


**Content Area:** Government and Economics

**Text Type:** Speech

**Source:** *Iqbal Masih and the Crusaders Against Child Slavery* (Nonfiction book)

**Text Complexity**

Moderate 1

1080L

**SCAFFOLDING TRACKER**

 ✓ Skill: Summarize


# We Are Free

**Content Goals**

- Identify and analyze key ideas in a speech.
- Synthesize the key ideas into a summary by restating them.

**Language Goals**

- State examples of persuasive language in a speech.
- Use domain-specific language to discuss child labor.
- Express opinions about child labor precisely and concisely using academic language.

**BUILD BACKGROUND**

- When he was 13 years old, Iqbal was shot to death in Pakistan in April of 1995. His murderers have not yet been found.
- The U.S. Department of Labor gives the Iqbal Masih Award to individuals who work to end child labor.

**EXTEND**

- 1. Apply Question 2:** Students should state and support opinions about whether or not child labor can be stopped. If so, how? If not, why not?
- 2. Cross-Text Analysis:** Challenge students to choose a child laborer from the Workshop, and write a speech Iqbal might have made about that child, using compelling facts and persuasive language.

## Teach

Explain that this reading contains the memorable speech that Iqbal Masih gave in the U.S. in 1994. Tell students that they will be summarizing the speech in their own words. They should ask: *What are the most important ideas in the speech? How can I restate them in concise language?* As students read, have them identify important ideas, choose concise language to summarize, and synthesize new information about child labor with what they already know.

## Guided Practice

Distribute **Stretch Text 4, “We Are Free,” pages 555–557**. Have students read independently. Then use evidence from the text to discuss this question: *How did one young person inspire the fight against child labor?*

**Part 1** *Underline important ideas that tell about Iqbal's experience as a speaker. Then summarize how Iqbal used his speaking to fight against child labor.* (Iqbal spoke to a rally about his experience as a bonded laborer at age 10. He became a spokesperson for child laborers and helped free thousands of children.)

**Part 2** *What comparison does Iqbal make in the first paragraph? (Between Ehsan Khan and Abraham Lincoln) Why is this so effective? (It helps Americans relate to the child labor problem.) Underline important ideas in the second paragraph; then summarize it in one sentence.* (Americans should not buy carpets made by child laborers.)

**Part 3** *Circle the two things that Iqbal holds up in his speech. (a carpet tool and a pen) How does Iqbal use them to make his speech more powerful? (He uses them as symbols of slavery and education.)*

**Part 4** *Underline the important ideas in the first paragraph; then summarize them in one or two sentences.* (Iqbal remembers the horrors of child labor and asks Americans to stop supporting countries that allow it.) Why is Iqbal's ending to the speech so effective? (He involves the audience verbally and emotionally in his mission against child labor.)

## Apply

Use **page 557** to have students summarize Iqbal's speech. Then have them respond to the critical reading question.

**Resource Links**
**1** RDI Book 1: p. 554

**SAM** Keyword: Stretch Text W4