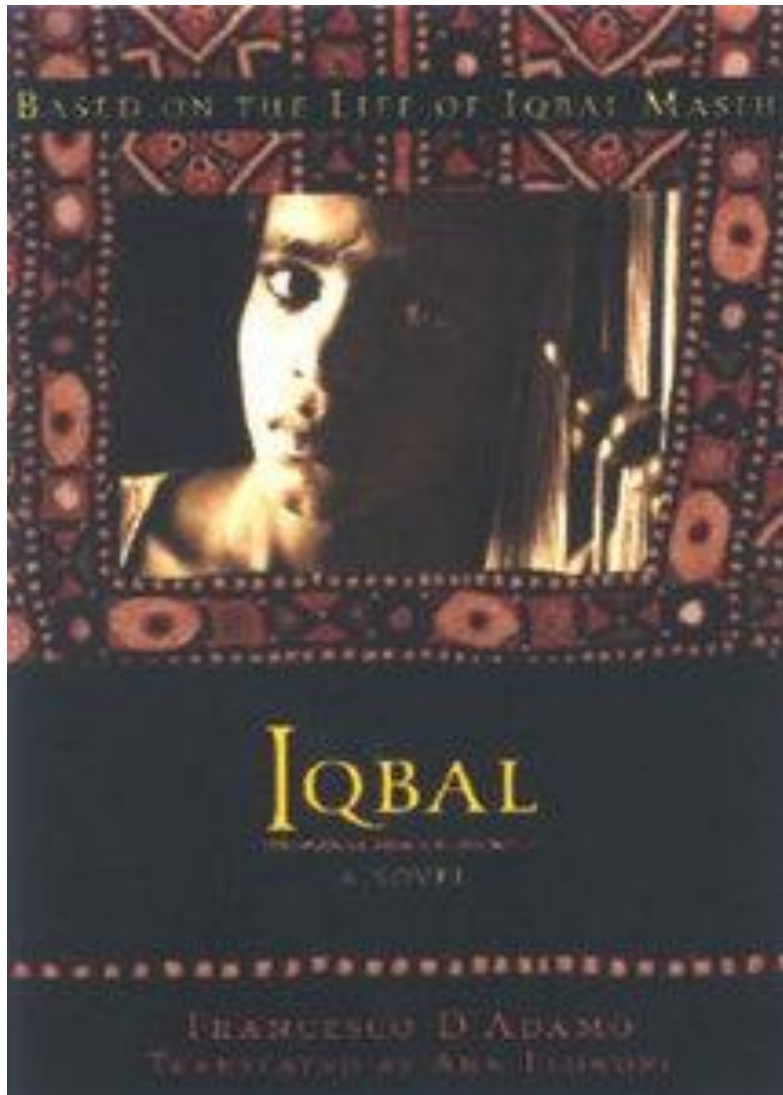


IQBAL - A NOVEL STUDY



FOR : _____

PARENT SIGNATURE: _____

Iqbal - A Summary






This novel is about the hidden reality of innocent children sold to wealthy sweatshop owners by their parents in order to pay off family debts in modern day Pakistan. Iqbal, an actual child slave, was only four years old when his father sold him to a carpet weaver for \$16 in the 1980's. This novel is told through the eyes of a young female slave, Fatima who works with Iqbal at a carpet factory, also known as a "sweatshop". She reveals the terrible reality of being a child slave in Pakistan, working long hours, crammed into a dark, dingy, and humid room with no fresh air, with dozens of other young child slaves. These children are either orphans or have been sold by their parents to wealthy businessmen to pay off family debts. These children do not attend school; instead they are thrust into the life of an adult, working 15 hours a day in appalling conditions.

Central Question: "How can we work to end child labour?"

LEARNING TARGETS






- I will learn about myself, my community, others and the world through speaking and listening, reading and writing
- I will develop **good reading strategies** (e.g., apply my **Reading Powers** to an exciting novel)
- I will engage with the text to develop my **personal responses** to a text
- I will share in rich, personal, **meaningful discussions** about *Iqbal* with my peers
- I will develop an **appreciation of an author's style**
- I will **reflect on my thinking and learning** to find ways to improve and be successful (e.g., continuing to become a metacognitive reader)
- I will **extend my thinking into writing** activities

MATERIALS NEEDED:

-  A notebook (e.g., keytab or duotang with lined paper will work great)
-  Sticky Notes / Post-its
-  Pencil / Pen
-  Ruler
-  Pencil crayons (colouring map)

ASSESSMENT AND EVALUATION:

I showed evidence of my learning by:

-  Completing my **Iqbal Notebook** which shows:
 - ***My use of my Reading Voice/Thinking Voice strategy "during"*** reading (or adapted template) - copy template when setting up page
 - ***My reflections*** of how I ***used strategies*** while reading (Connect, Question, Visualize, Infer & Transform) - approximately 1 per week
 - ***I built up my vocabulary*** - I created pages to record "new" or challenging words I found while reading. I completed definitions from context clues or used a dictionary within a day or two of my reading.
 - ***I took pride in my work*** - legibility, page set up (name, date, titles, underlining), neatness, gluing as necessary, care with conventions)
 - I gathered information while reading to help with culminating Writing assignment (e.g., sticky notes)
 - ***Preparing for Group Discussions*** - (e.g., come with a passage to read and two points you wish to discuss related to chosen passage) **1X per week**
-  **Reading out loud** to Mrs. Samaddar - minimum **2 times over unit**
-  **Participating** well during in-class activities (e.g., Group Work - Child Labour: Think-Pair Share/Research, Iqbal Video, Socratic Circle / Fishbowl, Leadership with Discussions, etc.)
-  **Complete My "Writing Connection"** (A Novel Interview Assignment, included in this booklet)
-  Culminating Project of Choice - ***ideagram*** (themed poster), ***photo essay*** (poster related to child labour), ***newspaper article*** researching a form of child labour in more detail, ***powerful passages*** (poster of PowerPoint representing 10 powerful passages from Iqbal) - due following Winter Break

Avoid disappointment as work will be returned if it does not meet expectations.

Other Important Things to Know:

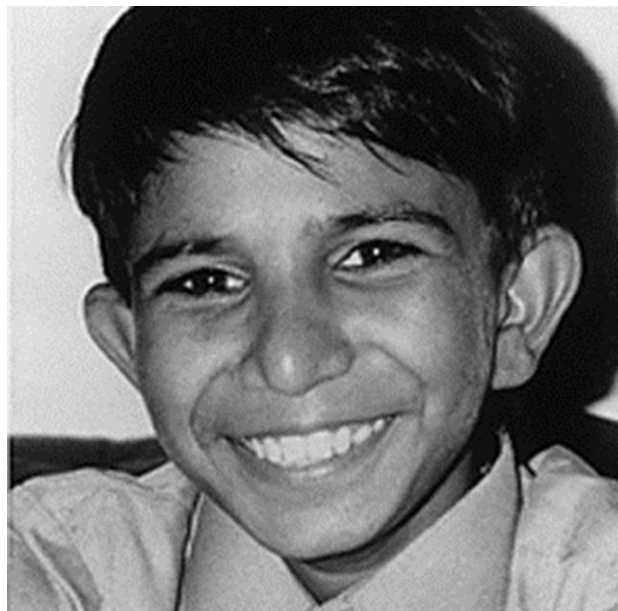
- *Observations about student learning will guide planning/instruction*
- *Reading/Writing connection (Use 6+1 Traits/BC Performance Standards)*
- *Journal & Discussion Rubrics are included in this booklet for reference*
- *Check out "Say Something" prompts to help with discussion prep*

Each class will be taught on the presumption that students have come to class prepared, have read the required chapters and have completed work so that we may use class time to discuss the text and participate in activities. Students who are absent from class must make an effort to stay on track by catching up ahead of the next class period. Please make arrangements to borrow a book to read in the library before school, at lunch or after school. Unfortunately novels are shared between classes and are not available for students to take home.

BEHAVIOURS OF SOPHISTICATED GROUP MEMBERS

A sophisticated group member:

- Comes to group with a passage to read and 2 related points to discuss
- Initiates conversation
- Builds on others' ideas
- Includes others in the conversation
- Listens respectfully and takes turns
- Makes text-to-self, text-to-text and text-to world connections



JOURNAL ENTRY RUBRIC

PRESCRIBED LEARNING OUTCOMES	Not Yet Meeting Expectations 1	Meeting Expectations 2	Fully Meeting Expectations 3	Exceeding Expectations 4
<p>MAKING PERSONAL CONNECTIONS ↓</p> <p>MAKING INFERENCES AND DRAWING CONCLUSIONS</p> <p>OFFERING AND SUPPORTING OPINIONS</p>	<p>Has difficulty making personal connections to events, characters or issues in the novel.</p> <p>Recalls story without making inferences or drawing conclusions.</p> <p>Offers vague reactions or judgments with no support from the novel.</p>	<p>Makes obvious or simple personal connections to events, characters or issues in the novel.</p> <p>Mostly recalls story; makes limited inferences and/or few conclusions.</p> <p>Offers reactions or judgments with limited support from the novel.</p>	<p>Makes interesting personal connections to events, characters or issues in the novel.</p> <p>Interesting inferences and conclusions are made; minimal retelling of story.</p> <p>Offers reactions or judgments supported by reason or example.</p>	<p>Develops insightful personal responses to events, characters or issues in the novel.</p> <p>Insightful inferences and conclusions are made; retelling only as needed.</p> <p>Supports reactions and judgments with analytical or reasoned arguments.</p>

SAY SOMETHING STRATEGY - HELPFUL PREPARING FOR DISCUSSIONS

Predictions	Questions	Clarifications	Comments	Connections
<ul style="list-style-type: none"> • I bet that ... • I wonder... • The next thing that will happen is ... • Because this happened, then this will happen next... 	<ul style="list-style-type: none"> • Why is...? • Who is ...? • What does this mean? • How does this fit with what went before? • Where did we see this earlier? 	<ul style="list-style-type: none"> • This makes sense because... • This must mean that... • What they're saying here is ... • What they said before makes sense now because... 	<ul style="list-style-type: none"> • I like the part where... • I don't understand ... • The best part so far is ... • The hard thing about this is... • I think that ... 	<ul style="list-style-type: none"> • This reminds me of • This part is similar to ... • What's different here is... • This event makes me think of ...

DISCUSSION RUBRIC

	Participation	Attitude & behavior	Questions & Comments	Acceptance & Flexibility
5	<ul style="list-style-type: none"> • demonstrates active & eager participation • keeps group on-task 	<ul style="list-style-type: none"> • listens unusually well • comments indicate accurate & perceptive listening • demonstrates respect, enthusiasm & support for all participants at all times 	<ul style="list-style-type: none"> • questions & ideas are apt, insightful & logical; • questions & ideas contribute to construction of meaning 	<ul style="list-style-type: none"> • accepts points of view other than own and uses them to expand ideas and discover new meaning
4	<ul style="list-style-type: none"> • active & eager participation in more than 80% of circle • keeps self on-task always & others at times 	<ul style="list-style-type: none"> • listens well • pays attention & generally responds well to ideas and questions from others • demonstrates respect, enthusiasm & support for all participants most of time 	<ul style="list-style-type: none"> • questions & ideas are apt, insightful and logical but may not fully help meaning construction 	<ul style="list-style-type: none"> • accepts points of view other than own and attempts to use them to discover new meaning
3	<ul style="list-style-type: none"> • active & eager participation in more than 50% of circle • stays on task most of the time 	<ul style="list-style-type: none"> • generally listens well but is not always attentive as evident in responses and/or body language • demonstrates respect but may be less than totally supportive of others at times 	<ul style="list-style-type: none"> • questions & comments are apt and logical but lack insight to move group forward 	<ul style="list-style-type: none"> • acknowledges other points of view but struggles to use them to expand meaning
2	<ul style="list-style-type: none"> • some active participation in circle; may be less than eager • off task frequently 	<ul style="list-style-type: none"> • comments tend to reflect an earlier failure to listen carefully to what is said • speech & manner suggest lack of understanding of purpose • shows lack of sense of teamwork 	<ul style="list-style-type: none"> • questions & ideas reveal personal reactions, but not logical, apt arguments that help group construct meaning 	<ul style="list-style-type: none"> • argues with others points of view & reluctantly acknowledges them as a possibility
1	<ul style="list-style-type: none"> • no active participation in circle • others may be distracted by behavior 	<ul style="list-style-type: none"> • does not listen adequately • comments &/or body language suggestive of inattentiveness or impatience • does not display respect or enthusiasm for circle or other participants 	<ul style="list-style-type: none"> • remarks are illogical, difficult to follow, and offer the group no benefit in constructing meaning 	<ul style="list-style-type: none"> • does not acknowledge or accept other points of view • dismissive of others' ideas

Map of South Central Asia

Label the countries of Pakistan, India, Nepal, Bhutan, Sri Lanka, and Bangladesh; the cities of Lahore and Islamabad; the Bay of Bengal and the Arabian Sea. Colour each country a different colour and all bodies of water blue.



WRITING CONNECTIONS:

Iqbal: A Novel Interview Assignment

Character Interview

Scenario: You are a reporter for an international magazine. You've been sent to Pakistan to tell the story of Iqbal Masih and to expose the problem child labour. To do so you must interview the people who knew him best. Write a **question and answer** style feature article featuring one of the characters from the novel.

Do not interview the two main protagonists, Fatima or Iqbal. Instead interview one of the characters the readers know less about such as Salman, Maria, Eshan Khan, Hussian Khan's wife, or Iqbal's father.

Steps

1. Pick a character from the novel to interview.
2. Create a minimum of 10 questions that will tell the story of Iqbal Masih and expose the problem of child labour.
3. Answer the questions to way you think the character would respond. You can also include some research and facts to help inform the reader. (Ex. how many children around the world are involved in child labour) Responses to questions should be approximately a paragraph in length.
4. Create a name for your magazine and a title for your article.
5. Format Suggestion: Microsoft Publisher.
6. Consider Presentation (We will generate ideas in class!)

CRITERIA: 6+1 WRITING TRAITS

Ideas, Organization, Word Choice, Sentence Fluency, Voice, Conventions and Presentation

WEBSITES

<http://productsofslavery.org>

Free The Children

http://www.freethechildren.com/get-involved/we-youth/resources/issues-backgrounder/?type=childlabour&gclid=CPqH1fD71rMCFaN_QgodWCoA-Q

A School For Iqbal <http://www.mirrorimage.com/iqbal/>

<http://www.youtube.com/watch?v=tOD6K18wq8A> Freedom Hero: Iqbal Masih

International Labour Organization

<http://www.ilo.org/global/topics/child-labour/lang--en/index.htm#a2>

From our introductory activities about the topic of child labour, reflect on the following question,

 **Do you believe that child labour affects you? If so, how? If not, why not?**

