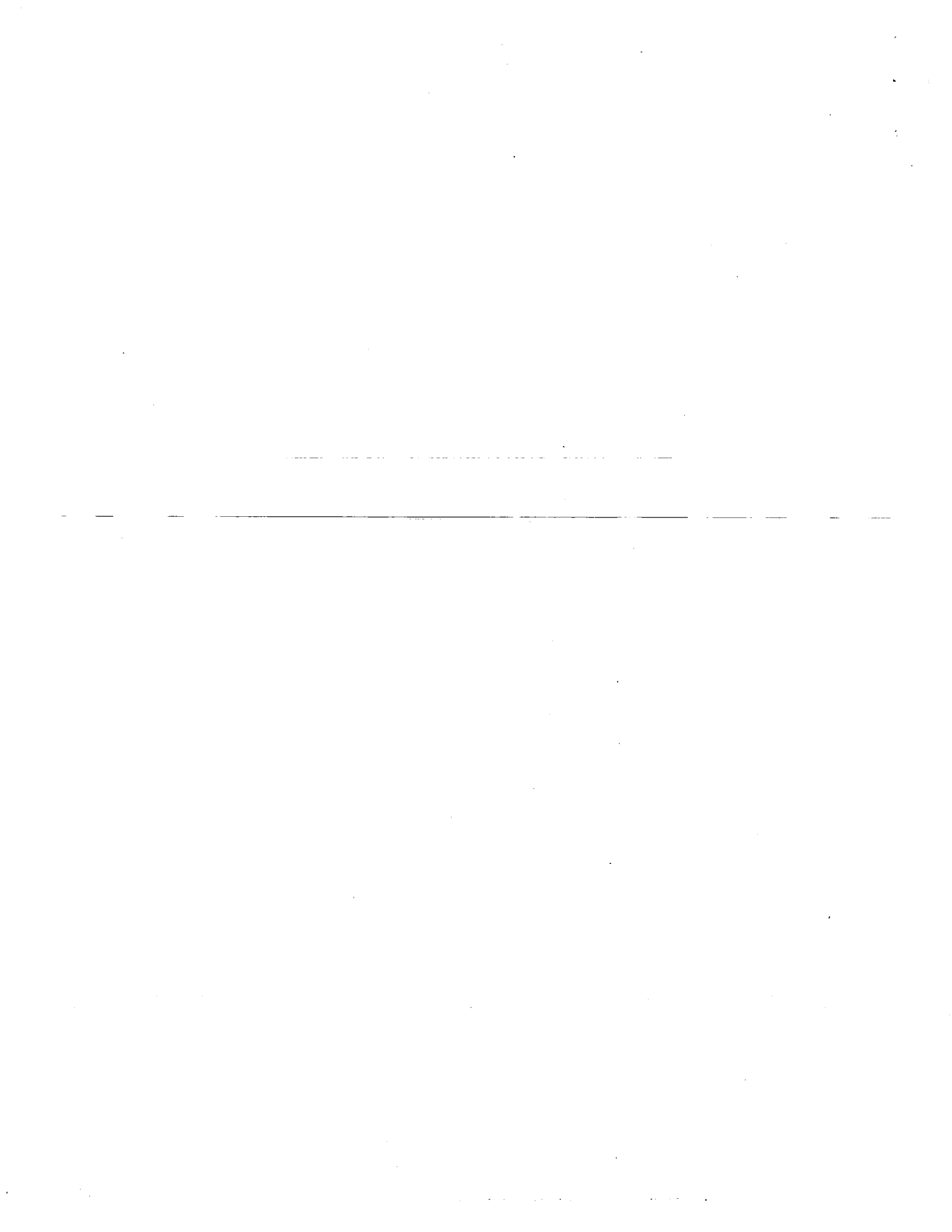


Name: _____

Section: 7- _____



Name:

Iqbal – Novel Study Package

Chapters 1, 2, 3

Read chapters 1-3 and complete the table below. This section will be marked out of 4.

During reading – complete the following table AS you are reading.

<u>Imagery</u> – draw anything that comes to mind as you are reading the text.	<u>Language</u> – write down any words, thoughts, emotions, or important quotes that you find as you are reading the text.

After reading – complete the following table AFTER you are DONE reading.

<u>Summary</u> – write a summary of the major events of chapters.	<u>Predict</u> – what do you think will happen next?

Chapters 4, 5, 6

Read chapters 4-6 and complete the table below. This section will be marked out of 4.

During reading – complete the following table AS you are reading.

<u>Imagery</u> – draw anything that comes to mind as you are reading the text.	<u>Language</u> – write down any words, thoughts, emotions, or important quotes that you find as you are reading the text.

After reading – complete the following table AFTER you are DONE reading.

<u>Summary</u> – write a summary of the major events of chapters.	<u>Predict</u> – what do you think will happen next?

Chapters 7, 8, 9

Read chapters 7-9 and complete the table below. This section will be marked out of 4.

During reading – complete the following table AS you are reading.

<u>Imagery</u> – draw anything that comes to mind as you are reading the text.	<u>Language</u> – write down any words, thoughts, emotions, or important quotes that you find as you are reading the text.

After reading – complete the following table AFTER you are DONE reading.

<u>Text-to-Self</u> – connect your own experiences to the text. Maria's literacy helped the group immensely. Tell me about a time when reading helped you to solve a problem.	<u>Text-to-World</u> – Although Maria is literate, she never speaks. Do child labourers have a voice in this world? How do you personally share your thoughts and opinions with the world?

Chapters 10, 11, 12

Read chapters 10-12 and complete the table below. This section will be marked out of 4.

During reading – complete the following table AS you are reading.

<u>Imagery</u> – draw anything that comes to mind as you are reading the text.	<u>Language</u> – write down any words, thoughts, emotions, or important quotes that you find as you are reading the text.

After reading – complete the following table AFTER you are DONE reading.

<u>Summary</u> – write a summary of the major events of chapters.	<u>Predict</u> – what do you think will happen next? <i>Connect</i>

Chapters 13, 14, 15

Read chapters 13-15 and follow the instructions below.

Final Project Choice Board

Choose one of the following projects to complete. You can work on your own or in partners.

- 1) Significant Event Cartoon Strips
 - a. Choose three events in your story that are significant to the plot. Write one paragraph each on why they are significant to the plot. Then, choose **one** event and illustrate it in a comic strip with at least three panels. Include illustrations complete with characters, setting, etc.
- 2) Rights of a Child
 - a. Research the 10 rights of a child according to the United Nations. Choose three rights that one character does not enjoy. For **each** of the three rights, give evidence from the novel that proves the character is being denied these rights (ie quote, passage, sentence, etc). You can present your findings in any format you wish (essay, written report, PowerPoint, etc.)
- 3) Readers theatre
 - a. In partners, choose a passage or scene from the novel with a lot of dialogue or a significant event and write the dialogue for it. Together, you and your partner will write a script, practice performing it, and present it to the class. You **must** hand in your script; it will be marked along with your performance.
- 4) Child labour photo essay
 - a. Create a photo essay about child labour around the world. Photos can be printed from the internet or cut from newspapers/magazines. Photos will be arranged on poster board and a caption will be included beneath that includes the country and the type of work being done. Facts should be included about the history, causes, and results of child labour around the world. For more information on what this looks like, come and see me.
- 5) Newspaper article
 - a. Write a newspaper article about a form of child labour that exists in the world today. Inform your audience members and call them to action! Be sure to include what type of labour it is, the countries in which its prevalent, the measures taken to solve the crisis. Include a headline for your article and a title for your paper.
- 6) Character interview
 - a. Students will work in pairs and choose a character from the story to interview for a radio show. Students will write a script and record their voices. Be sure to include important questions that are relevant to the story! The radio show can be edited to include sound effects/music or to alter voices. This radio show can be shared with the class. You **must** hand in your script; it will be marked along with your performance.
- 7) Flyer/Brochure
 - a. Create a flyer that raises awareness about child labour around the world. Make sure you describe who it effects, what it is, where it takes place, and why it happens. Decorate it with images that relate to child labour. Motivate people to act! Be sure to include factual information about child labour and ways in which people can act.
- 8) New Ending
 - a. Write a new ending for the story. Your ending should be at least 4 paragraphs long and must be realistic/believable. It should include the same characters/setting that already exist in the novel and should follow the same sequence of events.

Name: _____

Chapter responses (<i>Imagery, Language, Summary, Prediction</i>)		
Criteria	Self (1-5)	Teacher (1-5)
I was able to respond to the novel through thoughtful images, words, and connections.		
I was able to show my comprehension of the novel through accurate and detailed summaries, and through thoughtful predictions.		

Journal responses		
Criteria	Self (1-5)	Teacher (1-5)
I was able to think critically, creatively, and reflectively to explore ideas within the text.		

Iqbal Final Project Assessment		
Criteria	Self (1-5)	Teacher (1-5)
I understood and followed all the directions and have included all the necessary requirements.		
I can apply my understanding of the novel, and what I have learned about child labour, in a meaningful way in my chosen assignment.		
I was creative and original, and my work is done neatly and is visually/orally pleasing.		

