



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 2

Teacher Guide and Student Log

Chapter 2 Teacher Guide

pp. 9–13

Day 1 at a Glance

(50 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 2 Student Log for each student
- Display of Chapter 2 Student Log (transparency, projected image, etc.)
- Timer

| Activity | Time | Materials | Preparation |
|---|------------|---|---|
| Introduce Vocabulary | 15 minutes | <ul style="list-style-type: none"> • Chapter 2 Vocabulary Images packet • Yes/No Response Cards | <ul style="list-style-type: none"> • Download and print Chapter 2 Vocabulary Images packet in color. • Prepare Yes/No Response Cards (or use sets from previous instruction). • Plan vocabulary instruction using the Vocabulary Template. |
| Prediction | 5 minutes | Running list of Get the Gist statements in classroom | |
| Build Background Knowledge | 15 minutes | <ul style="list-style-type: none"> • “What Is Child Labor” reading passage • Color picture of child Lina • “Is It Child Labor? You Decide” matrix • Child Labor Example Cards | <ul style="list-style-type: none"> • Print color picture/transparency of child Lina. • Prepare Child Labor Example Cards (one set per pair of students). |
| Read the Chapter: Generate Level 1 and Level 2 Questions | 15 minutes | Level 1 and Level 2 Question Cards on a ring | <ul style="list-style-type: none"> • Choose a reading format. • Plan stopping points in the text where students will generate questions. |

Introduce Vocabulary

(15 minutes)

| | | | | |
|----|-------------|-------|-----------|--|
| 1. | luxury* | p. 10 | <i>n.</i> | a comfort or enjoyment that is not necessary or essential; usually very rare or expensive |
| 2. | shackle* | p. 12 | <i>n.</i> | an iron ring that secures a wrist or ankle; intended to prevent freedom of movement |
| 3. | precision | p. 13 | <i>n.</i> | extremely accurate or exact |
| 4. | peasant* | p. 15 | <i>n.</i> | small farmers or farm workers of low social rank |
| 5. | rebel | p. 17 | <i>n.</i> | a person who resists authority, control, or tradition |
| 6. | merchant* | p. 18 | <i>n.</i> | a businessperson who buys and sells goods for profit |
| 7. | embankment* | p. 19 | <i>n.</i> | a mound of earth or stone built to hold back water or support a roadway |
| 8. | kiln | p. 20 | <i>n.</i> | an oven for burning, baking, or drying; especially one for firing pottery or baking bricks |

*Images provided in Chapter 2 Vocabulary Images packet.

Display the Chapter 2 Student Log so students can follow along as you read. After introducing each word, connect the word to the context of the passage and provide some examples and nonexamples. 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

I want to introduce several words from chapters 2 and 3 that we need to know in order to understand the story.

Step 1

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

Steps 2 and 3

A luxury is usually something that is expensive and not needed or necessary. An expensive gown, for example, might be considered a luxury. It is certainly not needed but may provide the owner much enjoyment. In Chapter 2 we will learn that in Pakistan, movies and television were a luxury that only rich people could afford. Many farmers and laborers could not afford to go to the movies or have a television. Is television a luxury in America? (Provide think time.) Raise your hand if you think television is a luxury in America. Now, raise your hand if you do not think television is a luxury in America. (Brief discussion why or why not.)

Step 4:

In America, an expensive car might be a luxury.

Some hotels are considered to be luxury hotels because they pamper their guests with expensive food, fancy rooms, and over-the-top pools or beaches.

An expensive vacation might be a luxury.

If a family does not have a lot of money, Christmas gifts might be a luxury.

A busy mom might say that having an hour to herself is a luxury. This is because time to herself is rare and valuable.

Step 5

- Group students into pairs, and give each pair a picture (or more than one picture) from the set of LUXURY examples provided in the Chapter 2 Vocabulary Images packet.
- Ask partners to discuss whether or not the picture represents something that may be a luxury. Ask them to determine why or why not. Monitor and give feedback as necessary.
- Have each pair present their picture to the class and tell why it is an example or nonexample of a luxury. Discuss as needed.

Step 1

The next word is SHACKLE. What word? Students repeat SHACKLE.

Steps 2 and 3

A SHACKLE is an iron ring used to secure the wrist or the ankle. It is intended to prevent freedom of movement. In Chapter 2, Hussain uses a shackle to secure one of the children to a loom. Hussain does not want the child to leave. He wants to restrict the child's freedom, so he uses a shackle to keep him tied to the workstation.

Show students the picture of the shackles provided in the Chapter 2 Vocabulary Images packet.

Step 4

Sometimes, the police will shackle a prisoner's feet together so that the prisoner will not run away. You will often see prisoners walking into court with a shackle on each of their feet.

Slaves were often shackled to prevent them from having freedom.

Shackles are made of iron, so they are an extreme way of keeping someone from moving or running away.

Step 5

Give each pair (or each student) a set of Yes/No Response Cards. Say: *Hold up the "Yes" card if I give you an example of someone who might use SHACKLES or the "No" card if the example I give is not an example of a person who might use SHACKLES.*

- *Would a prison guard use shackles? (Yes)*
- *A mother wants to keep her child from running into the street. Would she use shackles? (No) Why not?*
- *A master is forcing children to work against their will. Might he use shackles? (Yes)*
- *Would a high school principal use shackles? (No) Why not?*
- *A football coach wants to get his team in line. Would he use shackles? (No)*
- *A courtroom bailiff is escorting an inmate from jail to the courtroom. Would he use shackles? (Yes)*

Choose three more words from the vocabulary list (more if there is time) and plan to teach using the above procedure. You can use the Vocabulary Templates below to plan your instruction.

Remember to use the pictures in the Chapter 2 Vocabulary Images packet as further examples of some of the vocabulary words. Also, remember to add these words to your running list of words posted in your classroom.

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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Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements. So far, you will only have the Get the Gist statement from Chapter 1.
2. Say: *Read the gist statement from Chapter 1 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. And think about our new vocabulary. In 1 minute I want you to write down a sentence in your Chapter 2 Student Log that tells what you think is going to happen in Chapter 2.*

Set timer for 1 minute.

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

Build Background Knowledge

(15 minutes)

Activity

What Is Child Labor?

Objective

Students will learn facts about child labor and will categorize case studies into examples and nonexamples of child labor.

Materials

- “What Is Child Labor?” reading passage
- Picture of Lina
- “Is It Child Labor? You Decide” matrix
- Child Labor Example Cards for duplication (one set per pair of students)
- Answer key to matrix

(For additional information on this topic, visit the Child Labor Public Education Project website at www.continuetolearn.uiowa.edu/laborctr/child_labor/materials)

1. Ask students to locate the handout “What Is Child Labor?” in their Chapter 2 Student Logs. Read and discuss for about 2–3 minutes so that students have a solid understanding of what child labor is.
2. Say: *Today, we are going to read a few different stories and decide if they are considered examples of child labor. We will use this matrix (project image of matrix from the student log) to help us decide. While I read you a story about Lina, listen for any evidence of child labor (review the different descriptions of child labor that are listed across the top of the table).*

3. Project image of Lina and read Lina’s story below aloud to the students.

This is Lina, a 9-year-old girl who lives in Laos. Each day, before the sun rises, she walks 5 miles to the tobacco farm where she works 10 hours stringing tobacco leaves onto long reeds. Later, she hangs the reeds and tobacco leaves on racks so that the leaves will dry. She gets one 15-minute break in the middle of the day to eat whatever food her employer brings her.

Her hands hurt after a few hours of stringing tobacco leaves, but if she stops for even a few minutes, her employer will beat her. Lina has never been to school and expects to continue to work at the tobacco farm until she gets married.

4. Say: *Let’s take a look at our matrix and decide if Lina’s story is an example of child labor, and why.* Go through the matrix and discuss whether Lina’s story provides evidence of each component of the definition. If it does, place a check in the box. (See Answer Key below.)
5. Give each pair of partners a set of the Child Labor Example Cards. Tell them that they will read each example, and check off components of the definition that are evident in the example. Continue with the guided practice as needed.
6. Decide how you will check answers (groups share, individuals share, etc.). Conduct discussions as needed or as time allows.

What is Child Labor?

Not all work children do is child labor. Some forms of work teach important skills and responsibilities and contribute to healthy development . . . but many situations in which children work are considered child labor because they are harmful, hazardous, or keep children from attending school.

While exact definitions of child labor have varied over time, most organizations agree that child labor involves at least one of the following characteristics:

- violates a nation's minimum age laws
- threatens children's physical, mental, or emotional well-being
- involves intolerable abuse, such as child slavery, child trafficking, debt bondage, forced labor, or illicit activities
- prevents children from going to school
- uses children to undermine labor standards

"THERE IS WORK THAT PROFITS CHILDREN, AND THERE IS WORK THAT BRINGS PROFIT ONLY TO EMPLOYERS. THE OBJECT OF EMPLOYING CHILDREN IS NOT TO TRAIN THEM, BUT TO GET HIGH PROFITS FROM THEIR WORK."

LEWIS HINE, AMERICAN PHOTOGRAPHER AND CHILD LABOR ACTIVIST, 1908

Indiana, USA, 1908



Girls at weaving machines. Evansville, Indiana. (Photo by Lewis Hine)

Kathmandu, Nepal, 1997



Girls at work hand-tying knots at a carpet loom. (Photo by Kawanaka, courtesy of UNICEF)

Lina



(SOURCE: www.continuetolearn.uiowa.edu/laborctr/child_labor/materials/documents/CLPEPintrooverheads.pdf)

Is It Child Labor? You Decide (Answer Key)

| | 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 | EXAMPLE OF CHILD LABOR? | |
|------------------|--------------------------------------|--|---|--|-------------------------|----|
| | | | | | YES | NO |
| Lina | | ✓ | ✓ | ✓ | YES | NO |
| Example A | | | | | YES | NO |
| Example B | ✓ | ✓ | | ✓ | YES | NO |
| Example C | ✓ | ✓ | ✓ | ✓ | YES | NO |
| Example D | ✓ | ✓ | | | YES | NO |
| Example E | | | | | YES | NO |

| | | | | | EXAMPLE OF CHILD LABOR? | |
|------------------|--------------------------------------|--|---|--|--------------------------------|------------|
| | | | | | YES | NO |
| Example F | | | | | | NO |
| Example G | 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 | ✓ | YES |
| Example H | ✓ | ✓ | ✓ | ✓ | ✓ | YES |

| | |
|---|--|
| <p>Example A</p> <p>A 13-year-old girl takes out the trash, washes dishes each night, and mows the lawn once a week in the summer. She receives a \$10/week allowance if all chores are completed.</p> | <p>Example B</p> <p>A 12-year-old boy picks oranges for 8 hours a day, 6 days a week throughout the winter/spring harvest period. He is paid a piece rate that yields about \$20–30 per day (the equivalent of about \$3–4 per hour).</p> |
| <p>Example C</p> <p>A 6-year-old boy hand ties knots for carpets at a loom for 10–12 hours each day, year-round. He sleeps at night on the floor in the workshop and is fed two small meals a day. He is not paid because he is a bonded laborer working to pay off debts his family cannot afford to repay.</p> | <p>Example D</p> <p>A 13-year-old girl detassels corn for 8–9 hours a day, 6 days a week during July and is paid \$5.75 per hour.</p> |
| <p>Example E</p> <p>A 14-year-old girl helps serve customers and make sandwiches at her family’s restaurant after school and on weekends for no pay.</p> | <p>Example F</p> <p>A 15-year-old girl who hopes to be a doctor some day volunteers full-time at a hospital over the summer, for no pay.</p> |
| <p>Example G</p> <p>A 12-year-old boy agrees to leave his home to live and work on a cocoa plantation after a trader promises him a bicycle and \$150/year to help support his family. Once he arrives, he works with no pay and is beaten if he does not continue to work.</p> | <p>Example H</p> <p>A 9-year-old girl from a poor family in the countryside is sent to live with an unfamiliar family about 50 miles from her home. There, she is responsible each day for cooking three meals, cleaning floors, carrying water, washing dishes, and washing clothes, and sometimes watching the family’s 2-year-old son in the evenings. She is provided room and board but no additional pay.</p> |

Read the Chapter: Generate Level 1 and Level 2 Questions

(15 minutes)

(Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001)

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 | |

As you read the chapter, you are going to ask your students to generate Level 1, Right There and Level 2, Putting It Together questions. Plan and record below the page numbers where you will stop to allow students to generate questions. Students will write their answers in the space provided on the student log.

| Comprehension strategy practice | | |
|---------------------------------|-----------|----------------|
| Level 1 questions: | Page ____ | Paragraph ____ |
| | Page ____ | Paragraph ____ |
| Level 2 questions: | Page ____ | Paragraph ____ |
| | Page ____ | Paragraph ____ |

NOTE: You will begin reading the chapter on Day 1 and complete it on Day 2.

Day 2 at a Glance

(50 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 2 Student Log for each student
- Display of Chapter 2 Student Log (transparency, projected image, etc.)
- Timer

| Activity | Time | Materials | Preparation |
|---|------------|---|----------------------------|
| Continue Reading the Chapter: Generate Level 1 and Level 2 Questions | 15 minutes | Same as Day 1 | Refer to plans from Day 1. |
| After Reading: Does It Make Sense? | 5 minutes | | |
| Closure: Verify Predictions and Get the Gist | 5 minutes | Running list of Get the Gist statements in classroom | |
| Extended Reading | 25 minutes | Extended reading passage (found in Ch. 2 Teacher Guide and Student Log) | |

Continue Reading the Chapter: Generate Level 1 and Level 2 Questions

(15 minutes)

(Klingner et al., 2001)

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

After Reading: Does It Make Sense?

(5 minutes)

Last week we talked about why it is important to be aware of what you are reading and to notice if something doesn't make sense. What is something good readers do when they read something that doesn't make sense? (Accept student responses such as: reread the passage, ask themselves why it doesn't make sense, etc.).

We are going to practice again recognizing if text does or does not make sense. I am going to show you a sentence, and I want you to ask yourself if the sentence makes sense.

Look at the sentence under the heading "After Reading: Does It Make Sense" on your Chapter 2 Student Log. Read the sentence to yourself and hold up the "Yes" card if it makes sense and the "No" card if it does not. Give students time to read the following sentences:

1. To Salman, nothing was as bad as working at the brick kiln.
(“Yes” card or Thumbs up)
2. The sun was high and warm, and its long beams of light were frigid to the touch.
(“No” card or Thumbs down)

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)

Let's Get the Gist of Chapter 2.

1. *Who or what was the chapter about?* Accept reasonable student responses. Write appropriate responses on the Chapter 2 Student Log transparency.
2. *What was the most important thing about the “who” or the “what?”* Accept reasonable student responses. Write appropriate responses on the student log transparency.
3. *Now I'm going to give you a minute to write a Get the Gist statement with your partner. Remember, the statement must include who or what the chapter was about, the most important thing about the “who” or “what,” and it should be 10 or fewer words.* Monitor partners and be available to help when needed.
4. Give students a minute or two to write a gist statement. Accept reasonable student responses. For each chapter, keep a running log (on chart paper) of Get the Gist statements clearly posted in your room.

Extended Reading

(25 minutes)

Ask students to locate the extended reading passage within their Chapter 2 Student Log. Place the transparency of the passage on the overhead projector.

Read the passage with your class. Choose between choral reading (repeated), choral reading (alternating), cloze reading, or any other format that involves all of your students.

After the class finishes reading the passage and the students finish answering questions on their own or with a partner, discuss why each answer is correct or incorrect. Refer to the passage to support the correct answer.

(Adapted from: Simkin, J. (2011). *Sarah Carpenter*. Retrieved from: <http://www.spartacus.schoolnet.co.uk/IRcarpenter.htm>)

Answer Key

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

Extended Reading Passage

Adapted from: Simkin, J. (2011). *Sarah Carpenter*. Retrieved from:
<http://www.spartacus.schoolnet.co.uk/IRcarpenter.htm>



¹I was born in Hare Street, Bethnal Green, London, in the year 1805. My father died when I was two years old, leaving two children, myself and Sarah my sister. My mother kept us both till I was about five years old, and then she took badly and was taken to the London Hospital. My sister and I were taken to the Bethnal Green Workhouse. My mother died and we stayed in the workhouse. We had good food, good beds and given liberty two or three times a week. We were taught to read and in every respect were treated kindly.

²The same year my mother died, I being between six and seven years of age, there came a man looking for a number of parish apprentices. We were all ordered to come into the board room, about forty of us. There were, I dare say, about twenty gentlemen seated at a table, with pens and paper before them. Our names were called out one by one. We were all standing before them in a row. My name was called and I stepped out in the middle of the room. They said, “Well John, you are a fine lad, would you like to go into the country?” I said “Yes sir.”

³We had often talked over amongst ourselves how we should like to be taken into the country, Mr. Nicholls the old master, used to tell us what fine sport we should have amongst the hills, what time we should have for play and pleasure. He said we should have plenty of roast beef and get plenty of money, and come back gentlemen to see our friends.

⁴The committee picked out about twenty of us, all boys. In a day or two after this, two coaches came up to the workhouse door. We were got ready. They gave us a shilling piece to take our attention, and we set off. I can remember a crowd of women standing by the coaches, at the workhouse door, crying “shame on them, to send poor little children away from home in that fashion.” Some of them were weeping. I heard one say, “I would run away if I was them.” They drove us to the Paddington Canal, where there was a boat provided to take us.

⁵We got to Buxton at four o’clock on Saturday afternoon. A covered cart was waiting for us there. We all got in, and drove off to the apprentice house at Litton Mill, about six miles from Buxton. The cart stopped, and we marched up to the house, where we saw the master, who came to examine us and gave orders where we were put. They brought us some supper. We were very hungry, but could not eat it. It was Derbyshire oatcake, which we had never seen before. It tasted as sour as vinegar.

⁶Our regular time was from five in the morning till nine or ten at night; and on Saturday, till eleven, and often twelve o’clock at night, and then we were sent to clean the machinery on the Sunday. No time was allowed for breakfast and no sitting for dinner and no time for tea. We went to the mill at five o’clock and worked till about eight or nine when they brought us our breakfast, which consisted of water-porridge, with oatcake in it and onions to flavor it. Dinner consisted of Derbyshire oatcakes cut into four pieces, and ranged into two stacks. One was buttered and the other treacled. By the side of the oatcake were cans of milk. We drank the milk and with the oatcake in our hand, we went back to work without sitting down.

⁷We then worked till nine or ten at night when the water-wheel stopped. We stopped working, and went to the apprentice house, about three hundred yards from the mill. It was a large stone house, surrounded by a wall, two to three yards high, with one door, which was kept locked. It was capable of lodging about one hundred and fifty apprentices. Supper was the same as breakfast—onion porridge and dry oatcake. We all ate in the same room and all went up a common staircase to our bed-chamber; all the boys slept in one chamber, all the girls in another. We slept three in one bed. The girls' bedroom was of the same sort as ours. There were no fastenings to the two rooms; and no one to watch over us in the night, or to see what we did.

⁸Mr. Needham, the master, had five sons: Frank, Charles, Samuel, Robert and John. The sons and a man named Swann, the over looker, used to go up and down the mill with sticks. Frank once beat me till he frightened himself. He thought he had killed me. He had struck me on the temples and knocked me dateless. He once knocked me down and threatened me with a stick. To save my head I raised my arm, which he then hit with all his might. My elbow was broken. I bear the marks, and suffer pain from it to this day, and always shall as long as I live.

⁹I was determined to let the gentleman of the Bethnal Green parish know the treatment we had, and I wrote a letter with John Oats and put it into the Tydeswell Post Office. It was broken open and given to old Needham. He beat us with a knob-stick till we could scarcely crawl. Sometime after this three gentlemen came down from London. But before we were examined we were washed and cleaned up and ordered to tell them we liked working at the mill and were well treated. Needham and his sons were in the room at the time. They asked us questions about our treatment, which we answered as we had been told, not daring to do any other, knowing what would happen if we told them the truth.

Comprehension Questions

1. In paragraph 1, what is meant by the phrase, “took badly”?
 - A. Became very ill
 - B. Was unattractive
 - C. Misbehaved
 - D. Broke the law

2. In paragraph 4, why were the women weeping and crying?
 - A. They were sad because someone had died.
 - B. They knew the children would be fed well.
 - C. They knew the children would be treated very poorly.
 - D. They were overcome with joy because the children had work.

3. Why did the boy lie to the gentlemen from London who asked about work conditions?
 - A. He could not remember what working was like.
 - B. He was afraid of the punishment he would receive if he told the truth.
 - C. He was a natural liar.
 - D. He couldn't speak.

4. The author's choice of words in paragraphs 2 and 3 create a mood of _____.
 - A. Sadness
 - B. Anticipation
 - C. Concern
 - D. Fright

Chapter 2 Student Log

pp. 9–13

Vocabulary

| | | | | |
|----|-------------|-------|-----------|--|
| 1. | luxury* | p. 10 | <i>n.</i> | a comfort or enjoyment that is not necessary or essential; usually very rare or expensive |
| 2. | shackle* | p. 12 | <i>n.</i> | an iron ring that secures a wrist or ankle; intended to prevent freedom of movement |
| 3. | precision | p. 13 | <i>n.</i> | extremely accurate or exact |
| 4. | peasant* | p. 15 | <i>n.</i> | small farmers or farm workers of low social rank |
| 5. | rebel | p. 17 | <i>n.</i> | a person who resists authority, control, or tradition |
| 6. | merchant* | p. 18 | <i>n.</i> | a businessperson who buys and sells goods for profit |
| 7. | embankment* | p. 19 | <i>n.</i> | a mound of earth or stone built to hold back water or support a roadway |
| 8. | kiln | p. 20 | <i>n.</i> | an oven for burning, baking, or drying; especially one for firing pottery or baking bricks |

Prediction

What is Child Labor?

Not all work children do is child labor. Some forms of work teach important skills and responsibilities and contribute to healthy development . . . but many situations in which children work are considered child labor because they are harmful, hazardous, or keep children from attending school.

While exact definitions of child labor have varied over time, most organizations agree that child labor involves at least one of the following characteristics:

- violates a nation's minimum age laws
- threatens children's physical, mental, or emotional well-being
- involves intolerable abuse, such as child slavery, child trafficking, debt bondage, forced labor, or illicit activities
- prevents children from going to school
- uses children to undermine labor standards

"THERE IS WORK THAT PROFITS CHILDREN, AND THERE IS WORK THAT BRINGS PROFIT ONLY TO EMPLOYERS. THE OBJECT OF EMPLOYING CHILDREN IS NOT TO TRAIN THEM, BUT TO GET HIGH PROFITS FROM THEIR WORK."

LEWIS HINE, AMERICAN PHOTOGRAPHER AND CHILD LABOR ACTIVIST, 1908

Indiana, USA, 1908



Girls at weaving machines. Evansville, Indiana. (Photo by Lewis Hine)

Kathmandu, Nepal, 1997



Girls at work hand-tying knots at a carpet loom. (Photo by Kawanaka, courtesy of UNICEF)

Is It Child Labor? You Decide

| | 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 | EXAMPLE OF CHILD LABOR? | |
|------------------|--------------------------------------|--|---|--|-------------------------|----|
| | | | | | YES | NO |
| Lina | | | | | YES | NO |
| Example A | | | | | YES | NO |
| Example B | | | | | YES | NO |
| Example C | | | | | YES | NO |
| Example D | | | | | YES | NO |
| Example E | | | | | YES | NO |

| | 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 | EXAMPLE OF CHILD LABOR? | |
|------------------|--------------------------------------|--|---|--|-------------------------|----|
| | | | | | YES | NO |
| Example F | | | | | YES | NO |
| Example G | | | | | YES | NO |
| Example H | | | | | YES | NO |

Generate Level 1 and 2 Questions

| | | |
|-------|--------------------------|--------------------------|
| <hr/> | Level 1 | Level 2 |
| <hr/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| <hr/> | Level 1 | Level 2 |
| <hr/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| <hr/> | Level 1 | Level 2 |
| <hr/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| | | |
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| <hr/> | Level 1 | Level 2 |
| <hr/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Iqbal—Chapter 2 Student Log

Level 1

Level 2

Level 1

Level 2

Level 1

Level 2

After Reading: Does It Make Sense?

- | | | |
|---|--|---------------------------------------|
| 1. To Salman, nothing was as bad as working at the brick kiln. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. The sun was high and warm, and its long beams of light were frigid to the touch. | 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

Adapted from: Simkin, J. (2011). *Sarah Carpenter*. Retrieved from:
<http://www.spartacus.schoolnet.co.uk/IRcarpenter.htm>



¹I was born in Hare Street, Bethnal Green, London, in the year 1805. My father died when I was two years old, leaving two children, myself and Sarah my sister. My mother kept us both till I was about five years old, and then she took badly and was taken to the London Hospital. My sister and I were taken to the Bethnal Green Workhouse. My mother died and we stayed in the workhouse. We had good food, good beds and given liberty two or three times a week. We were taught to read and in every respect were treated kindly.

²The same year my mother died, I being between six and seven years of age, there came a man looking for a number of parish apprentices. We were all ordered to come into the board room, about forty of us. There were, I dare say, about twenty gentlemen seated at a table, with pens and paper before them. Our names were called out one by one. We were all standing before them in a row. My name was called and I stepped out in the middle of the room. They said, “Well John, you are a fine lad, would you like to go into the country?” I said “Yes sir.”

³We had often talked over amongst ourselves how we should like to be taken into the country, Mr. Nicholls the old master, used to tell us what fine sport we should have amongst the hills, what time we should have for play and pleasure. He said we should have plenty of roast beef and get plenty of money, and come back gentlemen to see our friends.

⁴The committee picked out about twenty of us, all boys. In a day or two after this, two coaches came up to the workhouse door. We were got ready. They gave us a shilling piece to take our attention, and we set off. I can remember a crowd of women standing by the coaches, at the workhouse door, crying “shame on them, to send poor little children away from home in that fashion.” Some of them were weeping. I heard one say, “I would run away if I was them.” They drove us to the Paddington Canal, where there was a boat provided to take us.

⁵We got to Buxton at four o’clock on Saturday afternoon. A covered cart was waiting for us there. We all got in, and drove off to the apprentice house at Litton Mill, about six miles from Buxton. The cart stopped, and we marched up to the house, where we saw the master, who came to examine us and gave orders where we were put. They brought us some supper. We were very hungry, but could not eat it. It was Derbyshire oatcake, which we had never seen before. It tasted as sour as vinegar.

⁶Our regular time was from five in the morning till nine or ten at night; and on Saturday, till eleven, and often twelve o’clock at night, and then we were sent to clean the machinery on the Sunday. No time was allowed for breakfast and no sitting for dinner and no time for tea. We went to the mill at five o’clock and worked till about eight or nine when they brought us our breakfast, which consisted of water-porridge, with oatcake in it and onions to flavor it. Dinner consisted of Derbyshire oatcakes cut into four pieces, and ranged into two stacks. One was buttered and the other treacled. By the side of the oatcake were cans of milk. We drank the milk and with the oatcake in our hand, we went back to work without sitting down.

⁷We then worked till nine or ten at night when the water-wheel stopped. We stopped working, and went to the apprentice house, about three hundred yards from the mill. It was a large stone house, surrounded by a wall, two to three yards high, with one door, which was kept locked. It was capable of lodging about one hundred and fifty apprentices. Supper was the same as breakfast—onion porridge and dry oatcake. We all ate in the same room and all went up a common staircase to our bed-chamber; all the boys slept in one chamber, all the girls in another. We slept three in one bed. The girls' bedroom was of the same sort as ours. There were no fastenings to the two rooms; and no one to watch over us in the night, or to see what we did.

⁸Mr. Needham, the master, had five sons: Frank, Charles, Samuel, Robert and John. The sons and a man named Swann, the over looker, used to go up and down the mill with sticks. Frank once beat me till he frightened himself. He thought he had killed me. He had struck me on the temples and knocked me dateless. He once knocked me down and threatened me with a stick. To save my head I raised my arm, which he then hit with all his might. My elbow was broken. I bear the marks, and suffer pain from it to this day, and always shall as long as I live.

⁹I was determined to let the gentleman of the Bethnal Green parish know the treatment we had, and I wrote a letter with John Oats and put it into the Tydeswell Post Office. It was broken open and given to old Needham. He beat us with a knob-stick till we could scarcely crawl. Sometime after this three gentlemen came down from London. But before we were examined we were washed and cleaned up and ordered to tell them we liked working at the mill and were well treated. Needham and his sons were in the room at the time. They asked us questions about our treatment, which we answered as we had been told, not daring to do any other, knowing what would happen if we told them the truth.

Comprehension Questions

1. In paragraph 1, what is meant by the phrase, “took badly”?
 - A. Became very ill
 - B. Was unattractive
 - C. Misbehaved
 - D. Broke the law
2. In paragraph 4, why were the women weeping and crying?
 - A. They were sad because someone had died.
 - B. They knew the children would be fed well.
 - C. They knew the children would be treated very poorly.
 - D. They were overcome with joy because the children had work.
3. Why did the boy lie to the gentlemen from London who asked about work conditions?
 - A. He could not remember what working was like.
 - B. He was afraid of the punishment he would receive if he told the truth.
 - C. He was a natural liar.
 - D. He couldn't speak.
4. The author's choice of words in paragraphs 2 and 3 create a mood of _____.
 - A. Sadness
 - B. Anticipation
 - C. Concern
 - D. Fright