

Name: _____

Section: 7-

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Products of Slavery and Child Labour

Wat	ch t	the videos and respond:					
	1)	List one type of work children in other parts of the	ne world might be forced to do:				
	-						
	2)	What are some dangers children face when doin	g these jobs?				
	_	-					
	-						
	3)	Compare your life to a child laborer – how are th	neir experiences different?				
	-						
	-						
	-						
Pro	duc	cts of Slavery and Child Labour infographic:					
	4) Look at the infographic on the other side. Name 3 products you personally use that might be made by children or slaves:						
		Product	Country				
Res	spo	onse:					
	5)	What do you think/feel about slavery and child	labor in the world?				
			•				

Products of Slavery and Child Labour

There are an estimated 168 million children in child labour and 21 million people in forced labour across the world today.



PRODUCTS OF CHILD AND FORCED LABOUR

લ્કાગલ્ક **(**2)

SECTORS WITH HIGHEST NUMBER OF

Mining, quarrying

Manufacturing

Agriculture, forestry and fishing

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electronics
parments
palm oil

bamboo
beans
birdis

PRODUCTS OF CHILD AND FORCED LABOUR (BY NUMBER OF COUNTRIES)









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ANTI-SLAVERY INTERNATIONAL

Child labour is defined as work that deprives children of their childhood and the opportunity to attend school, and that is harmful to their physical and mental development.

Forced labour all work or service which is exacted from any person under the menace of any penalty and for which the worker does not offer himself or herself voluntarily.

Anti-Slavery International is the only Uk-based charity exclusively working to eliminate all forms of slavery and slavery like practices throughout the world.

More Information at: Anti-Slavery International Info@antisłavery.org www.antisłavery.org UK Registered chaily no: 1049160

www.dol.gov www.danwatch.dk www.theguardian.com www.hrw.org Sources of Informatio

FORCED LABOUR CHILD LABOUR ● BOTH 1.

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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.

uring reading – complete the following table AS yomagery – draw anything that comes to mind as you	Language – write down any words, thoughts,
re reading the text.	emotions, or important quotes that you find as you
2012-1-8	are reading the text.
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fter reading – complete the following table AFTE	R vou are DONE reading.
Summary – write a summary of the major events of	R you are DONE reading. Predict – what do you think will happen next?
Summary – write a summary of the major events of	R you are DONE reading. Predict – what do you think will happen next?
Ifter reading – complete the following table AFTE Summary – write a summary of the major events of chapters.	R you are DONE reading. Predict – what do you think will happen next?
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Summary – write a summary of the major events of chapters.	Predict – what do you think will happen next?
Summary – write a summary of the major events of chapters.	Predict – what do you think will happen next?

<u>Journal Response</u> – Answer the following questions in complete sentences. You will be marked out of 4 on this section. It you need more paper, use a lined sheet of paper and staple it to this booklet.
 Describe one character that we were introduced to in the first three chapters. What were they like? Describe the setting of the story. What do you picture in your mind? What do you think will happen next? Base your predictions on your prior knowledge and evidence from the text.
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	Cha	pters	4.	5.	6
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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.

Imagery – 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.

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ļ	Summary – write a summary of the major events of	Predict – what do you think will happen next?
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Journa you no	<u>fournal Response</u> – Answer the following questions in complete sentences. You will be marked out of 4 on this section. If you need more paper, use a lined sheet of paper and staple it to this booklet.				
1	What effect do you think Iqbal's rebellion will have on the rest of the children?				
2.					
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Cha	pters	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.

Imagery – draw anything that comes to mind as you are reading the text.	Language – 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.

Text-to-Self – connect your own experiences to the Text-to-World – Although Maria is liter				
	text. Maria's literacy helped the group immensely.	speaks. Do child labourers have a voice in this		
	Tell me about a time when reading helped you to world? How do you personally share your tho			
	solve a problem.	and opinions with the world?		
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<u>Journal Response</u> – Answer the following questions in complete sentences. You will be marked out of 4 on this section. If you need more paper, use a lined sheet of paper and staple it to this booklet.				
1. Why is Maria's ability to read important? Consider the importance of reading and education in your answer. Answer in a paragraph response.				

Chai	pters	10.	11.	12
	PULL		,	

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.

Imagery – draw anything that comes to mind as you are reading the text.	Language – 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.		Predict - what do you think will happen next? Connect		
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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.