



# **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 11**

## **Teacher Guide and Student Log**

# Chapter 11 Teacher Guide

pp. 82–90

## Day 1 at a Glance

(60 Minutes)

### Materials Needed Throughout Lesson

- Novel for each student
- Chapter 11 Student Log for each student
- Display of Chapter 11 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
<b>Extended Reading</b>	25 minutes	Extended reading passage. “Nominated: Inderjit Khurana”	Choose a reading format.
<b>Prediction</b>	5 minutes	Running list of Get the Gist statements in classroom	
<b>Read the Chapter: Generate Level 1, 2, and 3 Questions</b>	30 minutes	Level 1, 2, and 3 Question Cards	Choose a reading format.

# Extended Reading

(25 minutes)

Ask students to locate the extended reading passage and questions in their Chapter 11 Student Logs. Display the passage and questions via the overhead projector so students can follow along while you read.

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	

Today's extended reading passage is about Inderjit Khurana, 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\\_44\\_inderjit/1?mode=a\\_p](http://issuu.com/wcprc/docs/globe_eng_44_inderjit/1?mode=a_p)

## Answer Key

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

## Extended Reading Passage

### Nominated: Inderjit Khurana

<sup>1</sup>When Giri was seven he ran away from his job as a domestic slave. His own father had sold him to get money for drugs and alcohol. That night, Giri slept at the train station, alone and hungry. Today, thanks to Inderjit Khurana, he has a totally different life.

<sup>2</sup>Giri soon discovered that lots of children lived and worked at the station. Some begged for money, others collected rubbish or polished shoes. Some of the children had run away, just like Giri. Others lived with their families in the slum next to the railway tracks. Giri got to know the children and they showed him how to survive at the station.

<sup>3</sup>It was a hard life, but Giri liked being able to come and go as he pleased. But at night he felt lonely and afraid. The children at the station were often beaten, robbed or, worst of all, raped. Many drank alcohol or sniffed petrol in the evenings, to help them get to sleep.

<sup>4</sup>Giri and his friends seldom stayed long in one place. They travelled by train and worked all over India. One day, when Giri was 9, he got off the train in a town called Bhubaneswar. In the middle of the platform, he saw a strange outdoor classroom. The children sat on the ground and wrote on their writing slates. All morning long they sang together with their teachers, danced and recited the alphabet so loud that it echoed around the station.

<sup>5</sup>Giri had always dreamt of going to school, but he felt suspicious. Was it a trick to capture children and lock them up? But when the teachers started giving out food, he couldn't resist.

### First Platform School

<sup>6</sup>Today, Giri is 15 years old and is a top scholarship student at a state school. He lives in a children's home run by Inderjit Khurana and her organisation, Ruchika. Inderjit also founded the platform school that changed Giri's life.

<sup>7</sup>It all began over 20 years ago. Inderjit had her own private school for rich children in Bhubaneswar. Sometimes she saw poor children stop outside the school gates. They were dirty and dressed in rags and looked longingly at the pupils in their crisp and clean school uniforms playing in the schoolyard. They themselves had neither the money nor the time to go to school.

<sup>8</sup>When Inderjit used to take the train from the central station, she met many working children of school age. “Why aren’t you in school?” Inderjit once asked a little boy who was sweeping the floor in her train carriage.

<sup>9</sup>“My father is dead and my mother can’t manage without my help,” the boy explained.

<sup>10</sup>Inderjit knew that many people tried to help poor children in India. But that help didn’t reach the poorest children at the station. They have to follow the train schedules to survive. In rush hour, and when the large express trains come in, the stations fill up with people. And that’s when there’s money to be earned.

<sup>11</sup>“All children have a right to education,” thought Inderjit, “but how can these children get to go to school?” She could only think of one solution: “If the children can’t come to the school, we have to bring the school to them. I have to open a school at the station!”

### **“They are dirty”**

<sup>12</sup>When Inderjit told her family, colleagues and friends about her idea, they were horrified.

<sup>13</sup>“Don’t go to the train station, it’s dangerous and dirty,” they said. “Street children fight and steal! They could infect you with dangerous diseases!”

<sup>14</sup>But Inderjit had made up her mind. One morning, she packed two sacks full of picture books, toys and chalk, and headed off. Only one of the teachers from her school dared to go with her.

<sup>15</sup>Inderjit unpacked her things on the platform and waited nervously. A little boy looked at her with a mixture of curiosity and suspicion.

<sup>16</sup>“Do you want to learn to read?” Inderjit called out. After a while he plucked up the courage to come up to her, and the lesson began.

## Threatened by Gangsters

<sup>17</sup>For a long time, that little boy was Inderjit’s only pupil. Every day, many of the train passengers would ask Inderjit what on earth she was doing. Some were kind, but others were suspicious and angry. Some thought she was a missionary who wanted to convert the children to Christianity.

<sup>18</sup>When Inderjit said that she just wanted to give the children an education, hardly anyone believed her. They were still very suspicious. Police and railway staff tried to drive her away, and she was threatened by gangsters and drug dealers. Sometimes angry parents would come and shout at her because she was stopping their children from working.

<sup>19</sup>“Your children have a right to go to school,” Inderjit would say to them, “and if they learn to read and write, it’s good for the whole family.”

<sup>20</sup>Although Inderjit was exhausted and often afraid, she didn’t give up. She sang, told stories and played games with letters and numbers. The news about the platform school spread. After a couple of months, there were over 100 children at Inderjit’s platform school!

## 4,500 Children Reached

<sup>21</sup>Since then, Inderjit’s organisation, Ruchika, has grown from strength to strength. Now it reaches 4500 children every year, through schools and projects at train stations and in the slums. Ruchika runs everything from nurseries to vocational training and HIV/AIDS programmes.

<sup>22</sup>“At the beginning it was really hard,” remembers Inderjit. “Now we have more support from local politicians and from the railway company. I’ve learned a lot too over the years, for example, that if the children are malnourished and sickly, we have to give them food and medicine. Otherwise they have no energy to study.”

<sup>23</sup>Inderjit wants to give a basic education to as many children as possible. It’s not just a matter of being able to read—it’s also about knowing the rights of the child.

<sup>24</sup>“I want the children to have self-respect and realise they have value. We must reach them before they are too badly affected. Once that happens there is no going back.”

Adapted from Floyd, C. (2010). *Inderjit Khurana*. Retrieved from: [http://issuu.com/wcprc/docs/globe\\_eng\\_44\\_inderjit/1?mode=a\\_p](http://issuu.com/wcprc/docs/globe_eng_44_inderjit/1?mode=a_p)



## Comprehension Questions

1. Inderjit was inspired to start schools for children in train depots by:
  - A. Her family
  - B. The dirty, poor children who she saw working in the train depot
  - C. The government
  - D. A boy named Giri, who ran away from home after being sold by his family
2. The purpose of this passage is to:
  - A. Inform the reader about bonded labor
  - B. Entertain readers
  - C. Tell the story of Inderjit Khurana
  - D. Inform the reader about the Indian government
3. From the section entitled “Threatened by Gangsters,” the reader can conclude that:
  - A. Inderjit gave up her school because she was threatened every day
  - B. Some parents in India do not understand the value of an education
  - C. Not very many children needed the education Inderjit was offering
  - D. The gangsters were run out of the train depot by the police
4. The first section is important to the passage because it:
  - A. Creates interest in the story by telling a personal story about a student who attended Inderjit’s school
  - B. Describes a little boy
  - C. Tells about Inderjit Khurana’s background
  - D. Establishes a sense of fear about what happens to Giri in the rest of the story

# Prediction

**(5 minutes)**

1. Have students look at the running list of Get the Gist statements.
2. Say, *Read the gist statement for Chapter 10 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 11 Student Log that tells what you think is going to happen in Chapter 11.*

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: 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:

- Break on page 85: Level 1 question
- Top of page 88: Level 2 question
- End of page 90: Level 3 question

If time remains, students can generate additional questions.

## Day 2 at a Glance

(50 Minutes)

### Materials Needed Throughout Lesson

- Novel for each student
- Chapter 11 Student Log for each student
- Display of Chapter 11 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
<b>Review Vocabulary: Use the Frayer Model</b>	15 minutes		
<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: Get the Gist</b>	5 minutes	Running list of Get the Gist statements in classroom	
<b>Extended Reading</b>	25 minutes	Extended reading passage, “Nominated: Betty Makoni”	Choose a reading format.

# Review Vocabulary: Use the Frayer Model

(15 minutes)

(Frayer, Frederick, & Klausmeier, 1969)

	<b>Word</b>	<b>Part of speech</b>	<b>Definition</b>	<b>Reference the book</b>
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)

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.

# 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> When Eshan Khan and the two men from the Bonded Labor Liberation Front of Pakistan arrived at Hussain Khan’s house, we realized that nothing could stop them. There was a policeman with them, too, but this one had a neat uniform and all kinds of things on his sleeves.</p> <p><b>Answer:</b> Makes sense</p>	<p><b>From page 83:</b> Same as Prompt 1</p>
<p><b>Prompt 2:</b> The policemen took Hussain Khan away and the mistress began to cheer. They forgot about us and kept our chains around our legs. We heard them throw open the big front door of the factory and say, “Children, you’re free. You can go now.”</p> <p><b>Answer:</b> Doesn’t make sense. Hussain’s mistress would not cheer if he were taken away. The police would not tell the children they are free and that they can “go” if they kept the chains around their legs.</p>	<p><b>From page 84:</b> The policemen took Hussain Khan away and the mistress shut herself up in the house, sobbing. They unlocked the chains, threw open the big front door of the factory, and said, “Children, you’re free. You can go now.”</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 second extended reading passage, at the end of their Chapter 11 Student Logs. Display the passage via the overhead projector so students can follow along while you read. (Note: There are no comprehension questions to accompany this passage.)

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	

Today's extended reading passage is about Betty Makoni, 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://worldschildrensprize.org/betty-makoni>

## Extended Reading Passage

### Nominated: Betty Makoni

<sup>1</sup>Bang! Betty Makoni awoke with a start. It was the middle of the night in the poor neighborhood of Chitungwiza outside Zimbabwe’s capital city, Harare. She heard it again: Bang! And again: Bang! The children began to cry. Just a few metres from Betty’s bed, masked men were breaking through the front door with an axe. Fighting for girls’ rights can be dangerous.

<sup>2</sup>Once the door had been broken down, four men in balaclavas with axes and machete knives burst into the little house. One of the men pointed at Betty and shouted, “We’re going to kill you! You’re the woman that causes nothing but trouble for us!”

<sup>3</sup>Betty and her children were terrified. They shouted for help. When one of the men reached out for her one-year-old son, Betty panicked. “I thought they were going to kill him or kidnap him. But we were lucky. My husband was meant to be away, and the men must have known that. But when they saw that he was home they ran away.”

<sup>4</sup>This happened four years ago, and it’s just one of the many times Betty’s life has been in danger because of her struggle for girl’s rights. But she doesn’t give up. “I know myself how it feels to have your rights violated. There’s nothing worse, not even death. That’s why I keep going!”

### Sold Vegetables

<sup>5</sup>Betty’s own story starts in the poor neighborhood of Chitungwiza. She lived there with her parents and younger siblings. But they were not a happy family.

<sup>6</sup>“My childhood was terrible. My father beat my mother almost every night. Mum couldn’t manage, so I had to start helping out at home at a young age. When I was only five years old, I used to clean and cook and carry my younger siblings on my back at the same time. Mum and Dad used to beat us children too. I never felt safe when I was young.”

<sup>7</sup>Just like many other girls in her neighborhood, Betty had to start working. From the age of five she walked around selling vegetables and candles every evening. “While there were girls working we could see the boys our age playing. I thought it was incredibly unfair!”

## **Fighting for Girls**

<sup>8</sup>Despite everything that had happened, Betty continued to work every evening. When she started school she used some of the money she had earned to pay her school fees. It wasn't always enough, and Betty was often sent home from school because she couldn't pay. "I was always tired but I carried on because I knew that life could get better, if I could manage to finish school."

<sup>9</sup>These years went by. She thought about how wrong it was that her mum had always beaten her. Betty decided that one day she would fight for a better life for girls and women in Zimbabwe.

## **The Girls' Club**

<sup>10</sup>When Betty was 24, she started work as a teacher. She saw how hard things were for the girls. As soon as a family had difficulty paying the children's school fees, it was always the girls who had to quit school while their brothers carried on. Soon the girls in Betty's class started to talk to her about their problems. They told her about how hard it was for them to dare to speak up when the boys were around.

<sup>11</sup>"Then I suggested that we girls should meet up and talk about things that are important to us. I suggested that we could have a club of girls take care of each other and help each other if something bad happens to one of them. A club where they would grow strong and dare to demand the same rights in life as the boys. They thought it was a great idea. There were ten of us who started meeting up a couple of times a week, either at school or at my house."

<sup>12</sup>"Slowly but surely, girls who had been subjected to abuse started to come forward and tell us about it. We supported the girls and helped them to pluck up the courage to report the crime to the police. The men responsible ended up behind bars."

## **The Girl Child Network**

<sup>13</sup>The news of Betty's girls' club spread through the school like wildfire. Soon over a hundred girls had joined. And it wasn't long before girls' club started up at other schools, first in Chitungwiza and then all over Zimbabwe. "In 1999 I decided to start the Girl Child Network (GCN) so that all the girls' clubs could support each other."

<sup>14</sup>“That same year I did a 200 km walk with 500 girls, out in the rural areas. We walked from village to village telling people about girls’ rights and about what we do at our girls’ clubs. At night we slept on the floor in the village schools. We were on the road for seventeen days and after that there were loads of girls who wanted to start their own clubs. Today there are 500 girls’ clubs with 30,000 members all over Zimbabwe!”

<sup>15</sup>The clubs report to the Girl Child Network if anyone had to quit school, or been forced to get married or start working. If anyone needs help to pay for school fees, clothes, shoes, or food, all the other girls in the group try to help them out. If they can’t manage it, they contact Betty. 5000 girls are able to go to school and eat their fill thanks to the Girl Child Network.

Adapted from Lönn, A. (2010). *Betty Makoni*. Retrieved from <http://worldschildrensprize.org/betty-makoni>

## Chapter 11 Student Log

pp. 82–90

### Extended Reading Passage Nominated: Inderjit Khurana

<sup>1</sup>When Giri was seven he ran away from his job as a domestic slave. His own father had sold him to get money for drugs and alcohol. That night, Giri slept at the train station, alone and hungry. Today, thanks to Inderjit Khurana, he has a totally different life.

<sup>2</sup>Giri soon discovered that lots of children lived and worked at the station. Some begged for money, others collected rubbish or polished shoes. Some of the children had run away, just like Giri. Others lived with their families in the slum next to the railway tracks. Giri got to know the children and they showed him how to survive at the station.

<sup>3</sup>It was a hard life, but Giri liked being able to come and go as he pleased. But at night he felt lonely and afraid. The children at the station were often beaten, robbed or, worst of all, raped. Many drank alcohol or sniffed petrol in the evenings, to help them get to sleep.

<sup>4</sup>Giri and his friends seldom stayed long in one place. They travelled by train and worked all over India. One day, when Giri was 9, he got off the train in a town called Bhubaneswar. In the middle of the platform, he saw a strange outdoor classroom. The children sat on the ground and wrote on their writing slates. All morning long they sang together with their teachers, danced and recited the alphabet so loud that it echoed around the station.

<sup>5</sup>Giri had always dreamt of going to school, but he felt suspicious. Was it a trick to capture children and lock them up? But when the teachers started giving out food, he couldn't resist.

#### First Platform School

<sup>6</sup>Today, Giri is 15 years old and is a top scholarship student at a state school. He lives in a children's home run by Inderjit Khurana and her organisation, Ruchika. Inderjit also founded the platform school that changed Giri's life.

<sup>7</sup>It all began over 20 years ago. Inderjit had her own private school for rich children in Bhubaneswar. Sometimes she saw poor children stop outside the school gates. They were dirty and dressed in rags and looked longingly at the pupils in their crisp and clean school uniforms playing in the schoolyard. They themselves had neither the money nor the time to go to school.

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<sup>11</sup>“All children have a right to education,” thought Inderjit, “but how can these children get to go to school?” She could only think of one solution: “If the children can’t come to the school, we have to bring the school to them. I have to open a school at the station!”

### **“They are dirty”**

<sup>12</sup>When Inderjit told her family, colleagues and friends about her idea, they were horrified.

<sup>13</sup>“Don’t go to the train station, it’s dangerous and dirty,” they said. “Street children fight and steal! They could infect you with dangerous diseases!”

<sup>14</sup>But Inderjit had made up her mind. One morning, she packed two sacks full of picture books, toys and chalk, and headed off. Only one of the teachers from her school dared to go with her.

<sup>15</sup>Inderjit unpacked her things on the platform and waited nervously. A little boy looked at her with a mixture of curiosity and suspicion.

<sup>16</sup>“Do you want to learn to read?” Inderjit called out. After a while he plucked up the courage to come up to her, and the lesson began.

## Threatened by Gangsters

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<sup>18</sup>When Inderjit said that she just wanted to give the children an education, hardly anyone believed her. They were still very suspicious. Police and railway staff tried to drive her away, and she was threatened by gangsters and drug dealers. Sometimes angry parents would come and shout at her because she was stopping their children from working.

<sup>19</sup>“Your children have a right to go to school,” Inderjit would say to them, “and if they learn to read and write, it's good for the whole family.”

<sup>20</sup>Although Inderjit was exhausted and often afraid, she didn't give up. She sang, told stories and played games with letters and numbers. The news about the platform school spread. After a couple of months, there were over 100 children at Inderjit's platform school!

## 4,500 Children Reached

<sup>21</sup>Since then, Inderjit's organisation, Ruchika, has grown from strength to strength. Now it reaches 4500 children every year, through schools and projects at train stations and in the slums. Ruchika runs everything from nurseries to vocational training and HIV/AIDS programmes.

<sup>22</sup>“At the beginning it was really hard,” remembers Inderjit. “Now we have more support from local politicians and from the railway company. I've learned a lot too over the years, for example, that if the children are malnourished and sickly, we have to give them food and medicine. Otherwise they have no energy to study.”

<sup>23</sup>Inderjit wants to give a basic education to as many children as possible. It's not just a matter of being able to read—it's also about knowing the rights of the child.

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## Comprehension Questions

1. Inderjit was inspired to start schools for children in train depots by:
  - A. Her family
  - B. The dirty, poor children who she saw working in the train depot
  - C. The government
  - D. A boy named Giri, who ran away from home after being sold by his family
2. The purpose of this passage is to:
  - A. Inform the reader about bonded labor
  - B. Entertain readers
  - C. Tell the story of Inderjit Khurana
  - D. Inform the reader about the Indian government
3. From the section “Threatened by Gangsters,” the reader can conclude that:
  - A. Inderjit gave up her school because she was threatened every day
  - B. Some parents in India do not understand the value of an education
  - C. Not very many children needed the education Inderjit was offering
  - D. The gangsters were run out of the train depot by the police
4. The first section is important to the passage because it:
  - A. Creates interest in the story by telling a personal story about a student who attended Inderjit’s school
  - B. Describes a little boy
  - C. Tells about Inderjit Khurana’s background
  - D. Establishes a sense of fear about what happens to Giri in the rest of the story

## Prediction

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# Generate Level 1, 2, and 3 Questions

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

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

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

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*Iqbal*—Chapter 11 Student Log

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**Level 1   Level 2   Level 3**

    

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**Level 1   Level 2   Level 3**

    

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## Vocabulary

	<b>Word</b>	<b>Part of speech</b>	<b>Definition</b>
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

<b>DEFINITION</b>		<b>CHARACTERISTICS</b>	
	<b>WORD</b>		
<b>EXAMPLES</b>		<b>NONEXAMPLES</b>	

## After Reading: Does It Make Sense?

- |  |  |                                       |
|--|--|---------------------------------------|
| 1. When Eshan Khan and the two men from the Bonded Labor Liberation Front of Pakistan arrived at Hussain Khan’s house, we realized that nothing could stop them. There was a policeman with them, too, but this one had a neat uniform and all kinds of things on his sleeves. | <b>Yes</b><br><input type="checkbox"/> | <b>No</b><br><input type="checkbox"/> |
| 2. The policemen took Hussain Khan away and the mistress began to cheer. They forgot about us and kept our chains around our legs. We heard them throw open the big front door of the factory and say, “Children, you’re free. You can go now.”                                | <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

### Nominated: Betty Makoni

<sup>1</sup>Bang! Betty Makoni awoke with a start. It was the middle of the night in the poor neighborhood of Chitungwiza outside Zimbabwe’s capital city, Harare. She heard it again: Bang! And again: Bang! The children began to cry. Just a few metres from Betty’s bed, masked men were breaking through the front door with an axe. Fighting for girls’ rights can be dangerous.

<sup>2</sup>Once the door had been broken down, four men in balaclavas with axes and machete knives burst into the little house. One of the men pointed at Betty and shouted, “We’re going to kill you! You’re the woman that causes nothing but trouble for us!”

<sup>3</sup>Betty and her children were terrified. They shouted for help. When one of the men reached out for her one-year-old son, Betty panicked. “I thought they were going to kill him or kidnap him. But we were lucky. My husband was meant to be away, and the men must have known that. But when they saw that he was home they ran away.”

<sup>4</sup>This happened four years ago, and it’s just one of the many times Betty’s life has been in danger because of her struggle for girl’s rights. But she doesn’t give up. “I know myself how it feels to have your rights violated. There’s nothing worse, not even death. That’s why I keep going!”

### Sold Vegetables

<sup>5</sup>Betty’s own story starts in the poor neighborhood of Chitungwiza. She lived there with her parents and younger siblings. But they were not a happy family.

<sup>6</sup>“My childhood was terrible. My father beat my mother almost every night. Mum couldn’t manage, so I had to start helping out at home at a young age. When I was only five years old, I used to clean and cook and carry my younger siblings on my back at the same time. Mum and Dad used to beat us children too. I never felt safe when I was young.”

<sup>7</sup>Just like many other girls in her neighborhood, Betty had to start working. From the age of five she walked around selling vegetables and candles every evening. “While there were girls working we could see the boys our age playing. I thought it was incredibly unfair!”

## **Fighting for Girls**

<sup>8</sup>Despite everything that had happened, Betty continued to work every evening. When she started school she used some of the money she had earned to pay her school fees. It wasn't always enough, and Betty was often sent home from school because she couldn't pay. "I was always tired but I carried on because I knew that life could get better, if I could manage to finish school."

<sup>9</sup>These years went by. She thought about how wrong it was that her mum had always beaten her. Betty decided that one day she would fight for a better life for girls and women in Zimbabwe.

## **The Girls' Club**

<sup>10</sup>When Betty was 24, she started work as a teacher. She saw how hard things were for the girls. As soon as a family had difficulty paying the children's school fees, it was always the girls who had to quit school while their brothers carried on. Soon the girls in Betty's class started to talk to her about their problems. They told her about how hard it was for them to dare to speak up when the boys were around.

<sup>11</sup>"Then I suggested that we girls should meet up and talk about things that are important to us. I suggested that we could have a club of girls take care of each other and help each other if something bad happens to one of them. A club where they would grow strong and dare to demand the same rights in life as the boys. They thought it was a great idea. There were ten of us who started meeting up a couple of times a week, either at school or at my house."

<sup>12</sup>"Slowly but surely, girls who had been subjected to abuse started to come forward and tell us about it. We supported the girls and helped them to pluck up the courage to report the crime to the police. The men responsible ended up behind bars."

## **The Girl Child Network**

<sup>13</sup>The news of Betty's girls' club spread through the school like wildfire. Soon over a hundred girls had joined. And it wasn't long before girls' club started up at other schools, first in Chitungwiza and then all over Zimbabwe. "In 1999 I decided to start the Girl Child Network (GCN) so that all the girls' clubs could support each other."



<sup>14</sup>“That same year I did a 200 km walk with 500 girls, out in the rural areas. We walked from village to village telling people about girls’ rights and about what we do at our girls’ clubs. At night we slept on the floor in the village schools. We were on the road for seventeen days and after that there were loads of girls who wanted to start their own clubs. Today there are 500 girls’ clubs with 30,000 members all over Zimbabwe!”

<sup>15</sup>The clubs report to the Girl Child Network if anyone had to quit school, or been forced to get married or start working. If anyone needs help to pay for school fees, clothes, shoes, or food, all the other girls in the group try to help them out. If they can’t manage it, they contact Betty. 5000 girls are able to go to school and eat their fill thanks to the Girl Child Network.

Adapted from Lönn, A. (2010). *Betty Makoni*. Retrieved from <http://worldschildrensprize.org/betty-makoni>