



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

Preferred Citation

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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.

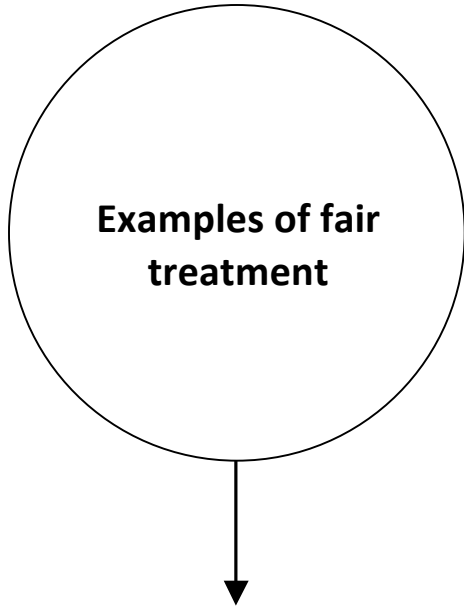
Comprehension Questions

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

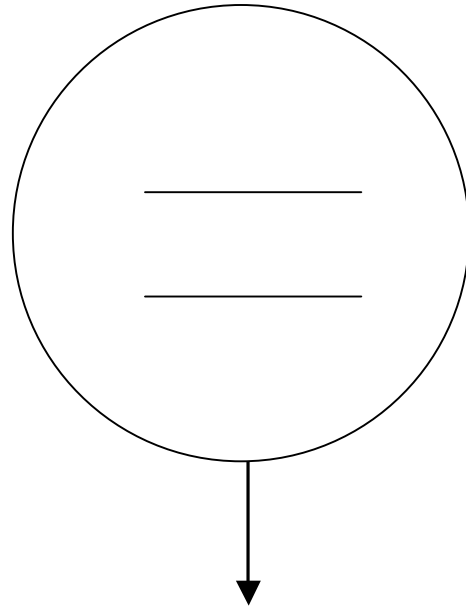
3. How did Sarah feel when she first joined the workforce as Cressbrook?
 - A. Proud
 - B. Scared
 - C. Timid about meeting new people
 - D. Hungry

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
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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"/>

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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



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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.

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Consensus Politics

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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.

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Worse Things Happen

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Comprehension Questions

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 - 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>



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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.

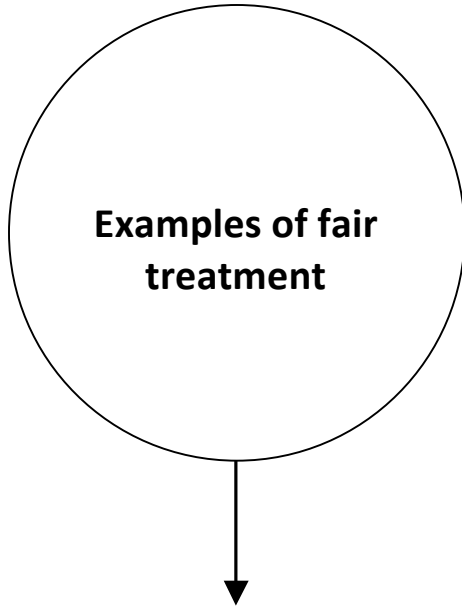
⁸There was a young woman, Sarah Goodling, who was sick and so she stopped her machine. James Birch, the overlooker knocked her to the floor. She got up as well as she could. He knocked her down again. Then she was carried to the apprentice house. Her bedfellow found her dead in bed. There was another 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.

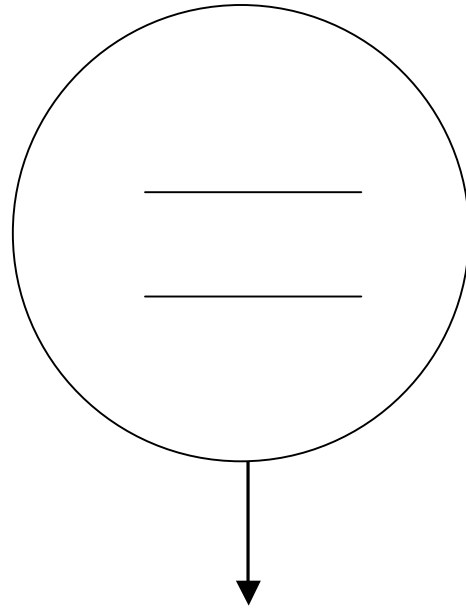
Comprehension Questions

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.