



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

The Meadows Center for Preventing Educational Risk. (2012). *Reading instruction for middle school students: Lessons for improving comprehension through “Iqbal” by Francesco D’Adamo*. Austin, TX: Author.



© 2012 Texas Education Agency/University of Texas System

These materials are copyrighted © by and are the property of the Texas Education Agency and The University of Texas System and may not be reproduced or distributed without their written permission, except by Texas public school educators under the following conditions:

1. Any portion reproduced or distributed will be used exclusively for nonprofit educational purposes in Texas.
2. No monetary charge is made for the reproduced materials, any document containing them, or any activity at which they are distributed; however, a reasonable charge to cover only the cost of reproduction and distribution is allowed.
3. No modifications or changes can be made to the materials by anyone without the express written permission of the Texas Education Agency and The University of Texas System.

To obtain a license to reprint large quantities, or to use the materials in a manner not specified above, contact licensing@texasreading.org.

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.

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.

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>
-------------------------	--	----------------------------------	--	---------------------------------	--	--	---

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>
---	--	---

<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>
---	--	--

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.
