



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 10

Teacher Guide and Student Log

Chapter 10 Teacher Guide

pp. 75–81

Day 1 at a Glance

(65 minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 10 Student Log for each student
- Display of Chapter 10 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Introduce Vocabulary	15 minutes	Yes/No Response Cards	<ul style="list-style-type: none"> • Prepare Yes/No Response Cards (or use sets from previous instruction). • Prepare vocabulary instruction (examples and nonexamples).
Prediction	5 minutes	Running list of Get the Gist statements in classroom	
Build Background Knowledge	15 minutes	Blue and yellow convention article cards (one set per pair of students)	<ul style="list-style-type: none"> • Become familiar with background knowledge content. • Prepare convention article cards.
Read the Chapter: Generate Level 1, 2, and 3 Questions	30 minutes	Level 1, 2, and 3 Question Cards	<ul style="list-style-type: none"> • Choose a reading format. • Plan additional stopping points in text where students will generate questions.

Introduce Vocabulary

(15 minutes)

	Word	Part of speech	Definition	Reference the book
1.	united	<i>adj.</i>	to be joined together or to act as a whole	Now we were united, strong, friends and something more. (Page 78)
2.	clandestine	<i>adj.</i>	secret	But now there's a law in our country that makes these clandestine factories illegal. (Page 79)
3.	exploitation	<i>n.</i>	the unfair treatment or use of someone or something; misuse	Let's end this shameful and terrible crime, which exploits our children and dishonors our country! (Page 79)
4.	determined	<i>adj.</i>	with fixed purpose; strong-minded	They were both reckless, determined, and convinced that the world needed changing. (Page 83)
5.	perseverance	<i>n.</i>	stick with something until it is done	He had been threatened, beaten, imprisoned; yet after each time, he had started afresh, driven by enthusiasm and perseverance. (Page 82)

Display the Chapter 10 Student Log, so students can follow along as you read. After introducing each word, connect the word to the context of the passage and, for at least three words (depending on time), provide examples and nonexamples. Use the vocabulary templates that follow the sample script to plan instruction.

The procedure is as follows:

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

Sample Script

Before we begin reading Chapter 10, I want to introduce to you several words you will need to know in order to understand the story.

Step 1

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

Steps 2 and 3

United means to be joined together or to act as a whole.

Step 4

Think about the basketball team. When they are on the court, they must join together and act as a whole team to be successful. They must be united.

When two friends go to the office to report an incident on campus, they join together and are united.

Sometimes, people join together to protest something that they believe is wrong. They are united.

In Chapter 8, all of the children stood up and united against Hussain so that Maria would not be sent to the Tomb.

Step 5

Give each pair of students a “Yes” and a “No” card.

Hold up the “Yes” card if I give you an example of UNITED or the “No” card if it is not an example of being UNITED.

- *The football team is out on the field, and they play as a team. Each person is thinking about what they can do to help the team win. Is the team united? (Yes)*
- *A pack of wolves is very hungry. They each go off on their own to find food. Is the pack of wolves united? (No)*

Vocabulary Word:

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

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

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

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

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

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

Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements.
2. Say, *Read the gist statement for Chapter 9 to yourself.*
3. *Now follow along as I read the statement.*

Read the statement with the class.

4. *Now, think about what we have learned so far. In 1 minute I want you to write down a sentence that tells what you think is going to happen in Chapter 10.*

Set the timer for 1 minute.

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

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

Build Background Knowledge

(15 minutes)

Activity

The Rights of the Child

Objective

Students will review the United Nations *Convention on the Rights of the Child* and match the convention articles with corresponding violations. Students will also learn about The World's Children's Prize for the Rights of the Child. In subsequent lessons students will read about the three nominees and vote for the winner.

Information for the Teacher

The information for this lesson was taken from The World's Children's Prize for the Rights of the Child website: www.childrensworld.org/page.html

1. Introduce the lesson.

Today, you will review information on children's rights and learn about The World's Children's Prize for the Rights of the Child.

2. Review what students learned previously about child labor.

Before we read Chapter 2, you learned about the rights of a child. Let's review. Child labor does the following:

- *Violates a nation's minimum age laws*
- *Threatens children's physical, mental, or emotional well-being*
- *Involves intolerable abuse, such as slavery, child trafficking, debt bondage, forced labor, or illicit activities*
- *Prevents children from going to school*

3. *Today, you will review the United Nations Convention on the Rights of the Child and talk more in depth about the rights of a child.*

Explain that the definition of *child labor* came from the 1989 United Nations Convention on the Rights of the Child. A copy can be found at www2.ohchr.org/english/law/crc.htm

4. Explain the activity.

Each group will get a set of blue cards containing convention articles and a set of yellow cards containing violations. The goal of the activity is to match the article with the violation.

Before class, copy the student cards that appear on the following pages onto blue and yellow paper.

5. Model several matches for the students.
6. Allow students to work in small groups to complete the activity, and check answers when students have finished.
7. Explain that The World's Children's Prize for the Rights of the Child recognizes people for their work in upholding children's rights. Children from all over the world get to vote for the winner. Students will learn about the nominees for this award and vote for the winner.

For the next three extended reading assignments, students will read passages about the award nominees. Then, students will vote for the winner.

Copy these cards on blue paper, enough for one set per student group.

Article 2

All children are of equal worth. All children have the same rights and should not be discriminated against. Nobody should treat you badly because of your appearance, your color, your gender, your religion, or your opinions.

Article 19

You have the right to protection against all forms of violence, neglect, abuse, and maltreatment. You should not be exploited by your parents or other guardians.

Article 24

When you are sick you have the right to receive all the help and care you need.

Articles 28 and 29

You have the right to attend school and to learn important things such as respect for other people's rights and respect for other cultures.

Article 31

You have the right to play, rest and live in a healthy environment.

Article 32

You should not be forced to perform hazardous work which interrupts or prevents your schooling and which could be harmful to your health.

Article 38

You never have to be a soldier or take part in an armed conflict.

Copy these cards on yellow paper, enough for one set per student group.

Example Violation

In India, an Indian boy and a Chinese boy both want to come to school. Only the Indian boy is allowed to enter the school.

Example Violation

In Pakistan, children are sold into bonded labor to clear a family's debt. The children work in dangerous conditions and are often abused.

Example Violation

Francis is two years old and is very sick. She has a high fever, but her family has no money to see a doctor. They go to the emergency room at the nearest hospital, but are turned away when the doctor learns that they cannot pay for care.

Example Violation

In South Africa, girls are sometimes not allowed into schools.

Example Violation

Iqbal was forced to make rugs. He never had time to play, only a few hours to rest at night, and was given very little food to eat.

Example Violation

In America in the early 1900's children worked in coal mines, where conditions were very dangerous. Many of them developed lung disease from working around coal.

Example Violation

In some parts of Africa, children are kidnapped and made to fight in fierce battles.

Teacher Answer Key

<p>Article 2 All children are of equal worth. All children have the same rights and should not be discriminated against. Nobody should treat you badly because of your appearance, your color, your gender, your religion, or your opinions.</p>	<p>Example Violation In India, an Indian boy and a Chinese boy both want to come to school. Only the Indian boy is allowed to enter the school.</p>
<p>Article 19 You have the right to protection against all forms of violence, neglect, abuse, and maltreatment. You should not be exploited by your parents or other guardians.</p>	<p>Example Violation In Pakistan, children are sold into bonded labor to clear a family's debt. The children work in dangerous conditions and are often abused.</p>
<p>Article 24 When you are sick you have the right to receive all the help and care you need.</p>	<p>Example Violation Francis is two years old and is very sick. She has a high fever, but her family has no money to see a doctor. They go to the emergency room at the nearest hospital, but are turned away when the doctor learns that they cannot pay for care.</p>
<p>Articles 28 and 29 You have the right to attend school and to learn important things such as respect for other people's rights and respect for other cultures.</p>	<p>Example Violation In South Africa, girls are sometimes not allowed into schools.</p>

<p>Article 31 You have the right to play, rest and live in a healthy environment.</p>	<p>Example Violation Iqbal was forced to make rugs. He never had time to play, only a few hours to rest at night, and was given very little food to eat.</p>
<p>Article 32 You should not be forced to perform hazardous work which interrupts or prevents your schooling and which could be harmful to your health.</p>	<p>Example Violation In America in the early 1900's children worked in coal mines, where conditions were very dangerous. Many of them developed lung disease from working around coal.</p>
<p>Article 38 You never have to be a soldier or take part in an armed conflict.</p>	<p>Example Violation In some parts of Africa, children are kidnapped and made to fight in fierce battles.</p>

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

(30 minutes)

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

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

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

Stop at the following places to have students generate Level 1, 2, and 3 questions.

- End of page 76: Level 3 question
- End of page 79: Level 1 question
- End of page 81: Level 2 question

If time remains, students can generate additional questions.

Day 2 at a Glance

(60 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 10 Student Log for each student
- Display of Chapter 10 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Review Vocabulary: Use the Frayer Model and Play “What Word Fits?”	25 minutes	Vocabulary index cards	Prepare sets of vocabulary index cards with one vocabulary word written on each index card (one set per pair of students).
After Reading: Does It Make Sense?	5 minutes	Yes/No Response Cards	Prepare Yes/No Response Cards (or use sets from previous instruction).
Closure: Get the Gist	5 minutes	Running list of Get the Gist statements in classroom	
Extended Reading	25 minutes	Extended reading passage, “Nominated: Cynthia Maung”	

Finish Reading the Chapter: Generate Level 1, 2, and 3 Questions

(15 minutes)

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

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

Review Vocabulary: Use the Frayer Model and Play “What Word Fits?”

(25 minutes)

(Frayer, Frederick & Klausmeier, 1969)

	Word	Part of speech	Definition	Reference the book
1.	united	<i>adj.</i>	to be joined together or to act as a whole	Now we were united, strong, friends and something more. (Page 78)
2.	clandestine	<i>adj.</i>	secret	But now there’s a law in our country that makes these clandestine factories illegal. (Page 79)
3.	exploitation	<i>n.</i>	the unfair treatment or use of someone or something; misuse	Let’s end this shameful and terrible crime, which exploits our children and dishonors our country! (Page 79)
4.	determined	<i>adj.</i>	with fixed purpose; strong-minded	They were both reckless, determined, and convinced that the world needed changing. (Page 83)
5.	perseverance	<i>n.</i>	stick with something until it is done	He had been threatened, beaten, imprisoned; yet after each time, he had started afresh, driven by enthusiasm and perseverance. (Page 82)

Use the Frayer Model

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

Suggestion

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

What Word Fits?

(Beck, McKeown, & Kucan, 2002)

1. **Quick review:** Tell students that they are about to play a game with the vocabulary words from Chapter 10. Group students in pairs and give them a few minutes to review the words and definitions. As the students are reviewing the words, give each pair a set of the vocabulary words on index cards. Have students lay the words out on their desks so that they can see all of the words.
2. **Introduce the game:** Say, *We are going to play a game called "What Word Fits?"*

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

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

3. **Begin the game:** Use the following prompts:

- *What was happening to the children who worked for Hussain--exploitation or clandestine? (Answer: exploitation)*
- *When Iqbal escaped for the second time, would you describe him as determined or united? (Answer: determined)*
- *Before Iqbal arrived at Hussain's house, Fatima said that they were a group of children facing the same sad fate of just trying to survive, but after Iqbal arrived, she said that the children became united or clandestine? (Answer: united)*
- *The STAAR test in reading is long. If you stick with it, you are using what--perseverance or exploitation? (Answer: perseverance)*
- *Let's say there is a factory here in Austin that employs 9-year-olds to assemble computer parts. They are paid 50 cents per hour. No one else knows that the children work there. Would the factory be considered determined or clandestine? (Answer: clandestine)*

What Word Fits?

exploitation

clandestine

determined

united

united

clandestine

perseverance

exploitation

determined

clandestine

After Reading: Does It Make Sense?

(5 minutes)

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

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

Response Formats

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

Game Prompts and Answers

Prompts	References from book
<p>Prompt 1: Iqbal had taken advantage of the confusion to climb over the wall at the back of the courtyard. She taught us how to read, and we taught her how to speak again. He took the path through the gardens and escaped again. He had just a small lead over his pursuers, but it would be enough.</p> <p>Answer: Doesn't make sense. Someone teaching Iqbal to read doesn't pertain to him climbing over a wall and escaping from something.</p>	<p>From page 81: Iqbal had taken advantage of the confusion to climb over the wall at the back of the courtyard. He took the path through the gardens and escaped again. He had just a small lead over his pursuers, but it would be enough.</p>
<p>Prompt 2: We had worked throughout the winter. Every night, by the light of pieces of candle Hussain kindly gave to us, Maria taught us how to read. She wouldn't stand for any nonsense. Even reluctant Salman and lazy Karim were subject to her drive to teach.</p> <p>Answer: Doesn't make sense. Hussain would not give the children candles because he would want them to go to sleep, not learn how to read.</p>	<p>From page 76: We had worked throughout the winter. Every night, by the light of pieces of candle Karim and Twig had managed to steal from the master's house, Maria taught us how to read. She wouldn't stand for any nonsense. Even reluctant Salman and lazy Karim were subject to her drive to teach.</p>

Note

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

Closure: Verify Predictions and Get the Gist

(5 minutes)

Verify Predictions

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

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

Get the Gist

(Klingner et al., 2001)

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

- Partner work
- Individual work
- Discussion as a class

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

Extended Reading

(25 minutes)

Ask students to locate the extended reading passage and questions in their Chapter 10 Student Logs.

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

Today's passage is about Cynthia Maung, one of the nominees for The World's Children's Prize for the Rights of the Child. The passage is an excerpted version of the full article, which can be found online at:

http://issuu.com/wcprc/docs/globe_eng_cynthia_burma/1?mode=a_p

Answer Key

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

Extended Reading Passage

Nominated: Cynthia Maung

Khaing, 11 years old, has had fever for so many days that she's lost count. At home in her village in Burma, her father lifts her up onto his back, wraps her in a blanket and begins the long trek to Doctor Cynthia Maung's clinic in the neighbouring country of Thailand. 18 years ago, Cynthia Maung fled Burma by the same path. She fought for democracy, but had to flee from the military government that has been in power in Burma since 1962.

¹Khaing can't stay awake, even though she's bumping along uncomfortably on her father's back. Once when she wakes up, his shoulder is red with blood from her nose.

²When they have crossed the border and arrived at the Mae Tao Clinic, Khaing gets cramp. The fever makes her muscles tense up on their own. She has malaria, one of the most common illnesses to affect children in the border area. It all starts with a little mosquito bite and, without medicine and treatment, it can end in death.

³In the mountainous areas of Burma there are no hospitals or doctors. That's why Doctor Cynthia Maung's clinic on the Thai side of the border is absolutely vital for Khaing—and for more than a hundred thousand other children. One of the medics lifts Khaing under the arms, sits her on a low plastic stool and washes her with cold water. The sudden cold almost makes it hard to breathe, but it's refreshing at the same time.

⁴After the medical examination Khaing falls asleep on a bench in the waiting room with her head on her father's lap. He is holding three small plastic bags containing medicine and vitamins. Khaing needs to take these every day for a week.

⁵Soon they're on the way home to their village in Burma. Khaing can't wait to finally get back to school.

Cynthia's Escape

⁶Cynthia Maung also walked the long road through Karen State in Burma to escape over the border to Thailand. This was after the huge demonstrations for democracy in 1988.

⁷Cynthia had taken to the streets along with tens of thousands of others to demand freedom, democratic elections and respect for human rights.

⁸The army that governs Burma responded by closing all the schools. They stopped deliveries of food and shot at the demonstrators. At night, many of those who fought for freedom disappeared without a trace.

⁹Cynthia decided to flee. On her last night in Burma, she slept with a group of villagers and students. At four o'clock in the morning, they slipped out of the village.

¹⁰“We were terribly afraid. But we wanted to continue the fight for freedom and to help other people, and it was impossible to do that in Burma,” she explains.

¹¹They walked at night-time to avoid being discovered by the military. Cynthia—a doctor—carried a bag on her back with some medicine, a stethoscope, some medical books and a change of clothing. During the daytime they hid and tried to sleep.

Barn Transformed

¹²When she got to Thailand, Cynthia immediately started to help other refugees who were suffering from malaria, infections, broken legs and lung inflammations. She boiled her instruments in a rice cooker to sterilise them.

¹³Cynthia started to receive patients in an old barn. She thought that she'd soon be able to return to a free Burma. But today, nearly 20 years later, the situation in Burma is no better. During that time the Mae Tao Clinic, as Doctor Cynthia's clinic is now called, has grown and new buildings surround the old barn.

¹⁴“In Burma, the healthcare system doesn't work. Children and adults suffer and don't receive any help. That's why we're always trying to make the clinic bigger and better. When freedom comes to Burma and we can return, we'll know from our experiences here how to organise healthcare services and treatment," says Cynthia.

¹⁵The Mae Tao Clinic treats hundreds of patients every day. The clinic also trains medics and healthcare workers who then return to their villages in Burma or to refugee camps in Thailand to work. Hundreds of backpack medics are also sent to Burma from the clinic. They take medicine with them, train people in the villages and offer medical treatment.

Children Are the Key

¹⁶Cynthia’s goal is to see Burma become a better country to live in. The most important part of that work is children, and they are a constant presence in Cynthia’s life.

¹⁷She gives breakfast to her own six children, four of whom are adopted, and other children who live in her home temporarily. When the children have gone to school—which is run by Cynthia’s clinic—she starts work at the clinic.

¹⁸“We must give the children a chance to make a difference. They are the key to Burma’s future. Respecting the rights of the child, democracy and cooperation between different ethnic groups—all of this is difficult. We must train people to live in freedom,” she says.

¹⁹Cynthia started the clinic to help children and adults, refugees and immigrants from Burma. But some medicine and a bandage isn’t enough to make people healthy, she says—they need education, safety and love.

Adapted from Hallin, J. (2010). *Cynthia Maung*. Retrieved from:
http://issuu.com/wcprc/docs/globe_eng_cynthia_burma/1?mode=a_p

Comprehension Questions

1. The story told in the first section of this passage is important because:
 - A. It tells about the kind of children Cynthia Maung helps.
 - B. It tells about Cynthia Maung.
 - C. It tells that Cynthia Maung is nominated for an award.
 - D. It tells about a common illness.
2. Which definition represents the meaning of *vital*, as used in paragraph 3?
 - A. Living
 - B. Of critical importance
 - C. Deadly
 - D. Full of life
3. Why did Cynthia begin to help other refugees from Burma when they finally arrived in Thailand?
 - A. She understood their needs because she had traveled with them.
 - B. She had food.
 - C. She had books.
 - D. She understood their native language.
4. Which of the following statements from the text is opinion?
 - A. Khaing has malaria, one of the most common illnesses to affect children in the border area.
 - B. The army that governs Burma closed all the schools.
 - C. We must give the children a chance to make a difference. They are the key to Burma's future.
 - D. The Mae Tao Clinic treats hundreds of patients every day.

Chapter 10 Student Log

pp. 75–81

Vocabulary

	Word	Part of speech	Definition
1.	united	<i>adj.</i>	to be joined together or to act as a whole
2.	clandestine	<i>adj.</i>	secret
3.	exploitation	<i>n.</i>	the unfair treatment or use of someone or something; misuse
4.	determined	<i>adj.</i>	with fixed purpose; strong-minded
5.	perseverance	<i>n.</i>	stick with something until it is done

Prediction

Generate Level 1, 2, and 3 Questions

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

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

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

Iqbal—Chapter 10 Student Log

Level 1 Level 2 Level 3

Level 1 Level 2 Level 3

DEFINITION		CHARACTERISTICS	
	WORD		
EXAMPLES		NONEXAMPLES	

After Reading: Does It Make Sense?

- | | | |
|---|--|---------------------------------------|
| 1. Iqbal had taken advantage of the confusion to climb over the wall at the back of the courtyard. She taught us how to read, and we taught her how to speak again. He took the path through the gardens and escaped again. He had just a small lead over his pursuers, but it would be enough. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |
| 2. We had worked throughout the winter. Every night, by the light of pieces of candle Hussain kindly gave to us, Maria taught us how to read. She wouldn't stand for any nonsense. Even reluctant Salman and lazy Karim were subject to her drive to teach. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |

Get the Gist

Who or what was the chapter about?

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

Write your gist statement in 10 or fewer words.

Extended Reading Passage

Nominated: Cynthia Maung

Khaing, 11 years old, has had fever for so many days that she's lost count. At home in her village in Burma, her father lifts her up onto his back, wraps her in a blanket and begins the long trek to Doctor Cynthia Maung's clinic in the neighbouring country of Thailand. 18 years ago, Cynthia Maung fled Burma by the same path. She fought for democracy, but had to flee from the military government that has been in power in Burma since 1962.

¹Khaing can't stay awake, even though she's bumping along uncomfortably on her father's back. Once when she wakes up, his shoulder is red with blood from her nose.

²When they have crossed the border and arrived at the Mae Tao Clinic, Khaing gets cramp. The fever makes her muscles tense up on their own. She has malaria, one of the most common illnesses to affect children in the border area. It all starts with a little mosquito bite and, without medicine and treatment, it can end in death.

³In the mountainous areas of Burma there are no hospitals or doctors. That's why Doctor Cynthia Maung's clinic on the Thai side of the border is absolutely vital for Khaing—and for more than a hundred thousand other children. One of the medics lifts Khaing under the arms, sits her on a low plastic stool and washes her with cold water. The sudden cold almost makes it hard to breathe, but it's refreshing at the same time.

⁴After the medical examination Khaing falls asleep on a bench in the waiting room with her head on her father's lap. He is holding three small plastic bags containing medicine and vitamins. Khaing needs to take these every day for a week.

⁵Soon they're on the way home to their village in Burma. Khaing can't wait to finally get back to school.

Cynthia's Escape

⁶Cynthia Maung also walked the long road through Karen State in Burma to escape over the border to Thailand. This was after the huge demonstrations for democracy in 1988.

⁷Cynthia had taken to the streets along with tens of thousands of others to demand freedom, democratic elections and respect for human rights.

⁸The army that governs Burma responded by closing all the schools. They stopped deliveries of food and shot at the demonstrators. At night, many of those who fought for freedom disappeared without a trace.

⁹Cynthia decided to flee. On her last night in Burma, she slept with a group of villagers and students. At four o'clock in the morning, they slipped out of the village.

¹⁰“We were terribly afraid. But we wanted to continue the fight for freedom and to help other people, and it was impossible to do that in Burma,” she explains.

¹¹They walked at night-time to avoid being discovered by the military. Cynthia—a doctor—carried a bag on her back with some medicine, a stethoscope, some medical books and a change of clothing. During the daytime they hid and tried to sleep.

Barn Transformed

¹²When she got to Thailand, Cynthia immediately started to help other refugees who were suffering from malaria, infections, broken legs and lung inflammations. She boiled her instruments in a rice cooker to sterilise them.

¹³Cynthia started to receive patients in an old barn. She thought that she'd soon be able to return to a free Burma. But today, nearly 20 years later, the situation in Burma is no better. During that time the Mae Tao Clinic, as Doctor Cynthia's clinic is now called, has grown and new buildings surround the old barn.

¹⁴“In Burma, the healthcare system doesn't work. Children and adults suffer and don't receive any help. That's why we're always trying to make the clinic bigger and better. When freedom comes to Burma and we can return, we'll know from our experiences here how to organise healthcare services and treatment," says Cynthia.

¹⁵The Mae Tao Clinic treats hundreds of patients every day. The clinic also trains medics and healthcare workers who then return to their villages in Burma or to refugee camps in Thailand to work. Hundreds of backpack medics are also sent to Burma from the clinic. They take medicine with them, train people in the villages and offer medical treatment.

Children Are the Key

¹⁶Cynthia’s goal is to see Burma become a better country to live in. The most important part of that work is children, and they are a constant presence in Cynthia’s life.

¹⁷She gives breakfast to her own six children, four of whom are adopted, and other children who live in her home temporarily. When the children have gone to school—which is run by Cynthia’s clinic—she starts work at the clinic.

¹⁸“We must give the children a chance to make a difference. They are the key to Burma’s future. Respecting the rights of the child, democracy and cooperation between different ethnic groups—all of this is difficult. We must train people to live in freedom,” she says.

¹⁹Cynthia started the clinic to help children and adults, refugees and immigrants from Burma. But some medicine and a bandage isn’t enough to make people healthy, she says—they need education, safety and love.

Adapted from Hallin, J. (2010). *Cynthia Maung*. Retrieved from:
http://issuu.com/wcprc/docs/globe_eng_cynthia_burma/1?mode=a_p

Comprehension Questions

1. The story told in the first section of this passage is important because:
 - A. It tells about the kind of children Cynthia Maung helps.
 - B. It tells about Cynthia Maung.
 - C. It tells that Cynthia Maung is nominated for an award.
 - D. It tells about a common illness.
2. Which definition represents the meaning of *vital*, as used in paragraph 3?
 - A. Living
 - B. Of critical importance
 - C. Deadly
 - D. Full of life
3. Why did Cynthia begin to help other refugees from Burma when they finally arrived in Thailand?
 - A. She understood their needs because she had traveled with them.
 - B. She had food.
 - C. She had books.
 - D. She understood their native language.
4. Which of the following statements from the text is opinion?
 - A. Khaing has malaria, one of the most common illnesses to affect children in the border area.
 - B. The army that governs Burma closed all the schools.
 - C. We must give the children a chance to make a difference. They are the key to Burma's future.
 - D. The Mae Tao Clinic treats hundreds of patients every day.