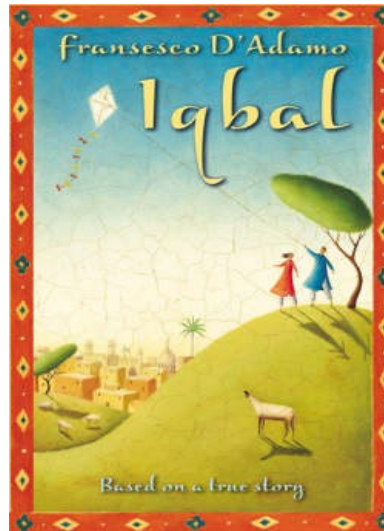


Iqbal



ISBN-10	1-4169-0329-1
ISBN-13	978-1-4169-0329-1
Author	D'Adamo, Francesco
Publisher	Aladdin
Copyright	2001
Lexile	730L
Genre	Realistic Fiction
Synopsis	When young Iqbal is sold into slavery at a carpet factory, his arrival changes everything for the other overworked and abused children there. It is Iqbal who explains to them that despite their master's promises, he plans on keeping them as his slaves indefinitely. But it is also Iqbal who inspires the other children to look to a future free from toil...and is brave enough to show them how to get there.
Themes	Slavery; Courage; Equality
Protagonist	
Setting	South Asia; Pakistan
Note	The page numbers in this lesson plan refer to the paperback ISBN edition 978-1-4169-0329-1, first printed in 2005. Page numbers may vary by edition.

More Information www.scu.edu/character



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Character Based Literacy Program

Independent Study Lesson Plan

Iqbal, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is child labor?

What is cricket?

What is meant by “invoking the name of Allah and the Prophet in vain”?

What does it mean to “scream like a stuck pig”?

Are you a slavery-free consumer?

Want to find out more about slavery in the supply chain? Check out a brief overview or go to Anti-Slavery International's interactive map.

Source: <http://thecnnfreedomproject.blogs.cnn.com/2011/09/29/are-you-a-slavery-free-consumer/>

Word Wall Here are vocabulary words to add to the Word Wall.

dexterity (vi)	outskirts (1)	incessantly (2)	numskulls (3)	weft (7)
complicated (10)	incredible (10)	twitched (16)	precision (13)	chickpeas (16)
suk (24)	tortured (24)	arrogant (28)	apprentices (32)	agitated (33)
ingrate (35)	rasping (36)	horseflies (36)	menacing (40)	rustling (43)
paralyzed (46)	cistern (47)	avidly (47)	curiosity (49)	accustomed (51)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

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RESPOND

Timeline List the 15–20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Map

Create a map of the Pakistan so that Fatima's town may be put on the map later. Determine the locations within Pakistan as described in the novel as the story unfolds.

Map

Create a map of how the compound of Hussain's house and the carpet factory might look like in a city. Add streets that surround the compound.

Map

Add information from the story about Hussain's carpet factory and house with a courtyard leading to the Tomb.

Map

Determine the location of the homes of each of the characters as revealed today in the novel to your best ability. Add information you learned about the Iqbal, the mountain boy's name, Mohammed, or add a portrait for the new character, Twig.

Justice Poster

Create T Chart. This can be a live, online like a Google Document or Google Spreadsheet or a physical document.

- Label one column "Justice" and the other side "Injustice".
- During this unit, you are encouraged to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Periodically, input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document.
- For all of the items in the "Justice" column, write one thing you can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.

- For all of the items in the “Injustice” column, write one thing you can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Choose one item to take action on. Write about your experience.

KWL Chart

Continue adding to the KWL chart

Step One: Read the segment you wish to analyze

Step Two: Fill out the K (know) column: What do you **K**now?

Step Three: Fill out the W (want) column: What do you **W**ant to know?

Step Four: Fill out the L (learn) column: What have you **L**earned?

Step Five: Review the chart when it is complete

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Discussion Questions for Lesson on novel *Iqbal*.

What are the facts?

Literal Questions

Who
What
When
Where
How
Why

How is the text structured?

Structural Questions

Setting (when, where, weather)
Characters
Characterization (description, does, says, are said about)
Plot (problem, barriers, resolution)
Conflict (nature, self, society, others)
Tone (attitude)
Mood (atmosphere)

What are the major ideas in the text?

Idea Questions

Theme
Who learns what
Value
Thoughts

How does the author do what he/she does in the text?

Craft Questions

Style

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Effects Writing
How is this work like/unlike other works by this author? Author Questions Text Context History Impression
How is this work like/ unlike other texts you have read? Literature Questions Analysis Synthesis Basis for comparisons: Element
How does text relate to your life? Life Questions Life questions, problems, decisions Age & development The world Your world
What do you think of this text? Evaluate Questions Impression Preference Value Continuity Clarification Conflict Culture Counter–culture
What do you think will happen next? Inference Questions Predictions Tentative conclusions Partial information Anticipation Creating a sense

Bookmark

Write about the necessary attributes for a person with fortitude. Determine the necessary attributes to put on the back of your bookmark that demonstrate having fortitude in the midst of difficult circumstances.

Suggested Attributes: Bravery, Perseverance, Thoughtfulness, Conviction, Commitment, Steadiness, and Strength.

Title: “Attributes of a Person with Fortitude” or “The Practice of Fortitude”

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(See Appendix)

Materials:

- Pieces of stiff paper (tag board) about 3 inches wide and 8 inches long
- Pencils, pens, colored pencils, markers, crayons
- Construction paper, scissors, glue sticks
- Copies of the photo of the militia symbol

Instructions:

- Create the front of the bookmark using a symbol and print below the symbol, the title for the bookmark. Copies of the sample symbol clip art have been provided.
- List some attributes you think a person with fortitude in difficult circumstances would have. Write them in a bulleted format.
- Decorate the bookmark using colored pencils, markers, crayons, or ribbon.

Open Mind Portrait of Fatima

Materials:

- Open Mind Portrait diagram (next page).
- Large piece of stiff paper, like 11x17 oak tag
- Paper for bubbles with scissors and glue sticks
- Pencils, pens, crayons, markers
- Construction or tissue paper, scissors and glue sticks if desired

Step One: Create a large head shot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: Place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. What do you think this character is thinking and feeling? Add 3–5 things they might think, or say to themselves, on each bubble.
3. Put the bubbles up around the portrait.
4. Keep the portrait in your folder. You will add to the portrait later.

Create an Open Mind Portrait for Fatima. Add cartoon bubbles of new things being thought or said by a character you have already drawn.

Venn Diagram

Create a Venn diagram to compare and contrast Pakistan with the United States.

Fill out the Setting Chart

1. Describe the place where the story takes place in the where box on the chart. This includes the location, geography, scenery and other details about the place.
2. Describe the time period in which the story is taking place in the when box on the chart. Is this a contemporary story, or does it take place in the past or the future? Give details about this past or future time if this is the case.
3. Describe the time of day or day of the week the story begins in the time box on the chart. This box is important if the story of the part you are analyzing takes place in a short period of time.
4. Describe the weather in the weather box of the chart. Is it sunny, stormy, snowing, all of the above, none of the above? Sometimes the weather matters, sometimes not. Sometimes it is critical.

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?



**Attributes of a Person with
Fortitude**

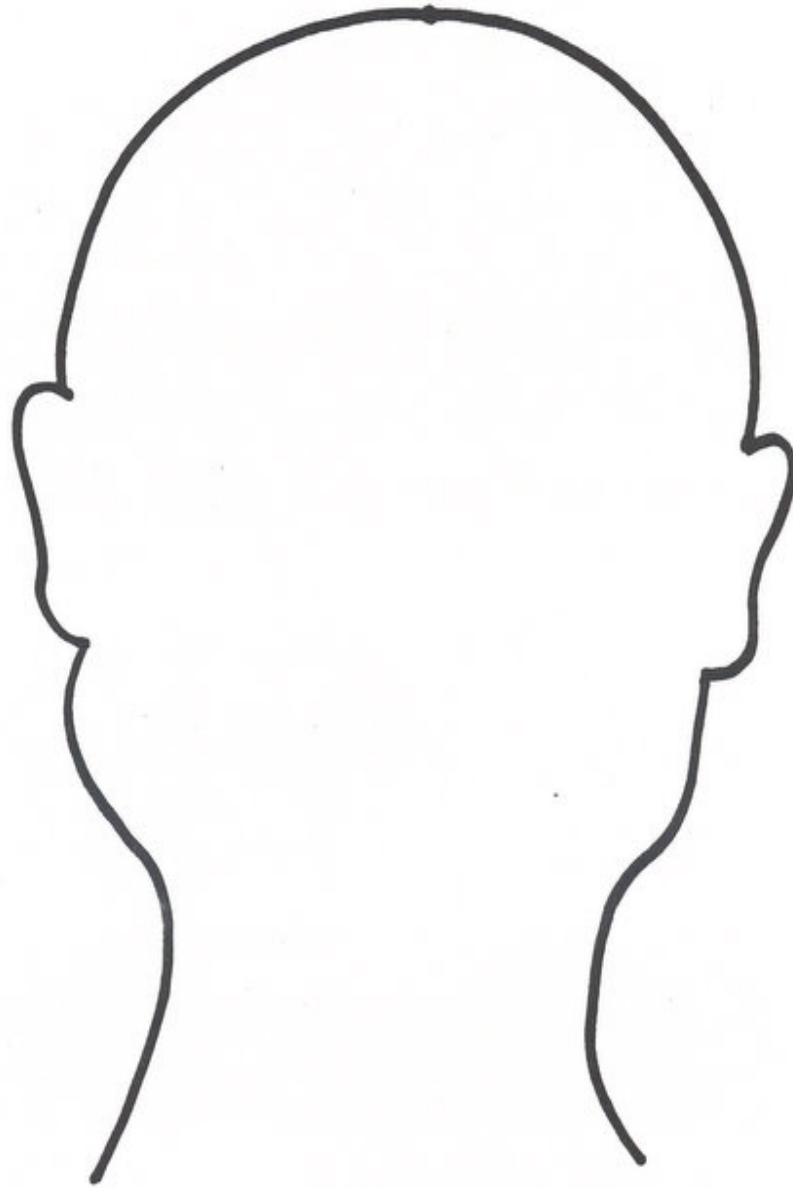
- **Bravery** –
Doing right while facing danger
- **Perseverance** –
Patient pursuit of a goal in spite
of difficulties
- **Thoughtfulness** –
Valuing goodness for others
- **Conviction** –
Having a core of beliefs that
govern your life
- **Commitment** –
Focused on reaching the goal
no matter what
- **Steadiness** –
Consistency in doing what is
right and good
- **Strength** –
An inner ability to overcome
obstacles

The Practice of Fortitude

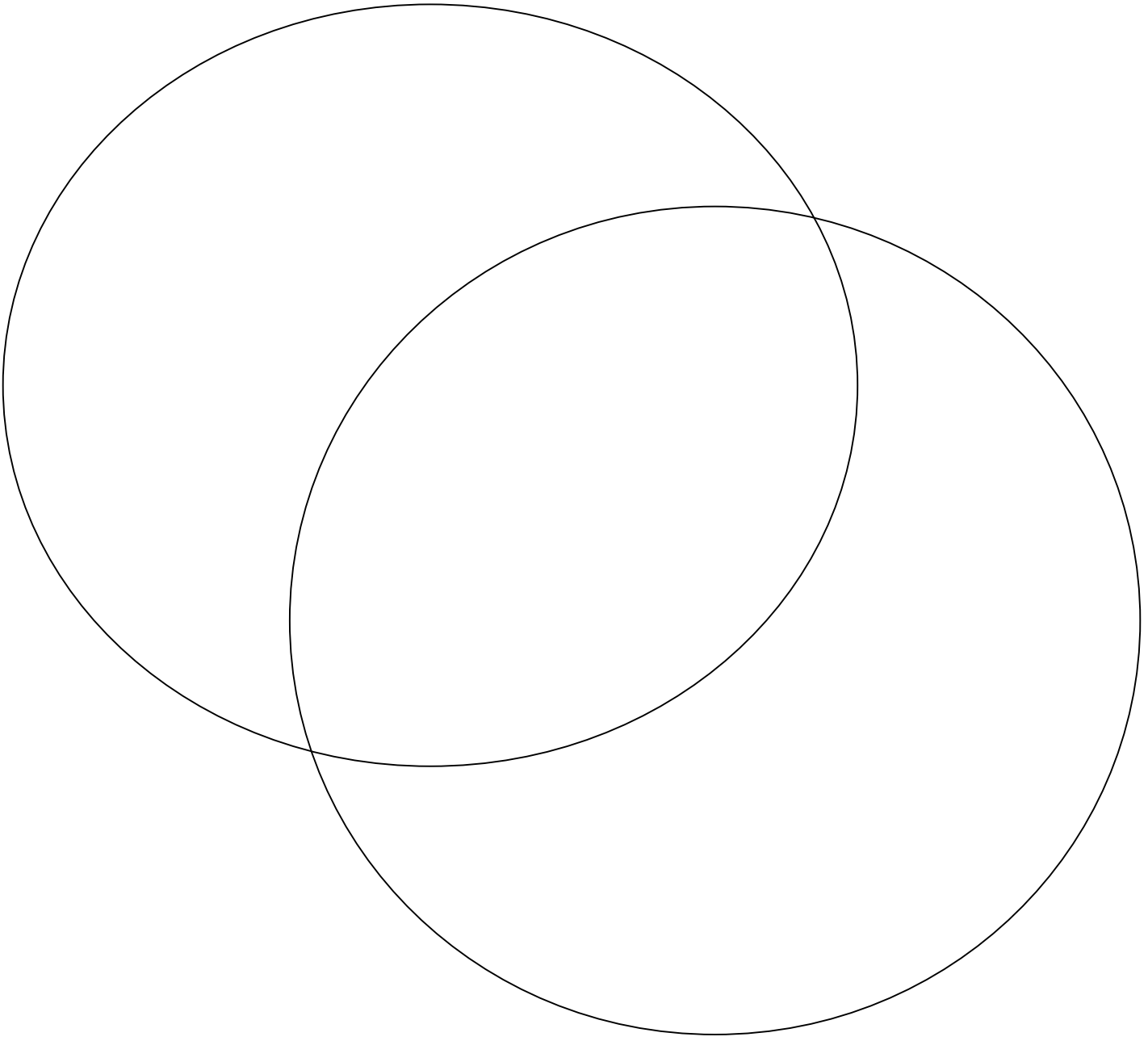


- Stare Danger in the Face
- Never Give Up
- Press on Towards the Goal
- Always Look Out for the Best for Others
- Be Committed to Do and Be your Very Best
- Do What is Right Every Time Because it is Right
- Look for the Best Choice in All that you Do

Open Mind Portrait



Venn Diagram



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Setting Chart

Where	When
Time	Weather

Discussion

Key Questions (pp. v–9):

1. Why does D' Adamo describe the history of child labor in the world?
2. As the novel begins, what kind of person is Fatima?
3. What do you think this story is about?
4. From what point of view does D' Adamo write?
5. How does a person become a good at weaving carpet like Fatima?
6. Why does Hussain like Fatima?
7. How do you relate to Fatima's feelings and ideas about her situation?
8. Why do you think Fatima and Iqbal will survive their situation?
9. Historically, why have bonded laborers existed in our world?

Key Questions (pp. 10–22):

1. Why does Fatima think about her family and past life so much?
2. What kind of person is Iqbal?
3. Where do you think this carpet factory enslavement is taking place in Pakistan?
4. How does D' Adamo describe Fatima and her thinking processes?
5. Why do Fatima and the other children want to hear Iqbal's stories?
6. What can you infer about Fatima's feelings about being alone?
7. How would you feel if you were a child slave in Hussain's factory?
8. What does D' Adamo mean to tell us about the fearlessness of Iqbal?
9. How does the author portray Iqbal and Fatima's initial relationship?

Key Questions (pp. 10–22):

1. What can you infer about Hussain's feelings of anxiety about the arrival of buyers?
2. How would you feel with the threats, verbal abuse, combined with nice treatment if you were a child slave of Hussain's?
3. What does D' Adamo mean to tell us about when describing Iqbal's artistic talent?
4. Why did Iqbal decide to cut the carpet that he had just completed?
5. What did Fatima mean when she said Iqbal's eyes looked like he was afraid as he was dragged to the Tomb?
6. Why do you think Hussain treated the children differently on the day the foreign buyers arrived to inspect his carpets?
7. How did you feel when Iqbal cut the carpet and it enraged Hussain?
8. What did the author do in the novel to create suspense in the reader's mind in this section?
9. Why does the author describe characters in the novel in relationship to locations and their memories, thoughts, and reflections?

Key Questions (pp. 35–45):

1. Why does the author take time to explain the feelings of Hussain and his wife?
2. What does Fatima feel about Iqbal doing his act of destroying the carpet he made?
3. Why do you think the author jumps from Hussain's feelings to Iqbal's feelings and then to a description of the Tomb?
4. How did the author let you inside the emotions of the children toward Iqbal?
5. Why did the author use the idea of Fatima seeing the look of fear in Iqbal's eyes as he was dragged to the Tomb?
6. What is Karim's primary dilemma with the other children?
7. Why do you think Fatima felt good after taking food and water to Iqbal?
8. What do you think Hussain is feeling angry about after Iqbal destroyed the carpet that was so beautiful?
9. Why do you think the author chose to have Fatima involved in caring for Iqbal?

Key Questions (pp. 46–55):

1. Why do you think the author chose to include the comments about Iqbal being strong and courageous to destroy Hussain's carpet?
2. How do you know when a child is being verbally or physically abused?
3. From inference, why does Iqbal tell Fatima that they will fly a kite together next spring?
4. Why do you think the author included so much information about Iqbal's statements about the debt never being erased and positive ideas about the future?
5. How does the author weave in information into the novel that helps the reader to understand the various emotions of each child going through the abusive experiences?
6. Why does the author paint this section of the novel with the concepts of fear, courage, and strength in the face of a foe?
7. How would you describe Iqbal as a young man of courage and commitment to ideals?
8. Why does Iqbal promise not to destroy the new carpet he is weaving?
9. What hurts Fatima's feelings in this section of the novel, and how does Fatima feel about Iqbal's escaping Hussain's carpet factory?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, pp. 4–5

“‘When all the lines are erased,’ said Hussain Khan added, ‘when you see this slate wiped completely clean, they you’ll be free and you’ll be able to return home.’ ‘I never saw a clean slate, neither mine nor one of my companions’” (p. 4–5).

Writing Prompt

Write a narrative paragraph describing reality of child labor.

When answering the question above, consider the following:

- How have children been a source of labor throughout history all over the world?
- How bonded labor is a part of some countries’ economic system?
- Who is Fatima and how is she a bonded child laborer?

What might you do to help bonded laborers in third world countries today to be freed from their slave labor to their masters?

Key Paragraph, p. 22

“I did not know him. He could have been just a braggart, or maybe even truly crazy, but still I believed him. I went back to my bed and spent the night restlessly” (p. 22).

Writing Prompt

Pretend you are Fatima. In 2–3 narrative paragraphs, write a journal entry retelling Iqbal’s story.

When answering the question above, consider the following:

- Where did Iqbal come from?
- How does his carpet weaving skills compare to the other children?
demonstrates his superb ability to impressively weave carpet?
- What does Iqbal think about the debts the children are working for?

How have specific events in your life helped prepare you to courageously face difficult times you might encounter in the future? Were the events like Fatima’s or different?

Key Paragraph, p. 34

“Iqbal was pale, too, but not as pale as Hussain Khan. He took the knife that we all used to cut the ends of the knots, raised it above his head, and seemed to look each of us in the eye. Then he calmly turned and cut the carpet from top to bottom, right in the middle” (p. 34).

Writing Prompt

Pretend you are Hussain. Write a narrative letter to a friend describing Iqbal’s stunt with the Blue Bukhara carpet.

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When answering the question above, consider the following:

- Who is Iqbal?
- What happened when Iqbal presented the Blue Bukhara carpet?
- How did you (Hussain) discipline Iqbal?
- How did you feel at the end of the day?

How might the children dealt with Hussain's mistreatment of them the past three years if they knew they had rights to protect their welfare and could report Hussain's mistreatment of them?

Key Paragraph, p. 44

"For a second I thought it would be better to go back, but then I felt ashamed. I turned to look at Salman: He was probably afraid too, but he knew he had to try first. After all, I was only a girl, right? And Ali was too little" (p. 44).

Writing Prompt

Write a narrative paragraph about the steps you would take to help Iqbal if you were one of the children in this carpet workshop. Describe what you would do first, second, etc.

Knowing about children being sold into slavery in other countries produces feelings of injustice. What kind of inner fortitude does it take to help children in our world to not be enslaved to anyone and have a life filled with both courage and commitment for what is right?

Key Paragraph, p. 55

"'Fatima,' he said in a low voice, 'next spring you and I are going to go and fly a kite. Remember that, no matter what happens'" (p. 55).

Writing Prompt

Imagine you are Twig. Write 2–3 narrative paragraphs as a journal entry describing your new home and work place.

When answering the question above, consider the following:

- Describe the living and working conditions.
- Who is Iqbal?
- How do the children take responsibly for each other?
- How are the children courageous?

How should a person stand up for what is right in the midst of difficulty, knowing there may be people who ridicule, or viciously verbally attack any person who is showing courage in such a difficult circumstance? How would you respond to such a situation?

Character Based Literacy Program

Independent Study Lesson Plan

Iqbal, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is spicy mutton?

What is a market square in Pakistan?

What does the ability to read have to do with getting out of poverty?

What are moneylenders in Pakistan?

What does practicing for a speech involve?

Word Wall Here are vocabulary words to add to the Word Wall.

fugitive (56)	muezzin (57)	pungent (62)	fritters (63)	calculations (63)
basmati (69)	tandoori (69)	mutton hinds (69)	exploitation (78)	clandestine (79)
enthusiastically (80)	interrupted (80)	immaculate (82)	inevitable (83)	irresistible (86)
astonished (109)	foreseen (110)	violated (111)	murmured (118)	convinced (119)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

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RESPOND

Timeline List the 15–20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Map

Add the market square and details about the various shops to the map as described by Iqbal's story to the children.

Map

Add the bus route around the city, put in the various shops in the market square as described by Iqbal's story. Add the place where the men spoke to the crowd in the market square to stop the exploitation of children as forced laborers.

Map

Add any new places from this section of reading to the map and identify those places with small labels. Add the name of the city in Pakistan, Lahore.

Map

Add the brick factory to the map on the outskirts of Lahore. Add the fact that the headquarters building was hit by an incendiary bomb.

Map

Add new locations or information to the map based on this section of the novel. You might want to add Sweden and Boston, MA as places Iqbal visited.

KWL Chart

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Continue adding to the KWL chart

Step One: Read the segment you wish to analyze

Step Two: Fill out the K (know) column: What do you **K**now?

Step Three: Fill out the W (want) column: What do you **W**ant to know?

Step Four: Fill out the L (learn) column: What have you **L**earned?

Step Five: Review the chart when it is complete

Justice Poster:

Create T Chart. This can be a live, online like a Google Document or Google Spreadsheet or a physical document.

- Label one column “Justice” and the other side “Injustice”.
- During this unit, you are encouraged to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Periodically, input a headline/article of a “Justice” and “Injustice” in their local community and in the world on the document.
- For all of the items in the “Justice” column, write one thing you can do to take action and support the individuals, groups, or organizations that are acting in a “just” way.
- For all of the items in the “Injustice” column, write one thing you can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Choose one item to take action on. Write about your experience.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Fill out the Character Profile Chart on Iqbal.

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

Open Mind Portrait

Create an Open Mind Portrait for Maria. You can use bubbles for what the character says, says to himself or herself, or does. You could make each of these different colors if you wish. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.

Fill out the Character Interaction Chart for Iqbal, Maria, and Hussain or Iqbal, Fatima and Hussain.

1. Choose 3 characters you have profiled and wish to analyze. Fill the name of each character in one of the 3 boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks about the second character, and how the first character interacts or gets along with, the second character.
3. Then do the same thing for how the second character thinks about and interacts with the first, in the second characters box.
4. Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third.

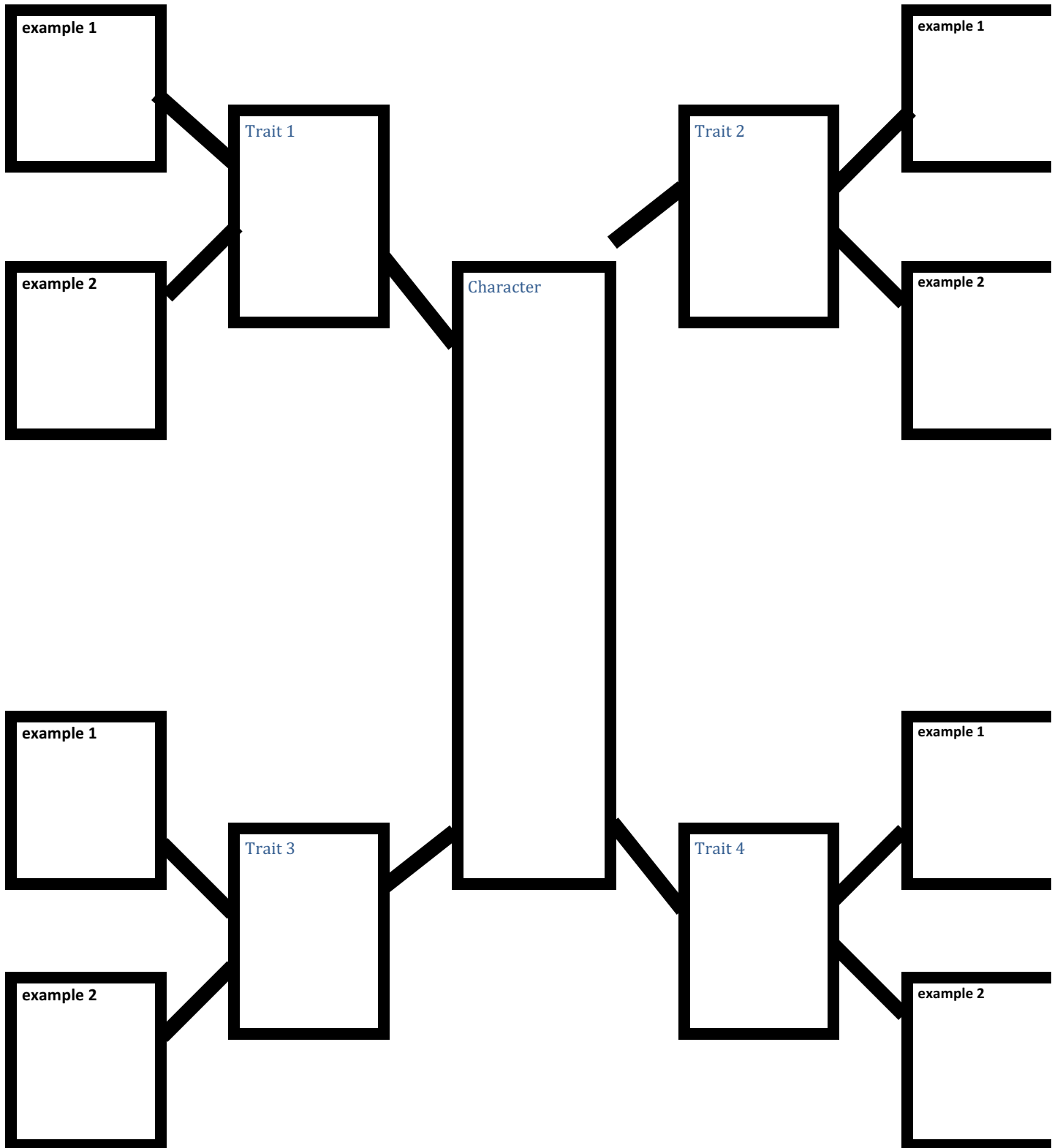
Fill out the Plot Profile Chart

1. Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go back the Beginning-Middle-End Chart, this will be easier to do.
2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.
4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

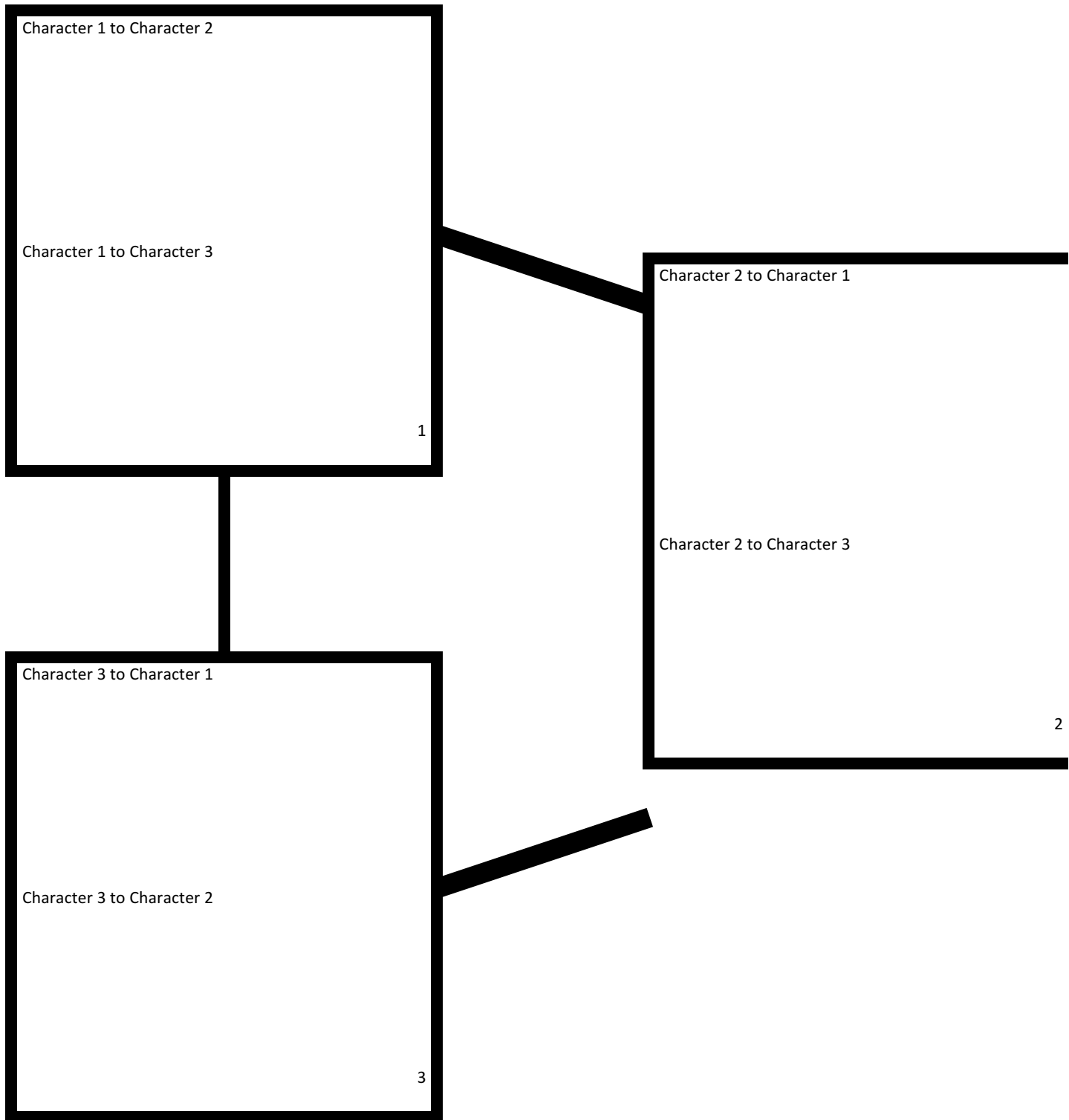
4g6 Character Profile Chart



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5g6 Character Interaction Chart



2g6 Beginning-Middle-End Chart

Beginning	Middle	End

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3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity										
Description										
Event	1	2	3	4	5	6	7	8	9	0

Discussion

Key Questions (pp. 56–68):

1. How does the author create vivid visualizations of the various children in the novel?
2. When does Fatima react to Iqbal's return and imprisonment?
3. Who is the person Iqbal is most upset with upon his return to Hussain's factory?
4. What is so important the children learn to stand up to the brutality of Hussain?
5. Why do you think Maria wove the white kite into her carpet?
6. Why is it important that we have courage to face obstacles in life?
7. Why are the policemen so easily bribed by money?
8. What caused the children to stand up to Hussain wanting to put Maria in the Tomb?
9. What caused the author to spend so much time on the market square details?

Key Questions (pp. 69–79):

1. What happens when Iqbal tells the children about the market square experiences?
2. How does the Karim react to Iqbal's idea of freedom from slavery?
3. What are the conflicts you read about in this section of the novel?
4. How does the author create a mood in this part of the novel?
5. What core value does Maria demonstrate by teaching the children to read? Why do you think so?
6. What does Fatima learn from Maria in this section of the story?
7. What core value in this section might you apply in your community this week?
8. What cultural values does the author present the reader in this section of the novel?
9. What do you think will happen next in the story with Iqbal and Fatima?

Key Questions (pp. 80–93):

1. Why does Iqbal succeed in freeing the children this time?
2. The author paints a word picture of the reception at the headquarters, how do you think the children felt with all the clapping and cleaning they received?
3. How does the author's reflection backwards through the children about their families create an air of suspense?
4. What is the purpose of the kite flying episode with Iqbal, Fatima, and Maria?
5. What style does the author use to help us understand the development of the plot?
6. How do you learn about problem of child enslavement in Pakistan from the novel?

7. How different is the culture of the characters from your own culture and community?
8. What do you think will happen next to Iqbal and Fatima?
9. What are the differences between Iqbal's past and present opportunities?

Key Questions (pp. 94–106):

1. Why do you think Iqbal felt driven to rescue children enslaved to work by adults?
2. How do you think Fatima and Iqbal's relationship will grow in the story?
3. What is Iqbal learning about how many people in his country view child labor?
4. How does the author develop the plot using the visit to the brick factory by Iqbal and Fatima?
5. How does the author describe the feelings of Iqbal about the visit to the brick factory and Iqbal telling Fatima about those feelings?
6. How does this section of the novel relate to your understanding of the worldview of children outside of the United States of America?
7. Which character do you relate to the best? Why?
8. How is the effort to rescue children by the Labor Liberation Front viewed by the rich merchants and moneylenders of Lahore?
9. What do you think will happen to Iqbal if he continues speaking out in public about the exploitation of children in Pakistan?

Key Questions (pp. 107–120):

1. Why does D'Adamo have the novel told through the thoughts and feelings of Fatima?
2. As the story unfolds, how do you think Fatima feels after getting Maria's letter? Do you think she sensed something bad happened to Iqbal?
3. How does the loss of Iqbal heighten the dangerous path Iqbal had taken to confront the evil enslavement of children?
4. Why do you think anyone would have wanted to murder Iqbal's effort to free children from slavery?
5. How does the author unfold the plot using a letter from Maria to explain Iqbal's success and his death at the hands of murderers?
6. How does Fatima view her home after being in the big city?
7. What method did the author use to give the reader insight into Fatima's struggles?
8. What is your impression of Maria after reading her letter to Fatima?
9. What can you infer from the plot of how Fatima will continue Iqbal's work to free the children of Pakistan?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 66

"Hussain was pale. He moved restlessly, unable to decide what to do. He tried to shout over our voices, but couldn't. You could see that he loathed us and that he would like to see us dead. But even he knew that wasn't possible" (p. 66).

Writing Prompt

Pretend you are one of the police officers that returned Iqbal to the factory. In 2–3 narrative paragraphs, write a police report about how you met Iqbal and returned him to the factory. Include a final paragraph with a description of what actually happened (including the bribe).

If everyone helped the weaker people in a society when they are threatened, how much stronger would our society be with giving fair treatment to all people?

Key Paragraph, p. 78

"Maria's efforts were greatly rewarded one night, when we finally managed to decipher the handout that Iqbal brought back from his first escape. It seemed as if suddenly and miraculously, all those little marks we had drawn in the sand, those strange, incomprehensible pothooks, assumed meaning. We saw a sentence form on the paper all by itself – I swear we didn't do anything. It just came together, and it told us things" (p. 78).

Writing Prompt

Pretend you are Iqbal. Write a narrative journal entry (2–3 paragraphs) about your experience in the city.

When answering the question above, consider the following:

- What was it like to work in the market square for the butcher?
- What did you see on the bus ride?
- What did you see in the market square?
- What "souvenir" did you take back?

Have you ever wondered how many children in the world cannot read? Some live in poverty and have never seen a book. Other children must work to support their family with the basics just to survive. How might we help all children have the chance to read?

Key Paragraph, p. 91

"That same evening, after dinner, Iqbal made a solemn declaration to the men and women who were meeting in the downstairs room. I want to stay and help you free all the children who are slaves in Pakistan" (p. 91).

Writing Prompt

Write a letter (2–3 paragraphs) to Iqbal describing how you could help him accomplish his goal to free all the children enslaved in Pakistan. Include a narrative paragraph describing what he needs to do to be a lawyer to free the children. What happens when the people of the world respect one another and do not enslave others? How does exploitation affect a culture, does it strengthen it or tear it apart?

Key Paragraph, p. 106

“There was something else he wanted to say to me. He lowered his voice to a whisper. A truck was passing down in the street, and I could barely hear him. ‘I was scared, Fatima. But please, please don’t tell anybody’” (p. 106).

Writing Prompt

Pretend you are the international correspondent that interviewed Iqbal and Eshan. Write a narrative article describing their efforts to free child slaves. How were they successful? What challenges do they face? How do they keep hope? Include a quote from Iqbal in your article. Draw a picture that corresponds with the article. Life is filled with difficulties we all must face from time to time, how does understanding fortitude help us to face difficult times in our lives better?

Key Paragraph, p. 119

“Try not to be sad, Fatima. He changed our lives and will be with us forever. I told Eshan Kahn that I’ll be the one to study and go to the university. I’ll be a lawyer, and I’ll fight to free all the slaves in Pakistan and all over the world. And for the first time in my life, I’m not afraid either” (p. 119).

Writing Prompt

Pretend you are Maria. In 2–3 narrative paragraphs, write a eulogy for Iqbal’s funeral. The eulogy should narrate Iqbal’s life story and the legacy he has left behind.

When answering the question above, consider the following:

- Where does Iqbal come from?
- How has he escaped slavery?
- How has he given hope and inspired other enslaved children?
- How has he lived a life for a purpose bigger than himself?

Some people choose to destroy what is good and promote what is evil. When we stand up and speak out with courage for what is right and good, who can stop such a powerful message of truth that frees people?

Character Education at the Markkula Center for Applied Ethics

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