



# **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 9**

## **Teacher Guide and Student Log**

# Chapter 9 Teacher Guide

pp. 67–74

## Day 1 at a Glance

(55 Minutes)

### Materials Needed Throughout Lesson

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

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

# Extended Reading

(25 minutes)

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

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

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

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

## Answer Key

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

## Extended Reading Passage

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

By Karen Fanning

<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.”

## Comprehension Questions

1. In paragraph 1, what does the author mean by the sentence, “Santos Polendo remembers his first day of work like it was yesterday”?
  - A. Santos’ first day of work was yesterday.
  - B. Santos remembers his first day of work very well.
  - C. Santos forgot what his first day of work was like.
  - D. Santos went to work yesterday.
  
2. Every year, when Dora has to leave school early, she feels—
  - A. Excited
  - B. Ready to leave early
  - C. Upset
  - D. Eager
  
3. The author says Santos is lucky because:
  - A. He works only in the summer months.
  - B. He misses more school than Dora.
  - C. He moves around like Dora.
  - D. Dora performs better in school.
  
4. The common theme between the two sections of this passage is:
  - A. Children of migrant workers often struggle in school.
  - B. Migrant workers never move.
  - C. Children of migrant workers consider themselves lucky.
  - D. Migrant workers are almost always men.



# Prediction

**(5 minutes)**

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

Read the statement with the class.

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

Set the timer for 1 minute.

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

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

# Read the Chapter

(25 minutes)

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

<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

(60 Minutes)

### Materials Needed Throughout Lesson

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

Activity	Time	Materials	Preparation
<b>After Reading: Model Semantic Features Analysis of Character Traits</b>	25 minutes	Character Traits chart for each student (located in student log)	
<b>After Reading: Does It Make Sense?</b>	5 minutes	Yes/No Response Cards	Prepare Yes/No Response Cards (or use cards from previous instruction).
<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, “A Dream Come True”	

# After Reading: Model Semantic Features Analysis of Character Traits

(25 minutes)

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

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

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

- barbarous
- traitor
- unruly
- inexperienced
- fugitive

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

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

Read the first paragraph.

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

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

Read the first paragraph.

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

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

6. Continue with the words *unruly* and *inexperienced*.
7. Model the process again with Karim.
8. When you get to Hussain Khan’s row, you may be able to begin guided practice of this activity. Monitor your students’ understanding of the activity and their ability to complete it with your guidance. They may still need modeling.

## Character Traits (Answer Key)

	barbarous	traitor	fugitive	unruly	inexperienced
Iqbal	No	p. 56, paragraph 1 This paragraph reminds the reader that he ran away from his master, Hussain Khan.	p. 56, paragraph 1 p. 67, paragraph 2 “...I finally reached a very long, wide street that led out of the city and I thought, Maybe this will lead me home, to the countryside...”	p. 60 “...I could see Iqbal yelling and squirming as he tried to free himself from the mistress’s grip...”	p. 67, paragraph 2 “...there were great puddles everywhere, and I didn’t know where to go...”  p. 70, last paragraph “I was scared. I felt lonely, and I didn’t know what to do or where to go...I was so sad and homesick...”
Karim	p. 61 “Karim was terrified and he didn’t give us a minute’s rest, a single minute’s distraction. ‘you want to ruin me,’ he repeated, ‘but I won’t let you. Get back to work! Work!’”	No	No	No	No

	<b>barbarous</b>	<b>traitor</b>	<b>fugitive</b>	<b>unruly</b>	<b>inexperienced</b>
Hussain Khan	<p>p. 63 The children had not been fed enough... “I was hungry. I was tired. I was desperate...”</p> <p>p. 65 Maria ruined her rug. “Into the Tomb! Into the Tomb you go, too!”</p> <p>p. 66 “Iqbal was back with us an hour later, after 6 days in the Tomb. He was exhausted, pale, and starving, but he was still alive.</p>	No	No	No	<p>pp. 65–66 When Maria got into trouble and all of the children volunteered to go into the Tomb. “Hussain Khan was pale. He moved restlessly, unable to decide what to do. He tried to shout over our voices, but couldn’t...after a bit he gave up.”</p>



	<b>barbarous</b>	<b>traitor</b>	<b>fugitive</b>	<b>unruly</b>	<b>inexperienced</b>
<p>Maria</p>	<p>No</p>	<p>p. 64                      Maria made her rug with a big kite on it. This act was disloyal to Hussain.                      “...in the middle of the carpet, instead of simple red and yellow stripes, there was not a picture. It was of a kite...”</p>	<p>No</p>	<p>No</p>	<p>p. 64                      Maria was inexperienced in making intricate rugs.                      “Maria always had the easiest patterns, carpets with simple geometric figures that didn’t require any particular skill...”</p>

## After Reading: Does It Make Sense?

(5 minutes)

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

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

### Response Formats

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

### Game Prompts and Answers

Prompts	References from book
<p><b>Prompt 1:</b> “I reached the city just before dawn,” Iqbal began his story. “The sky was gray. It was sunny outside. There were no puddles anywhere and I didn’t know where to go. For a while I just wandered around. There are areas where the horses are very tall, so tall you can hardly see the tops of them.”</p> <p><b>Answer:</b> Doesn’t make sense. If the sky were gray, it would not be sunny outside. If there were no puddles, Iqbal would not need to look for a place to go. Horses would not be so tall that you couldn’t see the tops of them.</p>	<p><b>From page 67:</b> “I reached the city just before dawn,” Iqbal began his story. “The sky was gray. It was raining. There were great puddles everywhere, and I didn’t know where to go. For a while I just wandered around. There are areas where the houses are very tall, so tall you can hardly see the tops of them.”</p>
<p><b>Prompt 2:</b> “At the police station, they were very nice to me. They chained me to my bed and didn’t feed me. But I wasn’t a prisoner. I could go away if I liked. At least that’s what they told me.”</p> <p><b>Answer:</b> Doesn’t make sense. Chaining someone to a bed is not nice and would probably mean that they were a prisoner.</p>	<p><b>From page 73:</b> “At the police station, they were very nice to me. They gave me a bowl of rice and they let me sleep on a cot in a cell. But I wasn’t a prisoner. I could go away if I liked. At least that’s what they told me.”</p>
<p><b>Prompt 3:</b> Then a small voice spoke from behind the group, a voice we had never heard before. It was a strange voice. It sounded rusty. “That’s not true. I can read.” With our mouths hanging open in surprise, we all turned around to look at Maria.</p> <p><b>Answer:</b> Makes sense</p>	<p><b>From page 74:</b> Same as Prompt 3</p>

# Closure: Verify Predictions and Get the Gist

(5 minutes)

## Verify Predictions

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

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

## Get the Gist

*(Klingner et al., 2001)*

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

- Partner work
- Individual work
- Discussion as a class

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

## Extended Reading

**(25 minutes)**

Ask students to locate the extended reading passage within their Chapter 9 Student Log. Place the transparency of the passage on the overhead projector.

It is important that students read the passage independently or with a partner and answer the questions in the same manner. Monitor students while they read and answer questions. When finished, check answers and discuss strategies for selecting correct answers, including how to refer back to the passage.

The extended reading passage was retrieved June 5, 2006, from:  
[www.authorsden.com/visit/viewarticle.asp?id=22553&AuthorID=7434](http://www.authorsden.com/visit/viewarticle.asp?id=22553&AuthorID=7434)

### Answer Key

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

## Extended Reading Passage

### A Dream Come True

By Shoma Mittra

Retrieved June 5, 2006, from  
[www.authorsden.com/visit/viewarticle.asp?id=22553&AuthorID=7434](http://www.authorsden.com/visit/viewarticle.asp?id=22553&AuthorID=7434)

<sup>1</sup>I dreamed. I dreamed that one day I would be a police officer. I dreamed that I would no longer have to carry heavy buckets of water every single day. I dreamed of going to school like other children. I dreamed of flying kites and running against the wind. I dreamed of eating till my stomach burst.....

<sup>2</sup>My name is Srinivas. I come from a poor family. Very poor. To support us my father worked as a laborer for a man called Chinnapuram Ganga Reddy who owns five acres of land in Andhra Pradesh. The meager pay was not enough for us to live on. We could barely eat two square meals a day. My father struggled from morning till evening on the land. My mother had died after a prolonged illness. All our money had gone into treatment costs for her. My father could no longer afford the cost of my tuition fees and by the end of class four decided to call an end to my school going days.

<sup>3</sup>I was soon put to work for a man who paid my father five thousand rupees annually for my services. I was a bonded labor. I had no holidays, no free time, no play time, no friends. My days were work, work and more work. I drew water for the land during the day and worked as a guard during the night. The only salvation I had was the time I spent listening to a radio. I loved listening to it. It took me to a whole new world which was otherwise out of my reach. I loved listening to music and dramas and talk shows. One of these talk shows was what changed my life....

<sup>4</sup>I was twelve years old by then and every morning before I left for work, the station would air a program called Vindan Chaduvukundam which meant ‘let’s listen and study’. This program held my attention as I had missed going to school for so many years. The people on the show urged us not to give up our education. That set me thinking and I decided to contact Mr. Sudhakar Rao, the community mobilization officer of Sarva Siksha Abhiyan. The radio station had broadcast his cell phone number and I noted it down in the palm of my hand.

<sup>5</sup>On my way to the fields that morning, I stopped by a phone booth and dialed Mr. Sudhakar Rao's number. I told him of my plight and of my eagerness to continue my studies. I told him that it was my dream to become a police officer someday. I suppose I must have struck a chord somewhere, for Mr. Rao assured me that he would do his best to help me.

<sup>6</sup>He turned out to be a man of his words, because a few days later I was delighted and surprised to see him at Narsingapally. Mr. Rao asked my employer to release me from bonded labor, but my landlord was adamant. It was only the threat of imprisonment and dire consequences for keeping a child in bonded labor that finally led my employer to acquiesce and release me.

<sup>7</sup>With further help from Mr. Rao I was admitted to the Residential Bridge School, Dichpally. It was a dream come true for me this year when I passed my exams with 355 marks out of 600. Both my father and Mr. Rao were delighted and I am ecstatic.

## Comprehension Questions

1. In paragraph 2, the words *meager pay* help the reader understand Srinivas':
  - A. Wealthy standing in the community
  - B. Small amount of pay received
  - C. Generous pay the family received
  - D. Social standing
2. Which of these statements reflects Srinivas' attitude in paragraphs 6 and 7?
  - A. Srinivas was sad to leave his employer.
  - B. Srinivas was scared to leave his employer.
  - C. Srinivas was worried that he would not succeed in school.
  - D. Srinivas was excited that his dream of returning to school was coming true.
3. Look at the following outline of Srinivas' story.
  - Srinivas' family:
    - The family is poor.
    - \_\_\_\_\_
  - Srinivas works:
    - His father is paid 5,000 rupees per year for Srinivas' services.
    - The radio show provided hope.
  - Srinivas' freedom:
    - Srinivas called Mr. Rao.
    - Mr. Rao helped free me from my employer.
    - Mr. Rao helped me get back into school.

Which of the following statements belongs in the blank?

- A. Srinivas' mother died.
- B. The landlord was imprisoned.
- C. Srinivas was a guard at night.
- D. Srinivas dreamed of being a police officer.



4. Which sentence in the story shows the reader that employers don't easily release their employees from bonded labor?
- A. It was only the threat of imprisonment and dire consequences for keeping a child in bonded labor that finally led my employer to acquiesce and release me.
  - B. He turned out to be a man of his words, because a few days later I was delighted and surprised to see him at Narsingapally.
  - C. This program held my attention as I had missed going to school for so many years.
  - D. I was soon put to work for a man who paid my father five thousand rupees annually for my services.

## Chapter 9 Student Log

pp. 67–74

### Extended Reading Passage Young Migrant Workers Toil in U.S. Fields

By Karen Fanning

<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.”

## Comprehension Questions

1. In paragraph 1, what does the author mean by the sentence, “Santos Polendo remembers his first day of work like it was yesterday”?
  - A. Santos’ first day of work was yesterday.
  - B. Santos remembers his first day of work very well.
  - C. Santos forgot what his first day of work was like.
  - D. Santos went to work yesterday.
  
2. Every year, when Dora has to leave school early, she feels—
  - A. Excited
  - B. Ready to leave early
  - C. Upset
  - D. Eager
  
3. The author says Santos is lucky because:
  - A. He works only in the summer months.
  - B. He misses more school than Dora.
  - C. He moves around like Dora.
  - D. Dora performs better in school.
  
4. The common theme between the two sections of this passage is:
  - A. Children of migrant workers often struggle in school.
  - B. Migrant workers never move.
  - C. Children of migrant workers consider themselves lucky.
  - D. Migrant workers are almost always men.

# Prediction

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# Character Traits

	barbarous	traitor	fugitive	unruly	inexperienced
Iqbal					
Karim					

*Iqbal*—Chapter 9 Student Log

<b>inexperienced</b>		
<b>unruly</b>		
<b>fugitive</b>		
<b>traitor</b>		
<b>barbarous</b>		
Hussain Khan		Maria

## After Reading: Does It Make Sense?

- |  |  |                                       |
|--|--|---------------------------------------|
| 1. “I reached the city just before dawn,” Iqbal began his story.<br>“The sky was gray. It was sunny outside. There were no puddles anywhere and I didn’t know where to go. For a while I just wandered around. There are areas where the horses are very tall, so tall you can hardly see the tops of them.” | <b>Yes</b><br><input type="checkbox"/> | <b>No</b><br><input type="checkbox"/> |
| 2. “At the police station, they were very nice to me. They chained me to my bed and didn’t feed me. But I wasn’t a prisoner. I could go away if I liked. At least that’s what they told me.”   | <b>Yes</b><br><input type="checkbox"/> | <b>No</b><br><input type="checkbox"/> |
| 3. Then a small voice spoke from behind the group, a voice we had never heard before. It was a strange voice. It sounded rusty. “That’s not true. I can read.” With our mouths hanging open in surprise, we all turned around to look at Maria.  | <b>Yes</b><br><input type="checkbox"/> | <b>No</b><br><input type="checkbox"/> |

## 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

### A Dream Come True

By Shoma Mittra

Retrieved June 5, 2006, from  
[www.authorsden.com/visit/viewarticle.asp?id=22553&AuthorID=7434](http://www.authorsden.com/visit/viewarticle.asp?id=22553&AuthorID=7434)

<sup>1</sup>I dreamed. I dreamed that one day I would be a police officer. I dreamed that I would no longer have to carry heavy buckets of water every single day. I dreamed of going to school like other children. I dreamed of flying kites and running against the wind. I dreamed of eating till my stomach burst.....

<sup>2</sup>My name is Srinivas. I come from a poor family. Very poor. To support us my father worked as a laborer for a man called Chinnapuram Ganga Reddy who owns five acres of land in Andhra Pradesh. The meager pay was not enough for us to live on. We could barely eat two square meals a day. My father struggled from morning till evening on the land. My mother had died after a prolonged illness. All our money had gone into treatment costs for her. My father could no longer afford the cost of my tuition fees and by the end of class four decided to call an end to my school going days.

<sup>3</sup>I was soon put to work for a man who paid my father five thousand rupees annually for my services. I was a bonded labor. I had no holidays, no free time, no play time, no friends. My days were work, work and more work. I drew water for the land during the day and worked as a guard during the night. The only salvation I had was the time I spent listening to a radio. I loved listening to it. It took me to a whole new world which was otherwise out of my reach. I loved listening to music and dramas and talk shows. One of these talk shows was what changed my life....

<sup>4</sup>I was twelve years old by then and every morning before I left for work, the station would air a program called Vindan Chaduvukundam which meant ‘let’s listen and study’. This program held my attention as I had missed going to school for so many years. The people on the show urged us not to give up our education. That set me thinking and I decided to contact Mr. Sudhakar Rao, the community mobilization officer of Sarva Siksha Abhiyan. The radio station had broadcast his cell phone number and I noted it down in the palm of my hand.

<sup>5</sup>On my way to the fields that morning, I stopped by a phone booth and dialed Mr. Sudhakar Rao's number. I told him of my plight and of my eagerness to continue my studies. I told him that it was my dream to become a police officer someday. I suppose I must have struck a chord somewhere, for Mr. Rao assured me that he would do his best to help me.

<sup>6</sup>He turned out to be a man of his words, because a few days later I was delighted and surprised to see him at Narsingapally. Mr. Rao asked my employer to release me from bonded labor, but my landlord was adamant. It was only the threat of imprisonment and dire consequences for keeping a child in bonded labor that finally led my employer to acquiesce and release me.

<sup>7</sup>With further help from Mr. Rao I was admitted to the Residential Bridge School, Dichpally. It was a dream come true for me this year when I passed my exams with 355 marks out of 600. Both my father and Mr. Rao were delighted and I am ecstatic.

## Comprehension Questions

1. In paragraph 2, the words *meager pay* help the reader understand Srinivas':
  - A. Wealthy standing in the community
  - B. Small amount of pay received
  - C. Generous pay the family received
  - D. Social standing
2. Which of these statements reflects Srinivas' attitude in paragraphs 6 and 7?
  - A. Srinivas was sad to leave his employer.
  - B. Srinivas was scared to leave his employer.
  - C. Srinivas was worried that he would not succeed in school.
  - D. Srinivas was excited that his dream of returning to school was coming true.
3. Look at the following outline of Srinivas' story.
  - Srinivas' family:
    - The family is poor.
    - \_\_\_\_\_
  - Srinivas works:
    - His father is paid 5,000 rupees per year for Srinivas' services.
    - The radio show provided hope.
  - Srinivas' freedom:
    - Srinivas called Mr. Rao.
    - Mr. Rao helped free me from my employer.
    - Mr. Rao helped me get back into school.

Which of the following statements belongs in the blank?

- A. Srinivas' mother died.
- B. The landlord was imprisoned.
- C. Srinivas was a guard at night.
- D. Srinivas dreamed of being a police officer.

4. Which sentence in the story shows the reader that employers don't easily release their employees from bonded labor?
- A. It was only the threat of imprisonment and dire consequences for keeping a child in bonded labor that finally led my employer to acquiesce and release me.
  - B. He turned out to be a man of his words, because a few days later I was delighted and surprised to see him at Narsingapally.
  - C. This program held my attention as I had missed going to school for so many years.
  - D. I was soon put to work for a man who paid my father five thousand rupees annually for my services.