



# **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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# **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
<b>Introduce Vocabulary</b>	15 minutes		
<b>Prediction</b>	3 minutes	Running list of Get the Gist statements in classroom	
<b>Build Background Knowledge</b>	15 minutes	Transparency of “Is Work that is Safe for Adults Also Safe For Children?”	<ul style="list-style-type: none"><li>• Choose a reading format.</li><li>• Plan stopping points in text where students will generate questions.</li></ul>
<b>Read the Chapter</b>	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/CLEPhealthhandouts.pdf](http://www.continuetolearn.uiowa.edu/laborctr/child_labor/materials/documents/CLEPhealthhandouts.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><b>1.</b> 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><b>2.</b> 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><b>3.</b> 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><b>4.</b> 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>

<b>RESEARCH STUDIES SAY:</b>	<b>DOES IT MAKE SENSE?</b>
<p><b>5.</b> 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><b>6.</b> 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><b>7.</b> 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><b>8.</b> 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.

<b>Reading format options</b>	
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
<b>Introduce and Model Level 3 Questions</b>	15 minutes	Level 3 Question Cards (added to Level 1 and Level 2 Question Cards on a ring)	<ul style="list-style-type: none"> <li>• Prepare questions cards.</li> <li>• Plan introduction to Level 3 questions.</li> </ul>
<b>After Reading: Does It Make Sense?</b>	5 minutes	Yes/No Response Cards	<ul style="list-style-type: none"> <li>• Prepare Yes/No Response Cards (or use cards from previous instruction).</li> </ul>
<b>Closure: Verify Predictions and Get the Gist</b>	5 minutes	Running list of Get the Gist statements in classroom	
<b>Extended Reading</b>	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.

<b>PLANNING</b>	
<b>Paragraphs you will use</b>	<b>“Making connections” question you’ll create</b>

## **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

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

<sup>2</sup>“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.”

<sup>3</sup>Yet, 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.

<sup>4</sup>Migrant 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.

<sup>5</sup>Santos, 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.

<sup>6</sup>“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**

<sup>7</sup>In 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.

<sup>8</sup>Each 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.

<sup>9</sup>“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.”

<sup>10</sup>Once 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.

<sup>11</sup>While 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.

<sup>12</sup>“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.”

<sup>13</sup>Year 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.

<sup>14</sup>“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**

<sup>15</sup>For 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.



<sup>16</sup>In 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.

<sup>17</sup>“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.”

<sup>18</sup>For 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.

<sup>19</sup>Among 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.

<sup>20</sup>“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**

<sup>21</sup>With 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.

<sup>22</sup>“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.”

<sup>23</sup>Now 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.

<sup>24</sup>“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

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

RESEARCH STUDIES SAY:	DOES IT MAKE SENSE?
<p><b>1.</b> 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><b>2.</b> 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><b>3.</b> 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><b>4.</b> 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>

<b>RESEARCH STUDIES SAY:</b>	<b>DOES IT MAKE SENSE?</b>
<p><b>5.</b> 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><b>6.</b> 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><b>7.</b> 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><b>8.</b> 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?

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

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Write your gist statement in 10 or fewer words.

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## **Extended Reading Passage**

### **Young Migrant Workers Toil in U.S. Fields**

By Karen Fanning

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

<sup>2</sup>“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.”

<sup>3</sup>Yet, 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.

<sup>4</sup>Migrant 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.

<sup>5</sup>Santos, 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.

<sup>6</sup>“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**

<sup>7</sup>In 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.

<sup>8</sup>Each 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.

<sup>9</sup>“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.”

<sup>10</sup>Once 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.

<sup>11</sup>While 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.

<sup>12</sup>“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.”

<sup>13</sup>Year 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.

<sup>14</sup>“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**

<sup>15</sup>For 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.



<sup>16</sup>In 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.

<sup>17</sup>“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.”

<sup>18</sup>For 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.

<sup>19</sup>Among 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.

<sup>20</sup>“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**

<sup>21</sup>With 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.

<sup>22</sup>“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.”

<sup>23</sup>Now 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.

<sup>24</sup>“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.