characteristics: Loving, sweet, friendly
 - Examples: Love, sweetheart, children, a pat on the head, an arm around the shoulders
 - Nonexamples: A handshake, a wave hello or goodbye

 - **Chaos:**
 - Definition: Complete disorder and confusion
 - Characteristics: Disorganized, noisy, confusing, out of control
 - Examples: A busy street, an out-of-control classroom, an airport during a snowstorm
 - Nonexamples: A calm sea

DEFINITION		CHARACTERISTICS	
	WORD		
EXAMPLES		NONEXAMPLES	

Day 2 at a Glance

(45 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 4 Student Log for each student
- Display of Chapter 4 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
After Reading: Introduce the Frayer Model	10 minutes	Same as Day 1	Refer to plans from Day 1.
After Reading: Does It Made Sense?	5 minutes	Yes/No Response Cards	Prepare Yes/No Response Cards (or use sets from previous instruction).
Closure: Verify Predictions and Get the Gist	5 minutes	Running list of Get the Gist statements in classroom	
Extended Reading	25 minutes	Extended reading passage, “Life Story: Nadeem”	

After Reading: Introduce the Frayer Model

(10 minutes)

(Frayer, Frederick, & Klausmeier, 1969)

Continue modeling the use of the Frayer Model. (Refer to plans from Day 1.)

After Reading: Does It Make Sense?

(5 minutes)

We are going to practice recognizing if text does or does not make sense again. I am going to show you a sentence, and I want you to ask yourself if the sentence makes sense.

Look at the sentence under the heading "After Reading: Does It Make Sense?" on your Chapter 4 Student Log. Read the sentence to yourself and hold up the "Yes" card if it makes sense and the "No" card if it does not. Give students time to read the following sentences:

1. A carpet like that is worth a lot of money, and not just anyone can make one. You need an illustrious artist for a carpet like that.

("Yes" card or thumbs up; see page 26)

Note: The sentence in the novel does not include the word *illustrious*, but that term will make sense in this sentence.

2. The heat got worse and worse and we worked better and better. Hussain moved nervously around the workshop, distributing threats and promises.

("No" card or thumbs down; see page 23)

Closure: Verify Predictions and Get the Gist

(5 minutes)

Verify Predictions

Let's look back at our predictions and see if we were correct. First 1s then 2s, share your prediction with your partner. Were you correct?

Give partners a minute to discuss, and then have a few students share with the group.

Get the Gist

(Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001)

Let's Get the Gist of Chapter 4.

1. *Who or what was the chapter about?* Accept reasonable student responses. Write appropriate student responses on the Chapter 4 Student Log transparency.
2. *What was the most important thing about the “who” or the “what?”* Accept reasonable student responses. Write appropriate responses on the student log transparency.
3. *Now I'm going to give you a minute to write a Get the Gist statement with your partner. Remember, the statement must include who or what the chapter was about, the most important thing about the “who” or the “what,” and it should be 10 or fewer words.*
4. Give students a minute or two to write a gist statement. Accept reasonable student responses. For each chapter, keep a running log (on chart paper) of Get the Gist statements posted clearly posted in your room.

Extended Reading

(25 minutes)

Ask students to locate the extended reading passage within their Chapter 4 Student Log. Place the transparency of the passage on the overhead projector.

Read the passage with your class. Choose between choral reading (repeated), choral reading (alternating), cloze reading, or any other format that involves all of your students.

After the class finishes reading the passage and the students finish answering questions on their own or with a partner, discuss why each answer is correct or incorrect. Refer to the passage to support the correct answer.

The passage is adapted from: ThinkQuest. (2011). *Life story: Nadeem*. Retrieved from http://library.thinkquest.org/03oct/01908/1024/lifestory_nadeem.htm

Answer Key

1. C
2. B
3. D
4. A

Extended Reading Passage

Life Story: Nadeem

Adapted from:

http://library.thinkquest.org/03oct/01908/1024/lifestory_nadeem.htm

¹Nadeem is a 9-year-old boy who works as an apprentice weaver for a wealthy man named Sadique. Nadeem’s father is Mirza, a 30-year-old brick worker. Sadique is describing the “advantages” his son will “enjoy” in his job. “I’ve admired your boy for several months,” Sadique says. “Nadeem is bright and ambitious. He will learn far more practical skills in 6 months at the loom than he would in 6 years of school. He will be taught by experienced craftsmen, and his pay will rise as his skills improve. Have no doubt, your son will be thankful for the opportunity you have given him, and the Lord will bless you for looking so well after your own.”

²Sadique most aggressively hires 7–10-year-old children because they are “the most energetic and dexterous at this stage of development and are very obedient.” Sadique says that the boys would work all day and night if he asked.

³But, when pressed, Sadique says that he hires them first and foremost because he can save a lot of money. Three boys who produce first-class rugs would receive the same salary as a second-class adult weaver. The low cost of his labor gives Sadique a significant edge over all of his competitors in countries where child labor laws are enforced. They greatly undersell their competitors, and, not surprisingly, American and European consumers are attracted to low-priced, yet high-quality goods, not knowing of the practice of child labor for these products.

⁴Whatever reluctance Mirza currently has is greatly overshadowed by his poverty, which is extreme and worsening. He supports a family of 5 by working at a kiln nearby, molding bricks by hand for around 80 hours a week. Many families in similar conditions are forced to give their children up to manufacturers like Sadique for as little as 15 U.S. dollars.

⁵Poverty is ruling the children’s lives. They are thrown into an endless cycle of hard manual labor. Once the child is put into this cycle, the family usually cannot raise enough money to buy the child back, or the child never gets an education or even a payment to pursue something else in his or her life.

Comprehension Questions

1. Which definition represents the meaning of *press*, as used in paragraph 3?
 - A. To flatten or make smooth
 - B. To lift to a position above the head
 - C. To urge or insist strongly
 - D. People in the media, such as news reporters and photographers
2. In paragraph 1, the author puts the words *advantages* and *enjoy* in quotation marks to help the reader understand that:
 - A. Working for a weaver is a fun job.
 - B. There aren't really any advantages or things to enjoy in his job position.
 - C. Sadique has great respect for Nadeem.
 - D. His job position is important.
3. What is the main reason Sadique aggressively hires 7-year-old to 10-year-old children?
 - A. They have lots of energy.
 - B. They are obedient.
 - C. They don't mind working all day and all night.
 - D. He doesn't have to pay them as much as an adult.
4. The author's choice of words in paragraph 5 of this story creates a mood of:
 - A. hopelessness
 - B. anticipation
 - C. regret
 - D. fear

Chapter 4 Student Log

pp. 23–31

Vocabulary

1.	illustrious	p. 23	<i>adj.</i>	highly respected
2.	endearment	p. 23	<i>n.</i>	a loving act or word
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5.	quarrel	p. 25	<i>v.</i>	to disagree or argue
6.	precious	p. 25	<i>adj.</i>	of great value or worth
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8.	chaos	p. 29	<i>n.</i>	complete disorder and confusion

Prediction

DEFINITION		CHARACTERISTICS	
	WORD		
EXAMPLES		NONEXAMPLES	

After Reading: Does It Make Sense?

- | | | |
|--|--|---------------------------------------|
| 1. A carpet like that is worth a lot of money, and not just anyone can make one. You need an illustrious artist for a carpet like that. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |
| 2. The heat got worse and worse and we worked better and better. Hussain moved nervously around the workshop, distributing threats and promises. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |

Get the Gist

Who or what was the chapter about?

What was the most important thing about the “who” or the “what”?

Write your gist statement in 10 or fewer words.

Extended Reading Passage

Life Story: Nadeem

Adapted from:

http://library.thinkquest.org/03oct/01908/1024/lifestory_nadeem.htm

¹Nadeem is a 9-year-old boy who works as an apprentice weaver for a wealthy man named Sadique. Nadeem’s father is Mirza, a 30-year-old brick worker. Sadique is describing the “advantages” his son will “enjoy” in his job. “I’ve admired your boy for several months,” Sadique says. “Nadeem is bright and ambitious. He will learn far more practical skills in 6 months at the loom than he would in 6 years of school. He will be taught by experienced craftsmen, and his pay will rise as his skills improve. Have no doubt, your son will be thankful for the opportunity you have given him, and the Lord will bless you for looking so well after your own.”

²Sadique most aggressively hires 7–10-year-old children because they are “the most energetic and dexterous at this stage of development and are very obedient.” Sadique says that the boys would work all day and night if he asked.

³But, when pressed, Sadique says that he hires them first and foremost because he can save a lot of money. Three boys who produce first-class rugs would receive the same salary as a second-class adult weaver. The low cost of his labor gives Sadique a significant edge over all of his competitors in countries where child labor laws are enforced. They greatly undersell their competitors, and, not surprisingly, American and European consumers are attracted to low-priced, yet high-quality goods, not knowing of the practice of child labor for these products.

⁴Whatever reluctance Mirza currently has is greatly overshadowed by his poverty, which is extreme and worsening. He supports a family of 5 by working at a kiln nearby, molding bricks by hand for around 80 hours a week. Many families in similar conditions are forced to give their children up to manufacturers like Sadique for as little as 15 U.S. dollars.

⁵Poverty is ruling the children’s lives. They are thrown into an endless cycle of hard manual labor. Once the child is put into this cycle, the family usually cannot raise enough money to buy the child back, or the child never gets an education or even a payment to pursue something else in his or her life.

Comprehension Questions

1. Which definition represents the meaning of *press*, as used in paragraph 3?
 - A. To flatten or make smooth
 - B. To lift to a position above the head
 - C. To urge or insist strongly
 - D. People in the media, such as news reporters and photographers
2. In paragraph 1, the author puts the words *advantages* and *enjoy* in quotation marks to help the reader understand that:
 - A. Working for a weaver is a fun job.
 - B. There aren't really any advantages or things to enjoy in his job position.
 - C. Sadique has great respect for Nadeem.
 - D. His job position is important.
3. What is the main reason Sadique aggressively hires 7-year-old to 10-year-old children?
 - A. They have lots of energy.
 - B. They are obedient.
 - C. They don't mind working all day and all night.
 - D. He doesn't have to pay them as much as an adult.
4. The author's choice of words in paragraph 5 of this story creates a mood of:
 - A. hopelessness
 - B. anticipation
 - C. regret
 - D. fear

Chapter 5

Teacher Guide and Student Log

Chapter 5 Teacher Guide

pp. 32–37

Day 1 at a Glance

(65 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 5 Student Log for each student
- Display of Chapter 5 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Introduce Vocabulary	15 minutes		
Prediction	5 minutes	Running list of Get the Gist statements in classroom	
Read the Chapter: Generate Level 1 and Level 2 Questions	30 minutes	Level 1 and Level 2 Question Cards on a ring	<ul style="list-style-type: none">• Choose a reading format.• Plan stopping points in text where students will generate questions.
After Reading: Use the Frayer Model	15 minutes	Transparency of blank Frayer Model	Plan modeling of the Frayer Model.

Introduce Vocabulary

(15 minutes)

1.	apprentice	p. 32	<i>n.</i>	a person who works for another in order to learn a trade or occupation
2.	foreigner	p. 32	<i>n.</i>	a person from another country
3.	agitated	p. 33	<i>adj.</i>	disturbed or excited
4.	festive	p. 33	<i>adj.</i>	joyous or happy, as if celebrating
5.	ingrate	p. 35	<i>n.</i>	an ungrateful person
6.	instinctively	p. 35	<i>adv.</i>	spontaneous; to act on impulse or nature, without thinking
7.	emerge	p. 36	<i>v.</i>	to come into view

Display the Chapter 5 Student Log so students can follow along as you read. After introducing each word, connect the word to the context of the passage. You should spend a maximum of only 1–2 minutes per word. After this brief introduction, students will encounter the words again while reading the chapter and using the Frayer Model later in this lesson.

The procedure for introducing vocabulary words is the following:

Step 1: Say the word. Have students repeat the word.

Step 2: Tell the students what the word means.

Step 3: Tell students how the word is used in the story and explain.

Sample Script

Before we read Chapter 5, I want to introduce several words that you will need to know to understand the story. (Point to each word on the transparency.)

Step 1

The first word is APPRENTICE. What word? Students repeat APPRENTICE.

Steps 2 and 3

An apprentice is “a person who works for someone else in order to learn a trade or skill.” In Chapter 5, Hussain refers to the children as his apprentices when talking to customers from another country. He doesn’t want the customers to know the children are slaves.

Step 1

The next word is FOREIGNER. What word? Students repeat FOREIGNER.

Steps 2 and 3

A foreigner is “a person from another country.” In Chapter 5, Hussain has customers coming to look at his rugs. These customers are from another country, so they are foreigners.

Step 1

The next word is AGITATED. What word? Students repeat AGITATED.

Steps 2 and 3

Agitated means “very disturbed or excited.” We are going to read today that instead of sleeping late, Hussain wakes up early and is agitated. There are foreign customers coming to look at his rugs. Why might he be disturbed, excited, or agitated? (Accept any reasonable responses.)

Step 1

The next word is FESTIVE. What word? Students repeat FESTIVE.

Steps 2 and 3

Festive means “joyous or happy, as if celebrating.” A person might feel festive, or be in a festive mood, at a Christmas party or a dance. We will read today that there is a festive air in the workshop as Hussain is waiting for his foreign customers to arrive. The rugs are hung and displayed on the walls. It is almost as if they are celebrating the arrival of the customers.

Step 1

The next word is INGRATE. What word? Students repeat INGRATE.

Steps 2 and 3

An ingrate is "a person who is not grateful or appreciative." I see a word part that could help me remember this word. inGRATE=not GRATEful. In this chapter, Hussain is going to call Iqbal an ingrate. Hussain is saying that Iqbal does not appreciate something. Think about why Hussain might say this about Iqbal, and remember this when writing your prediction.

Step 1

The next word is INSTINCTIVELY. What word? Students repeat INSTINCTIVELY.

Steps 2 and 3

If you do something instinctively, you do it spontaneously, or without thinking. In this chapter, the children are going to look for protection instinctively. This means they are not really thinking about finding protection; instead, they just act on impulse.

Step 1

The last word is EMERGE. What word? Students repeat EMERGE.

Steps 2 and 3

Emerge means "to come into view." In this chapter, Hussain goes down into the Tomb for a moment, so he is out of sight. He then emerges or comes back into view.

Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements.
2. Say, *Read the gist statement for Chapter 5 to yourself.*
3. *Now follow along as I read the statement.*

Read the statement with the class.

4. *Now, think about what we have learned so far. In 1 minute I want you to write down a sentence in your Chapter 5 Student Log that tells what you think is going to happen in Chapter 5.*

Set the timer for 1 minute.

5. When the timer goes off, say, *Partner 1 tell Partner 2 what you think this chapter is going to be about.*

Read the Chapter: Generate Level 1 and Level 2 Questions

(30 minutes)

(Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001)

Choose a format for reading, based on the amount of text, and circle the reading format you plan to use. Remember to choose a variety of reading formats throughout the novel. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format.

Reading format options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)
Silent reading with frequent checks for understanding	

As you read the chapter, you are going to ask your students to generate Level 1, Right There and Level 2, Putting It Together questions. Plan and record below the page numbers where you will stop to allow students to practice question generation strategies. Students will write their answers in the space provided on the student log.

Comprehension strategy practice		
Level 1 questions:	Page ____	Paragraph ____
	Page ____	Paragraph ____
Level 2 questions:	Page ____	Paragraph ____
	Page ____	Paragraph ____

After Reading: Use the Frayer Model

(15 minutes)

Note: This activity will begin on Day 1 and be completed on Day 2 (total of 25 minutes).

(Frayer, Frederick, & Klausmeier, 1969)

Students may follow along and fill in a Frayer Model with you as you model the process. A blank Frayer Model is provided in the Chapter 5 Student Log.

1. Place the transparency of the blank Frayer Model (found in the Chapter 5 Student Log) on the overhead.
2. Write the word *apprentice* in the middle of the table.
3. Say, *We are going to delve deeper into a few of our vocabulary words. Remember last week I introduced to you the Frayer Model as a tool for understanding words and concepts more deeply. We are going to continue to practice using this model.*

Note: It is essential that you think aloud while modeling steps 4–7 and make your thought process clear to your students. Verbalize what you are thinking to show your students what their thought process should look like when they attempt to use this strategy on their own or with a partner.

4. Say, *Everyone, find the definition of apprentice and raise your hand when you can read the definition to me. (Accept all reasonable student responses.) That is correct. An apprentice is “a person who works for another person in order to learn a trade or occupation.” (Write the definition on the transparency.)*
5. *Next, we need to list characteristics of an apprentice. So what I need to do is list words that describe an apprentice. I am thinking that if an apprentice is learning a trade or skill, then he or she must be a beginner. So, one characteristic I might list is beginner. (Think aloud as you list characteristics on the transparency, such as student, novice, learner, trainee, amateur, helper, etc.)*

6. *Now I am going to list several examples. I remember my last year of college I was a student teacher in a high school classroom. The teacher I worked for taught me several skills necessary to be a good teacher. I helped him and taught some of his classes while he guided me. So, I was his apprentice because I was learning about my occupation. So, the first example I am going to write is student teacher.*”(Continue to think aloud as you write other examples, such as an assistant coach, an intern, a mechanic’s assistant, etc.)
7. *The last section asks for nonexamples. Now I need to think of people who would not be considered an apprentice. An expert would not be considered an apprentice because he or she has already mastered a trade or occupation.* (Continue to think aloud as you write other nonexamples, such as a professor, a head coach, CEO of a company, etc.)
8. Follow steps 2 and 4 - 7 with two additional vocabulary words of your choosing. Plan your modeling, using the form on the following pages.

Vocabulary Word: _____

Definition:

Characteristics:

Examples:

Nonexamples:

Vocabulary Word: _____

Definition:

Characteristics:

Examples:

Nonexamples:

Day 2 at a Glance

(45 Minutes)

Materials Needed Throughout the Lesson

- Novel for each student
- Chapter 5 Student Log for each student
- Display of Chapter 5 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
After Reading: Use the Frayer Model	10 minutes	Same as Day 1	Refer to plans from Day 1.
After Reading: Does It Make Sense?	5 minutes	Yes/No Response Cards	Prepare Yes/No Response Cards (or use cards from previous instruction).
Closure: Verify Predictions and Get the Gist	5 minutes	Running list of Get the Gist statements in classroom	
Extended Reading	25 minutes	Extended reading passage, “Adolescent Farmworkers in the United States: Endangerment and Exploitation”	

After Reading: Use the Frayer Model

(10 Minutes)

(Frayer, Frederick, & Klausmeier, 1969)

Continue modeling the use of the Frayer Model. (Refer to plans from Day 1.)

After Reading: Does It Make Sense?

(5 minutes)

Look at the sentence under the heading “After Reading: Does It Make Sense” on your Chapter 5 Student Log. Read the sentence to yourself, and hold up the “Yes” card if it makes sense and the “No” card if it does not. Give students time to read the following sentences:

1. Before they could grab him and take the knife away, Iqbal had cut twice more and the world’s most beautiful blue carpet was in pieces on the red earth of the floor.
(“Yes” card or thumbs up; see page 35)
2. Iqbal was standing next to his loom. Behind him was his carpet, that marvelous carpet had worked better and faster than anyone else could have. The foreigners would go crazy over a rug like that.
(“No” card or thumbs down; see page 34)

Closure: Verify Predictions and Get the Gist

(5 minutes)

Verify Predictions

Let's look back at our predictions and see if we were correct. First 1s then 2s, share your prediction with your partner. Were you correct?

Give partners a minute to discuss, and then have a few students share with the group.

Get the Gist

(Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001)

Let's Get the Gist of Chapter 5.

1. *Who or what was the chapter about?* Accept reasonable student responses. Write appropriate student responses on the Chapter 5 Student Log transparency.
2. *What was the most important thing about the “who” or the “what?”* Accept reasonable student responses. Write appropriate responses on the student log transparency.
3. *Now I'm going to give you a minute to write a Get the Gist statement with your partner. Remember, the statement must include who or what the chapter was about, the most important thing about the “who” or the “what,” and it should be 10 or fewer words.*
4. Give students a minute or two to write a gist statement. Accept reasonable student responses. For each chapter, keep a running log (on chart paper) of Get the Gist statements posted clearly posted in your room.

Extended Reading

(25 minutes)

Ask students to locate the extended reading passage within their Chapter 5 Student Log. Place the transparency of the passage on the overhead projector.

Read the passage with your class. Choose between choral reading (repeated), choral reading (alternating), cloze reading, or any other format that involves all of your students.

After the class finishes reading the passage and the students finish answering questions on their own or with a partner, discuss why each answer is correct or incorrect. Refer to the passage to support the correct answer.

The Extended Reading passage is from Human Rights Watch. (2000). *Fingers to the bone: Adolescent farmworkers in the United States: Endangerment and exploitation*. Retrieved from:

http://www.hrw.org/reports/2000/frmwrkr/frmwrk006-02.htm#P271_31476

Answer Key

1. B
2. A
3. B
4. D

Extended Reading Passage

Adolescent Farmworkers in the United States: Endangerment and Exploitation

¹Nobody knows how many adolescents work in agriculture in the United States. The General Accounting Office recently cited an estimate of 300,000 15- to 17-year olds working in agriculture each year, while acknowledging that “methodological problems ... likely result in an undercounting of the total number.” This estimate excludes those 14 and younger; in fact, children under 14 are not included in any nationally based surveys of farmworkers. The United Farm Workers union estimates that there are 800,000 child farmworkers in the United States. These estimates include both children working as hired laborers and children working on their parents’ farms—a much smaller group. This report focuses on children working as hired laborers.

²Farmworkers aged 17 and younger—all considered children under U.S. and international law—can be found working all across the country. Particularly large populations of farmworkers live and work in California, Texas, Florida, Washington, and Arizona. Migrant streams travel up each year through the Midwest, the eastern seaboard, and into New York. Virtually no state is without child labor in agriculture, and certainly no state is without its fruits, as the produce that is harvested and packed by youngsters’ hands may travel thousands of miles to grocery store shelves.

³Children come to agriculture at varying ages. Reports of children as young as 4 or 5 years of age working alongside their parents are not uncommon. Full-time agricultural work, whether during school vacations and weekends or year-round, usually begins in early adolescence. The majority of workers interviewed for this report began working in the fields between the ages of 13 and 15. A recent California study also reported 13 to 15 as the most common ages at which children begin agricultural work, and a Florida study found most young farm workers began working by the age of 14.

⁴Farm work is low-paying, exhausting, stigmatized, and often dangerous. Agricultural workers labor under extreme weather conditions, from pre-dawn cold to intense desert heat, where temperatures are commonly well above 100 degrees Fahrenheit. Their work is physically demanding, requiring sustained strength, endurance, and coordination.

⁵Twelve-hour days are routine, as are 6- and 7-day work weeks. During peak harvesting seasons, children may work 14, 16, or even 18 hours a day, 7 days a week. Whether paid by the hour or on the basis of piece-rates, they are not paid overtime wages—the law does not require it.

⁶Children undertake farm work because their families are extremely poor, and no other work is available. Those who live near towns leap at the chance to work instead at a fast-food restaurant or supermarket. Those in rural areas often have literally no other employment opportunities available.

⁷An intergenerational cycle of poverty plagues farm workers. Most parents of farm worker children are themselves farm workers. The average annual income for a two-earner farm worker family is just over \$14,000 a year, well below the official federal poverty level, which was \$16,700 in 1999. These low earnings make it difficult for farm worker parents to meet their family's needs, which in turn puts pressure on their children to earn money as soon as possible—usually in the fields. All of the juveniles interviewed by Human Rights Watch were children of farm workers. All of them began working either in order to help their family meet their basic needs, or to take care of their own needs—for example, buying clothes for school—because their parents were too poor to do so.

⁸According to farm worker advocates and workers themselves, unscrupulous employers further cut away at earnings with the following common practices:

- Not paying the workers for their last 2 weeks of work at the end of the season.
- Withholding social security payments, but then pocketing the money instead of reporting it to the federal government.
- Deducting from workers' pay the cost of work-related equipment provided by the employer, including safety equipment that the government requires employers to provide.
- Deducting from workers' pay the supposed costs of providing worker housing (which fewer and fewer employers do). One Arizona employer, for example, reportedly deducted from his workers' pay the entire cost of his ranch's use of electricity, despite the fact that the workers lived in shacks that were each lit with a single bulb.
- Deducting from workers' pay a fee for transporting them to and from the work site. For some workers, transportation time and expenses represent a huge burden. Workers transported from the Yuma area of Arizona to the agricultural area west of Phoenix, for example, travel two-and-a-half hours each way, for which they reportedly pay \$12 of their \$40 daily wage.

- Failing to provide drinking water as required by law, and then selling workers soda or beer for \$1 or \$1.50 each.

Comprehension Questions

1. Read the dictionary entry below for the word *adolescent*. Which definition represents the meaning of *adolescent*, as used in paragraph 1?
 - A. To display a lack of maturity
 - B. Being of the age 13 through 19
 - C. To increase or grow up
 - D. To be nourished
2. What are paragraphs 7 and 8 of this passage mainly about?
 - A. Farm worker poverty
 - B. Farm worker safety risks
 - C. Farm worker rights
 - D. Underage farm workers
3. By reading the information about teenage farm workers provided in this passage, the reader can conclude that:
 - A. Teenage farm workers have lots of energy, so they don't mind working long hours.
 - B. Teenage farm workers would rather work at McDonalds than on a farm.
 - C. Teenage farm workers like working with their family.
 - D. Teenage farm workers earn more money than adult farm workers.
4. Read the following chart.

Some unfair employers take advantage of farm workers by reducing their pay in the following ways:
Deducting pay for housing, even when workers live in shacks
Not paying workers for their last two weeks of the season
Stealing workers' social security payments

Which of the following statements best completes the chart?

- A. Paying workers only \$12 a day
- B. Forcing workers to work in 100-degree heat
- C. Forcing workers to work 12 hours a day, 7 days a week
- D. Not providing water, but selling soda and beer for \$1.00 or \$1.50

Chapter 5 Student Log

pp. 32–37

Vocabulary

1.	apprentice	p. 32	<i>n.</i>	a person who works for another in order to learn a trade or occupation
2.	foreigner	p. 32	<i>n.</i>	a person from another country
3.	agitated	p. 33	<i>adj.</i>	disturbed or excited
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6.	instinctively	p. 35	<i>adv.</i>	spontaneous; to act on impulse or nature, without thinking
7.	emerge	p. 36	<i>v.</i>	to come into view

Prediction

Read the Chapter: Generate Level 1 and Level 2 Questions

<hr/>	Level 1	Level 2
	<input type="checkbox"/>	<input type="checkbox"/>

<hr/>		
<hr/>		

<hr/>	Level 1	Level 2
	<input type="checkbox"/>	<input type="checkbox"/>

<hr/>		
<hr/>		

<hr/>	Level 1	Level 2
	<input type="checkbox"/>	<input type="checkbox"/>

<hr/>		
<hr/>		

Iqbal—Chapter 5 Student Log

Level 1

Level 2

Level 1

Level 2

DEFINITION		CHARACTERISTICS	
	WORD		
EXAMPLES		NONEXAMPLES	

After Reading: Does It Make Sense?

- | | | |
|--|--|---------------------------------------|
| 1. Before they could grab him and take the knife away, Iqbal had cut twice more, and the world’s most beautiful blue carpet was in pieces on the red earth of the floor. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |
| 2. Iqbal was standing next to his loom. Behind him was his carpet, that marvelous carpet had worked better and faster than anyone else could have. The foreigners would go crazy over a rug like that. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |

Get the Gist

Who or what was the chapter about?

What was the most important thing about the “who” or the “what”?

Write your gist statement in 10 or fewer words.

Extended Reading Passage

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¹Nobody knows how many adolescents work in agriculture in the United States. The General Accounting Office recently cited an estimate of 300,000 15- to 17-year olds working in agriculture each year, while acknowledging that “methodological problems ... likely result in an undercounting of the total number.” This estimate excludes those 14 and younger; in fact, children under 14 are not included in any nationally based surveys of farmworkers. The United Farm Workers union estimates that there are 800,000 child farmworkers in the United States. These estimates include both children working as hired laborers and children working on their parents’ farms—a much smaller group. This report focuses on children working as hired laborers.

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- D. Not providing water, but selling soda and beer for \$1.00 or \$1.50

Chapter 6

Teacher Guide and Student Log

Chapter 6 Teacher Guide

pp. 38–48

Day 1 at a Glance

(60 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 6 Student Log for each student
- Display of Chapter 6 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Introduce Vocabulary	15 minutes		
Prediction	3 minutes	Running list of Get the Gist statements in classroom	
Build Background Knowledge	15 minutes	Transparency of “Is Work that is Safe for Adults Also Safe For Children?”	<ul style="list-style-type: none">• Choose a reading format.• Plan stopping points in text where students will generate questions.
Read the Chapter	25 minutes		Choose a reading format.

Introduce Vocabulary

(15 minutes)

1.	cistern	p. 38	<i>n.</i>	a tank or container for storing water
2.	menacing	p. 40	<i>adj.</i>	something that threatens to cause evil, harm, or injury; a threat
3.	timorous	p. 40	<i>adj.</i>	full of fear or fearful
4.	rebellion	p. 40	<i>n.</i>	resistance toward authority
5.	defied	p. 41	<i>v.</i>	refused to submit to or cooperate with
6.	stench	p. 46	<i>n.</i>	a very unpleasant smell or odor
7.	avidly	p. 47	<i>adv.</i>	enthusiastically; very eagerly

Display the Chapter 6 Student Log so students can follow along as you read. After introducing each word, connect the word to the context of the passage. You should spend a maximum of only 1–2 minutes per word. After this brief introduction, students will encounter the words again while reading the chapter and using the Frayer Model later in this lesson.

The procedure for introducing vocabulary words is the following:

Step 1: Say the word. Have students repeat the word.

Step 2: Tell the students what the word means.

Step 3: Tell students how the word is used in the story and explain.

Sample Script

Before we read Chapter 6, I want to introduce several words that you will need to know to understand the story. (Point to each word on the transparency.)

Step 1

The first word is CISTERN. What word? Students repeat CISTERN.

Steps 2 and 3

A cistern is “a tank or container that is used to store water or any other liquid.” It can be a big container or a small container. (If possible, show a picture of a cistern.) In Chapter 6, we learn that Hussain punishes the children by putting them in an old cistern that is buried underground. Sometimes cisterns are buried underground to help keep the water cool, but since Hussain has an old cistern, there is no longer any water there. What do you think it might feel like to be put in an old cistern? (Accept student responses: damp, dark, etc.)

Step 1

The next word is MENACING. What word? Students repeat MENACING.

Steps 2 and 3

Something that is menacing “threatens to cause evil, harm, or injury.” For example, air pollution may be considered a menace or a threat to our health. In this chapter we will read that Hussain’s house is dark, silent, and menacing. This means that the house seems threatening and scary.

Step 1

The next word is TIMOROUS. What word? Students repeat TIMOROUS.

Steps 2 and 3

Timorous means “full of fear, or fearful.” Look at the beginning of this word. Can anyone think of a similar word that also means fearful? (Accept responses: timid.) If someone is timorous they are fearful or shy. In this chapter, Fatima calls some of the children timorous because, out of fear, they tell Hussain that they had no part in Iqbal’s plan to destroy the rug.

Step 1

The next word is REBELLION. What word? Students repeat REBELLION.

Steps 2 and 3

A rebellion is “a resistance toward authority.” Often a rebellion is an organized, thought-out plan to resist authority. In the previous chapter, Iqbal destroyed his rug, and in this chapter, this is described as an act of rebellion toward Hussain. By destroying the rug, Iqbal is resisting, or pushing away from, Hussain’s authority over him.

Step 1

The next word is DEFIED. What word? Students repeat DEFIED.

Steps 2 and 3

When someone defies an order, they “refuse to submit or cooperate with the order or request.” If a police officer asks you to stop and you do not, you have defied his order. If a teacher asks you to stop talking and you continue to talk to your friend, then you have defied her request. If your parent asks you to finish your homework before you leave the house and you go out with your friends without finishing your homework first, you have defied your mom or dad’s request. In Chapter 6, Karim speculates that Iqbal has probably defied all of the masters he has had, which is probably why they keep selling him.

Step 1

The next word is STENCH. What word? Students repeat STENCH.

Steps 2 and 3

A stench is “a very unpleasant smell or odor.” In this chapter, the children say that the cistern where the children are held for punishment has a heavy stench. This means it has a strong odor and smells very bad. So, a stench is not just any smell, it is a bad smell. A rose does not have a stench, but a garbage dumpster does.

Step 1

The last word is AVIDLY. What word? Students repeat AVIDLY.

Steps 2 and 3

To do something avidly means to do something with “enthusiasm or eagerness.” If someone is an avid runner, he or she loves to run, craves running, and runs with enthusiasm. If someone craves or needs music, they might avidly go to concerts and shows. In this chapter, someone is going to avidly drink some water. This means that they are going to drink the water eagerly; they crave and need the water. Partner 1, tell Partner 2 something you do avidly. (Monitor partner responses. Share appropriate responses with the group.)

Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements.
2. Say, *Read the gist statement for Chapter 5 to yourself.*
3. *Now follow along as I read the statement.*

Read the statement with the class.

4. *Now, think about what we have learned so far. In 1 minute I want you to write down a sentence in your Chapter 6 Student Log that tells what you think is going to happen in Chapter 6.*

Set the timer for 1 minute.

5. When the timer goes off, say, *Partner 1 tell Partner 2 what you think this chapter is going to be about.*

Build Background Knowledge

(15 minutes)

Activity

Is Work That Is Safe for Adults Also Safe for Children?

Objective

Students will read eight short paragraphs and decide which describe a valid work safety issue for children.

Information for the Teacher

The information presented in this activity is taken from http://www.continuetolearn.uiowa.edu/laborctr/child_labor/materials/documents/CLPEPhealthhandouts.pdf

Some cases of hazardous child labor are easy to identify, especially when the same working conditions that would be considered dangerous for adult workers are used for children. But are jobs that meet adult safety standards necessarily safe for children?

Size is not the only difference that distinguishes children and adolescent bodies from adult bodies. In fact, at each stage of development through adolescence, environmental factors can pose different risks and benefits for a child's long-term health. Although more research is needed to fully understand the impact of work-related hazards on children's health, some studies have explored the connection between work and developmental issues.

The paragraphs that students will read are based on studies that have been done to explore these issues. Six of the paragraphs discuss issues explored by research, and two of the paragraphs discuss issues that have not been explored by research (i.e., issues that would not make sense to study). **You will ask your students to read each paragraph and decide which describe a valid work safety issue for children.** In essence, you are asking them if the paragraph describes a child labor issue that might really be studied and explored through research.

1. Introduce the activity by telling students that some people are very concerned that adult work environments may not be safe for children.
2. Explain that there are working conditions that may be more dangerous for children than for adults. Such as:
 - Long working hours
 - Heavy lifting
 - Using machines and equipment that are designed for adults

Further explain that there are people and organizations that want to stop child labor. Such organizations may have a goal to educate people on the dangers of underage children working. So, they conduct studies to explore how different work environments affect young children.

3. Tell your students that as they read each paragraph, they should ask themselves if the paragraph describes a valid work safety concern that might be studied and explored through research.
4. Model two of the paragraphs for your students. Place the worksheet titled “Is Work That Is Safe for Adults Also Safe for Children?” on the overhead projector. Read paragraph 1 out loud. Think aloud to model the process of figuring out if the paragraph describes a real child labor issue that might be studied through research. (If the concept of research is too abstract for your students, have them read to decide if the paragraph describes a valid child labor concern.) Circle “Yes” or “No” under the Does It Make Sense? column. Then think aloud to model why the paragraph does or does not make sense.

Example for paragraph 1: Circle “Yes.” It makes sense that children get tired quicker than adults, especially if they are not getting enough food. It also makes sense that children might have more accidents when they are tired because they are not as strong as an adult.

5. Choose one more paragraph to model for your students and follow the procedure in Step 4 above.
6. Have students find the worksheet titled “Is Work That Is Safe for Adults Also Safe for Children?” in their Chapter 6 Student Logs.
7. In partners or small groups, have students read the paragraphs and respond accordingly. If you are concerned about time, assign each pair of students 2 or 3 paragraphs to complete.
8. When finished, check students’ work and discuss each paragraph. Call on students to read paragraphs and share responses. Discuss student responses.

Answer Key

- Paragraph 1: Yes
- Paragraph 2: Yes
- Paragraph 3: Yes
- Paragraph 4: No
- Paragraph 5: Yes
- Paragraph 6: Yes
- Paragraph 7: Yes
- Paragraph 8: No

Is Work That Is Safe for Adults Also Safe for Children?

RESEARCH STUDIES SAY:	DOES IT MAKE SENSE?
<p>1. Long hours of strenuous work pose a greater risk for children than for adults. Children are vulnerable to malnutrition from inadequate food intake and suffer fatigue more quickly. Fatigue, in turn, contributes to an increase in accidents and disease.</p>	<p>YES NO</p> <p>WHY OR WHY NOT?</p>
<p>2. Organs and tissues mature at different rates. The brain, for example, is still developing through adolescence (11 through 18 years of age). The effect of chemical exposure on these developing organs is an important concern in studying health risks for working children.</p>	<p>YES NO</p> <p>WHY OR WHY NOT?</p>
<p>3. Young workers are more susceptible to hearing loss. Workplace noise levels designed for adults may be too loud for children.</p>	<p>YES NO</p> <p>WHY OR WHY NOT?</p>
<p>4. Children have a greater need to view television than adults. Working long hours keeps children from their favorite TV shows.</p>	<p>YES NO</p> <p>WHY OR WHY NOT?</p>

RESEARCH STUDIES SAY:	DOES IT MAKE SENSE?
<p>5. Young children have a lower heat tolerance than adults. Their sweat glands are still developing. Workplace heat standards that are safe for adults may cause heat stress in children.</p>	<p>YES NO</p> <p>WHY OR WHY NOT?</p>
<p>6. When work equipment and tools are designed, children’s physical proportions are not considered. Working children are at a greater risk of fatigue, injury, and accidents because of equipment and tools that are too big for them.</p>	<p>YES NO</p> <p>WHY OR WHY NOT?</p>
<p>7. The ability to understand potential risks and make decisions about taking risks increases during adolescence. Combined with inexperience, this can lead to children getting injured in the workplace.</p>	<p>YES NO</p> <p>WHY OR WHY NOT?</p>
<p>8. Children are not able to follow directions as well as adults. This makes children less productive, and therefore they might not make as much money as adults.</p>	<p>YES NO</p> <p>WHY OR WHY NOT?</p>

Read the Chapter

(25 minutes)

Choose a format for reading, based on the amount of text, and circle the reading format you plan to use. Remember to choose a variety of reading formats throughout the novel. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format.

Reading format options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)
Silent reading with frequent checks for understanding	

Day 2 at a Glance

(50 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 6 Student Log for each student
- Display of Chapter 6 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Introduce and Model Level 3 Questions	15 minutes	Level 3 Question Cards (added to Level 1 and Level 2 Question Cards on a ring)	<ul style="list-style-type: none"> • Prepare questions cards. • Plan introduction to Level 3 questions.
After Reading: Does It Make Sense?	5 minutes	Yes/No Response Cards	<ul style="list-style-type: none"> • Prepare Yes/No Response Cards (or use cards from previous instruction).
Closure: Verify Predictions and Get the Gist	5 minutes	Running list of Get the Gist statements in classroom	
Extended Reading	25 minutes	Extended reading passage, “Young Migrant Workers Toil in U.S. Fields”	

Introduce and Model Level 3 Questions

(15 minutes)

(Swanson, Edmonds, Hairrell, Vaughn, & Simmons, 2011)

1. Review Level 1, Right There and Level 2, Putting it Together questions. Tell students that today they will learn more about reading-related questions. Say: *Remember that you can ask several types of questions and that understanding the different types will make it easier to find the answers. Some questions require you to find facts about what you read, while others require you to draw conclusions or make inferences. We have already learned to ask two types of questions. “Right there” questions are the kinds of questions that you can find the answer to in one place in your reading. We also learned to ask “putting it together” questions. The information needed to answer a “putting it together” question requires combining information from different parts of the reading. It usually takes a sentence or more to answer a “putting it together” question.*
2. Introduce the Level 3, Making Connections question type. Say: *“Making connections” questions are different from “right there” and “putting it together” because you cannot answer them only by looking in the text. To answer a “making connections” question, you need to think about what you just read and make connections to what you already know. Level 3 questions often start with the following question stems:*
 - *“How is this like...?”*
 - *“How is this different from...?”*
 - *“How is this related to...?”*

Note: The goal for Level 3 questions is to make extensions/connections to text. Students should try to stay with the text and integrate the text with their prior knowledge or learning instead of answering questions away from the text without any connection.

3. Read the first paragraph of Chapter 6 out loud to the class. Ask students to follow along.

4. Model creating a “making connections” question: *Let’s see, I need to make up a question that makes the reader think about what we just read AND connect that information to something we have already learned. This paragraph (and the rest of the chapter) describes the Tomb, where Iqbal was placed as a punishment. It says the Tomb was dark, damp, and slippery. It was also hard to breathe down there. There was no food and no bathroom.*

That reminds me of reading about the pirates and what it was like to live on a ship. Pirates had rotten food and no toilets. It smelled bad, and I’m sure it was damp on the ship, too. I can turn that into a question that asks the reader to compare the Tomb with what we learned about a pirate’s life on a ship. I’ll use the stem “How is this like...?” as my guide. “How is the Tomb like a pirate’s life on a ship?” Let me make sure I can connect the answer to the text I just read: The Tomb is like the pirate ships we read about because both the Tomb and the ships were damp, probably slippery, and dangerous, and there was no good food or bathrooms.

I can also frame this question in a more general way. For example, I can ask, “How is the Tomb like other forms of slave punishment?” First I’s then 2s, tell your partner about other forms of slave punishment that you have learned about. Monitor and listen to partner discussions. Then share appropriate responses with the class.

Now I’ll make up some more “making connections” questions, and you see whether you can answer the questions.

5. Practice creating “making connections” questions with your class. Remind students to look at their question cards to remember what a “making connections” question is. Use different question stems (e.g., How is this like...? How is this different from...? How is this related to...?). See the planning form on the next page.

PLANNING	
Paragraphs you will use	“Making connections” question you’ll create

After Reading: Does It Make Sense?

(5 minutes)

Look at the sentences under the heading After Reading: Does It Make Sense? on your Chapter 6 Student Log. Read the sentences to yourself and hold up the “Yes” card if it makes sense and the “No” card if it does not. Give students time to read the following sentences:

The cistern that we called the Tomb was wide, but so low that anyone standing could touch the grating with the tips of his fingers. I passed the small bottle to Iqbal and he drank avidly and then poured the rest over his poor face.

(“Yes” card or thumbs up; see page 47)

Closure: Verify Predictions and Get the Gist

(5 minutes)

Verify Predictions

Let's look back at our predictions and see if we were correct. First 1s then 2s, share your prediction with your partner. Were you correct?

Give partners a minute to discuss, and then have a few students share with the group.

Get the Gist

(Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001)

Let's Get the Gist of Chapter 6.

1. *Who or what was the chapter about?* Accept student responses. Write appropriate student responses on the Chapter 6 Student Log transparency.
2. *What was the most important thing about the “who” or the “what?”* Accept student responses. Write appropriate responses on the student log transparency.
3. *Now I'm going to give you a minute to write a Get the Gist statement with your partner. Remember, the statement must include who or what the chapter was about, the most important thing about the “who” or the “what,” and it should be 10 or fewer words.*
4. Give students a minute or two to write a gist statement. Accept student responses. Keep a running log (on chart paper) of Get the Gist statements for each chapter clearly posted in your room.

Extended Reading

(25 minutes)

Ask students to locate the extended reading passage within their Chapter 6 Student Log. Place the transparency of the passage on the overhead projector.

Read the passage with your class. Choose between choral reading (repeated), choral reading (alternating), cloze reading, or any other format that involves all of your students.

After the class finishes reading the passage and the students finish answering questions on their own or with a partner, discuss why each answer is correct or incorrect. Refer to the passage to support the correct answer.

The Extended Reading passage is from Fanning, K. (2007). *Young migrant workers toil in U.S. Fields*. Retrieved from:
<http://www.scholastic.com/browse/article.jsp?id=5426>

Answer Key

1. B
2. C
3. A
4. D

Extended Reading Passage

Young Migrant Workers Toil in U.S. Fields

By Karen Fanning

¹Santos Polendo remembers his first day of work like it was yesterday. He was just 6 years old.

²“The weather was terrible,” says the 16-year-old migrant farm worker from Eagle Pass, Texas. “I had blisters on my hands. My back was hurting. My head was hurting. I never thought I was going to make that my life.”

³Yet, for the past 10 summers, backbreaking farm work has been part of Santos’s life and that of some 800,000 other children in the United States. The same poverty that drove young Santos into the onion fields of Texas continues to push generations of other American children into a similar life of hard labor.

⁴Migrant children travel with their families throughout the United States to work in agriculture. They journey from state to state, from one farm to the next, following the crop harvests. They toil, day in and day out, on America’s farms, to help their struggling families survive.

⁵Santos, however, is eager to break that cycle of unending labor. With the help of organizations like Motivation, Education, and Training (MET), an organization that services more than 1 million migrants in 48 states, Santos and thousands of other migrant children may no longer have to drag their weary bodies out into the fields.

⁶“We have tutors and instructors here that help migrant children with their assignments,” says Roberto Oliveras, MET Youth Coordinator in Eagle Pass. “We provide field trips to college campuses. We tell them through education, through studies, they will be able to do other things, have other choices of jobs. They don’t have to be out in the fields. They don’t have to migrate.”

Lost Education

⁷In many ways, Santos is lucky. His family works only during the summer months. However, many other children are forced to leave for the fields as early as April. Often, they don’t return to school until October or even November.

⁸Each May, the school year ends early for 15-year-old Dora Perez so that she can make the 30-hour drive with her family to Minnesota. There, they spend the summer harvesting sugar beets.

⁹“The work starts before school ends, so we just have to go,” says Dora, a freshman at Eagle Pass High School. “We don’t like going up there, but we need the money to pay our bills. We have to help out our parents. The family does better when everybody’s working.”

¹⁰Once they return to school, many migrant farm workers struggle to catch up with their classmates. In order to make up for the many months of lost education, they are often forced to attend classes after school and on Saturdays.

¹¹While most parents like Santos’s want a better life for their children, a typical farm worker earns \$7,500 a year or less—hardly enough money to support a family. As a result, parents are faced with a difficult dilemma: keep their kids in school or send them out into the fields.

¹²“The families are so poor, they need their kids’ income in the fields,” says Reid Maki of the Association of Farm worker Opportunity Programs. “Farm workers do not make a living wage. Without pooling the resources of all the family members, they cannot live. They can’t get by. They can’t pay their rent and utilities, so they desperately need their kids to work.”

¹³Year after year, faced with the prospect of falling further and further behind, many children become discouraged and stop attending school altogether. In fact, experts estimate as many as 65 percent of migrant children end up dropping out of school.

¹⁴“Many of them drop out, not because they don’t want an education, not because their parents don’t want them to have an education, but because it becomes such a futile endeavor for them,” says Ellen Trevino of MET. “They’re tired. They’re worn out. Everything seems to be stacked against them.”

All in a Day’s Work

¹⁵For Santos and Dora, the workday begins at 6 a.m. and ends at 6 p.m. There is little time for the usual summertime activities that most American kids take for granted. After returning home from work, they eat dinner, take a shower, and go to bed to rest up for another 12-hour workday. Rarely do they get a day off.

¹⁶In many cases, child farm workers must endure sweltering temperatures, as there is little shade to shelter them from the heat. Too often, they also suffer from on-the-job injuries. Santos recalls an incident when he accidentally stabbed himself with a pair of scissors. Dora remembers cutting her foot on a shovel.

¹⁷“I didn’t have my shoes on and tripped on it and slashed my toe,” she says. I didn’t feel it until I saw that my sock was stained with blood. I had a pretty bad cut. It was real deep.”

¹⁸For Dora, however, there was no trip to the emergency room. Like most farm workers, she was forced to fend for herself. She wrapped up her foot and rested in the family’s car, then returned to work the next day.

¹⁹Among the many dangers children face on the job are pesticides. Migrant children regularly labor in fields that are sprayed with these toxic chemicals, which can cause skin irritations and breathing difficulties. Their small, undeveloped bodies are especially vulnerable to the harmful effects of pesticides.

²⁰“We have airplanes spraying pesticides over our heads,” says Dora. “We’re out in the fields, and all of a sudden, here comes the airplane throwing all the pesticides at us. We get rashes from the pesticides.”

A Better Life

²¹With another summer behind them, Dora and Santos are back in school. In the afternoons, both teens attend the MET Youth Center, which provides local migrant children with computer training, homework help, and visits to area college campuses. For Santos, MET has made a difference.

²²“We have teachers here that can help us,” he says. “They helped me with projects, and they helped me to study for some tests. My C’s and B’s turned into A’s and B’s, and everything was thanks to MET.”

²³Now Dora and Santos can look ahead toward a brighter future, one that includes college. As for Santos, who has already worked in Minnesota, New Mexico, South Dakota, North Dakota, Oklahoma, California, Oklahoma, Ohio, and Iowa in his short life, he looks forward to settling down with a family of his own.

²⁴“I’ve never gotten any rest,” says the high school sophomore, who would like to study art in college. “I’m studying all year in school, then in the summer, I have to work. What kind of life is that? If I have kids, I will never even show them a field. They can see a field from a book. I want them to grow up and have a better education than I had and be somebody.”

Comprehension Questions

1. Read the dictionary entry below for the word *toil*. Which definition represents the meaning of discipline as used in paragraph 4?
 - A. To move with great difficulty
 - B. To engage in hard and continuous work
 - C. A net or series of nets in which animals are trapped

2. Paragraphs 12 and 13 are important because they show that:
 - A. Migrant worker children face many dangers on the job, such as injury and sickness.
 - B. Many migrant children and their families drive for several days to get to their job in the fields.
 - C. Even though they don't want to, many migrant worker children drop out of school because it is so hard to go to school and work in the fields.
 - D. Parents of migrant workers do not want their children to go to school because they need their help working in the fields.

3. In paragraph 13, what does the author mean when she calls going to school a "futile endeavor"?
 - A. Because it is so challenging for migrant worker children to balance work and school, going to school becomes a useless effort.
 - B. Because migrant worker parents want their children to go to school, going to school becomes a priority for most migrant worker families.
 - C. Going to school will help the children with their future.
 - D. Going to school will help children with their future education.

4. From information about the migrant workers provided in this story, the reader can conclude that:
 - A. Migrant worker parents do not want their children to attend school.
 - B. Migrant workers like to travel from state to state.
 - C. Migrant worker children are lucky because sometimes they get to miss 4 or 5 months of school.
 - D. Most migrant worker children do not want their own children to have to work in the fields.

Chapter 6 Student Log

pp. 38–48

Vocabulary

1.	cistern	p. 38	<i>n.</i>	a tank or container for storing water
2.	menacing	p. 40	<i>adj.</i>	something that threatens to cause evil, harm, or injury; a threat
3.	timorous	p. 40	<i>adj.</i>	full of fear or fearful
4.	rebellion	p. 40	<i>n.</i>	resistance toward authority
5.	defied	p. 41	<i>v.</i>	refused to submit to or cooperate with
6.	stench	p. 46	<i>n.</i>	a very unpleasant smell or odor
7.	avidly	p. 47	<i>adv.</i>	enthusiastically; very eagerly

Prediction

Is Work That Is Safe for Adults Also Safe for Children?

RESEARCH STUDIES SAY:	DOES IT MAKE SENSE?
<p>1. Long hours of strenuous work pose a greater risk for children than for adults. Children are vulnerable to malnutrition from inadequate food intake and suffer fatigue more quickly. Fatigue, in turn, contributes to an increase in accidents and disease.</p>	<p>YES NO</p> <p>WHY OR WHY NOT?</p>
<p>2. Organs and tissues mature at different rates. The brain, for example, is still developing through adolescence (11 through 18 years of age). The effect of chemical exposure on these developing organs is an important concern in studying health risks for working children.</p>	<p>YES NO</p> <p>WHY OR WHY NOT?</p>
<p>3. Young workers are more susceptible to hearing loss. Workplace noise levels designed for adults may be too loud for children.</p>	<p>YES NO</p> <p>WHY OR WHY NOT?</p>
<p>4. Children have a greater need to view television than adults. Working long hours keeps children from their favorite TV shows.</p>	<p>YES NO</p> <p>WHY OR WHY NOT?</p>

RESEARCH STUDIES SAY:	DOES IT MAKE SENSE?
<p>5. Young children have a lower heat tolerance than adults. Their sweat glands are still developing. Workplace heat standards that are safe for adults may cause heat stress in children.</p>	<p>YES NO</p> <p>WHY OR WHY NOT?</p>
<p>6. When work equipment and tools are designed, children’s physical proportions are not considered. Working children are at a greater risk of fatigue, injury, and accidents because of equipment and tools that are too big for them.</p>	<p>YES NO</p> <p>WHY OR WHY NOT?</p>
<p>7. The ability to understand potential risks and make decisions about taking risks increases during adolescence. Combined with inexperience, this can lead to children getting injured in the workplace.</p>	<p>YES NO</p> <p>WHY OR WHY NOT?</p>
<p>8. Children are not able to follow directions as well as adults. This makes children less productive, and therefore they might not make as much money as adults.</p>	<p>YES NO</p> <p>WHY OR WHY NOT?</p>

After Reading: Does It Make Sense?

The cistern that we called the Tomb was wide, but so low that anyone standing could touch the grating with the tips of his fingers. I passed the small bottle to Iqbal and he drank avidly and then poured the rest over his poor face.

Yes

No

Get the Gist

Who or what was the chapter about?

What was the most important thing about the “who” or the “what”?

Write your gist statement in 10 or fewer words.

Extended Reading Passage

Young Migrant Workers Toil in U.S. Fields

By Karen Fanning

¹Santos Polendo remembers his first day of work like it was yesterday. He was just 6 years old.

²“The weather was terrible,” says the 16-year-old migrant farm worker from Eagle Pass, Texas. “I had blisters on my hands. My back was hurting. My head was hurting. I never thought I was going to make that my life.”

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¹²“The families are so poor, they need their kids’ income in the fields,” says Reid Maki of the Association of Farm worker Opportunity Programs. “Farm workers do not make a living wage. Without pooling the resources of all the family members, they cannot live. They can’t get by. They can’t pay their rent and utilities, so they desperately need their kids to work.”

¹³Year after year, faced with the prospect of falling further and further behind, many children become discouraged and stop attending school altogether. In fact, experts estimate as many as 65 percent of migrant children end up dropping out of school.

¹⁴“Many of them drop out, not because they don’t want an education, not because their parents don’t want them to have an education, but because it becomes such a futile endeavor for them,” says Ellen Trevino of MET. “They’re tired. They’re worn out. Everything seems to be stacked against them.”

All in a Day’s Work

¹⁵For Santos and Dora, the workday begins at 6 a.m. and ends at 6 p.m. There is little time for the usual summertime activities that most American kids take for granted. After returning home from work, they eat dinner, take a shower, and go to bed to rest up for another 12-hour workday. Rarely do they get a day off.

¹⁶In many cases, child farm workers must endure sweltering temperatures, as there is little shade to shelter them from the heat. Too often, they also suffer from on-the-job injuries. Santos recalls an incident when he accidentally stabbed himself with a pair of scissors. Dora remembers cutting her foot on a shovel.

¹⁷“I didn’t have my shoes on and tripped on it and slashed my toe,” she says. I didn’t feel it until I saw that my sock was stained with blood. I had a pretty bad cut. It was real deep.”

¹⁸For Dora, however, there was no trip to the emergency room. Like most farm workers, she was forced to fend for herself. She wrapped up her foot and rested in the family’s car, then returned to work the next day.

¹⁹Among the many dangers children face on the job are pesticides. Migrant children regularly labor in fields that are sprayed with these toxic chemicals, which can cause skin irritations and breathing difficulties. Their small, undeveloped bodies are especially vulnerable to the harmful effects of pesticides.

²⁰“We have airplanes spraying pesticides over our heads,” says Dora. “We’re out in the fields, and all of a sudden, here comes the airplane throwing all the pesticides at us. We get rashes from the pesticides.”

A Better Life

²¹With another summer behind them, Dora and Santos are back in school. In the afternoons, both teens attend the MET Youth Center, which provides local migrant children with computer training, homework help, and visits to area college campuses. For Santos, MET has made a difference.

²²“We have teachers here that can help us,” he says. “They helped me with projects, and they helped me to study for some tests. My C’s and B’s turned into A’s and B’s, and everything was thanks to MET.”

²³Now Dora and Santos can look ahead toward a brighter future, one that includes college. As for Santos, who has already worked in Minnesota, New Mexico, South Dakota, North Dakota, Oklahoma, California, Oklahoma, Ohio, and Iowa in his short life, he looks forward to settling down with a family of his own.

²⁴“I’ve never gotten any rest,” says the high school sophomore, who would like to study art in college. “I’m studying all year in school, then in the summer, I have to work. What kind of life is that? If I have kids, I will never even show them a field. They can see a field from a book. I want them to grow up and have a better education than I had and be somebody.”

Comprehension Questions

1. Read the dictionary entry below for the word *toil*. Which definition represents the meaning of discipline as used in paragraph 4?
 - A. To move with great difficulty
 - B. To engage in hard and continuous work
 - C. A net or series of nets in which animals are trapped
2. Paragraphs 12 and 13 are important because they show that:
 - A. Migrant worker children face many dangers on the job, such as injury and sickness.
 - B. Many migrant children and their families drive for several days to get to their job in the fields.
 - C. Even though they don't want to, many migrant worker children drop out of school because it is so hard to go to school and work in the fields.
 - D. Parents of migrant workers do not want their children to go to school because they need their help working in the fields.
3. In paragraph 13, what does the author mean when she calls going to school a "futile endeavor"?
 - A. Because it is so challenging for migrant worker children to balance work and school, going to school becomes a useless effort.
 - B. Because migrant worker parents want their children to go to school, going to school becomes a priority for most migrant worker families.
 - C. Going to school will help the children with their future.
 - D. Going to school will help children with their future education.
4. From information about the migrant workers provided in this story, the reader can conclude that:
 - A. Migrant worker parents do not want their children to attend school.
 - B. Migrant workers like to travel from state to state.
 - C. Migrant worker children are lucky because sometimes they get to miss 4 or 5 months of school.
 - D. Most migrant worker children do not want their own children to have to work in the fields.

Chapter 7

Teacher Guide and Student Log

Chapter 7 Teacher Guide

pp. 49–55

Day 1 at a Glance

(50 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 7 Student Log for each student
- Display of Chapter 7 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Introduce Vocabulary	15 minutes		
Prediction	5 minutes	Running list of Get the Gist statements in classroom	
Read the Chapter: Generate Level 3 Questions	30 minutes	Level 1, 2, and 3 Question Cards	<ul style="list-style-type: none">• Choose a reading format.• Plan stopping points in text where students will generate questions.

Introduce Vocabulary

(15 minutes)

1.	courage	p. 49	<i>n.</i>	a quality of spirit that enables a person to face difficulty, pain, or danger without showing fear
2.	torrid	p. 51	<i>adj.</i>	intensely hot
3.	interminable	p. 52	<i>adj.</i>	unending (Latin root: termin = to end)
4.	lament	p. 52	<i>v.</i>	to express grief or sorrow
5.	dysentery	p. 52	<i>n.</i>	a contagious stomach infection that causes diarrhea
6.	sabotage	p. 53	<i>v.</i>	deliberate destruction of something
7.	bandits	p. 54	<i>n.</i>	gang of robbers
8.	litany	p. 54	<i>n.</i>	a type of prayer that includes responses and may be repetitive

Display the Chapter 7 Student Log so students can follow along as you read. After introducing each word, connect the word to the context of the passage. You should spend a maximum of only 1–2 minutes per word. After this brief introduction, students will encounter the words again while reading the chapter and using the Frayer Model later in this lesson.

The procedure for introducing vocabulary words is the following:

Step 1: Say the word. Have students repeat the word.

Step 2: Tell the students what the word means.

Step 3: Tell students how the word is used in the story and explain.

Sample Script

Before we read Chapter 7, I want to introduce several words that you will need to know to understand the story. (Point to each word on the transparency.)

Step 1

The first word is COURAGE. What word? Students repeat COURAGE.

Steps 2 and 3

Courage is “the quality of spirit or mind that enables a person to face difficulty, pain, or danger without showing fear.” The other kids tell Iqbal that he had great courage when he ripped the carpet in front of Hussain and faced the danger of Hussain’s punishment without fear.

Step 1

The next word is TORRID. What word? Students repeat TORRID.

Steps 2 and 3

Torrid means “intensely or very, very hot.” In this chapter, Fatima explains that as the days pass by, the summer becomes less torrid. This means that the days are not as hot, and as summer turns into fall the days get cooler.

Step 1

The next word is INTERMINABLE. What word? Students repeat INTERMINABLE.

Steps 2 and 3

Interminable means “never-ending or unending.”

Write the word on the board and underline *termin*. Say: *The root word is termin. It is a Latin root that means, “to end.” What is the prefix? Accept responses. That’s right, the prefix is in-. Circle in-. What does in- mean? Accept responses. Yes, in- means “not.” What is the suffix? Accept responses. That’s right, able. So, if we put the parts together, interminable means “not end able,” or “unable to end.”*

In Chapter 7, Fatima talks about afternoons being interminable, meaning the workdays seemed to never end. Sometimes, the school day may seem interminable.

Step 1

The next word is LAMENT. What word? Students repeat LAMENT.

Steps 2 and 3

To lament is “to express grief or sorrow.” In Chapter 7, Hussain laments his decision to take Iqbal. The text says that Hussain “cries out to heaven” to express his grief and sorrow over the time and money he invested in Iqbal.

Step 1

The next word is DYSENTERY. What word? Students repeat DYSENTERY.

Steps 2 and 3

Dysentery is a contagious stomach infection that causes diarrhea. I’m sure some of you have had a stomach virus. Dysentery is like that but much worse and very contagious. Because the children work so closely together, if one child gets sick, the others usually get sick, too.

Step 1

The next word is SABOTAGE. What word? Students repeat SABOTAGE.

Steps 2 and 3

If you sabotage something, you deliberately destroy it. In Chapter 7, a loom breaks. Hussain thinks it is sabotage, meaning that someone broke the loom on purpose. But we’ll also read that Hussain has no proof of this. So pay attention as we read Hussain’s reaction to the broken loom.

Step 1

The next word is BANDITS. What word? Students repeat BANDITS.

Steps 2 and 3

Bandits are gangs or groups of robbers.” In Chapter 7, some of the children want to escape and become bandits in order to survive.

Step 1

The last word is LITANY. What word? Students repeat LITANY.

Steps 2 and 3

A litany is “a type of prayer that includes responses and may be repetitive.” Sometimes litany makes people feel comforted or happy during difficult times. In Chapter 7, we learn that the children often list the things they would like to do when their debt is cancelled. They say it is like litany for them and a “way to feel good.”

Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements.
2. Say, *Read the gist statement for Chapter 6 to yourself.*
3. *Now follow along as I read the statement.*

Read the statement with the class.

4. *Now, think about what we have learned so far. In 1 minute I want you to write down a sentence that tells what you think is going to happen in Chapter 7.*

Set the timer for 1 minute.

5. When the timer goes off say, *Partner 1 tell Partner 2 what you think this chapter is going to be about.*

Read the Chapter: Generate Level 3 Questions

(30 minutes)

(Swanson, Edmonds, Hairrell, Vaughn, & Simmons, 2011)

Choose a format for reading, based on the amount of text, and circle the reading format you plan to use. Remember to choose a variety of reading formats throughout the novel. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format.

Reading format options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)
Silent reading with frequent checks for understanding	

First, review what students learned about Level 3 questions in Chapter 6. Remind students that they cannot answer a Level 3 question by looking only in the text. To answer a “making connections” question, you need to think about what you just read and make connections to what you already know or have previously learned. Remind students that Level 3 questions often start with the following question stems:

- “How is this like...?”
- “How is this different from...?”
- “How is this related to...?”

As you read the chapter, you are going to ask your students to generate Level 3, Making Connections questions. Plan and record below the page numbers where you will stop to allow students to practice question generation strategies. Students will write their answers in the space provided on the student log.

Comprehension strategy practice		
Level 3 questions:	Page ____	Paragraph ____
	Page ____	Paragraph ____
	Page ____	Paragraph ____
	Page ____	Paragraph ____
	Page ____	Paragraph ____

Day 2 at a Glance

(40 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 7 Student Log for each student
- Display of Chapter 7 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
After Reading: Use the Frayer Model	30 minutes	Transparency of blank Frayer Model	Plan guided practice of Frayer Model.
After Reading: Does It Make Sense?	5 minutes	Yes/No Response Cards	Prepare Yes/No Response Cards (or use cards from previous instruction).
Closure: Verify Predictions and Get the Gist	5 minutes	Running list of Get the Gist statements in classroom	

After Reading: Use the Frayer Model

(30 minutes)

(Frayer, Frederick, & Klausmeier, 1969)

1. Place the transparency of the blank Frayer Model the overhead projector. Ask students to find the blank Frayer Models in their Chapter 7 Student Logs. Ask students to fill out their charts with you.
2. Write the word *courage* in the middle of the model.
3. Say, *We are going to delve deeper into a few of our vocabulary words using the Frayer Model. The first word we are going to look at is courage.*

Note: It is essential that you think aloud while modeling steps 4–7 and make your thought process clear to your students. Verbalize what you are thinking to show your students what their thought process should look like when they attempt to use this strategy on their own or with a partner.

4. Say, *Look at your student logs and find the definition of courage. Partner 2, read the definition to Partner 1.* Call on one student to read the definition of *courage* for the group. Write the definition.
5. *Next, we need to list characteristics, or features, of courage.*

Think aloud as you list one or two characteristics. Then ask partners to work with each other to write 3–4 more characteristics of courage. Circulate and monitor the class while students are working. Call on several students to share their answers. Discuss students' characteristics and write appropriate answers on the transparency.

6. *Now I am going to list several examples for the word courage.*

Think aloud as you list a few examples: *I remember that Iqbal had courage when he ruined the carpet. So I'm going to write that under the examples box. Another example of courage might be standing up to a bully at school.*

Ask partners to work with each other to write 3–4 more examples of courage. Circulate and monitor the class while students are working. Call on several students to share their answers. Discuss students' examples and write appropriate answers on the transparency.

7. *The last section asks for nonexamples. Now I need to think of things that are not examples of courage.*

Think aloud as you list a few nonexamples: *Not running a race because the competition is difficult is a nonexample of courage because you do not have courage to face a difficult situation. With your partner, think of 3–4 more nonexamples of courage.* Circulate and monitor the class while students are working. Call on several students to share their answers. Discuss students' nonexamples and write appropriate answers on the transparency.

8. Follow steps 2 and 4–7 with two more vocabulary words of your choosing. Use the form on the following pages to plan your instruction.

Vocabulary Word: _____

Definition:

Characteristics:

Examples:

Nonexamples:

Vocabulary Word: _____

Definition:

Characteristics:

Examples:

Nonexamples:

DEFINITION		CHARACTERISTICS	
	WORD		
EXAMPLES		NONEXAMPLES	

After Reading: Does It Make Sense?

(5 minutes)

Look at the sentence under the heading “After Reading: Does It Make Sense” on your Chapter 7 Student Log. Read the sentence to yourself, and hold up the “Yes” card if it makes sense and the “No” card if it does not. Give students time to read the following sentences:

Iqbal was released from the Tomb three days later. When we saw him walk across the courtyard on wobbly legs, blinded by the light, his arms covered with angry insect bites, we pitied him, but we were jealous, too.

(“No” card or thumbs down; see page 49)

Closure: Verify Predictions and Get the Gist

(5 minutes)

Verify Predictions

Let's look back at our predictions and see if we were correct. First 1s, then 2s, share your prediction with your partner. Were you correct?

Give partners a minute to discuss and then have a few students share with the group.

Get the Gist

(Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001)

Let's Get the Gist of Chapter 7.

1. *Who or what was the chapter about?* Accept reasonable student responses. Write appropriate student responses on the Chapter 7 Student Log transparency.
2. *What was the most important thing about the “who” or the “what?”* Accept reasonable student responses. Write appropriate responses on the student log transparency.
3. *Now I'm going to give you a minute to write a Get the Gist statement with your partner. Remember, the statement must include who or what the chapter was about, the most important thing about the “who” or the “what,” and it should be 10 or fewer words.*
4. Give students a minute or two to write a gist statement. Accept reasonable student responses. For each chapter, keep a running log (on chart paper) of Get the Gist statements posted clearly posted in your room.

Chapter 7 Student Log

pp. 49–55

Vocabulary

1.	courage	p. 49	<i>n.</i>	a quality of spirit that enables a person to face difficulty, pain, or danger without showing fear
2.	torrid	p. 51	<i>adj.</i>	intensely hot
3.	interminable	p. 52	<i>adj.</i>	unending (Latin root: termin = to end)
4.	lament	p. 52	<i>v.</i>	to express grief or sorrow
5.	dysentery	p. 52	<i>n.</i>	a contagious stomach infection that causes diarrhea
6.	sabotage	p. 53	<i>v.</i>	deliberate destruction of something
7.	bandits	p. 54	<i>n.</i>	gang of robbers
8.	litany	p. 54	<i>n.</i>	a type of prayer that includes responses and may be repetitive

Prediction

DEFINITION		CHARACTERISTICS	
	WORD		
EXAMPLES		NONEXAMPLES	

DEFINITION		CHARACTERISTICS	
	WORD		
EXAMPLES		NONEXAMPLES	

DEFINITION		CHARACTERISTICS	
	WORD		
EXAMPLES		NONEXAMPLES	

After Reading: Does It Make Sense?

Iqbal was released from the Tomb 3 days later. When we saw him walk across the courtyard on wobbly legs, blinded by the light, his arms covered with angry insect bites, we pitied him, but we were jealous, too.

Yes

No

Get the Gist

Who or what was the chapter about?

What was the most important thing about the “who” or the “what”?

Write your gist statement in 10 or fewer words.

Chapter 8

Teacher Guide and Student Log

Chapter 8 Teacher Guide

pp. 56–66

Day 1 at a Glance

(50 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 8 Student Log for each student
- Display of Chapter 8 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Introduce Vocabulary	30 minutes	<ul style="list-style-type: none">• Yes/No Response Cards• Transparency for “What Word Fits?” game• Vocabulary index cards	<ul style="list-style-type: none">• Prepare Yes/No Response Cards (or use sets from previous instruction).• Prepare sets of vocabulary index cards with one vocabulary word written on each index card (one set per pair of students).• Plan vocabulary instruction using the Vocabulary Template.
Prediction	5 minutes	Running list of Get the Gist statements in classroom	
Build Background Knowledge	15 minutes	Sorting mat and cards (found in student logs)	

Introduce Vocabulary

(30 minutes)

	Word	Part of speech	Definition	Context
1.	fugitive	<i>n.</i>	a person who is escaping or running away	Iqbal is a fugitive because he is running away from his boss, Hussain. (Page 56)
2.	grim	<i>adj.</i>	having a hard look or manner; stern; harsh	After searching for Iqbal, Hussain returned with a grim face late in the afternoon. (Page 56)
3.	inexperienced	<i>adj.</i>	without the knowledge or skill that comes from practice	When she was young, Fatima was inexperienced at flying kites, so he accidentally let it go. (Page 57)
4.	pungent	<i>adj.</i>	sharp and strong in taste and smell	The pungent aroma of spicy mutton wafted over from the master's house. (Page 62)
5.	decrepit	<i>adj.</i>	worn out	When Iqbal was wandering around the city, he saw decrepit houses. (Page 67)
6.	barbarous	<i>adj.</i>	very cruel or harsh	The working conditions that the children were subject to were barbarous. (Page 72)
7.	traitor	<i>n.</i>	a person who is disloyal to his country, his friends, or another group	The Labor Liberation Front was considered a traitor by the people who owned the bonded laborers. (Page 72)
8.	unruly	<i>adj.</i>	difficult or impossible to control; wild	The crowd in the market was unruly when the Labor Liberation Front was speaking. (Page 72)

Display the Chapter 8 Student Log so students can follow along as you read. After introducing each word, connect the word to context of the passage and, for at least three words (depending on time), provide some examples and nonexamples. Use the vocabulary templates that follow the sample script to plan this instruction. The procedure is as follows:

- Step 1:** Say the word. Have students repeat the word.
- Step 2:** Tell the students what the word means.
- Step 3:** Tell students how the word is used in the story and explain.
- Step 4:** Give students three to five examples of the word being used in other contexts.
- Step 5:** Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

Sample Script

Before we begin reading Chapter 8, I want to introduce to you several words that you will need to know in order to understand the story.

Step 1

The first word is FUGITIVE. What word? Students repeat FUGITIVE.

Steps 2 and 3

A fugitive is someone who is running away from authority. In this story, Iqbal has escaped from Hussain, so he is a fugitive.

Step 4

If someone escapes from jail, he or she is a fugitive.

When a slave runs away from his or her master, the slave is considered a fugitive.

Sometimes, you hear of people who have committed crimes and are running from the law. They are considered fugitives.

Step 5

Give each pair of students a set of Yes/No Response Cards.

Say: *Hold up the “Yes” card if I give you an example of FUGITIVE or the “No” card if it is not an example of being a FUGITIVE.*

- *A child is forced into bonded labor in Pakistan. The child escapes during the night. Is this child considered a fugitive? (Yes)*
- *A child is a bonded laborer and he doesn't wake up on time and is late for work. Is this child a fugitive? (No)*
- *A family owes a man thousands of dollars and cannot pay the man back. They leave town without telling anyone. Is the family considered fugitive? (Yes)*

Vocabulary Word:

Step 1: Say the word. Have students repeat the word.

Step 2: Tell students what the word means. (Write the definition.)

Step 3: Tell students how the word is used in the story and explain.

Step 4: Give students three to five examples of the word being used in other contexts.

Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

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Step 1: Say the word. Have students repeat the word.

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Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

What Word Fits?

(Beck, McKeown, & Kucan, 2002)

1. **Quick review:** Tell students that they are about to play a game with the vocabulary words from Chapter 8. Group students in pairs and give them a few minutes to review the words and definitions. As the students are reviewing the words, give each pair a set of the vocabulary words on index cards. Have students lay the cards out on their desks so that they can see each of the words.
2. **Introduce the game:** Say, *We are going to play a game called “What Word Fits?”*

The game is simple. I will ask a question and then give you two choices from our new words. When you know which word fits, find the word on your desk and hold it up so that I can see it.

Place the transparency on the overhead projector and cover all the words except the first pair. (The transparency can be found on the following page. It is designed for you to keep the words covered and then uncover each pair of words after you ask a question.)

3. **Begin the game:** Use the following prompts:
 - *How would you describe the look on Hussain’s face when he couldn’t find Iqbal, grim or pungent?* (Answer: grim)
 - *What would you call Iqbal after he escaped, a fugitive or barbarous?* (Answer: fugitive)
 - *Iqbal had not been in the city before. What would you consider him, inexperienced or unruly?* (Answer: inexperienced)
 - *Think of the way Hussain treats the child slaves. Is it barbarous or decrepit?* (Answer: barbarous)
 - *If we were having fish for lunch today, some people might consider the smell to be what, unruly or pungent?* (Answer: pungent)
 - *If you saw a house that had a caved-in roof and vines growing all over it, how would you describe the house, grim or decrepit?* (Answer: decrepit)

What Word Fits?

grim

pungent

fugitive

barbarous

inexperienced

unruly

barbarous

decrepit

unruly

pungent

grim

decrepit

Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements.
2. Say, *Read the gist statement for Chapter 7 to yourself.*
3. *Now follow along as I read the statement.*

Read the statement with the class.

4. *Now, think about what we have learned so far. In 1 minute I want you to write down a sentence that tells what you think is going to happen in Chapter 8.*

Set the timer for 1 minute.

5. When the timer goes off say, *Partner 1 tell Partner 2 what you think this chapter is going to be about.*

Monitor discussions and share ideas with the entire class as appropriate.

Build Background Knowledge

(15 minutes)

Activity

Reasons Children Are Bonded Laborers

Objective

Students will read a set of six interviews with child laborers and will determine why they were placed in bonded labor.

Information for the Teacher

Provided in this unit are true stories taken from the Human Rights Watch reports entitled:

- *The Small Hands of Slavery: Bonded Child Labor in India*
(<http://www.hrw.org/reports/1996/India3.htm>)
- *Contemporary Forms of Slavery in Pakistan*
(<http://www.hrw.org/reports/1995/Pakistan.htm>)

In 1995, Human Rights Watch sent researchers to Pakistan and India to investigate all forms of human slavery, including bonded child labor. They interviewed more than 250 families and children who were enslaved. Interviews took place outside of the presence of overseers. In India, there are currently reported to be 15 million child laborers. While there are no reliable numbers reported out of Pakistan, it is suggested that there are at least thousands of children in bonded labor in that country.

1. Introduce the activity by telling students that they will be learning more about why children are placed into bonded labor or slavery at young ages.
2. Explain that there are many different reasons why children are in debt-labor, including the following:
 - Kidnapping and extreme poverty in some countries
 - Families taking out loans from wealthy money-lenders
 - Inheriting the debt from a sibling
 - Being born into bondage

Provide thorough descriptions of what is meant by, for example, “inheriting the debt from a sibling.”

3. Model the activity by reading two of the interviews aloud and having students determine the reason for child labor.
4. Ask students to find their sorting mats and cards in their student logs; students will need to cut their cards apart. In small groups, have students read the cards and sort them accordingly.
5. When finished, check students’ work. The answer key is on the following pages.

Reasons Children are Bonded Laborers (Answer Key)

Kidnapped	Inherited the debt	Born into bondage	Parents took a loan from a moneylender
<p>Zulfikar, age 7, was brought to a carpet-weaving center in the northwest frontier province. He was playing in the street near his home when someone grabbed him and put him in the back of a van. After a long drive he was brought to a carpet-weaving center near Peshwar. He was sold by his abductors to a carpet contractor who told Zulfikar that he has a debt to pay before he can be freed.</p>	<p>Manojan's four brothers worked in the silver smithies. His sister, the eldest child, also worked in silver until she married. Then she left the industry and a young brother was brought in to assume her duty of debt. Despite her 8 years of work, her debt to the bond master was never reduced. When her younger brother took her place, he inherited her full original debt.</p>	<p>Mustafa was born into bondage at a brick-kiln. When Human Rights Watch/Asia interviewed him near Faisalabad, he was no more than 7 years old and worked several hours a day collecting mud in a wheelbarrow to make bricks. He has never been to school. In spite of his young age, he has been slapped and kicked by the jamadar at his kiln for not working hard enough.</p>	<p>Sumathi, a 12-year old girl, is the oldest of 5 children; 3 of the 5 are girls, and the 3 sisters all roll beedi. The youngest, 8 years old, works at home as a tip closer. The second, 9 years old, was bonded to an agent 3 years ago for an advance of 1,000 rupees given to her parents.</p>
			<p>Anwar's mother needed some money for an emergency and pledged Anwar's labor to a carpet contractor in exchange for 5,000 rupees (\$150). Anwar, aged 8, was taken to a carpet-weaving center several kilometers from his home in the district Thar in early 1993. He works and sleeps at the center. Occasionally, he is given permission to spend a night or two at his home with his mother. His mother pays the contractor regularly. However, the contractor constantly increases the debt by claiming expenses for looking after Anwar. As this debt increases it is becoming virtually impossible for her to repay the initial loan.</p>

<p>Kidnapped</p>		<p>Inherited the debt</p>		<p>Born into bondage</p>		<p>Parents took a loan from a moneylender</p>	<p>Jalal, a man in his 30s, wanted to build a house and needed some financial help, so he borrowed money from his landlord. When he was unable to repay the loan in 1990, he and his entire family were confined to a dark room on their landlord's property near Hala and were not allowed outdoors. After 1 month he was allowed to go outside on the condition they would continue to work for the landlord.</p>
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Day 2 at a Glance

(55 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 8 Student Log for each student
- Display of Chapter 8 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Read the Chapter: Generate Level 1, 2, and 3 Questions	30 minutes	Level 1, 2, and 3 Questions Cards	Choose a reading format.
Review Vocabulary: Use the Frayer Model	15 minutes		
After Reading: Does It Make Sense?	5 minutes	Yes/No Response Cards	<ul style="list-style-type: none"> • Choose a response format. • Prepare Yes/No Response Cards (or use cards from previous instruction).
Closure: Verify Predictions and Get the Gist	5 minutes	Running list of Get the Gist statements in classroom	

Review Vocabulary: Use the Frayer Model

(15 minutes)

	Word	Part of speech	Definition	Reference the book
1.	fugitive	<i>n.</i>	a person who is escaping or running away	Iqbal is a fugitive because he is running away from his boss, Hussain. (Page 56)
2.	grim	<i>adj.</i>	having a hard look or manner; stern; harsh	After searching for Iqbal, Hussain returned with a grim face late in the afternoon. (Page 56)
3.	inexperienced	<i>adj.</i>	without the knowledge or skill that comes from practice	When she was young, Fatima was inexperienced at flying kites, so he accidentally let it go. (Page 57)
4.	pungent	<i>adj.</i>	sharp and strong in taste and smell	The pungent aroma of spicy mutton wafted over from the master's house. (Page 62)
5.	decrepit	<i>adj.</i>	worn out	When Iqbal was wandering around the city, he saw decrepit houses. (Page 67)
6.	barbarous	<i>adj.</i>	very cruel or harsh	The working conditions that the children were subject to were barbarous. (Page 72)
7.	traitor	<i>n.</i>	a person who is disloyal to his country, his friends, or another group	The Labor Liberation Front was considered a traitor by the people who owned the bonded laborers. (Page 72)
8.	unruly	<i>adj.</i>	difficult or impossible to control; wild	The crowd in the market was unruly when the Labor Liberation Front was speaking. (Page 72)

By now, you are aware of your students' ability to use the Frayer Model. You may still need to provide some modeling, and you may only need to provide individual support as you monitor students' work.

Note: These words appear in chapters 8 and 9.

Suggestion

Identify two to three words from the vocabulary list. Let your students choose one vocabulary word to complete the Frayer Model.

Read the Chapter: Generate Level 1, 2, and 3 Questions

(30 minutes)

(Swanson, Edmonds, Hairrell, Vaughn, & Simmons, 2011)

Choose a format for reading, based on the amount of text, and circle the reading format you plan to use. Remember to choose a variety of reading formats throughout the novel. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format.

Reading format options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)
Silent reading with frequent checks for understanding	

Stop at the following places so students can generate Level 1, 2, and 3 questions.

- End of page 56: Level 1 question
- End of page 59: Level 3 question
- End of page 66: Level 2 question

If time remains, students can generate additional questions.

After Reading: Does It Make Sense?

(5 minutes)

Choose a response format (see guidance below) for this game. Students may respond by using their Yes/No Response Cards, by working with partners and providing group responses, or by working independently and recording responses in their student logs.

Say: For the “Does It Make Sense” game, I am going to read a short paragraph from the chapter. You tell me whether it makes sense. (Tell students about the response format you have chosen to use today.)

Response Formats

Using group response cards	Partner work
1. Have students put cards out on their desk	1. Have students find the heading “Does It Make Sense?” on their logs
2. Tell them your procedure	2. Tell them your procedure
3. Read the passage	3. Read the passage
4. Give 5 seconds	4. Give 5 seconds
5. Signal students to answer	5. Signal students to confer with their partners
6. Students hold up cards	6. Groups share as appropriate
7. Discuss as a group (as time allows)	7. Discuss as a group (as time allows)

Game Prompts and Answers

Prompts	Reference from book
<p>Prompt 1: There was no news for two days. As soon as Hussain discovered Iqbal’s escape he organized his friends and relatives, who climbed onto their bicycles to search for the fugitive, swearing as they slid over the muddy roads.</p> <p>Answer: Doesn’t make sense. They would not have used bicycles for a few reasons: on muddy roads; needed to move quickly; needed a way to hold Iqbal capture after they found him, etc.</p>	<p>From page 56: There was no news for two days. As soon as Hussain discovered Iqbal’s escape he organized his friends and relatives, who climbed into their Toyota vans to search for the fugitive, swearing as they slid over the muddy roads.</p>
<p>Prompt 2: Hussain Khan wasn’t there. A few hours after the policemen came, he had left on a business trip. He had called Karim, in front of us, and said, “When I get back, I’ll measure everybody’s work. Remember! You’re the only one responsible for what they will have done.”</p> <p>Answer: Makes sense</p>	<p>From page 61: Same as Prompt 2</p>

Note

Always return to the text to justify why the passage does or does not make sense.

Closure: Verify Predictions and Get the Gist

(5 minutes)

Verify Predictions

Let's look back at our predictions and see if we were correct. First 1s then 2s: Share your prediction with your partner. Were you correct?

Give partners a minute to discuss and then have a few students share with the group.

Get the Gist

(Klingner et al., 2001)

By now, your students are familiar with the process for creating a gist statement. Have students create a Get the Gist statement for the entire chapter and write it in their student logs. Students may then share their statements. Remember to vary the ways in which you have students respond:

- Partner work
- Individual work
- Discussion as a class

Record the statement on the daily Get the Gist chart in your classroom; you will refer to it during the next chapter lesson.

Chapter 8 Student Log

pp. 56–66

Vocabulary

1.	fugitive	<i>n.</i>	a person who is escaping or running away
2.	grim	<i>adj.</i>	having a hard look or manner; stern; harsh
3.	inexperienced	<i>adj.</i>	without the knowledge or skill that comes from practice
4.	pungent	<i>adj.</i>	sharp and strong in taste and smell
5.	decrepit	<i>adj.</i>	worn out
6.	barbarous	<i>adj.</i>	very cruel or harsh
7.	traitor	<i>n.</i>	a person who is disloyal to his country, his friends, or another group
8.	unruly	<i>adj.</i>	difficult or impossible to control; wild

Prediction

Sorting Chart Reasons Children Are Bonded Laborers

Kidnapped	Inherited the debt	Born into bondage	Parents took a loan from a moneylender

Sorting Cards

Reasons Children Are Bonded Laborers

<p>Zulfikar, age 7, was brought to a carpet-weaving center in the northwest frontier province. He was playing in the street near his home when someone grabbed him and put him in the back of a van. After a long drive he was brought to a carpet-weaving center near Peshwar. He was sold by his abductors to a carpet contractor who has told Zulfikar that he has a certain debt to pay before he can be freed.</p>	<p>Manojan’s 4 brothers worked in the silver smithies. His sister, the eldest child, also worked in silver until she married. Then she left the industry and a young brother was brought in to assume her duty of debt. Despite her 8 years of work, her debt to the bondmaster was never reduced. When her younger brother took her place, he inherited her full original debt.</p>	<p>Mustafa was born into bondage at a brick kiln. When Human Rights Watch/Asia interviewed him near Faisalabad, he was no more than 7 years old and worked several hours a day collecting mud in a wheelbarrow to make bricks. He has never been to school. In spite of his young age, he has been slapped and kicked by the jamadar at his kiln for not working hard enough.</p>
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<p>Jalal, a man in his 30s, wanted to build a house and needed some financial help, so he borrowed money from his landlord. When he was unable to repay the loan in 1990, he and his entire family were confined to a dark room on their landlord's property near Hala and not allowed outdoors. After 1 month he was allowed to go outside on the condition that they would continue to work for the landlord.</p>	<p>Sumathi, a 12-year old girl, is the oldest sibling of 5; 3 of the 5 are girls, and the 3 sisters all roll beedi. The youngest, 8 years old, works at home as a tip closer. The second, 9 years old, was bonded to an agent 3 years ago for an advance of 1,000 rupees given to her parents.</p>	<p>Anwar's mother needed some money for an emergency and pledged Anwar's labor to a carpet contractor in exchange for 5,000 rupees (\$150). Anwar, aged 8, was taken to a carpet-weaving center several kilometers from his home in district Thar in early 1993. He works and sleeps at the center. Occasionally, he is given permission to spend a night or two at his home with his mother. His mother pays the contractor regularly. However, the contractor constantly increases the debt by claiming expenses for looking after Anwar. As this debt increases, it is becoming virtually impossible for her to repay the initial loan.</p>
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DEFINITION		CHARACTERISTICS	
	WORD		
EXAMPLES		NONEXAMPLES	

Read the Chapter: Generate Level 1, 2, and 3 Questions

	Level 1	Level 2	Level 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Level 1	Level 2	Level 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Level 1	Level 2	Level 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Iqbal—Chapter 8 Student Log

	Level 1	Level 2	Level 3
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Level 1	Level 2	Level 3
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After Reading: Does It Make Sense?

- | | | |
|--|--|---------------------------------------|
| 1. There was no news for two days. As soon as Hussain discovered Iqbal’s escape he organized his friends and relatives, who climbed onto their bicycles to search for the fugitive, swearing as they slid over the muddy roads. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |
| 2. Hussain Khan wasn’t there. A few hours after the policemen came, he had left on a business trip. He had called Karim, in front of us, and said, “When I get back, I’ll measure everybody’s work. Remember! You’re the only one responsible for what they will have done.” | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |

Get the Gist

Who or what was the chapter about?

What was the most important thing about the “who” or the “what”?

Write your gist statement in 10 or fewer words.

Chapter 9

Teacher Guide and Student Log

Chapter 9 Teacher Guide

pp. 67–74

Day 1 at a Glance

(55 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 9 Student Log for each student
- Display of Chapter 9 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Extended Reading	25 minutes	Extended reading passage, “Young Migrant Workers Toil in U.S. Fields”	
Prediction	5 minutes	Running list of Get the Gist statements in classroom	
Read the Chapter	25 minutes		Choose a reading format.

Extended Reading

(25 minutes)

Choose a format for reading, based on the amount of text, and circle the reading format you plan to use. Remember to choose a variety of reading formats throughout the novel. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format.

Reading format options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)
Silent reading with frequent checks for understanding	

Ask students to locate the extended reading passage within their Chapter 9 Student Log. Place the transparency of the passage on the overhead projector. (Note: This is the same extended reading passage from Chapter 6, but the questions are different.)

The extended reading passage is from Fanning, K. (2012). *Young migrant workers toil in U.S. fields*. Retrieved from: www.scholastic.com/browse/article.jsp?id=5426

Answer Key

1. B
2. C
3. A
4. A

Extended Reading Passage

Young Migrant Workers Toil in U.S. Fields

By Karen Fanning

¹Santos Polendo remembers his first day of work like it was yesterday. He was just 6 years old.

²“The weather was terrible,” says the 16-year-old migrant farm worker from Eagle Pass, Texas. “I had blisters on my hands. My back was hurting. My head was hurting. I never thought I was going to make that my life.”

³Yet, for the past 10 summers, backbreaking farm work has been part of Santos’s life and that of some 800,000 other children in the United States. The same poverty that drove young Santos into the onion fields of Texas continues to push generations of other American children into a similar life of hard labor.

⁴Migrant children travel with their families throughout the United States to work in agriculture. They journey from state to state, from one farm to the next, following the crop harvests. They toil, day in and day out, on America’s farms, to help their struggling families survive.

⁵Santos, however, is eager to break that cycle of unending labor. With the help of organizations like Motivation, Education, and Training (MET), an organization that services more than 1 million migrants in 48 states, Santos and thousands of other migrant children may no longer have to drag their weary bodies out into the fields.

⁶“We have tutors and instructors here that help migrant children with their assignments,” says Roberto Oliveras, MET Youth Coordinator in Eagle Pass. “We provide field trips to college campuses. We tell them through education, through studies, they will be able to do other things, have other choices of jobs. They don’t have to be out in the fields. They don’t have to migrate.”

Lost Education

⁷In many ways, Santos is lucky. His family works only during the summer months. However, many other children are forced to leave for the fields as early as April. Often, they don’t return to school until October or even November.

⁸Each May, the school year ends early for 15-year-old Dora Perez so that she can make the 30-hour drive with her family to Minnesota. There, they spend the summer harvesting sugar beets.

⁹“The work starts before school ends, so we just have to go,” says Dora, a freshman at Eagle Pass High School. “We don’t like going up there, but we need the money to pay our bills. We have to help out our parents. The family does better when everybody’s working.”

¹⁰Once they return to school, many migrant farm workers struggle to catch up with their classmates. In order to make up for the many months of lost education, they are often forced to attend classes after school and on Saturdays.

¹¹While most parents like Santos’s want a better life for their children, a typical farm worker earns \$7,500 a year or less—hardly enough money to support a family. As a result, parents are faced with a difficult dilemma: keep their kids in school or send them out into the fields.

¹²“The families are so poor, they need their kids’ income in the fields,” says Reid Maki of the Association of Farm worker Opportunity Programs. “Farm workers do not make a living wage. Without pooling the resources of all the family members, they cannot live. They can’t get by. They can’t pay their rent and utilities, so they desperately need their kids to work.”

¹³Year after year, faced with the prospect of falling further and further behind, many children become discouraged and stop attending school altogether. In fact, experts estimate as many as 65 percent of migrant children end up dropping out of school.

¹⁴“Many of them drop out, not because they don’t want an education, not because their parents don’t want them to have an education, but because it becomes such a futile endeavor for them,” says Ellen Trevino of MET. “They’re tired. They’re worn out. Everything seems to be stacked against them.”

Comprehension Questions

1. In paragraph 1, what does the author mean by the sentence, “Santos Polendo remembers his first day of work like it was yesterday”?
 - A. Santos’ first day of work was yesterday.
 - B. Santos remembers his first day of work very well.
 - C. Santos forgot what his first day of work was like.
 - D. Santos went to work yesterday.

2. Every year, when Dora has to leave school early, she feels—
 - A. Excited
 - B. Ready to leave early
 - C. Upset
 - D. Eager

3. The author says Santos is lucky because:
 - A. He works only in the summer months.
 - B. He misses more school than Dora.
 - C. He moves around like Dora.
 - D. Dora performs better in school.

4. The common theme between the two sections of this passage is:
 - A. Children of migrant workers often struggle in school.
 - B. Migrant workers never move.
 - C. Children of migrant workers consider themselves lucky.
 - D. Migrant workers are almost always men.

Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements.
2. Say, *Read the gist statement for Chapter 8 to yourself.*
3. *Now follow along as I read the statement.*

Read the statement with the class.

4. *Now, think about what we have learned so far. In 1 minute I want you to write down a sentence in your Chapter 9 Student Log that tells what you think is going to happen in Chapter 9.*

Set the timer for 1 minute.

5. When the timer goes off, say, *Partner 1 tell Partner 2 what you think this chapter is going to be about.*

Monitor discussions and share ideas with the entire class as appropriate.

Read the Chapter

(25 minutes)

Choose a format for reading, based on the amount of text, and circle the reading format you plan to use. Remember to choose a variety of reading formats throughout the novel. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format.

Reading format options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)
Silent reading with frequent checks for understanding	

Day 2 at a Glance

(60 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 9 Student Log for each student
- Display of Chapter 9 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
After Reading: Model Semantic Features Analysis of Character Traits	25 minutes	Character Traits chart for each student (located in student log)	
After Reading: Does It Make Sense?	5 minutes	Yes/No Response Cards	Prepare Yes/No Response Cards (or use cards from previous instruction).
Closure: Verify Predictions and Get the Gist	5 minutes	Running list of Get the Gist statements in classroom	
Extended Reading	25 minutes	Extended reading passage, “A Dream Come True”	

After Reading: Model Semantic Features Analysis of Character Traits

(25 minutes)

(*Anders, Bos, & Filip, 1984*)

	Word	Part of speech	Definition	Context
1.	fugitive	<i>n.</i>	a person who is escaping or running away	Iqbal is a fugitive because he is running away from his boss, Hussain. (Page 56)
2.	grim	<i>adj.</i>	having a hard look or manner; stern; harsh	After searching for Iqbal, Hussain returned with a grim face late in the afternoon. (Page 56)
3.	inexperienced	<i>adj.</i>	without the knowledge or skill that comes from practice	When she was young, Fatima was inexperienced at flying kites, so he accidentally let it go. (Page 57)
4.	pungent	<i>adj.</i>	sharp and strong in taste and smell	The pungent aroma of spicy mutton wafted over from the master’s house. (Page 62)
5.	decrepit	<i>adj.</i>	worn out	When Iqbal was wandering around the city, he saw decrepit houses. (Page 67)
6.	barbarous	<i>adj.</i>	very cruel or harsh	The working conditions that the children were subject to were barbarous. (Page 72)
7.	traitor	<i>n.</i>	a person who is disloyal to his country, his friends, or another group	The Labor Liberation Front was considered a traitor by the people who owned the bonded laborers. (Page 72)
8.	unruly	<i>adj.</i>	difficult or impossible to control; wild	The crowd in the market was unruly when the Labor Liberation Front was speaking. (Page 72)

In this activity, students will learn how to complete a semantic feature analysis and develop a deep understanding of the following vocabulary words:

- barbarous
- traitor
- unruly
- inexperienced
- fugitive

Follow the sample script below. Students will use the Character Traits chart in their Chapter 9 Student Logs. The answer key is provided after the sample script.

1. *Today, we will focus on developing a deeper understanding of a few words. Find the list of vocabulary words in your Chapter 9 Student Log and put a star beside the following words: BARBAROUS, TRAITOR, UNRULY, INEXPERIENCED, and FUGITIVE. We will work with these words today. Review the definitions of these words.*
2. Explain that you will show students how to use these words to describe different characters in chapters 8 and 9. Direct students to the Character Traits chart in their Student Log and explain that they will decide which of the vocabulary words listed across the top describes each of the characters. Have students provide evidence from the book.
3. Begin with Iqbal’s row. Model for students: *We will start with Iqbal. Look at the first word, BARBAROUS. Does this word describe Iqbal? I remember that BARBAROUS means “very cruel or harsh.” I can’t remember a time when Iqbal was cruel or harsh, so I will write “No” in this box.*
4. *Now, I will look at the next word, TRAITOR. A traitor is disloyal to a person or a group. In chapters 8 and 9, was Iqbal disloyal to anyone? Was he a traitor? Chapter 8 took place right after Iqbal escaped. By escaping, he was disloyal to his master, Hussain Kahn. So, yes, Iqbal could be considered a traitor. But that’s not enough for our table. We need to return to the text for evidence that Iqbal was a traitor. Look on page 56. The first paragraph reminds us of Iqbal’s escape. Let’s read that paragraph.*

Read the first paragraph.

On my chart, I write “p. 56” in the box because that is where I found evidence that Iqbal was a traitor.

5. *The next word is FUGITIVE. I remember that a fugitive is a person who is escaping or running away. Does this word describe Iqbal? In the beginning of Chapter 8, it talks about Iqbal’s escape. Let’s turn to page 56 and take a look. Let’s read the first paragraph of this chapter.*

Read the first paragraph.

Here, it describes Iqbal as a fugitive, so, yes, the word FUGITIVE describes Iqbal. I will write “p. 56” in this box because that is where I found evidence that Iqbal was a fugitive.

Note: There is other evidence in the text on page 67.

6. Continue with the words *unruly* and *inexperienced*.
7. Model the process again with Karim.
8. When you get to Hussain Khan’s row, you may be able to begin guided practice of this activity. Monitor your students’ understanding of the activity and their ability to complete it with your guidance. They may still need modeling.

Character Traits (Answer Key)

	barbarous	traitor	fugitive	unruly	inexperienced
Iqbal	No	p. 56, paragraph 1 This paragraph reminds the reader that he ran away from his master, Hussain Khan.	p. 56, paragraph 1 p. 67, paragraph 2 “...I finally reached a very long, wide street that led out of the city and I thought, Maybe this will lead me home, to the countryside...”	p. 60 “...I could see Iqbal yelling and squirming as he tried to free himself from the mistress’s grip...”	p. 67, paragraph 2 “...there were great puddles everywhere, and I didn’t know where to go...” p. 70, last paragraph “I was scared. I felt lonely, and I didn’t know what to do or where to go...I was so sad and homesick...”
Karim	p. 61 “Karim was terrified and he didn’t give us a minute’s rest, a single minute’s distraction. ‘you want to ruin me,’ he repeated, ‘but I won’t let you. Get back to work! Work!’”	No	No	No	No

	barbarous	traitor	fugitive	unruly	inexperienced
Hussain Khan	<p>p. 63 The children had not been fed enough... “I was hungry. I was tired. I was desperate...”</p> <p>p. 65 Maria ruined her rug. “Into the Tomb! Into the Tomb you go, too!”</p> <p>p. 66 “Iqbal was back with us an hour later, after 6 days in the Tomb. He was exhausted, pale, and starving, but he was still alive.</p>	No	No	No	<p>pp. 65–66 When Maria got into trouble and all of the children volunteered to go into the Tomb. “Hussain Khan was pale. He moved restlessly, unable to decide what to do. He tried to shout over our voices, but couldn’t...after a bit he gave up.”</p>

	barbarous	traitor	fugitive	unruly	inexperienced
<p>Maria</p>	<p>No</p>	<p>p. 64 Maria made her rug with a big kite on it. This act was disloyal to Hussain. “...in the middle of the carpet, instead of simple red and yellow stripes, there was not a picture. It was of a kite...”</p>	<p>No</p>	<p>No</p>	<p>p. 64 Maria was inexperienced in making intricate rugs. “Maria always had the easiest patterns, carpets with simple geometric figures that didn’t require any particular skill...”</p>

After Reading: Does It Make Sense?

(5 minutes)

Choose a response format (see guidance below) for this game. Students may respond by using their Yes/No Response Cards, by working with partners and providing group responses, or by working independently and recording responses in their student logs.

Say: For the “Does It Make Sense?” game, I am going to read a short paragraph from the chapter. You tell me if it makes sense. (Tell students about the response format you have chosen to use today.)

Response Formats

Using group response cards	Partner work
1. Have students put cards out on their desk	1. Have students find the heading “Does It Make Sense?” on their logs
2. Tell them your procedure	2. Tell them your procedure
3. Read the passage	3. Read the passage
4. Give 5 seconds	4. Give 5 seconds
5. Signal students to answer	5. Signal students to confer with their partners
6. Students hold up cards	6. Groups share as appropriate
7. Discuss as a group (as time allows)	7. Discuss as a group (as time allows)

Game Prompts and Answers

Prompts	References from book
<p>Prompt 1: “I reached the city just before dawn,” Iqbal began his story. “The sky was gray. It was sunny outside. There were no puddles anywhere and I didn’t know where to go. For a while I just wandered around. There are areas where the horses are very tall, so tall you can hardly see the tops of them.”</p> <p>Answer: Doesn’t make sense. If the sky were gray, it would not be sunny outside. If there were no puddles, Iqbal would not need to look for a place to go. Horses would not be so tall that you couldn’t see the tops of them.</p>	<p>From page 67: “I reached the city just before dawn,” Iqbal began his story. “The sky was gray. It was raining. There were great puddles everywhere, and I didn’t know where to go. For a while I just wandered around. There are areas where the houses are very tall, so tall you can hardly see the tops of them.”</p>
<p>Prompt 2: “At the police station, they were very nice to me. They chained me to my bed and didn’t feed me. But I wasn’t a prisoner. I could go away if I liked. At least that’s what they told me.”</p> <p>Answer: Doesn’t make sense. Chaining someone to a bed is not nice and would probably mean that they were a prisoner.</p>	<p>From page 73: “At the police station, they were very nice to me. They gave me a bowl of rice and they let me sleep on a cot in a cell. But I wasn’t a prisoner. I could go away if I liked. At least that’s what they told me.”</p>
<p>Prompt 3: Then a small voice spoke from behind the group, a voice we had never heard before. It was a strange voice. It sounded rusty. “That’s not true. I can read.” With our mouths hanging open in surprise, we all turned around to look at Maria.</p> <p>Answer: Makes sense</p>	<p>From page 74: Same as Prompt 3</p>

Closure: Verify Predictions and Get the Gist

(5 minutes)

Verify Predictions

Let's look back at our predictions and see if we were correct. First 1s then 2s: Share your prediction with your partner. Were you correct?

Give partners a minute to discuss and then have a few students share with the group.

Get the Gist

(Klingner et al., 2001)

By now, your students are familiar with the process for creating a gist statement. Have students create a Get the Gist statement for the entire chapter and write it in their student logs. Students may then share their statements. Remember to vary the ways in which you have students respond:

- Partner work
- Individual work
- Discussion as a class

Record the statement on the daily Get the Gist chart in your classroom; you will refer to it during the next chapter lesson.

Extended Reading

(25 minutes)

Ask students to locate the extended reading passage within their Chapter 9 Student Log. Place the transparency of the passage on the overhead projector.

It is important that students read the passage independently or with a partner and answer the questions in the same manner. Monitor students while they read and answer questions. When finished, check answers and discuss strategies for selecting correct answers, including how to refer back to the passage.

The extended reading passage was retrieved June 5, 2006, from:
www.authorsden.com/visit/viewarticle.asp?id=22553&AuthorID=7434

Answer Key

1. B
2. D
3. A
4. A

Extended Reading Passage

A Dream Come True

By Shoma Mittra

Retrieved June 5, 2006, from
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¹I dreamed. I dreamed that one day I would be a police officer. I dreamed that I would no longer have to carry heavy buckets of water every single day. I dreamed of going to school like other children. I dreamed of flying kites and running against the wind. I dreamed of eating till my stomach burst.....

²My name is Srinivas. I come from a poor family. Very poor. To support us my father worked as a laborer for a man called Chinnapuram Ganga Reddy who owns five acres of land in Andhra Pradesh. The meager pay was not enough for us to live on. We could barely eat two square meals a day. My father struggled from morning till evening on the land. My mother had died after a prolonged illness. All our money had gone into treatment costs for her. My father could no longer afford the cost of my tuition fees and by the end of class four decided to call an end to my school going days.

³I was soon put to work for a man who paid my father five thousand rupees annually for my services. I was a bonded labor. I had no holidays, no free time, no play time, no friends. My days were work, work and more work. I drew water for the land during the day and worked as a guard during the night. The only salvation I had was the time I spent listening to a radio. I loved listening to it. It took me to a whole new world which was otherwise out of my reach. I loved listening to music and dramas and talk shows. One of these talk shows was what changed my life....

⁴I was twelve years old by then and every morning before I left for work, the station would air a program called Vindan Chaduvukundam which meant ‘let’s listen and study’. This program held my attention as I had missed going to school for so many years. The people on the show urged us not to give up our education. That set me thinking and I decided to contact Mr. Sudhakar Rao, the community mobilization officer of Sarva Siksha Abhiyan. The radio station had broadcast his cell phone number and I noted it down in the palm of my hand.

⁵On my way to the fields that morning, I stopped by a phone booth and dialed Mr. Sudhakar Rao's number. I told him of my plight and of my eagerness to continue my studies. I told him that it was my dream to become a police officer someday. I suppose I must have struck a chord somewhere, for Mr. Rao assured me that he would do his best to help me.

⁶He turned out to be a man of his words, because a few days later I was delighted and surprised to see him at Narsingapally. Mr. Rao asked my employer to release me from bonded labor, but my landlord was adamant. It was only the threat of imprisonment and dire consequences for keeping a child in bonded labor that finally led my employer to acquiesce and release me.

⁷With further help from Mr. Rao I was admitted to the Residential Bridge School, Dichpally. It was a dream come true for me this year when I passed my exams with 355 marks out of 600. Both my father and Mr. Rao were delighted and I am ecstatic.

Comprehension Questions

1. In paragraph 2, the words *meager pay* help the reader understand Srinivas':
 - A. Wealthy standing in the community
 - B. Small amount of pay received
 - C. Generous pay the family received
 - D. Social standing
2. Which of these statements reflects Srinivas' attitude in paragraphs 6 and 7?
 - A. Srinivas was sad to leave his employer.
 - B. Srinivas was scared to leave his employer.
 - C. Srinivas was worried that he would not succeed in school.
 - D. Srinivas was excited that his dream of returning to school was coming true.
3. Look at the following outline of Srinivas' story.
 - Srinivas' family:
 - The family is poor.
 - _____
 - Srinivas works:
 - His father is paid 5,000 rupees per year for Srinivas' services.
 - The radio show provided hope.
 - Srinivas' freedom:
 - Srinivas called Mr. Rao.
 - Mr. Rao helped free me from my employer.
 - Mr. Rao helped me get back into school.

Which of the following statements belongs in the blank?

- A. Srinivas' mother died.
- B. The landlord was imprisoned.
- C. Srinivas was a guard at night.
- D. Srinivas dreamed of being a police officer.

4. Which sentence in the story shows the reader that employers don't easily release their employees from bonded labor?
- A. It was only the threat of imprisonment and dire consequences for keeping a child in bonded labor that finally led my employer to acquiesce and release me.
 - B. He turned out to be a man of his words, because a few days later I was delighted and surprised to see him at Narsingapally.
 - C. This program held my attention as I had missed going to school for so many years.
 - D. I was soon put to work for a man who paid my father five thousand rupees annually for my services.

Chapter 9 Student Log

pp. 67–74

Extended Reading Passage Young Migrant Workers Toil in U.S. Fields

By Karen Fanning

¹Santos Polendo remembers his first day of work like it was yesterday. He was just 6 years old.

²“The weather was terrible,” says the 16-year-old migrant farm worker from Eagle Pass, Texas. “I had blisters on my hands. My back was hurting. My head was hurting. I never thought I was going to make that my life.”

³Yet, for the past 10 summers, backbreaking farm work has been part of Santos’s life and that of some 800,000 other children in the United States. The same poverty that drove young Santos into the onion fields of Texas continues to push generations of other American children into a similar life of hard labor.

⁴Migrant children travel with their families throughout the United States to work in agriculture. They journey from state to state, from one farm to the next, following the crop harvests. They toil, day in and day out, on America’s farms, to help their struggling families survive.

⁵Santos, however, is eager to break that cycle of unending labor. With the help of organizations like Motivation, Education, and Training (MET), an organization that services more than 1 million migrants in 48 states, Santos and thousands of other migrant children may no longer have to drag their weary bodies out into the fields.

⁶“We have tutors and instructors here that help migrant children with their assignments,” says Roberto Oliveras, MET Youth Coordinator in Eagle Pass. “We provide field trips to college campuses. We tell them through education, through studies, they will be able to do other things, have other choices of jobs. They don’t have to be out in the fields. They don’t have to migrate.”

Lost Education

⁷In many ways, Santos is lucky. His family works only during the summer months. However, many other children are forced to leave for the fields as early as April. Often, they don't return to school until October or even November.

⁸Each May, the school year ends early for 15-year-old Dora Perez so that she can make the 30-hour drive with her family to Minnesota. There, they spend the summer harvesting sugar beets.

⁹“The work starts before school ends, so we just have to go,” says Dora, a freshman at Eagle Pass High School. “We don't like going up there, but we need the money to pay our bills. We have to help out our parents. The family does better when everybody's working.”

¹⁰Once they return to school, many migrant farm workers struggle to catch up with their classmates. In order to make up for the many months of lost education, they are often forced to attend classes after school and on Saturdays.

¹¹While most parents like Santos's want a better life for their children, a typical farm worker earns \$7,500 a year or less—hardly enough money to support a family. As a result, parents are faced with a difficult dilemma: keep their kids in school or send them out into the fields.

¹²“The families are so poor, they need their kids' income in the fields,” says Reid Maki of the Association of Farm worker Opportunity Programs. “Farm workers do not make a living wage. Without pooling the resources of all the family members, they cannot live. They can't get by. They can't pay their rent and utilities, so they desperately need their kids to work.”

¹³Year after year, faced with the prospect of falling further and further behind, many children become discouraged and stop attending school altogether. In fact, experts estimate as many as 65 percent of migrant children end up dropping out of school.

¹⁴“Many of them drop out, not because they don't want an education, not because their parents don't want them to have an education, but because it becomes such a futile endeavor for them,” says Ellen Trevino of MET. “They're tired. They're worn out. Everything seems to be stacked against them.”

Comprehension Questions

1. In paragraph 1, what does the author mean by the sentence, “Santos Polendo remembers his first day of work like it was yesterday”?
 - A. Santos’ first day of work was yesterday.
 - B. Santos remembers his first day of work very well.
 - C. Santos forgot what his first day of work was like.
 - D. Santos went to work yesterday.

2. Every year, when Dora has to leave school early, she feels—
 - A. Excited
 - B. Ready to leave early
 - C. Upset
 - D. Eager

3. The author says Santos is lucky because:
 - A. He works only in the summer months.
 - B. He misses more school than Dora.
 - C. He moves around like Dora.
 - D. Dora performs better in school.

4. The common theme between the two sections of this passage is:
 - A. Children of migrant workers often struggle in school.
 - B. Migrant workers never move.
 - C. Children of migrant workers consider themselves lucky.
 - D. Migrant workers are almost always men.

Prediction

Character Traits

	barbarous	traitor	fugitive	unruly	inexperienced
Iqbal					
Karim					

Iqbal—Chapter 9 Student Log

inexperienced		
unruly		
fugitive		
traitor		
barbarous		
Hussain Khan		Maria

After Reading: Does It Make Sense?

- | | | |
|--|--|---------------------------------------|
| 1. “I reached the city just before dawn,” Iqbal began his story.
“The sky was gray. It was sunny outside. There were no puddles anywhere and I didn’t know where to go. For a while I just wandered around. There are areas where the horses are very tall, so tall you can hardly see the tops of them.” | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |
| 2. “At the police station, they were very nice to me. They chained me to my bed and didn’t feed me. But I wasn’t a prisoner. I could go away if I liked. At least that’s what they told me.” | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |
| 3. Then a small voice spoke from behind the group, a voice we had never heard before. It was a strange voice. It sounded rusty. “That’s not true. I can read.” With our mouths hanging open in surprise, we all turned around to look at Maria. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |

Get the Gist

Who or what was the chapter about?

What was the most important thing about the “who” or the “what”?

Write your gist statement in 10 or fewer words.

Extended Reading Passage

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 - C. This program held my attention as I had missed going to school for so many years.
 - D. I was soon put to work for a man who paid my father five thousand rupees annually for my services.

Chapter 10

Teacher Guide and Student Log

Chapter 10 Teacher Guide

pp. 75–81

Day 1 at a Glance

(65 minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 10 Student Log for each student
- Display of Chapter 10 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Introduce Vocabulary	15 minutes	Yes/No Response Cards	<ul style="list-style-type: none"> • Prepare Yes/No Response Cards (or use sets from previous instruction). • Prepare vocabulary instruction (examples and nonexamples).
Prediction	5 minutes	Running list of Get the Gist statements in classroom	
Build Background Knowledge	15 minutes	Blue and yellow convention article cards (one set per pair of students)	<ul style="list-style-type: none"> • Become familiar with background knowledge content. • Prepare convention article cards.
Read the Chapter: Generate Level 1, 2, and 3 Questions	30 minutes	Level 1, 2, and 3 Question Cards	<ul style="list-style-type: none"> • Choose a reading format. • Plan additional stopping points in text where students will generate questions.

Introduce Vocabulary

(15 minutes)

	Word	Part of speech	Definition	Reference the book
1.	united	<i>adj.</i>	to be joined together or to act as a whole	Now we were united, strong, friends and something more. (Page 78)
2.	clandestine	<i>adj.</i>	secret	But now there's a law in our country that makes these clandestine factories illegal. (Page 79)
3.	exploitation	<i>n.</i>	the unfair treatment or use of someone or something; misuse	Let's end this shameful and terrible crime, which exploits our children and dishonors our country! (Page 79)
4.	determined	<i>adj.</i>	with fixed purpose; strong-minded	They were both reckless, determined, and convinced that the world needed changing. (Page 83)
5.	perseverance	<i>n.</i>	stick with something until it is done	He had been threatened, beaten, imprisoned; yet after each time, he had started afresh, driven by enthusiasm and perseverance. (Page 82)

Display the Chapter 10 Student Log, so students can follow along as you read. After introducing each word, connect the word to the context of the passage and, for at least three words (depending on time), provide examples and nonexamples. Use the vocabulary templates that follow the sample script to plan instruction.

The procedure is as follows:

- Step 1:** Say the word. Have students repeat the word.
- Step 2:** Tell the students what the word means.
- Step 3:** Tell students how the word is used in the story and explain.
- Step 4:** Give students three to five examples of the word being used in other contexts.
- Step 5:** Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

Sample Script

Before we begin reading Chapter 10, I want to introduce to you several words you will need to know in order to understand the story.

Step 1

The first word is UNITED. What word? Students repeat UNITED.

Steps 2 and 3

United means to be joined together or to act as a whole.

Step 4

Think about the basketball team. When they are on the court, they must join together and act as a whole team to be successful. They must be united.

When two friends go to the office to report an incident on campus, they join together and are united.

Sometimes, people join together to protest something that they believe is wrong. They are united.

In Chapter 8, all of the children stood up and united against Hussain so that Maria would not be sent to the Tomb.

Step 5

Give each pair of students a “Yes” and a “No” card.

Hold up the “Yes” card if I give you an example of UNITED or the “No” card if it is not an example of being UNITED.

- *The football team is out on the field, and they play as a team. Each person is thinking about what they can do to help the team win. Is the team united? (Yes)*
- *A pack of wolves is very hungry. They each go off on their own to find food. Is the pack of wolves united? (No)*

Vocabulary Word:

Step 1: Say the word. Have students repeat the word.

Step 2: Tell students what the word means. (Write the definition.)

Step 3: Tell students how the word is used in the story and explain.

Step 4: Give students three to five examples of the word being used in other contexts.

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Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements.
2. Say, *Read the gist statement for Chapter 9 to yourself.*
3. *Now follow along as I read the statement.*

Read the statement with the class.

4. *Now, think about what we have learned so far. In 1 minute I want you to write down a sentence that tells what you think is going to happen in Chapter 10.*

Set the timer for 1 minute.

5. When the timer goes off, say, *Partner 1 tell Partner 2 what you think this chapter is going to be about.*

Monitor discussions and share ideas with the entire class as appropriate.

Build Background Knowledge

(15 minutes)

Activity

The Rights of the Child

Objective

Students will review the United Nations *Convention on the Rights of the Child* and match the convention articles with corresponding violations. Students will also learn about The World's Children's Prize for the Rights of the Child. In subsequent lessons students will read about the three nominees and vote for the winner.

Information for the Teacher

The information for this lesson was taken from The World's Children's Prize for the Rights of the Child website: www.childrensworld.org/page.html

1. Introduce the lesson.

Today, you will review information on children's rights and learn about The World's Children's Prize for the Rights of the Child.

2. Review what students learned previously about child labor.

Before we read Chapter 2, you learned about the rights of a child. Let's review. Child labor does the following:

- *Violates a nation's minimum age laws*
- *Threatens children's physical, mental, or emotional well-being*
- *Involves intolerable abuse, such as slavery, child trafficking, debt bondage, forced labor, or illicit activities*
- *Prevents children from going to school*

3. *Today, you will review the United Nations Convention on the Rights of the Child and talk more in depth about the rights of a child.*

Explain that the definition of *child labor* came from the 1989 United Nations Convention on the Rights of the Child. A copy can be found at www2.ohchr.org/english/law/crc.htm

4. Explain the activity.

Each group will get a set of blue cards containing convention articles and a set of yellow cards containing violations. The goal of the activity is to match the article with the violation.

Before class, copy the student cards that appear on the following pages onto blue and yellow paper.

5. Model several matches for the students.
6. Allow students to work in small groups to complete the activity, and check answers when students have finished.
7. Explain that The World's Children's Prize for the Rights of the Child recognizes people for their work in upholding children's rights. Children from all over the world get to vote for the winner. Students will learn about the nominees for this award and vote for the winner.

For the next three extended reading assignments, students will read passages about the award nominees. Then, students will vote for the winner.

Copy these cards on blue paper, enough for one set per student group.

Article 2

All children are of equal worth. All children have the same rights and should not be discriminated against. Nobody should treat you badly because of your appearance, your color, your gender, your religion, or your opinions.

Article 19

You have the right to protection against all forms of violence, neglect, abuse, and maltreatment. You should not be exploited by your parents or other guardians.

Article 24

When you are sick you have the right to receive all the help and care you need.

Articles 28 and 29

You have the right to attend school and to learn important things such as respect for other people's rights and respect for other cultures.

Article 31

You have the right to play, rest and live in a healthy environment.

Article 32

You should not be forced to perform hazardous work which interrupts or prevents your schooling and which could be harmful to your health.

Article 38

You never have to be a soldier or take part in an armed conflict.

Copy these cards on yellow paper, enough for one set per student group.

Example Violation

In India, an Indian boy and a Chinese boy both want to come to school. Only the Indian boy is allowed to enter the school.

Example Violation

In Pakistan, children are sold into bonded labor to clear a family's debt. The children work in dangerous conditions and are often abused.

Example Violation

Francis is two years old and is very sick. She has a high fever, but her family has no money to see a doctor. They go to the emergency room at the nearest hospital, but are turned away when the doctor learns that they cannot pay for care.

Example Violation

In South Africa, girls are sometimes not allowed into schools.

Example Violation

Iqbal was forced to make rugs. He never had time to play, only a few hours to rest at night, and was given very little food to eat.

Example Violation

In America in the early 1900's children worked in coal mines, where conditions were very dangerous. Many of them developed lung disease from working around coal.

Example Violation

In some parts of Africa, children are kidnapped and made to fight in fierce battles.

Teacher Answer Key

<p>Article 2 All children are of equal worth. All children have the same rights and should not be discriminated against. Nobody should treat you badly because of your appearance, your color, your gender, your religion, or your opinions.</p>	<p>Example Violation In India, an Indian boy and a Chinese boy both want to come to school. Only the Indian boy is allowed to enter the school.</p>
<p>Article 19 You have the right to protection against all forms of violence, neglect, abuse, and maltreatment. You should not be exploited by your parents or other guardians.</p>	<p>Example Violation In Pakistan, children are sold into bonded labor to clear a family's debt. The children work in dangerous conditions and are often abused.</p>
<p>Article 24 When you are sick you have the right to receive all the help and care you need.</p>	<p>Example Violation Francis is two years old and is very sick. She has a high fever, but her family has no money to see a doctor. They go to the emergency room at the nearest hospital, but are turned away when the doctor learns that they cannot pay for care.</p>
<p>Articles 28 and 29 You have the right to attend school and to learn important things such as respect for other people's rights and respect for other cultures.</p>	<p>Example Violation In South Africa, girls are sometimes not allowed into schools.</p>

<p>Article 31 You have the right to play, rest and live in a healthy environment.</p>	<p>Example Violation Iqbal was forced to make rugs. He never had time to play, only a few hours to rest at night, and was given very little food to eat.</p>
<p>Article 32 You should not be forced to perform hazardous work which interrupts or prevents your schooling and which could be harmful to your health.</p>	<p>Example Violation In America in the early 1900's children worked in coal mines, where conditions were very dangerous. Many of them developed lung disease from working around coal.</p>
<p>Article 38 You never have to be a soldier or take part in an armed conflict.</p>	<p>Example Violation In some parts of Africa, children are kidnapped and made to fight in fierce battles.</p>

Read the Chapter: Generate Level 1, 2, and 3 Questions

(30 minutes)

(Swanson, Edmonds, Hairrell, Vaughn, & Simmons, 2011)

Choose a format for reading, based on the amount of text, and circle the reading format you plan to use. Remember to choose a variety of reading formats throughout the novel. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format.

Reading format options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)
Silent reading with frequent checks for understanding	

Stop at the following places to have students generate Level 1, 2, and 3 questions.

- End of page 76: Level 3 question
- End of page 79: Level 1 question
- End of page 81: Level 2 question

If time remains, students can generate additional questions.

Day 2 at a Glance

(60 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 10 Student Log for each student
- Display of Chapter 10 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Review Vocabulary: Use the Frayer Model and Play “What Word Fits?”	25 minutes	Vocabulary index cards	Prepare sets of vocabulary index cards with one vocabulary word written on each index card (one set per pair of students).
After Reading: Does It Make Sense?	5 minutes	Yes/No Response Cards	Prepare Yes/No Response Cards (or use sets from previous instruction).
Closure: Get the Gist	5 minutes	Running list of Get the Gist statements in classroom	
Extended Reading	25 minutes	Extended reading passage, “Nominated: Cynthia Maung”	

Finish Reading the Chapter: Generate Level 1, 2, and 3 Questions

(15 minutes)

(Swanson, Edmonds, Hairrell, Vaughn, & Simmons, 2011)

Continue reading the chapter and stopping to generate questions. (Refer to plans from Day 1.)

Review Vocabulary: Use the Frayer Model and Play “What Word Fits?”

(25 minutes)

(Frayer, Frederick & Klausmeier, 1969)

	Word	Part of speech	Definition	Reference the book
1.	united	<i>adj.</i>	to be joined together or to act as a whole	Now we were united, strong, friends and something more. (Page 78)
2.	clandestine	<i>adj.</i>	secret	But now there’s a law in our country that makes these clandestine factories illegal. (Page 79)
3.	exploitation	<i>n.</i>	the unfair treatment or use of someone or something; misuse	Let’s end this shameful and terrible crime, which exploits our children and dishonors our country! (Page 79)
4.	determined	<i>adj.</i>	with fixed purpose; strong-minded	They were both reckless, determined, and convinced that the world needed changing. (Page 83)
5.	perseverance	<i>n.</i>	stick with something until it is done	He had been threatened, beaten, imprisoned; yet after each time, he had started afresh, driven by enthusiasm and perseverance. (Page 82)

Use the Frayer Model

By now, you are aware of your students' ability to use the Frayer Model. You may still need to provide some modeling, and you may only need to provide individual support as you monitor students' work.

Suggestion

Identify two to three words from the vocabulary list. Let your students choose one vocabulary word to complete the Frayer Model.

What Word Fits?

(Beck, McKeown, & Kucan, 2002)

1. **Quick review:** Tell students that they are about to play a game with the vocabulary words from Chapter 10. Group students in pairs and give them a few minutes to review the words and definitions. As the students are reviewing the words, give each pair a set of the vocabulary words on index cards. Have students lay the words out on their desks so that they can see all of the words.
2. **Introduce the game:** Say, *We are going to play a game called "What Word Fits?"*

The game is simple. I will ask a question and then give you two choices from our new words. When you know which word fits, find the word on your desk and hold it up so that I can see it.

Place the transparency on the overhead projector and cover all the words except the first pair. (The transparency can be found on the following page. It is designed for you to keep the words covered and then uncover each pair of words after you ask a question.)

3. **Begin the game:** Use the following prompts:

- *What was happening to the children who worked for Hussain--exploitation or clandestine? (Answer: exploitation)*
- *When Iqbal escaped for the second time, would you describe him as determined or united? (Answer: determined)*
- *Before Iqbal arrived at Hussain's house, Fatima said that they were a group of children facing the same sad fate of just trying to survive, but after Iqbal arrived, she said that the children became united or clandestine? (Answer: united)*
- *The STAAR test in reading is long. If you stick with it, you are using what--perseverance or exploitation? (Answer: perseverance)*
- *Let's say there is a factory here in Austin that employs 9-year-olds to assemble computer parts. They are paid 50 cents per hour. No one else knows that the children work there. Would the factory be considered determined or clandestine? (Answer: clandestine)*

What Word Fits?

exploitation

clandestine

determined

united

united

clandestine

perseverance

exploitation

determined

clandestine

After Reading: Does It Make Sense?

(5 minutes)

Choose a response format (see guidance below) for this game. Students may respond by using their Yes/No Response Cards, by working with partners and providing group responses, or by working independently and recording responses in their student logs.

Say: For the “Does It Make Sense?” game, I am going to read a short paragraph from the chapter. You tell me if it makes sense. (Tell students about the response format you have chosen to use today.)

Response Formats

Using group response cards	Partner work
1. Have students put cards out on their desk	1. Have students find the heading “Does It Make Sense?” on their logs
2. Tell them your procedure	2. Tell them your procedure
3. Read the passage	3. Read the passage
4. Give 5 seconds	4. Give 5 seconds
5. Signal students to answer	5. Signal students to confer with their partners
6. Students hold up cards	6. Groups share as appropriate
7. Discuss as a group (as time allows)	7. Discuss as a group (as time allows)

Game Prompts and Answers

Prompts	References from book
<p>Prompt 1: Iqbal had taken advantage of the confusion to climb over the wall at the back of the courtyard. She taught us how to read, and we taught her how to speak again. He took the path through the gardens and escaped again. He had just a small lead over his pursuers, but it would be enough.</p> <p>Answer: Doesn't make sense. Someone teaching Iqbal to read doesn't pertain to him climbing over a wall and escaping from something.</p>	<p>From page 81: Iqbal had taken advantage of the confusion to climb over the wall at the back of the courtyard. He took the path through the gardens and escaped again. He had just a small lead over his pursuers, but it would be enough.</p>
<p>Prompt 2: We had worked throughout the winter. Every night, by the light of pieces of candle Hussain kindly gave to us, Maria taught us how to read. She wouldn't stand for any nonsense. Even reluctant Salman and lazy Karim were subject to her drive to teach.</p> <p>Answer: Doesn't make sense. Hussain would not give the children candles because he would want them to go to sleep, not learn how to read.</p>	<p>From page 76: We had worked throughout the winter. Every night, by the light of pieces of candle Karim and Twig had managed to steal from the master's house, Maria taught us how to read. She wouldn't stand for any nonsense. Even reluctant Salman and lazy Karim were subject to her drive to teach.</p>

Note

Always return to the text to justify why the passage does or does not make sense.

Closure: Verify Predictions and Get the Gist

(5 minutes)

Verify Predictions

Let's look back at our predictions and see if we were correct. First 1s then 2s: Share your prediction with your partner. Were you correct?

Give partners a minute to discuss and then have a few students share with the group.

Get the Gist

(Klingner et al., 2001)

By now, your students are familiar with the process for creating a gist statement. Have students create a Get the Gist statement for the entire chapter and write it in their student logs. Students may then share their statements. Remember to vary the ways in which you have students respond:

- Partner work
- Individual work
- Discussion as a class

Record the statement on the daily Get the Gist chart in your classroom; you will refer to it during the next chapter lesson.

Extended Reading

(25 minutes)

Ask students to locate the extended reading passage and questions in their Chapter 10 Student Logs.

It is important that students read the passage independently or with a partner and answer the questions in the same manner. Monitor students while they read and answer questions. When finished, check answers and discuss strategies for selecting correct answers, including how to refer back to the passage.

Today's passage is about Cynthia Maung, one of the nominees for The World's Children's Prize for the Rights of the Child. The passage is an excerpted version of the full article, which can be found online at:

http://issuu.com/wcprc/docs/globe_eng_cynthia_burma/1?mode=a_p

Answer Key

1. A
2. B
3. A
4. C

Extended Reading Passage

Nominated: Cynthia Maung

Khaing, 11 years old, has had fever for so many days that she's lost count. At home in her village in Burma, her father lifts her up onto his back, wraps her in a blanket and begins the long trek to Doctor Cynthia Maung's clinic in the neighbouring country of Thailand. 18 years ago, Cynthia Maung fled Burma by the same path. She fought for democracy, but had to flee from the military government that has been in power in Burma since 1962.

¹Khaing can't stay awake, even though she's bumping along uncomfortably on her father's back. Once when she wakes up, his shoulder is red with blood from her nose.

²When they have crossed the border and arrived at the Mae Tao Clinic, Khaing gets cramp. The fever makes her muscles tense up on their own. She has malaria, one of the most common illnesses to affect children in the border area. It all starts with a little mosquito bite and, without medicine and treatment, it can end in death.

³In the mountainous areas of Burma there are no hospitals or doctors. That's why Doctor Cynthia Maung's clinic on the Thai side of the border is absolutely vital for Khaing—and for more than a hundred thousand other children. One of the medics lifts Khaing under the arms, sits her on a low plastic stool and washes her with cold water. The sudden cold almost makes it hard to breathe, but it's refreshing at the same time.

⁴After the medical examination Khaing falls asleep on a bench in the waiting room with her head on her father's lap. He is holding three small plastic bags containing medicine and vitamins. Khaing needs to take these every day for a week.

⁵Soon they're on the way home to their village in Burma. Khaing can't wait to finally get back to school.

Cynthia's Escape

⁶Cynthia Maung also walked the long road through Karen State in Burma to escape over the border to Thailand. This was after the huge demonstrations for democracy in 1988.

⁷Cynthia had taken to the streets along with tens of thousands of others to demand freedom, democratic elections and respect for human rights.

⁸The army that governs Burma responded by closing all the schools. They stopped deliveries of food and shot at the demonstrators. At night, many of those who fought for freedom disappeared without a trace.

⁹Cynthia decided to flee. On her last night in Burma, she slept with a group of villagers and students. At four o'clock in the morning, they slipped out of the village.

¹⁰“We were terribly afraid. But we wanted to continue the fight for freedom and to help other people, and it was impossible to do that in Burma,” she explains.

¹¹They walked at night-time to avoid being discovered by the military. Cynthia—a doctor—carried a bag on her back with some medicine, a stethoscope, some medical books and a change of clothing. During the daytime they hid and tried to sleep.

Barn Transformed

¹²When she got to Thailand, Cynthia immediately started to help other refugees who were suffering from malaria, infections, broken legs and lung inflammations. She boiled her instruments in a rice cooker to sterilise them.

¹³Cynthia started to receive patients in an old barn. She thought that she'd soon be able to return to a free Burma. But today, nearly 20 years later, the situation in Burma is no better. During that time the Mae Tao Clinic, as Doctor Cynthia's clinic is now called, has grown and new buildings surround the old barn.

¹⁴“In Burma, the healthcare system doesn't work. Children and adults suffer and don't receive any help. That's why we're always trying to make the clinic bigger and better. When freedom comes to Burma and we can return, we'll know from our experiences here how to organise healthcare services and treatment," says Cynthia.

¹⁵The Mae Tao Clinic treats hundreds of patients every day. The clinic also trains medics and healthcare workers who then return to their villages in Burma or to refugee camps in Thailand to work. Hundreds of backpack medics are also sent to Burma from the clinic. They take medicine with them, train people in the villages and offer medical treatment.

Children Are the Key

¹⁶Cynthia’s goal is to see Burma become a better country to live in. The most important part of that work is children, and they are a constant presence in Cynthia’s life.

¹⁷She gives breakfast to her own six children, four of whom are adopted, and other children who live in her home temporarily. When the children have gone to school—which is run by Cynthia’s clinic—she starts work at the clinic.

¹⁸“We must give the children a chance to make a difference. They are the key to Burma’s future. Respecting the rights of the child, democracy and cooperation between different ethnic groups—all of this is difficult. We must train people to live in freedom,” she says.

¹⁹Cynthia started the clinic to help children and adults, refugees and immigrants from Burma. But some medicine and a bandage isn’t enough to make people healthy, she says—they need education, safety and love.

Adapted from Hallin, J. (2010). *Cynthia Maung*. Retrieved from:
http://issuu.com/wcprc/docs/globe_eng_cynthia_burma/1?mode=a_p

Comprehension Questions

1. The story told in the first section of this passage is important because:
 - A. It tells about the kind of children Cynthia Maung helps.
 - B. It tells about Cynthia Maung.
 - C. It tells that Cynthia Maung is nominated for an award.
 - D. It tells about a common illness.
2. Which definition represents the meaning of *vital*, as used in paragraph 3?
 - A. Living
 - B. Of critical importance
 - C. Deadly
 - D. Full of life
3. Why did Cynthia begin to help other refugees from Burma when they finally arrived in Thailand?
 - A. She understood their needs because she had traveled with them.
 - B. She had food.
 - C. She had books.
 - D. She understood their native language.
4. Which of the following statements from the text is opinion?
 - A. Khaing has malaria, one of the most common illnesses to affect children in the border area.
 - B. The army that governs Burma closed all the schools.
 - C. We must give the children a chance to make a difference. They are the key to Burma's future.
 - D. The Mae Tao Clinic treats hundreds of patients every day.

Chapter 10 Student Log

pp. 75–81

Vocabulary

	Word	Part of speech	Definition
1.	united	<i>adj.</i>	to be joined together or to act as a whole
2.	clandestine	<i>adj.</i>	secret
3.	exploitation	<i>n.</i>	the unfair treatment or use of someone or something; misuse
4.	determined	<i>adj.</i>	with fixed purpose; strong-minded
5.	perseverance	<i>n.</i>	stick with something until it is done

Prediction

Generate Level 1, 2, and 3 Questions

	Level 1	Level 2	Level 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Level 1	Level 2	Level 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Level 1	Level 2	Level 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Iqbal—Chapter 10 Student Log

Level 1 Level 2 Level 3

Level 1 Level 2 Level 3

DEFINITION		CHARACTERISTICS	
	WORD		
EXAMPLES		NONEXAMPLES	

After Reading: Does It Make Sense?

- | | | |
|---|--|---------------------------------------|
| 1. Iqbal had taken advantage of the confusion to climb over the wall at the back of the courtyard. She taught us how to read, and we taught her how to speak again. He took the path through the gardens and escaped again. He had just a small lead over his pursuers, but it would be enough. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |
| 2. We had worked throughout the winter. Every night, by the light of pieces of candle Hussain kindly gave to us, Maria taught us how to read. She wouldn't stand for any nonsense. Even reluctant Salman and lazy Karim were subject to her drive to teach. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |

Get the Gist

Who or what was the chapter about?

What was the most important thing about the “who” or the “what”?

Write your gist statement in 10 or fewer words.

Extended Reading Passage

Nominated: Cynthia Maung

Khaing, 11 years old, has had fever for so many days that she's lost count. At home in her village in Burma, her father lifts her up onto his back, wraps her in a blanket and begins the long trek to Doctor Cynthia Maung's clinic in the neighbouring country of Thailand. 18 years ago, Cynthia Maung fled Burma by the same path. She fought for democracy, but had to flee from the military government that has been in power in Burma since 1962.

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Barn Transformed

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¹³Cynthia started to receive patients in an old barn. She thought that she'd soon be able to return to a free Burma. But today, nearly 20 years later, the situation in Burma is no better. During that time the Mae Tao Clinic, as Doctor Cynthia's clinic is now called, has grown and new buildings surround the old barn.

¹⁴“In Burma, the healthcare system doesn't work. Children and adults suffer and don't receive any help. That's why we're always trying to make the clinic bigger and better. When freedom comes to Burma and we can return, we'll know from our experiences here how to organise healthcare services and treatment," says Cynthia.

¹⁵The Mae Tao Clinic treats hundreds of patients every day. The clinic also trains medics and healthcare workers who then return to their villages in Burma or to refugee camps in Thailand to work. Hundreds of backpack medics are also sent to Burma from the clinic. They take medicine with them, train people in the villages and offer medical treatment.

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¹⁸“We must give the children a chance to make a difference. They are the key to Burma's future. Respecting the rights of the child, democracy and cooperation between different ethnic groups—all of this is difficult. We must train people to live in freedom,” she says.

¹⁹Cynthia started the clinic to help children and adults, refugees and immigrants from Burma. But some medicine and a bandage isn't enough to make people healthy, she says—they need education, safety and love.

Adapted from Hallin, J. (2010). *Cynthia Maung*. Retrieved from:
http://issuu.com/wcprc/docs/globe_eng_cynthia_burma/1?mode=a_p

Comprehension Questions

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 - B. She had food.
 - C. She had books.
 - D. She understood their native language.
4. Which of the following statements from the text is opinion?
 - A. Khaing has malaria, one of the most common illnesses to affect children in the border area.
 - B. The army that governs Burma closed all the schools.
 - C. We must give the children a chance to make a difference. They are the key to Burma's future.
 - D. The Mae Tao Clinic treats hundreds of patients every day.

Chapter 11

Teacher Guide and Student Log

Chapter 11 Teacher Guide

pp. 82–90

Day 1 at a Glance

(60 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 11 Student Log for each student
- Display of Chapter 11 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Extended Reading	25 minutes	Extended reading passage. “Nominated: Inderjit Khurana”	Choose a reading format.
Prediction	5 minutes	Running list of Get the Gist statements in classroom	
Read the Chapter: Generate Level 1, 2, and 3 Questions	30 minutes	Level 1, 2, and 3 Question Cards	Choose a reading format.

Extended Reading

(25 minutes)

Ask students to locate the extended reading passage and questions in their Chapter 11 Student Logs. Display the passage and questions via the overhead projector so students can follow along while you read.

Choose a format for reading, based on the amount of text, and circle the reading format you plan to use. Remember to choose a variety of reading formats throughout the novel. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format.

Reading format options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)
Silent reading with frequent checks for understanding	

Today's extended reading passage is about Inderjit Khurana, one of the nominees for The World's Children's Prize for the Rights of the Child. The passage is an excerpted version of the full article, which can be found online at: http://issuu.com/wcprc/docs/globe_eng_44_inderjit/1?mode=a_p

Answer Key

1. B
2. C
3. B
4. A

Extended Reading Passage

Nominated: Inderjit Khurana

¹When Giri was seven he ran away from his job as a domestic slave. His own father had sold him to get money for drugs and alcohol. That night, Giri slept at the train station, alone and hungry. Today, thanks to Inderjit Khurana, he has a totally different life.

²Giri soon discovered that lots of children lived and worked at the station. Some begged for money, others collected rubbish or polished shoes. Some of the children had run away, just like Giri. Others lived with their families in the slum next to the railway tracks. Giri got to know the children and they showed him how to survive at the station.

³It was a hard life, but Giri liked being able to come and go as he pleased. But at night he felt lonely and afraid. The children at the station were often beaten, robbed or, worst of all, raped. Many drank alcohol or sniffed petrol in the evenings, to help them get to sleep.

⁴Giri and his friends seldom stayed long in one place. They travelled by train and worked all over India. One day, when Giri was 9, he got off the train in a town called Bhubaneswar. In the middle of the platform, he saw a strange outdoor classroom. The children sat on the ground and wrote on their writing slates. All morning long they sang together with their teachers, danced and recited the alphabet so loud that it echoed around the station.

⁵Giri had always dreamt of going to school, but he felt suspicious. Was it a trick to capture children and lock them up? But when the teachers started giving out food, he couldn't resist.

First Platform School

⁶Today, Giri is 15 years old and is a top scholarship student at a state school. He lives in a children's home run by Inderjit Khurana and her organisation, Ruchika. Inderjit also founded the platform school that changed Giri's life.

⁷It all began over 20 years ago. Inderjit had her own private school for rich children in Bhubaneswar. Sometimes she saw poor children stop outside the school gates. They were dirty and dressed in rags and looked longingly at the pupils in their crisp and clean school uniforms playing in the schoolyard. They themselves had neither the money nor the time to go to school.

⁸When Inderjit used to take the train from the central station, she met many working children of school age. “Why aren’t you in school?” Inderjit once asked a little boy who was sweeping the floor in her train carriage.

⁹“My father is dead and my mother can’t manage without my help,” the boy explained.

¹⁰Inderjit knew that many people tried to help poor children in India. But that help didn’t reach the poorest children at the station. They have to follow the train schedules to survive. In rush hour, and when the large express trains come in, the stations fill up with people. And that’s when there’s money to be earned.

¹¹“All children have a right to education,” thought Inderjit, “but how can these children get to go to school?” She could only think of one solution: “If the children can’t come to the school, we have to bring the school to them. I have to open a school at the station!”

“They are dirty”

¹²When Inderjit told her family, colleagues and friends about her idea, they were horrified.

¹³“Don’t go to the train station, it’s dangerous and dirty,” they said. “Street children fight and steal! They could infect you with dangerous diseases!”

¹⁴But Inderjit had made up her mind. One morning, she packed two sacks full of picture books, toys and chalk, and headed off. Only one of the teachers from her school dared to go with her.

¹⁵Inderjit unpacked her things on the platform and waited nervously. A little boy looked at her with a mixture of curiosity and suspicion.

¹⁶“Do you want to learn to read?” Inderjit called out. After a while he plucked up the courage to come up to her, and the lesson began.

Threatened by Gangsters

¹⁷For a long time, that little boy was Inderjit’s only pupil. Every day, many of the train passengers would ask Inderjit what on earth she was doing. Some were kind, but others were suspicious and angry. Some thought she was a missionary who wanted to convert the children to Christianity.

¹⁸When Inderjit said that she just wanted to give the children an education, hardly anyone believed her. They were still very suspicious. Police and railway staff tried to drive her away, and she was threatened by gangsters and drug dealers. Sometimes angry parents would come and shout at her because she was stopping their children from working.

¹⁹“Your children have a right to go to school,” Inderjit would say to them, “and if they learn to read and write, it’s good for the whole family.”

²⁰Although Inderjit was exhausted and often afraid, she didn’t give up. She sang, told stories and played games with letters and numbers. The news about the platform school spread. After a couple of months, there were over 100 children at Inderjit’s platform school!

4,500 Children Reached

²¹Since then, Inderjit’s organisation, Ruchika, has grown from strength to strength. Now it reaches 4500 children every year, through schools and projects at train stations and in the slums. Ruchika runs everything from nurseries to vocational training and HIV/AIDS programmes.

²²“At the beginning it was really hard,” remembers Inderjit. “Now we have more support from local politicians and from the railway company. I’ve learned a lot too over the years, for example, that if the children are malnourished and sickly, we have to give them food and medicine. Otherwise they have no energy to study.”

²³Inderjit wants to give a basic education to as many children as possible. It’s not just a matter of being able to read—it’s also about knowing the rights of the child.

²⁴“I want the children to have self-respect and realise they have value. We must reach them before they are too badly affected. Once that happens there is no going back.”

Adapted from Floyd, C. (2010). *Inderjit Khurana*. Retrieved from: http://issuu.com/wcprc/docs/globe_eng_44_inderjit/1?mode=a_p

Comprehension Questions

1. Inderjit was inspired to start schools for children in train depots by:
 - A. Her family
 - B. The dirty, poor children who she saw working in the train depot
 - C. The government
 - D. A boy named Giri, who ran away from home after being sold by his family
2. The purpose of this passage is to:
 - A. Inform the reader about bonded labor
 - B. Entertain readers
 - C. Tell the story of Inderjit Khurana
 - D. Inform the reader about the Indian government
3. From the section entitled “Threatened by Gangsters,” the reader can conclude that:
 - A. Inderjit gave up her school because she was threatened every day
 - B. Some parents in India do not understand the value of an education
 - C. Not very many children needed the education Inderjit was offering
 - D. The gangsters were run out of the train depot by the police
4. The first section is important to the passage because it:
 - A. Creates interest in the story by telling a personal story about a student who attended Inderjit’s school
 - B. Describes a little boy
 - C. Tells about Inderjit Khurana’s background
 - D. Establishes a sense of fear about what happens to Giri in the rest of the story

Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements.
2. Say, *Read the gist statement for Chapter 10 to yourself.*
3. *Now follow along as I read the statement.*

Read the statement with the class.

4. *Now, think about what we have learned so far. In 1 minute I want you to write down a sentence in your Chapter 11 Student Log that tells what you think is going to happen in Chapter 11.*

Set the timer for 1 minute.

5. When the timer goes off, say, *Partner 1 tell Partner 2 what you think this chapter is going to be about.*

Monitor discussions and share ideas with the entire class as appropriate.

Read the Chapter: Generate Level 1, 2, and 3 Questions

(30 minutes)

(Swanson, Edmonds, Hairrell, Vaughn, & Simmons, 2011)

Choose a format for reading, based on the amount of text, and circle the reading format you plan to use. Remember to choose a variety of reading formats throughout the novel. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format.

Reading format options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)
Silent reading with frequent checks for understanding	

Stop at the following places to have students generate Level 1, 2, and 3 questions:

- Break on page 85: Level 1 question
- Top of page 88: Level 2 question
- End of page 90: Level 3 question

If time remains, students can generate additional questions.

Day 2 at a Glance

(50 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 11 Student Log for each student
- Display of Chapter 11 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Review Vocabulary: Use the Frayer Model	15 minutes		
After Reading: Does It Make Sense?	5 minutes	Yes/No Response Cards	Prepare Yes/No Response Cards (or use cards from previous instruction).
Closure: Get the Gist	5 minutes	Running list of Get the Gist statements in classroom	
Extended Reading	25 minutes	Extended reading passage, “Nominated: Betty Makoni”	Choose a reading format.

Review Vocabulary: Use the Frayer Model

(15 minutes)

(Frayer, Frederick, & Klausmeier, 1969)

	Word	Part of speech	Definition	Reference the book
1.	united	<i>adj.</i>	to be joined together or to act as a whole	Now we were united, strong, friends and something more. (Page 78)
2.	clandestine	<i>adj.</i>	secret	But now there's a law in our country that makes these clandestine factories illegal. (Page 79)
3.	exploitation	<i>n.</i>	the unfair treatment or use of someone or something; misuse	Let's end this shameful and terrible crime, which exploits our children and dishonors our country! (Page 79)
4.	determined	<i>adj.</i>	with fixed purpose; strong-minded	They were both reckless, determined, and convinced that the world needed changing. (Page 83)
5.	perseverance	<i>n.</i>	stick with something until it is done	He had been threatened, beaten, imprisoned; yet after each time, he had started afresh, driven by enthusiasm and perseverance. (Page 82)

By now, you are aware of your students' ability to use the Frayer Model. You may still need to provide some modeling, and you may only need to provide individual support as you monitor students' work.

Suggestion

Identify two to three words from the vocabulary list. Let your students choose one vocabulary word to complete the Frayer Model.

After Reading: Does It Make Sense?

(5 minutes)

Choose a response format (see guidance below) for this game. Students may respond by using their Yes/No Response Cards, by working with partners and providing group responses, or by working independently and recording responses in their student logs.

Say: For the “Does It Make Sense” game, I am going to read a short paragraph from the chapter. You tell me if it makes sense. (Tell students about the response format you have chosen to use today.)

Response Formats

Using group response cards	Partner work
1. Have students put cards out on their desk	1. Have students find the heading “Does It Make Sense?” on their logs
2. Tell them your procedure	2. Tell them your procedure
3. Read the passage	3. Read the passage
4. Give 5 seconds	4. Give 5 seconds
5. Signal students to answer	5. Signal students to confer with their partners
6. Students hold up cards	6. Groups share as appropriate
7. Discuss as a group (as time allows)	7. Discuss as a group (as time allows)

Game Prompts and Answers

Prompts	References from book
<p>Prompt 1: When Eshan Khan and the two men from the Bonded Labor Liberation Front of Pakistan arrived at Hussain Khan’s house, we realized that nothing could stop them. There was a policeman with them, too, but this one had a neat uniform and all kinds of things on his sleeves.</p> <p>Answer: Makes sense</p>	<p>From page 83: Same as Prompt 1</p>
<p>Prompt 2: The policemen took Hussain Khan away and the mistress began to cheer. They forgot about us and kept our chains around our legs. We heard them throw open the big front door of the factory and say, “Children, you’re free. You can go now.”</p> <p>Answer: Doesn’t make sense. Hussain’s mistress would not cheer if he were taken away. The police would not tell the children they are free and that they can “go” if they kept the chains around their legs.</p>	<p>From page 84: The policemen took Hussain Khan away and the mistress shut herself up in the house, sobbing. They unlocked the chains, threw open the big front door of the factory, and said, “Children, you’re free. You can go now.”</p>

Note: Always return to the text to justify why the passage does or does not make sense.

Closure: Verify Predictions and Get the Gist

(5 minutes)

Verify Predictions

Let's look back at our predictions and see if we were correct. First 1s then 2s: Share your prediction with your partner. Were you correct?

Give partners a minute to discuss and then have a few students share with the group.

Get the Gist

(Klingner et al., 2001)

By now, your students are familiar with the process for creating a gist statement. Have students create a Get the Gist statement for the entire chapter and write it in their student logs. Students may then share their statements. Remember to vary the ways in which you have students respond:

- Partner work
- Individual work
- Discussion as a class

Record the statement on the daily Get the Gist chart in your classroom; you will refer to it during the next chapter lesson.

Extended Reading

(25 minutes)

Ask students to locate the second extended reading passage, at the end of their Chapter 11 Student Logs. Display the passage via the overhead projector so students can follow along while you read. (Note: There are no comprehension questions to accompany this passage.)

Choose a format for reading, based on the amount of text, and circle the reading format you plan to use. Remember to choose a variety of reading formats throughout the novel. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format.

Reading format options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)
Silent reading with frequent checks for understanding	

Today's extended reading passage is about Betty Makoni, one of the nominees for The World's Children's Prize for the Rights of the Child. The passage is an excerpted version of the full article, which can be found online at:

<http://worldschildrensprize.org/betty-makoni>

Extended Reading Passage

Nominated: Betty Makoni

¹Bang! Betty Makoni awoke with a start. It was the middle of the night in the poor neighborhood of Chitungwiza outside Zimbabwe’s capital city, Harare. She heard it again: Bang! And again: Bang! The children began to cry. Just a few metres from Betty’s bed, masked men were breaking through the front door with an axe. Fighting for girls’ rights can be dangerous.

²Once the door had been broken down, four men in balaclavas with axes and machete knives burst into the little house. One of the men pointed at Betty and shouted, “We’re going to kill you! You’re the woman that causes nothing but trouble for us!”

³Betty and her children were terrified. They shouted for help. When one of the men reached out for her one-year-old son, Betty panicked. “I thought they were going to kill him or kidnap him. But we were lucky. My husband was meant to be away, and the men must have known that. But when they saw that he was home they ran away.”

⁴This happened four years ago, and it’s just one of the many times Betty’s life has been in danger because of her struggle for girl’s rights. But she doesn’t give up. “I know myself how it feels to have your rights violated. There’s nothing worse, not even death. That’s why I keep going!”

Sold Vegetables

⁵Betty’s own story starts in the poor neighborhood of Chitungwiza. She lived there with her parents and younger siblings. But they were not a happy family.

⁶“My childhood was terrible. My father beat my mother almost every night. Mum couldn’t manage, so I had to start helping out at home at a young age. When I was only five years old, I used to clean and cook and carry my younger siblings on my back at the same time. Mum and Dad used to beat us children too. I never felt safe when I was young.”

⁷Just like many other girls in her neighborhood, Betty had to start working. From the age of five she walked around selling vegetables and candles every evening. “While there were girls working we could see the boys our age playing. I thought it was incredibly unfair!”

Fighting for Girls

⁸Despite everything that had happened, Betty continued to work every evening. When she started school she used some of the money she had earned to pay her school fees. It wasn't always enough, and Betty was often sent home from school because she couldn't pay. "I was always tired but I carried on because I knew that life could get better, if I could manage to finish school."

⁹These years went by. She thought about how wrong it was that her mum had always beaten her. Betty decided that one day she would fight for a better life for girls and women in Zimbabwe.

The Girls' Club

¹⁰When Betty was 24, she started work as a teacher. She saw how hard things were for the girls. As soon as a family had difficulty paying the children's school fees, it was always the girls who had to quit school while their brothers carried on. Soon the girls in Betty's class started to talk to her about their problems. They told her about how hard it was for them to dare to speak up when the boys were around.

¹¹"Then I suggested that we girls should meet up and talk about things that are important to us. I suggested that we could have a club of girls take care of each other and help each other if something bad happens to one of them. A club where they would grow strong and dare to demand the same rights in life as the boys. They thought it was a great idea. There were ten of us who started meeting up a couple of times a week, either at school or at my house."

¹²"Slowly but surely, girls who had been subjected to abuse started to come forward and tell us about it. We supported the girls and helped them to pluck up the courage to report the crime to the police. The men responsible ended up behind bars."

The Girl Child Network

¹³The news of Betty's girls' club spread through the school like wildfire. Soon over a hundred girls had joined. And it wasn't long before girls' club started up at other schools, first in Chitungwiza and then all over Zimbabwe. "In 1999 I decided to start the Girl Child Network (GCN) so that all the girls' clubs could support each other."

¹⁴“That same year I did a 200 km walk with 500 girls, out in the rural areas. We walked from village to village telling people about girls’ rights and about what we do at our girls’ clubs. At night we slept on the floor in the village schools. We were on the road for seventeen days and after that there were loads of girls who wanted to start their own clubs. Today there are 500 girls’ clubs with 30,000 members all over Zimbabwe!”

¹⁵The clubs report to the Girl Child Network if anyone had to quit school, or been forced to get married or start working. If anyone needs help to pay for school fees, clothes, shoes, or food, all the other girls in the group try to help them out. If they can’t manage it, they contact Betty. 5000 girls are able to go to school and eat their fill thanks to the Girl Child Network.

Adapted from Lönn, A. (2010). *Betty Makoni*. Retrieved from <http://worldschildrensprize.org/betty-makoni>

Chapter 11 Student Log

pp. 82–90

Extended Reading Passage Nominated: Inderjit Khurana

¹When Giri was seven he ran away from his job as a domestic slave. His own father had sold him to get money for drugs and alcohol. That night, Giri slept at the train station, alone and hungry. Today, thanks to Inderjit Khurana, he has a totally different life.

²Giri soon discovered that lots of children lived and worked at the station. Some begged for money, others collected rubbish or polished shoes. Some of the children had run away, just like Giri. Others lived with their families in the slum next to the railway tracks. Giri got to know the children and they showed him how to survive at the station.

³It was a hard life, but Giri liked being able to come and go as he pleased. But at night he felt lonely and afraid. The children at the station were often beaten, robbed or, worst of all, raped. Many drank alcohol or sniffed petrol in the evenings, to help them get to sleep.

⁴Giri and his friends seldom stayed long in one place. They travelled by train and worked all over India. One day, when Giri was 9, he got off the train in a town called Bhubaneswar. In the middle of the platform, he saw a strange outdoor classroom. The children sat on the ground and wrote on their writing slates. All morning long they sang together with their teachers, danced and recited the alphabet so loud that it echoed around the station.

⁵Giri had always dreamt of going to school, but he felt suspicious. Was it a trick to capture children and lock them up? But when the teachers started giving out food, he couldn't resist.

First Platform School

⁶Today, Giri is 15 years old and is a top scholarship student at a state school. He lives in a children's home run by Inderjit Khurana and her organisation, Ruchika. Inderjit also founded the platform school that changed Giri's life.

⁷It all began over 20 years ago. Inderjit had her own private school for rich children in Bhubaneswar. Sometimes she saw poor children stop outside the school gates. They were dirty and dressed in rags and looked longingly at the pupils in their crisp and clean school uniforms playing in the schoolyard. They themselves had neither the money nor the time to go to school.

⁸When Inderjit used to take the train from the central station, she met many working children of school age. “Why aren’t you in school?” Inderjit once asked a little boy who was sweeping the floor in her train carriage.

⁹“My father is dead and my mother can’t manage without my help,” the boy explained.

¹⁰Inderjit knew that many people tried to help poor children in India. But that help didn’t reach the poorest children at the station. They have to follow the train schedules to survive. In rush hour, and when the large express trains come in, the stations fill up with people. And that’s when there’s money to be earned.

¹¹“All children have a right to education,” thought Inderjit, “but how can these children get to go to school?” She could only think of one solution: “If the children can’t come to the school, we have to bring the school to them. I have to open a school at the station!”

“They are dirty”

¹²When Inderjit told her family, colleagues and friends about her idea, they were horrified.

¹³“Don’t go to the train station, it’s dangerous and dirty,” they said. “Street children fight and steal! They could infect you with dangerous diseases!”

¹⁴But Inderjit had made up her mind. One morning, she packed two sacks full of picture books, toys and chalk, and headed off. Only one of the teachers from her school dared to go with her.

¹⁵Inderjit unpacked her things on the platform and waited nervously. A little boy looked at her with a mixture of curiosity and suspicion.

¹⁶“Do you want to learn to read?” Inderjit called out. After a while he plucked up the courage to come up to her, and the lesson began.

Threatened by Gangsters

¹⁷For a long time, that little boy was Inderjit's only pupil. Every day, many of the train passengers would ask Inderjit what on earth she was doing. Some were kind, but others were suspicious and angry. Some thought she was a missionary who wanted to convert the children to Christianity.

¹⁸When Inderjit said that she just wanted to give the children an education, hardly anyone believed her. They were still very suspicious. Police and railway staff tried to drive her away, and she was threatened by gangsters and drug dealers. Sometimes angry parents would come and shout at her because she was stopping their children from working.

¹⁹“Your children have a right to go to school,” Inderjit would say to them, “and if they learn to read and write, it's good for the whole family.”

²⁰Although Inderjit was exhausted and often afraid, she didn't give up. She sang, told stories and played games with letters and numbers. The news about the platform school spread. After a couple of months, there were over 100 children at Inderjit's platform school!

4,500 Children Reached

²¹Since then, Inderjit's organisation, Ruchika, has grown from strength to strength. Now it reaches 4500 children every year, through schools and projects at train stations and in the slums. Ruchika runs everything from nurseries to vocational training and HIV/AIDS programmes.

²²“At the beginning it was really hard,” remembers Inderjit. “Now we have more support from local politicians and from the railway company. I've learned a lot too over the years, for example, that if the children are malnourished and sickly, we have to give them food and medicine. Otherwise they have no energy to study.”

²³Inderjit wants to give a basic education to as many children as possible. It's not just a matter of being able to read—it's also about knowing the rights of the child.

²⁴“I want the children to have self-respect and realise they have value. We must reach them before they are too badly affected. Once that happens there is no going back.”

Adapted from Floyd, C. (2010). *Inderjit Khurana*. Retrieved from: http://issuu.com/wcprc/docs/globe_eng_44_inderjit/1?mode=a_p

Comprehension Questions

1. Inderjit was inspired to start schools for children in train depots by:
 - A. Her family
 - B. The dirty, poor children who she saw working in the train depot
 - C. The government
 - D. A boy named Giri, who ran away from home after being sold by his family
2. The purpose of this passage is to:
 - A. Inform the reader about bonded labor
 - B. Entertain readers
 - C. Tell the story of Inderjit Khurana
 - D. Inform the reader about the Indian government
3. From the section “Threatened by Gangsters,” the reader can conclude that:
 - A. Inderjit gave up her school because she was threatened every day
 - B. Some parents in India do not understand the value of an education
 - C. Not very many children needed the education Inderjit was offering
 - D. The gangsters were run out of the train depot by the police
4. The first section is important to the passage because it:
 - A. Creates interest in the story by telling a personal story about a student who attended Inderjit’s school
 - B. Describes a little boy
 - C. Tells about Inderjit Khurana’s background
 - D. Establishes a sense of fear about what happens to Giri in the rest of the story

Prediction

Generate Level 1, 2, and 3 Questions

	Level 1	Level 2	Level 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Level 1	Level 2	Level 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Level 1	Level 2	Level 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Iqbal—Chapter 11 Student Log

	Level 1	Level 2	Level 3
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Level 1	Level 2	Level 3
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vocabulary

	Word	Part of speech	Definition
1.	united	<i>adj.</i>	to be joined together or to act as a whole
2.	clandestine	<i>adj.</i>	secret
3.	exploitation	<i>n.</i>	the unfair treatment or use of someone or something; misuse
4.	determined	<i>adj.</i>	with fixed purpose; strong-minded
5.	perseverance	<i>n.</i>	stick with something until it is done

DEFINITION		CHARACTERISTICS	
	WORD		
EXAMPLES		NONEXAMPLES	

After Reading: Does It Make Sense?

- | | | |
|--|--|---------------------------------------|
| 1. When Eshan Khan and the two men from the Bonded Labor Liberation Front of Pakistan arrived at Hussain Khan’s house, we realized that nothing could stop them. There was a policeman with them, too, but this one had a neat uniform and all kinds of things on his sleeves. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |
| 2. The policemen took Hussain Khan away and the mistress began to cheer. They forgot about us and kept our chains around our legs. We heard them throw open the big front door of the factory and say, “Children, you’re free. You can go now.” | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |

Get the Gist

Who or what was the chapter about?

What was the most important thing about the “who” or the “what”?

Write your gist statement in 10 or fewer words.

Extended Reading Passage

Nominated: Betty Makoni

¹Bang! Betty Makoni awoke with a start. It was the middle of the night in the poor neighborhood of Chitungwiza outside Zimbabwe’s capital city, Harare. She heard it again: Bang! And again: Bang! The children began to cry. Just a few metres from Betty’s bed, masked men were breaking through the front door with an axe. Fighting for girls’ rights can be dangerous.

²Once the door had been broken down, four men in balaclavas with axes and machete knives burst into the little house. One of the men pointed at Betty and shouted, “We’re going to kill you! You’re the woman that causes nothing but trouble for us!”

³Betty and her children were terrified. They shouted for help. When one of the men reached out for her one-year-old son, Betty panicked. “I thought they were going to kill him or kidnap him. But we were lucky. My husband was meant to be away, and the men must have known that. But when they saw that he was home they ran away.”

⁴This happened four years ago, and it’s just one of the many times Betty’s life has been in danger because of her struggle for girl’s rights. But she doesn’t give up. “I know myself how it feels to have your rights violated. There’s nothing worse, not even death. That’s why I keep going!”

Sold Vegetables

⁵Betty’s own story starts in the poor neighborhood of Chitungwiza. She lived there with her parents and younger siblings. But they were not a happy family.

⁶“My childhood was terrible. My father beat my mother almost every night. Mum couldn’t manage, so I had to start helping out at home at a young age. When I was only five years old, I used to clean and cook and carry my younger siblings on my back at the same time. Mum and Dad used to beat us children too. I never felt safe when I was young.”

⁷Just like many other girls in her neighborhood, Betty had to start working. From the age of five she walked around selling vegetables and candles every evening. “While there were girls working we could see the boys our age playing. I thought it was incredibly unfair!”

Fighting for Girls

⁸Despite everything that had happened, Betty continued to work every evening. When she started school she used some of the money she had earned to pay her school fees. It wasn't always enough, and Betty was often sent home from school because she couldn't pay. "I was always tired but I carried on because I knew that life could get better, if I could manage to finish school."

⁹These years went by. She thought about how wrong it was that her mum had always beaten her. Betty decided that one day she would fight for a better life for girls and women in Zimbabwe.

The Girls' Club

¹⁰When Betty was 24, she started work as a teacher. She saw how hard things were for the girls. As soon as a family had difficulty paying the children's school fees, it was always the girls who had to quit school while their brothers carried on. Soon the girls in Betty's class started to talk to her about their problems. They told her about how hard it was for them to dare to speak up when the boys were around.

¹¹"Then I suggested that we girls should meet up and talk about things that are important to us. I suggested that we could have a club of girls take care of each other and help each other if something bad happens to one of them. A club where they would grow strong and dare to demand the same rights in life as the boys. They thought it was a great idea. There were ten of us who started meeting up a couple of times a week, either at school or at my house."

¹²"Slowly but surely, girls who had been subjected to abuse started to come forward and tell us about it. We supported the girls and helped them to pluck up the courage to report the crime to the police. The men responsible ended up behind bars."

The Girl Child Network

¹³The news of Betty's girls' club spread through the school like wildfire. Soon over a hundred girls had joined. And it wasn't long before girls' club started up at other schools, first in Chitungwiza and then all over Zimbabwe. "In 1999 I decided to start the Girl Child Network (GCN) so that all the girls' clubs could support each other."

¹⁴“That same year I did a 200 km walk with 500 girls, out in the rural areas. We walked from village to village telling people about girls’ rights and about what we do at our girls’ clubs. At night we slept on the floor in the village schools. We were on the road for seventeen days and after that there were loads of girls who wanted to start their own clubs. Today there are 500 girls’ clubs with 30,000 members all over Zimbabwe!”

¹⁵The clubs report to the Girl Child Network if anyone had to quit school, or been forced to get married or start working. If anyone needs help to pay for school fees, clothes, shoes, or food, all the other girls in the group try to help them out. If they can’t manage it, they contact Betty. 5000 girls are able to go to school and eat their fill thanks to the Girl Child Network.

Adapted from Lönn, A. (2010). *Betty Makoni*. Retrieved from <http://worldschildrensprize.org/betty-makoni>

Chapter 12

Teacher Guide and Student Log

Chapter 12 Teacher Guide

pp. 91–100

Day 1 at Glance

(50 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 12 Student Log for each student
- Display of Chapter 12 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Introduce Vocabulary	15 minutes	Yes/No Response Cards	<ul style="list-style-type: none"> • Prepare Yes/No Response Cards (or use sets from previous instruction). • Plan vocabulary instruction.
Prediction	5 minutes	Running list of Get the Gist statements in classroom	
Build Background Knowledge	15 minutes	<ul style="list-style-type: none"> • Graphic Organizer headings on wall • 8 colored sheets (for each group) that coincide with their assigned prize nominee • Extended reading passages about each nominee from Chapter 10 and 11 Student Logs 	
Read the Chapter: Generate Level 1, 2, and 3 Questions	15 minutes	Level 1, 2, and 3 Question Cards	Choose a reading format.

Introduce Vocabulary

(15 minutes)

	Word	Part of speech	Definition	Reference the book
1.	intervene	<i>v.</i>	to enter a situation and change what is happening	You know how hard it is to get the magistrates to intervene. (Page 92)
2.	influential	<i>adj.</i>	having power	The moneylenders are influential. (Page 92)
3.	clandestine	<i>adj.</i>	secret	But now there's a law in our country that makes these clandestine factories illegal. (Page 91)
4.	fretted	<i>v.</i>	felt troubled or uneasy	We had everything we needed, but I still fretted sometimes. (Page 96)
5.	discouraged	<i>adj.</i>	loss of hope	All the men had come back grim and discouraged that day, even Eshan Khan, who was always optimistic and ready to smile. (Page 105)
6.	liberated	<i>adj.</i>	released from social constraints or the enemy	Almost two hundred children were liberated. (Page 95)
7.	optimistic	<i>adj.</i>	hopeful that things will work out well	All the men had come back grim and discouraged that day, even Eshan Khan, who was always optimistic and ready to smile. (Page 105)

Display the Chapter 12 Student Log so students can follow along as you read. After introducing each word, connect the word to context of the passage and, for at least three words (depending on time), provide some examples and nonexamples. Use the vocabulary templates on the following pages to plan this instruction.

The procedure is as follows:

- Step 1:** Say the word. Have students repeat the word.
- Step 2:** Tell the students what the word means.
- Step 3:** Tell students how the word is used in the story and explain.
- Step 4:** Give students three to five examples of the word being used in other contexts.
- Step 5:** Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

Vocabulary Word:

Step 1: Say the word. Have students repeat the word.

Step 2: Tell students what the word means. (Write the definition.)

Step 3: Tell students how the word is used in the story and explain.

Step 4: Give students three to five examples of the word being used in other contexts.

Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

Vocabulary Word:

Step 1: Say the word. Have students repeat the word.

Step 2: Tell students what the word means. (Write the definition.)

Step 3: Tell students how the word is used in the story and explain.

Step 4: Give students three to five examples of the word being used in other contexts.

Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

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Vocabulary Word:

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Vocabulary Word:

Step 1: Say the word. Have students repeat the word.

Step 2: Tell students what the word means. (Write the definition.)

Step 3: Tell students how the word is used in the story and explain.

Step 4: Give students three to five examples of the word being used in other contexts.

Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements.
2. Say, *Read the gist statement for Chapter 11 to yourself.*
3. *Now follow along as I read the statement.*

Read the statement with the class.

4. *Now, think about what we have learned so far. In 1 minute I want you to write down a sentence in your Chapter 12 Student Log that tells what you think is going to happen in Chapter 12.*

Set the timer for 1 minute.

5. When the timer goes off, say, *Partner 1 tell Partner 2 what you think this chapter is going to be about.*

Monitor discussions and share ideas with the entire class as appropriate.

Build Background Knowledge

(15 minutes)

Activity

The World’s Children’s Prize for the Rights of the Child

Objective

Students will review the three nominees for The World’s Children’s Prize for the Rights of the Child and will create a chart displaying important information about each nominee.

Information for the Teacher

The information for this lesson was taken from The World’s Children’s Prize for the Rights of the Child website: www.childrensworld.org/page.html

Today, students will review the three nominees in preparation for voting for the World’s Children’s Prize for the Rights of the Child. They will also vote for their chosen candidate. This background knowledge lesson spans 2–3 days.

Students will be creating a chart that will be displayed on a wall in your classroom. In preparation for this lesson, place the column headings on the wall (see diagram below).

Today: Students work in groups to re-read the passage on their assigned nominee and begin to create the information cards.

Day 2: Students will complete their information cards.

Day 1 of Chapter 13 Lesson: Each group will present their information and post their information cards on the wall. Students will vote. After each class, you will have to dis-assemble the chart so that the next class can create their own chart.

Here is what the completed chart should look like:

	Nominee	Location	Problem	Solution
Green cards	Inderjit Khurana			
Yellow cards	Betty Makoni			
Blue cards	Cynthia Maung			

1. Have students work in pairs to complete this activity.
2. Ask students to find “The World’s Children’s Prize for the Rights of the Child” handout in their Chapter 12 Student Log. Explain the activity.
3. Hand out materials and allow students to begin working. To manage time, you may want to provide the following structure:
 - 2–3 minutes to explain the activity and hand out materials
 - 5 minutes to read the passage (Have students use the extended reading passages in their Chapter 10 and 11 Student Logs.)
 - 5 minutes to work on the information cards

Read the Chapter: Generate Level 1, 2, and 3 Questions

(15 minutes; complete on Day 2)

(Swanson, Edmonds, Hairrell, Vaughn, & Simmons, 2011)

Choose a format for reading, based on the amount of text, and circle the reading format you plan to use. Remember to choose a variety of reading formats throughout the novel. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format.

Reading format options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)
Silent reading with frequent checks for understanding	

Stop at the following places to have students generate Level 1, 2, and 3 questions:

- Top of page 94: Level 1 question
- Middle of page 97: Level 2 question
- End of page 100: Level 3 question

If time remains, students can generate additional questions.

Day 2 at a Glance

(55 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 11 Student Log for each student
- Display of Chapter 11 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Finish Reading the Chapter: Generate Level 1, 2, and 3 Questions	15 minutes	Same as Day 1	Refer to Day 1 lesson plan.
Build Background Knowledge	15 minutes	Same as Day 1	Refer to Day 1 lesson plan.
Review Vocabulary: What Word Fits?	15 minutes	Vocabulary index cards	<ul style="list-style-type: none"> • Prepare vocabulary index cards (one set per pair of students). • Prepare transparency for “What Word Fits?” game.
After Reading; Does It Make Sense?	5 minutes	Yes/No Response Cards	Prepare Yes/No Response Cards (or use sets from previous instruction).
Closure: Verify Predictions and Get the Gist	5 minutes	Running list of Get the Gist statements in classroom	

Finish Reading the Chapter: Generate Level 1, 2, and 3 Questions

(15 minutes; continued from Day 1)

(Swanson, Edmonds, Hairrell, Vaughn, & Simmons, 2011)

Continue reading the chapter and stopping to generate questions. (Refer to plans from Day 1.)

Build Background Knowledge

(15 minutes; continued from Day 1)

Continue student work from Day 1. Students will share the information on their cards during the following class period (Day 1 of the Chapter 13 lesson). They will also vote on this day.

Review Vocabulary: What Word Fits?

(15 minutes)

(Beck, McKeown & Kucan, 2002)

	Word	Part of speech	Definition	Reference the book
1.	intervene	<i>v.</i>	to enter a situation and change what is happening	You know how hard it is to get the magistrates to intervene. (Page 92)
2.	influential	<i>adj.</i>	having power	The moneylenders are influential. (Page 92)
3.	clandestine	<i>adj.</i>	secret	But now there's a law in our country that makes these clandestine factories illegal. (Page 91)
4.	fretted	<i>v.</i>	felt troubled or uneasy	We had everything we needed, but I still fretted sometimes. (Page 96)
5.	discouraged	<i>adj.</i>	loss of hope	All the men had come back grim and discouraged that day, even Eshan Khan, who was always optimistic and ready to smile. (Page 105)
6.	liberated	<i>adj.</i>	released from social constraints or the enemy	Almost two hundred children were liberated. (Page 95)
7.	optimistic	<i>adj.</i>	hopeful that things will work out well	All the men had come back grim and discouraged that day, even Eshan Khan, who was always optimistic and ready to smile. (Page 105)

To play the game, follow the same procedures and rules used in Chapter 11. The transparency for this game appears on the following page.

1. There are two girls arguing in the hallway, and the principal stops the argument. What did the principal do? Liberated or **intervene**?
2. When you think about the STAAR reading test, you truly believe that you will do well on the test. Are you **optimistic** or discouraged?
3. There is a test this Friday that you did not study for. Do you **fret** or are you liberated?
4. Iqbal helped the Liberation Front locate children who were in bonded labor. Were the children **liberated** or discouraged?
5. Iqbal snuck into factories with a hidden camera. Was this act influential or **clandestine**?

What Word Fits?

liberated

intervene

optimistic

discouraged

fret

liberated

liberated

discouraged

influential

clandestine

After Reading: Does It Make Sense?

(5 minutes)

Choose a response format (see guidance below) for this game. Students may respond by using their Yes/No Response Cards, by working with partners and providing group responses, or by working independently and recording responses in their student logs.

Say: For the “Does It Make Sense” game, I am going to read a short paragraph from the chapter. You tell me if it makes sense. (Tell students about the response format you have chosen to use today.)

Response Formats

Using group response cards	Partner work
1. Have students put cards out on their desk	1. Have students find the heading “Does It Make Sense?” on their logs
2. Tell them your procedure	2. Tell them your procedure
3. Read the passage	3. Read the passage
4. Give 5 seconds	4. Give 5 seconds
5. Signal students to answer	5. Signal students to confer with their partners
6. Students hold up cards	6. Groups share as appropriate
7. Discuss as a group (as time allows)	7. Discuss as a group (as time allows)

Game Prompts and Answers

Prompts	References from book
<p>Prompt 1: That same evening, after breakfast, Iqbal made a solemn declaration to the men and women who were meeting in the big downstairs room: “I never want to help with this cause again.”</p> <p>Answer: Doesn’t make sense. Iqbal would not eat breakfast in the evening. Iqbal felt passionately about helping other children, so he probably would not say that he didn’t want to help with the cause.</p>	<p>From page 91: That same evening, after dinner, Iqbal made a solemn declaration to the men and women who were meeting in the big downstairs room: “I want to stay and help you free all the children who are slaves in Pakistan.”</p>
<p>Prompt 2: By now, he had taken his place in the meetings of the adults, speaking up with authority. He was tireless. The minute he finished one mission, he began another.</p> <p>Answer: Makes sense</p>	<p>From page 95: Same as Prompt 2</p>

Note: Always return to the text to justify why the passage does or does not make sense.

Closure: Verify Predictions and Get the Gist

(5 minutes)

Verify Predictions

Let's look back at our predictions and see if we were correct. First 1s then 2s: Share your prediction with your partner. Were you correct?

Give partners a minute to discuss and then have a few students share with the group.

Get the Gist

(Klingner et al., 2001)

By now, your students are familiar with the process for creating a gist statement. Have students create a Get the Gist statement for the entire chapter and write it in their student logs. Students may then share their statements. Remember to vary the ways in which you have students respond:

- Partner work
- Individual work
- Discussion as a class

Record the statement on the daily Get the Gist chart in your classroom; you will refer to it during the next chapter lesson.

Chapter 12 Student Log

pp. 91–100

Vocabulary

	Word	Part of speech	Definition
1.	intervene	<i>v.</i>	to enter a situation and change what is happening
2.	influential	<i>adj.</i>	having power
3.	clandestine	<i>adj.</i>	secret
4.	fretted	<i>v.</i>	felt troubled or uneasy
5.	discouraged	<i>adj.</i>	loss of hope
6.	liberated	<i>adj.</i>	released from social constraints or the enemy
7.	optimistic	<i>adj.</i>	hopeful that things will work out well

Prediction

The World's Children's Prize for the Rights of the Child

In a few days, you will vote for the nominee you believe should win The World's Children's Prize for the Rights of the Child. All three of the nominees will be honored for their contributions to the rights of the child at an international awards ceremony. The three nominees will receive prize money that will help them continue their work.

Today we will compare the nominees.

Materials

- 1 set of color-coded cards
 - Green: Inderjit Khurana
 - Yellow: Betty Makoni
 - Blue: Cynthia Maung
- Copy of the article about your nominee

Procedure

1. Each group will be assigned one nominee. Reread the article about your nominee with your group.
2. Record the following information on your cards:
 - 1 card: Where your nominee works
 - 2–3 cards: The problem your nominee is working to solve
 - 2–3 cards: How your nominee is working to solve the problem
3. The teacher will be monitoring your work and will help you as needed.
4. At the end of class, put your cards together so that you can share your information with the class tomorrow.

Generate Level 1, 2, and 3 Questions

	Level 1	Level 2	Level 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Level 1	Level 2	Level 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Level 1	Level 2	Level 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Iqbal—Chapter 12 Student Log

Level 1 Level 2 Level 3

Level 1 Level 2 Level 3

After Reading: Does It Make Sense?

- | | | |
|--|--|---------------------------------------|
| 1. That same evening, after breakfast, Iqbal made a solemn declaration to the men and women who were meeting in the big downstairs room: “I never want to help with this cause again.” | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |
| 2. By now, he had taken his place in the meetings of the adults, speaking up with authority. He was tireless. The minute he finished one mission, he began another. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |

Get the Gist

Who or what was the chapter about?

What was the most important thing about the “who” or the “what”?

Write your gist statement in 10 or fewer words.

Chapter 13

Teacher Guide and Student Log

Chapter 13 Teacher Guide

pp. 101–106

Day 1 at a Glance

(50 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 13 Student Log for each student
- Display of Chapter 13 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Build Background Knowledge	30 minutes	<ul style="list-style-type: none"> • Chart headings on wall • Students' completed colored cards • Ballots • Box or bag for ballots 	Make copies of ballots (located in Teacher Guide) and cut strips apart.
Prediction	5 minutes	Running list of Get the Gist statements in classroom	
Review Vocabulary: Semantic Features Analysis	15 minutes	<ul style="list-style-type: none"> • Semantic features analysis chart in student logs • Transparency of chart 	

Build Background Knowledge

(30 minutes; continued from Chapter 12 lesson plan)

Activity

The World's Children's Prize for the Rights of the Child

Objective

Students will present their information on each nominee for The World's Children's Prize for the Rights of the Child and will vote for their chosen candidate.

Information for the Teacher

The information for this lesson was taken from The World's Children's Prize for the Rights of the Child website: www.childrensworld.org/page.html

Today, each group of students will present their information and post their information cards on the wall. They will also vote for the candidate they believe deserves to win The World's Children's Prize for the Rights of the Child.

After each class, you will have to disassemble the chart so that the next class can create their own.

1. Hand out students' completed cards.
2. Complete the chart one nominee at a time. If you have more than one group sharing ideas about one nominee, allow them to share the task of completing the chart.

Here is what the completed chart should look like:

	Nominee	Location	Problem	Solution
Green cards	Inderjit Khurana			
Yellow cards	Betty Makoni			
Blue cards	Cynthia Maung			

3. Explain that students will now have a chance to vote on the nominee that they believe should be awarded the prize. Remind them that it doesn't have to be the nominee they studied. Discuss the importance of voting privately.
4. Hand out ballots. (See next page; each row will need to be cut out, and students will circle the nominee they wish to vote for.)
5. Students vote and put their ballots into a box or bag.



World's Children's Prize Foundation. (2007). *Global vote 2007: Global Friends' Award*. Retrieved from: www.childrensworld.org/downloads/Ballots_eng_07.pdf

Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements.
2. Say, *Read the gist statement for Chapter 12 to yourself.*
3. *Now follow along as I read the statement.*

Read the statement with the class.

4. *Now, think about what we have learned so far. In 1 minute I want you to write down a sentence in your Chapter 13 Student Log that tells what you think is going to happen in Chapter 13.*

Set the timer for 1 minute.

5. When the timer goes off, say, *Partner 1 tell Partner 2 what you think this chapter is going to be about.*

Monitor discussions and share ideas with the entire class as appropriate.

Review Vocabulary: Semantic Feature Analysis

(15 minutes)

(Anders, Bos, & Filip, 1984)

	Word	Part of speech	Definition	Reference the book
1.	intervene	<i>v.</i>	to enter a situation and change what is happening	You know how hard it is to get the magistrates to intervene. (Page 92)
2.	influential	<i>adj.</i>	having power	The moneylenders are influential. (Page 92)
3.	clandestine	<i>adj.</i>	secret	But now there's a law in our country that makes these clandestine factories illegal. (Page 91)
4.	fretted	<i>v.</i>	felt troubled or uneasy	We had everything we needed, but I still fretted sometimes. (Page 96)
5.	discouraged	<i>adj.</i>	loss of hope	All the men had come back grim and discouraged that day, even Eshan Khan, who was always optimistic and ready to smile. (Page 105)
6.	liberated	<i>adj.</i>	released from social constraints or the enemy	Almost two hundred children were liberated. (Page 95)
7.	optimistic	<i>adj.</i>	hopeful that things will work out well	All the men had come back grim and discouraged that day, even Eshan Khan, who was always optimistic and ready to smile. (Page 105)

You originally taught how to complete a semantic feature analysis in Chapter 9 lessons. This time, you are using vocabulary words to describe events from the story.

1. Ask students to find the semantic feature analysis chart in their student logs. Place the transparency of the chart on the overhead so students can follow along with you.
2. Review what a semantic feature analysis is and why they are learning how to complete one.
3. Remind them that last time, they looked at character traits and found evidence of different vocabulary terms. Today they will be thinking about events from Chapter 12 and which vocabulary words apply to those events. (The last row includes an event from Chapter 13, which will be completed in the Day 2 lesson.)
4. Model at least the first row for the students, more if necessary. Provide guidance as needed once students begin to work in pairs or independently.
5. Check answers once everyone is finished. An answer key is provided on the following page.

Chapter 12 Events: Semantic Feature Analysis Chart Answer Key

Story event	intervene	influential	clandestine	fretted	discouraged
Ch. 12, p. 91–92 Iqbal begged to stay and help the liberation front.	Iqbal wanted to intervene and help children who were slave workers.	Iqbal was very influential in the fight to end child slavery.			
Ch. 12, p. 94 Iqbal snuck into a carpet factory.			Iqbal was clandestine when he snuck into factories where children worked.		
Ch. 12, p. 100 Incendiary bombs were thrown into the headquarters building.	The people who threw the bombs into the building were intervening in the fight to end child slavery.			Knowing that bombs may strike at any time would cause one to fret.	
Ch., 13, p. 102 the life of brick workers					Brick workers were treated so poorly that they were deeply discouraged about life.

Day 2 at a Glance

(50 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 13 Student Log for each student
- Display of Chapter 13 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Read the Chapter: Generate Level 1, 2, and 3 Questions	30 minutes	Level 1, 2, and 3 Question Cards	Choose a reading format.
Review Vocabulary: Semantic Features Analysis	15 minutes	Same as Day 1	Refer to Day 1 lesson plan.
Closure: Verify Predictions and Get the Gist	5 minutes	Running list of Get the Gist statements in classroom	

Read the Chapter: Generate Level 1, 2, and 3 Questions

(30 minutes)

(Swanson, Edmonds, Hairrell, Vaughn, & Simmons, 2011)

Choose a format for reading, based on the amount of text, and circle the reading format you plan to use. Remember to choose a variety of reading formats throughout the novel. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format.

Reading format options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)
Silent reading with frequent checks for understanding	

Stop at the following places to have students generate Level 1, 2, and 3 questions:

- End of page 102: Level 1 question
- Middle of page 105: Level 2 question
- End of page 106: Level 3 question

If time remains, students can generate additional questions.

Review Vocabulary: Semantic Features Analysis

(15 minutes; continued from Day 1)

(Anders, Bos & Filip, 1984)

	Word	Part of speech	Definition	Reference the book
1.	intervene	<i>v.</i>	to enter a situation and change what is happening	You know how hard it is to get the magistrates to intervene. (Page 92)
2.	influential	<i>adj.</i>	having power	The moneylenders are influential. (Page 92)
3.	clandestine	<i>adj.</i>	secret	But now there's a law in our country that makes these clandestine factories illegal. (Page 91)
4.	fretted	<i>v.</i>	felt troubled or uneasy	We had everything we needed, but I still fretted sometimes. (Page 96)
5.	discouraged	<i>adj.</i>	loss of hope	All the men had come back grim and discouraged that day, even Eshan Khan, who was always optimistic and ready to smile. (Page 105)
6.	liberated	<i>adj.</i>	released from social constraints or the enemy	Almost two hundred children were liberated. (Page 95)
7.	optimistic	<i>adj.</i>	hopeful that things will work out well	All the men had come back grim and discouraged that day, even Eshan Khan, who was always optimistic and ready to smile. (Page 105)

Yesterday you reviewed how to complete a semantic feature analysis with events from Chapter 12. Today, quickly review the purpose of a semantic feature analysis and steps for completing the chart. Let students complete the last row (event from Chapter 13) and any remaining Chapter 12 rows that they did not complete yesterday. Provide modeling and guidance as needed.

Closure: Verify Predictions and Get the Gist

(5 minutes)

Verify Predictions

Let's look back at our predictions and see if we were correct. First 1s then 2s: Share your prediction with your partner. Were you correct?

Give partners a minute to discuss and then have a few students share with the group.

Get the Gist

(Klingner et al., 2001)

By now, your students are familiar with the process for creating a gist statement. Have students create a Get the Gist statement for the entire chapter and write it in their student logs. Students may then share their statements. Remember to vary the ways in which you have students respond:

- Partner work
- Individual work
- Discussion as a class

Record the statement on the daily Get the Gist chart in your classroom; you will refer to it during the next chapter lesson.

Chapter 13 Student Log

pp. 101–106

Prediction

Vocabulary

	Word	Part of speech	Definition
1.	intervene	<i>v.</i>	to enter a situation and change what is happening
2.	influential	<i>adj.</i>	having power
3.	clandestine	<i>adj.</i>	secret
4.	fretted	<i>v.</i>	felt troubled or uneasy
5.	discouraged	<i>adj.</i>	loss of hope
6.	liberated	<i>adj.</i>	released from social constraints or the enemy
7.	optimistic	<i>adj.</i>	hopeful that things will work out well

Chapter 12 Events: Semantic Feature Analysis Chart

Story event	intervene	influential	clandestine	fretted	discouraged
Ch. 12, p. 91–92 Iqbal begged to stay and help the liberation front.					
Ch. 12, p. 94 Iqbal snuck into a carpet factory.					
Ch. 12, p. 100 Incendiary bombs were thrown into the headquarters building.					
Ch., 13, p. 102 The life of brick workers					

Generate Level 1, 2, and 3 Questions

	Level 1	Level 2	Level 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Level 1	Level 2	Level 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Level 1	Level 2	Level 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Iqbal—Chapter 13 Student Log

	Level 1	Level 2	Level 3
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Level 1	Level 2	Level 3
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Get the Gist

Who or what was the chapter about?

What was the most important thing about the “who” or the “what”?

Write your gist statement in 10 or fewer words.

Chapter 14

Teacher Guide and Student Log

Chapter 14 Teacher Guide

pp. 107–115

Day 1 at a Glance

(50 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 14 Student Log for each student
- Display of Chapter 14 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Introduce Vocabulary	15 minutes	Yes/No Response Cards (one set per pair of students)	<ul style="list-style-type: none">• Prepare Yes/No Response Cards (or use sets from previous instruction).• Prepare vocabulary instruction.
Prediction	5 minutes	Running list of Get the Gist statements in classroom	
Read the Chapter: Generate Level 1, 2, and 3 Questions	30 minutes	Level 1, 2, and 3 Questions Cards	Choose a reading format.

Introduce Vocabulary

(15 minutes)

	Word	Part of speech	Definition	Reference the book
1.	whitewashed	<i>adj.</i>	covered with a thin white paint typically used on walls	We entered the small, whitewashed room, which was almost empty and very neat. (page 107)
2.	international	<i>adj.</i>	of or having to do with what happens between two or more countries	There's going to be an international conference on labor problems. (page 109)
3.	conference	<i>n.</i>	a meeting to discuss a particular matter	There's going to be an international conference on labor problems. (page 109)
4.	deprived	<i>v.</i>	to take a way from; not allow to have	So long as there's a child in this world who is deprived of his childhood, a child who is beaten, violated, or exploited, nobody can say: "It's not my business." (page 111)
5.	distribute	<i>v.</i>	to divide into parts and give out to several people	The lame man who came to distribute and collect mail every ten days wasn't to be seen. (page 114)
6.	cowardice	<i>n.</i>	a lack of bravery to work through danger, pain, or other difficult things	Forgive my cowardice, Fatima. (page 116)
7.	murmured	<i>v.</i>	made a low, unclear sound; whispered	A man has murmured that through the curtain of falling rain he saw Iqbal pass close to the car. (page 118)

Display the Chapter 14 Student Log so students can follow along as you read. After introducing each word, connect the word to context of the passage and, for at least 3–4 words (depending on time), provide some examples and nonexamples. Use the Vocabulary Template on the following pages to plan this instruction. The procedure is as follows:

- Step 1:** Say the word. Have students repeat the word.
- Step 2:** Tell the students what the word means.
- Step 3:** Tell students how the word is used in the story and explain.
- Step 4:** Give students three to five examples of the word being used in other contexts.
- Step 5:** Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

Vocabulary Word:

Step 1: Say the word. Have students repeat the word.

Step 2: Tell students what the word means. (Write the definition.)

Step 3: Tell students how the word is used in the story and explain.

Step 4: Give students three to five examples of the word being used in other contexts.

Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

Vocabulary Word:

Step 1: Say the word. Have students repeat the word.

Step 2: Tell students what the word means. (Write the definition.)

Step 3: Tell students how the word is used in the story and explain.

Step 4: Give students three to five examples of the word being used in other contexts.

Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

Vocabulary Word:

Step 1: Say the word. Have students repeat the word.

Step 2: Tell students what the word means. (Write the definition.)

Step 3: Tell students how the word is used in the story and explain.

Step 4: Give students three to five examples of the word being used in other contexts.

Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

Vocabulary Word:

Step 1: Say the word. Have students repeat the word.

Step 2: Tell students what the word means. (Write the definition.)

Step 3: Tell students how the word is used in the story and explain.

Step 4: Give students three to five examples of the word being used in other contexts.

Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

Vocabulary Word:

Step 1: Say the word. Have students repeat the word.

Step 2: Tell students what the word means. (Write the definition.)

Step 3: Tell students how the word is used in the story and explain.

Step 4: Give students three to five examples of the word being used in other contexts.

Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements.
2. Say, *Read the gist statement for Chapter 13 to yourself.*
3. *Now follow along as I read the statement.*

Read the statement with the class.

4. *Now, think about what we have learned so far. In 1 minute I want you to write down a sentence in your Chapter 14 Student Log that tells what you think is going to happen in Chapter 14.*

Set the timer for 1 minute.

5. When the timer goes off, say, *Partner 1 tell Partner 2 what you think this chapter is going to be about.*

Monitor discussions and share ideas with the entire class as appropriate.

Read the Chapter: Generate Level 1, 2, and 3 Questions

(30 minutes)

(Swanson, Edmonds, Hairrell, Vaughn, & Simmons, 2011)

Choose a format for reading, based on the amount of text, and circle the reading format you plan to use. Remember to choose a variety of reading formats throughout the novel. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format.

Reading format options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)
Silent reading with frequent checks for understanding	

Stop at the following places to have students generate Level 1, 2, and 3 questions.

- End of page 76: Level 3 question
- End of page 79: Level 1 question
- End of page 81: Level 2 question

If time remains, students can generate additional questions.

Day 2 at a Glance

(45 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 14 Student Log for each student
- Display of Chapter 14 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Summarize Narrative Text	40 minutes		Plan modeling of the summarization strategy using the planning box and rubric.
Closure: Verify Predictions and Get the Gist	5 minutes	Running list of Get the Gist statements in classroom	

Summarize Narrative Text

(40 minutes)

The purpose of this activity is to help students summarize text across the entire novel. Your students may or may not be familiar with strategies that help them summarize text, so if this is their first exposure you will need to provide explicit instruction, model the process, and provide guided practice.

1. Say: *Today, you will be summarizing Chapter 14. A summary is different from a gist statement. A gist statement is a one-sentence reflection of the most important “who” or “what” of a paragraph or chapter. A summary is still brief, but it can be several sentences long. Like a gist statement, it still provides the most important information, but it can provide more detail than what a gist statement provides. For example, turn to the back of your Iqbal novel. There is a summary of the entire novel. It tells us what the story is about and why it is important.*
2. Model or provide guided practice of the summarization strategy for your students. (If your students are familiar with the process, you may only need to model a few steps.)
3. Finally, have students read the summary (generated during teacher modeling) and rate it according to the rubric. (If students are familiar with the process, they may work in pairs to generate a summary and fill out the rubric.) Students have copies of the planning box and rubric in their Chapter 14 Student Log.

Use the following steps to summarize text with your class:

- Step 1:** Identify the three most important events that occurred in the chapter. List them, in sequential order, in the planning box.
- Step 2:** Identify several important details about each event. List them, in sequential order, in the planning box.
- Step 3:** Develop introductory and closing sentences.
- Step 4:** Write the summary using the information in the planning box.
- Step 5:** Edit.

Planning	
Introductory sentence	
Important event	
Detail	
Detail	
Detail	
Detail	
Important event	
Detail	
Detail	
Detail	
Detail	
Important event	
Detail	
Detail	
Detail	
Detail	
Closing sentence	

Rubric: Summarizing Narrative Text		
Question	Student or partner rating	Teacher rating
1. Did the author include an introductory sentence?	Yes Fix up	Yes No
2. Did the author focus on important events?	Yes Fix up	Yes No
3. Did the author include important details?	Yes Fix up	Yes No
4. Did the author combine details in some of the sentences?	Yes Fix up	Yes No
5. Is the summary easy to understand?	Yes Fix up	Yes No
6. Did the author correctly spell words, particularly the words found in the article?	Yes Fix up	Yes No
7. Did the author use correct capitalization, capitalizing the first word in the sentence and proper names of people, places, and things?	Yes Fix up	Yes No
8. Did the author use correct punctuation, including a period at the end of each sentence?	Yes Fix up	Yes No

Closure: Verify Predictions and Get the Gist

(5 minutes)

Verify Predictions

Let's look back at our predictions and see if we were correct. First 1s then 2s: Share your prediction with your partner. Were you correct?

Give partners a minute to discuss and then have a few students share with the group.

Get the Gist

(Klingner et al., 2001)

By now, your students are familiar with the process for creating a gist statement. Have students create a Get the Gist statement for the entire chapter and write it in their student logs. Students may then share their statements. Remember to vary the ways in which you have students respond:

- Partner work
- Individual work
- Discussion as a class

Record the statement on the daily Get the Gist chart in your classroom; you will refer to it during the next chapter lesson.

Chapter 14 Student Log

pp. 107–115

Vocabulary

	Word	Part of speech	Definition	Reference the book
1.	whitewashed	<i>adj.</i>	covered with a thin white paint typically used on walls	We entered the small, whitewashed room, which was almost empty and very neat. (page 107)
2.	international	<i>adj.</i>	of or having to do with what happens between two or more countries	There’s going to be an international conference on labor problems. (page 109)
3.	conference	<i>n.</i>	a meeting to discuss a particular matter	There’s going to be an international conference on labor problems. (page 109)
4.	deprived	<i>v.</i>	to take a way from; not allow to have	So long as there’s a child in this world who is deprived of his childhood, a child who is beaten, violated, or exploited, nobody can say: “It’s not my business.” (page 111)
5.	distribute	<i>v.</i>	to divide into parts and give out to several people	The lame man who came to distribute and collect mail every ten days wasn’t to be seen. (page 114)
6.	cowardice	<i>n.</i>	a lack of bravery to work through danger, pain, or other difficult things	Forgive my cowardice, Fatima. (page 116)
7.	murmured	<i>v.</i>	made a low, unclear sound; whispered	A man has murmured that through the curtain of falling rain he saw Iqbal pass close to the car. (page 118)

Prediction

Generate Level 1, 2, and 3 Questions

	Level 1	Level 2	Level 3
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
<hr/>			

	Level 1	Level 2	Level 3
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
<hr/>			

Iqbal—Chapter 14 Student Log

Level 1 **Level 2** **Level 3**

Level 1 **Level 2** **Level 3**

Level 1 **Level 2** **Level 3**

Summarization Procedure

- Step 1:** Identify the three most important events that occurred in the chapter. List them, in sequential order, in the planning box.
- Step 2:** Identify several important details about each event. List them, in sequential order, in the planning box.
- Step 3:** Develop introductory and closing sentences.
- Step 4:** Write the summary using the information in the planning box.
- Step 5:** Edit.

Planning	
Introductory sentence	
Important event	
Detail	
Detail	
Detail	
Detail	
Important event	
Detail	
Detail	
Detail	
Detail	
Important event	
Detail	
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Detail	
Closing sentence	

Rubric: Summarizing Narrative Text		
Question	Student or partner rating	Teacher rating
1. Did the author include an introductory sentence?	Yes Fix up	Yes No
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7. Did the author use correct capitalization, capitalizing the first word in the sentence and proper names of people, places, and things?	Yes Fix up	Yes No
8. Did the author use correct punctuation, including a period at the end of each sentence?	Yes Fix up	Yes No

Get the Gist

Who or what was the chapter about?

What was the most important thing about the “who” or the “what”?

Write your gist statement in 10 or fewer words.

Chapter 15 and Epilogue Teacher Guide and Student Log

Chapter 15 and Epilogue Teacher Guide

pp. 116–121

Day 1 at a Glance

(50 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 15 Student Log for each student
- Display of Chapter 15 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Prediction	5 minutes	Running list of Get the Gist statements in classroom	
Read the Chapter: Generate Level 1, 2, and 3 Questions	30 minutes	Level 1, 2, and 3 Questions Cards	Choose a reading format.
Review Vocabulary: Use the Frayer Model	15 minutes		

Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements.
2. Say, *Read the gist statement for Chapter 14 to yourself.*
3. *Now follow along as I read the statement.*

Read the statement with the class.

4. *Now, think about what we have learned so far. In 1 minute I want you to write down a sentence in your Chapter 15 Student Log that tells what you think is going to happen in Chapter 15.*

Set the timer for 1 minute.

5. When the timer goes off, say, *Partner 1 tell Partner 2 what you think this chapter is going to be about.*

Monitor discussions and share ideas with the entire class as appropriate.

Read the Chapter: Generate Level 1, 2, and 3 Questions

(30 minutes)

(Swanson, Edmonds, Hairrell, Vaughn, & Simmons, 2011)

Choose a strategy for reading, based on the amount of text. Remember to choose a variety of reading strategies throughout the novel. Circle the reading format you plan to use.

Reading format options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)
Silent reading with frequent checks for understanding	

Stop at the following places to have students generate Level 1, 2, and 3 questions.

- End of page 76: Level 3 question
- End of page 79: Level 1 question
- End of page 81: Level 2 question

If time remains, students can generate additional questions.

Review Vocabulary: Using the Frayer Model

(15 minutes)

(Frayer, Frederick, & Klausmeier, 1969)

	Word	Part of speech	Definition	Reference the book
1.	whitewashed	<i>adj.</i>	covered with a thin white paint typically used on walls	We entered the small, whitewashed room, which was almost empty and very neat. (page 107)
2.	international	<i>adj.</i>	of or having to do with what happens between two or more countries	There's going to be an international conference on labor problems. (page 109)
3.	conference	<i>n.</i>	a meeting to discuss a particular matter	There's going to be an international conference on labor problems. (page 109)
4.	deprived	<i>v.</i>	to take a way from; not allow to have	So long as there's a child in this world who is deprived of his childhood, a child who is beaten, violated, or exploited, nobody can say: "It's not my business." (page 111)
5.	distribute	<i>v.</i>	to divide into parts and give out to several people	The lame man who came to distribute and collect mail every ten days wasn't to be seen. (page 114)
6.	cowardice	<i>n.</i>	a lack of bravery to work through danger, pain, or other difficult things	Forgive my cowardice, Fatima. (page 116)
7.	murmured	<i>v.</i>	made a low, unclear sound; whispered	A man has murmured that through the curtain of falling rain he saw Iqbal pass close to the car. (page 118)

By now, you are aware of your students' ability to use the Frayer Model. You may still need to provide some modeling, and you may only need to provide individual support as you monitor students' work.

Suggestion

Identify 2–3 words from the vocabulary list. Let your students choose 1 vocabulary word to complete the Frayer Model.

Day 2 at a Glance

(45 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 15 Student Log for each student
- Display of Chapter 15 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Summarize Narrative Text	40 minutes		Plan modeling of the summarization strategy using the planning box and rubric.
Closure: Verify Predictions and Get the Gist	5 minutes	Running list of Get the Gist statements in classroom	

Summarize Narrative Text

(40 minutes)

The purpose of this activity is to help students summarize text across the entire novel. Your students may or may not be familiar with strategies that help them summarize text, so if this is their first exposure, you will need to provide explicit instruction, model the process, and provide guided practice.

1. Say: *Today, you will be summarizing Chapter 15. A summary is different from a gist statement. A gist statement is a one-sentence reflection of the most important “who” or “what” of a paragraph or chapter. A summary is still brief, but it can be several sentences long. Like a gist statement, it still provides the most important information, but it can provide more detail than what a gist statement provides. For example, turn to the back of your Iqbal novel. There is a summary of the entire novel. It tells us what the story is about and why it is important.*
2. Model or provide guided practice of the summarization strategy for your students. (If your students are familiar with the process, you may only need to model a few steps.)
3. Finally, have students read the summary (generated during teacher modeling) and rate it according to the rubric. (If students are familiar with the process, they may work in pairs to generate a summary and fill out the rubric.) Students have copies of the Planning Box and Rubric in their Chapter 15 Student Log.

Use the following steps to summarize text with your class:

- Step 1:** Identify the three most important events that occurred in the chapter. List them, in sequential order, in the planning box.
- Step 2:** Identify several important details about each event. List them, in sequential order, in the planning box.
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Planning	
Introductory sentence	
Important event	
Detail	
Detail	
Detail	
Detail	
Important event	
Detail	
Detail	
Detail	
Detail	
Important event	
Detail	
Detail	
Detail	
Detail	
Closing sentence	

Rubric: Summarizing Narrative Text		
Question	Student or partner rating	Teacher rating
1. Did the author include an introductory sentence?	Yes Fix up	Yes No
2. Did the author focus on important events?	Yes Fix up	Yes No
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Closure: Verify Predictions and Get the Gist

(5 minutes)

Verify Predictions

Let's look back at our predictions and see if we were correct. First 1s then 2s: Share your prediction with your partner. Were you correct?

Give partners a minute to discuss and then have a few students share with the group.

Get the Gist

(Klingner et al., 2001)

By now, your students are familiar with the process for creating a gist statement. Have students create a Get the Gist statement for the entire chapter and write it in their student logs. Students may then share their statements. Remember to vary the ways in which you have students respond:

- Partner work
- Individual work
- Discussion as a class

Record the statement on the daily Get the Gist chart in your classroom; you will refer to it during the next chapter lesson.

Chapter 15 Student Log

pp. 107–115

Prediction

Generate Level 1, 2, and 3 Questions

	Level 1	Level 2	Level 3
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
<hr/>			

	Level 1	Level 2	Level 3
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
<hr/>			

Iqbal—Chapter 15 and Epilogue Student Log

	Level 1	Level 2	Level 3
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Level 1	Level 2	Level 3
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Vocabulary

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DEFINITION		CHARACTERISTICS	
	WORD		
EXAMPLES		NONEXAMPLES	

Summarization Procedure

- Step 1:** Identify the three most important events that occurred in the chapter. List them, in sequential order, in the planning box.
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Planning	
Introductory sentence	
Important event	
Detail	
Detail	
Detail	
Detail	
Important event	
Detail	
Detail	
Detail	
Detail	
Important event	
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Detail	
Detail	
Detail	
Closing sentence	

Rubric: Summarizing Narrative Text		
Question	Student or partner rating	Teacher rating
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Get the Gist

Who or what was the chapter about?

What was the most important thing about the “who” or the “what”?

Write your gist statement in 10 or fewer words.

Supplementary Student Materials

Level 1—Right There

- Questions can be answered in one word or one sentence
- Answers can be found word-for-word in the text
 - Who? ➤ Where?
 - What? ➤ Why?
 - When? ➤ How?

Level 1—Right There

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 - When? ➤ How?

Level 1—Examples

- What is the capital of Texas?
- Who was Jane Long?
- Where did the Mexican War begin?

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- What is the capital of Texas?
- Who was Jane Long?
- Where did the Mexican War begin?

Level 2—Putting It Together

- Questions can be answered by looking in the text
- Answers require one or more sentences
- To answer the questions, you have to look in more than one place and put information together

➤ Who? ➤ Where?
➤ What? ➤ Why?
➤ When? ➤ How?

Level 2—Putting It Together

- Questions can be answered by looking in the text
- Answers require one or more sentences
- To answer the questions, you have to look in more than one place and put information together

➤ Who? ➤ Where?
➤ What? ➤ Why?
➤ When? ➤ How?

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➤ What? ➤ Why?
➤ When? ➤ How?

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- Questions can be answered by looking in the text
- Answers require one or more sentences
- To answer the questions, you have to look in more than one place and put information together

➤ Who? ➤ Where?
➤ What? ➤ Why?
➤ When? ➤ How?

Level 2—Examples

- How did ranchers get their cattle to the markets?
- What events led to Texas joining the United States?
- Why was it harder for enslaved people to have a family life than plantation owners?

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- What events led to Texas joining the United States?
- Why was it harder for enslaved people to have a family life than plantation owners?

Level 3—Making Connections

- Questions cannot be answered by using text alone
- Answers require you to think about what you just read, what you already know, and how it fits together
- How is ___ like (similar to) ___ ?
- How is ___ different from ___ ?
- How is ___ related to ___ ?

Level 3—Making Connections

- Questions cannot be answered by using text alone
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Level 3—Examples

- Why is the Alamo important in Texas History
- How is the Texas Declaration of Independence similar to the United States Declaration of Independence?
- How is the Civil War different from the Mexican War?

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