

Grade 7 ELA  
Novel Study

# Iqbal:

A Novel

By Francesco D'Adamo

Translated by Ann Leonori

Name:

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Class: \_\_\_\_\_

# Iqbal

By Francesco D'Adamo

## **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 1980s. 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. These children are literally sentenced to imprisonment and a lost childhood, weaving carpets for cruel sweatshop owners.

## Map of South Central Asia



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

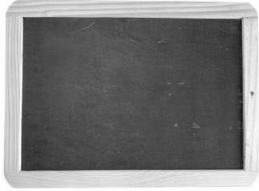

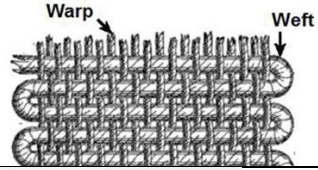






## **My Wish List**

Imagine it is Christmas time or your birthday. In the box below, write down or draw as many things as you can think of that you want. Try for 50. Money is no object! We will use this for an activity at a later point.

## Glossary

Term (add your language)	Page #	Definition	Visual
sweatshop	-	A place where workers (often children) are employed for low wages for long hours under bad conditions	
debt	v	What someone owes to another person	
indentured servant	vi	A slave	
loom	vi	a machine for weaving cloth or carpets	
crusade	vi	a major effort to change something	
liberate	vi	to set someone free	
moneylenders	1	a person who lends money as a business	
chapati	2	a thin, round bread	

slate	3	thin rock, used as a chalkboard	
rupee	4	main unit of money in places like Pakistan and India (51 rupees = \$1 CDN)	
weft	7	the threads that run from side to side on a loom or in fabric	
laddu	8	a sweet dessert made from flour, shortening and sugar which is fried	
suk	24	Market	
pallet	24	a small, hard bed	
Blue Bukhara	26	a very expensive and rare rug made in Pakistan	
apprentice	32	someone who is learning a trade or job	

cistern	38	an underground tank for storing water	
dysentery	52	a disease of the lower intestine caused by bacteria	
muezzin	57	a mosque official who calls Muslims to prayer five times a day	
mutton	62	the meat of an adult sheep used as food	
Choti Eid	62	a 3 day festival celebrated by Muslims to end Ramadan (time of fasting/not eating)	
Bonded Labour Liberation From of Pakistan	72	an organization in Pakistan dedicated to freeing child slaves and labourers from their masters and sending them back to their families	
exploitation	78	to use someone or something in a way that helps you; usually unfairly	
unscrupulous	78	doing things that are wrong or dishonest	

corruption	79	dishonest or illegal behaviour, especially by people in a position of power, like the police	
clandestine	79	done secretly	
perseverance	82	when a person keeps trying to accomplish something, even when its difficult	
magistrates	92	local law officers	
denounced	99	to publicly state that someone or something is wrong or bad	
oppressors	99	people that treat others in an unfair or cruel way	
munshi	104	Director	
Carpet Mafia	121	the name given to Pakistan's carpet manufacturers who employ young children	



## Characters

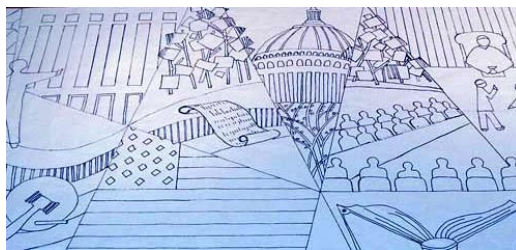
Character Name	Character's Role or Job	Actions	Physical and Personality Traits
Iqbal Masih			
Fatima			
Hussain Khan			
Karim			
Maria			
Salman			
Ali			
Eshan Khan			

### During Reading Activities (choose one):

- 1) Draw or visually represent each chapter with one picture. It does not need to be literal, you can represent the chapter with abstract designs, colours or images. You must write one sentence that supports your illustration for each chapter. Include a square for the title and author.
- 2) Keep a visual dictionary of the vocabulary from the unit. If you write another language fluently, translate each word into your first language. Pictures should match with the English term.
- 3) Create a visual timeline of the events of the novel. The timeline will also represent time passed. Include pictures and colours with the timeline. Identify the different parts of the story: Rising Action, Climax, Falling action, Resolution.
- 4) Create a visual Tapestry (Carpet) that symbolizes the book. The tapestry must be a full page. Symbols represent characters, events, feelings. The tapestry must be in colour, or absence of colours must be fully explained. The work shows details that would be paralleled to a carpet, for example, you can see the stitches drawn in the carpet.

<http://ctw-tapestry.com/making-of-a-tapestry.html>

<https://www.medievalwalltapestry.com/renaissance.html>



### Iqbal's Wise Understandings, Knowledge and Actions

We will keep a list of what Iqbal knew that the other child slaves didn't know, or didn't want to know, as we read the novel.

Example: Iqbal knows that each child's debt would never be erased and paid off. (pg. 20)

[illegible]

## Response Journal

You will be keeping a daily response journal as we read Iqbal. You will need to include a short summary of the chapter(s) we read, as well your thoughts and feelings about what is happening. There may be guiding questions to answer, or you may just need to give a general response to the events and issues brought up in the story. Attach your own looseleaf if needed. Please include the chapter number(s) and the date for each entry.

First Reading: Chapters (page numbers)

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]



[illegible]

[illegible]

[illegible]

[illegible]

## After Reading questions (Big Questions)

Pick one of the following questions. Use evidence from the book to support your answer.

Connect the question to real life situations that you may have encountered or know about.

Use another book, movie, media or text to also support your answer:

- 1) When is it acceptable to break the rules?
- 2) Does where you are born change the person you are?
- 3) What is the cost of a carpet? Explain how the cost of goods are more than just the dollar value.
- 4) What are the root causes of child labour? Where do we start to find a solution?
- 5) Take a look back at your wish list. What would Fatima's wish list include? Does your wish list change after reading this story?  
  
Research which items you selected that are made by people that are paid unfairly for their work: How does our over-consumption affect others in the world?

[illegible]

[illegible]

[illegible]