

# UNIT PLAN

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*Created by* Melissa Caballero



LEVINE QUERIDO

*Dear Educator & Reader:*

*I hope that this guide and these activities will assist you in creating engaging lessons for instruction. The activities and materials are not meant to be used in any specific order. However, because of the way the novel is written, I included the activities based on the order they appear in the text.*

*You will find a background knowledge section that may be beneficial when discussing some of the historical and geographical portions of the text. In addition, included are anticipatory activities to get students thinking about the text as well as culminating project ideas.*

*As you read the text before teaching, and with your students, consider: Who determines the truth?*

*Sincerely,  
Melissa Caballero*

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# Building Background Knowledge

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## **The Country of Iran**

The narrator Daniel is from the country of Iran. The link below provides a brief history and overview in a kid-friendly format. Reviewing this information may prove useful for students unfamiliar with the country and its history.

- ★ <https://kids.nationalgeographic.com/explore/countries/iran/>

## **Iranian Culture: Understanding the 1,001 Nights**

Daniel takes us on a journey by weaving his story in a similar fashion to that of Scheherazade of the *1,001 Nights* so the King would spare her life. To help students gain some background knowledge on the stories, the link and websites below may be helpful for students who need further guidance.

## **Introduction of The 1001 Nights (AKA Arabian Nights)**

- ★ <https://www.bedtimeshortstories.com/sheherazade-and-shahriar>
- ★ <https://www.youtube.com/watch?v=pOsujVwr-3w>
- ★ <https://artuk.org/discover/stories/scheherazade-the-story-of-a-storyteller>
- ★ <https://www.youtube.com/watch?v=HRJ3HRp5IQ4>
- ★ Discovery Kids (revisits the 1,001 Nights) available on YouTube (Episode 1 Not available)  
[https://www.youtube.com/watch?v=bhNuNlridv8&list=PLRSGm8UnlBU1FmI2\\_181ovSjplhI-Ics\\_3](https://www.youtube.com/watch?v=bhNuNlridv8&list=PLRSGm8UnlBU1FmI2_181ovSjplhI-Ics_3)
- ★ [https://kids.kiddle.co/One\\_Thousand\\_and\\_One\\_Nights](https://kids.kiddle.co/One_Thousand_and_One_Nights)

## **Oklahoma**

Oklahoma becomes the main setting for the text. While Oklahoma is the 46th state in the United States, it is not one of the most popular when reviewing geography. The link below provides a brief synopsis of the state of Oklahoma in a kid-friendly format. Reviewing this information may prove useful for students unfamiliar with the state, its location, and its history.

- ★ <https://kids.nationalgeographic.com/explore/states/oklahoma/>

## **Refugees**

Daniel, his mother, and sister are all refugees who fled from Iran. Below you will find some kid-friendly links on this topic.

- ★ <https://kids.britannica.com/kids/article/refugee/390620>
- ★ <https://kids.kiddle.co/Refugee>
- ★ <https://www.worldvision.org/refugees-news-stories/what-is-a-refugee-facts>

## **The Desert Storm War (Gulf War)**

Daniel mentions making goody bags for American Soldiers in “the war” beginning on page 70. The link below provides a brief synopsis of the Gulf War in the event it is necessary to review this historical fact to help students gain a deeper understanding of what he is referring to in this story.

- ★ [https://kids.kiddle.co/Gulf\\_War](https://kids.kiddle.co/Gulf_War)

# Introductory Activities & Anticipation Guides

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The novel *Everything Sad Is Untrue (a true story)* is a novel based on the author, Daniel Nayeri's, life. As a possible literary component and focus for reading, addressing the genres of autobiographical novels and memoir may prove beneficial when asking students to analyze the text for instructional purposes.

What is a memoir?: A memory/description of true past events. It is a narrative, written from the perspective of the author, about an important part of their life.

- ★ 1st person point of view
- ★ Reveals the feelings of the writer/author
- ★ Has meaning; learned lessons/themes/morals.
- ★ Maintains focus on the experiences of the author rather than the specific event itself.

## Anticipation Guide

This task should be given to students prior to reading the book and then revisited after completing it to see if reading the text altered their thinking/beliefs.

*actual document  
attached in  
resources*

**Anticipation Guide Document**

Directions: On a scale of 1-5, 1 being strongly disagree to 5 strongly agree, respond to the following statements

1	2	3	4	5
Not at all	Very little	Little	Most of the time	All the time

Statement	Before Reading	After Reading	Explanation
All Persians are liars			
You should always tell the truth			
The memories of children are always better			
It's okay to lie if you think it will save your life			
Everything sad is untrue			
Happy memories are the only true memories			
It's easy to believe someone when they are telling you a happy story			
Scary and dangerous events are hard to believe			

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## Tea Party Strategy Activity<sup>1</sup>

As described by Kyrene Beers in her book *When Kids Can't Read: What Teachers Can Do*, the Tea Party protocol offers students a chance to consider parts of the text before they actually read it. It encourages active participation and attentive listening with a chance to get up and move around the classroom. It allows students to predict what they think will happen in the text as they make inferences, see causal relationships, compare and contrast, practice sequencing, and draw on prior knowledge.

The link below can be used to access helpful information and samples of how this activity can be executed in a classroom.

<http://rbcomprehensionstrategies.weebly.com/tea-party.html>

- ★ Teacher will model what it means to make inferences.
- ★ An inference is when you use your prior or background knowledge about a text or topic with clues from the text to make a prediction about what is happening or going to happen.

### Inference = Clues from the Text + What I Already Know

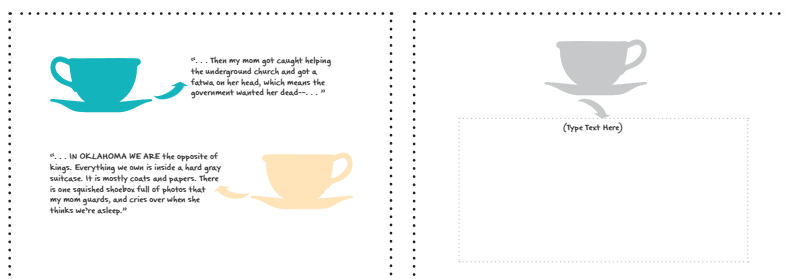
Teacher will introduce Tea Party Procedures and let students know that they will be using this activity to make inferences about Daniel Nayeri's novel *Everything Sad Is Untrue*. Students can be asked to examine the book cover, jacket, etc. to make inferences but should not read the synopsis of the book prior to completing any anticipatory activities.

- ★ Select names of individuals in the book, locations, phrases, brief quotes, etc.
- ★ Taken from the first few sections of the book

### The Goal:

- ★ Help students to make informed inferences about the key details of the text's unfolding.
- ★ Get students thinking about the potential setting, plot, central ideas, people present in the text.
- ★ Get students thinking about potential cultural, societal, and personal conflicts as they relate to the text. (*actual documents attached in resources*)

activity template  
attached  
in resources



<sup>1</sup> *When Kids Can't Read: What Teachers Can Do*

# Anticipation Analysis

## Why Is Every Page in a Novel Purposeful and Important?

Following the dedication page of text, the author provides the reader with three quotes. While the page is not labeled, it is clear that these quote selections were purposeful. Depending on student level and ability, you may want to have students address one or more of these quotes and make interpretations based on their understanding. As a followup after reading the book, have students revisit their interpretations and have them assess whether or not their thoughts have changed. Consider the following questions:

### Questions for Discussion and Written Response

#### Before Reading:

- ★ Why do you think Daniel Nayeri chose to include these quotes in his novel?
- ★ What significance do these quotes have based on their location in the book?
- ★ Select one of the three quotes you feel is most relatable to you. Why do you feel this way? Explain.

#### After Reading:

- ★ How do these quotes relate to the journey Daniel shared with you?
- ★ Which sections of the text are represented in each of the three quotes? Explain.
- ★ Which quote best represents Daniel’s quest in telling his truth and his growth as a young refugee? Explain.
- ★ Which quote resonates with you the most? Explain in as much detail as possible.

actual document  
attached in  
resources

**Quote Analysis Anticipation**  
.....  
*After Reading Activity*

**Directions:** Read each of the quotes the author presents at the very beginning of the novel. Use the space provided to interpret their meaning in your own words.

Quote	How do you interpret this quote? Write the meaning in your own words.
<i>"It seems like only yesterday that I believed There was nothing under my skin but light. If you cut me I would shine." —Billy Collins (approximately), "On Turning Ten"</i>	
<i>"The people of the world say that Khosrou is an idol worshipper Maybe so, maybe so But he does not need the world And he does not need the people" —Amir Khosrou</i>	
<i>"I believe like a child that suffering will be healed and made up for, tht all the humili- ating absurdity of human contradictions will vanish like a pitiful mirage, like the despic- able fabrication of the important and infinitely small Euclidean mind of man, that in the world's finale, at the moment of eternal harmony, something so precious will come to pass that it will suffice for all hearts, for the comforting of all resentments, for the atone- ment of all the crimes of humanity, of all the blood they've shed; that it will make it not only possible to forgive but to justify all that has happened". —Fyodor Dostoevsky, The Brothers Karamazov</i>	

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# Lesson Ideas

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When deciding which areas to focus on while teaching this text, the following topics may help identify necessary supplemental lessons that address the analysis of memoir as a genre. The ideas and resources attached below can be used to guide you.

- ★ Understanding character Point of View and Perspective
- ★ Understanding the difference between 1st, 2nd, 3rd, & 3rd person omniscient point of view.
- ★ <https://www.literacyideas.com/point-of-view>

## **Comprehending the Text Using Reading Strategies**

Daniel’s story is written in such a way as to loosely mimic the structure of *1,001 Nights*. However, the overarching theme throughout each section of the text is Truth. More specifically, *who defines what the truth is?* Below you will find some suggestions for teaching the text while guiding students through the reading.

- ★ The memoir follows a non-traditional format. Leading sentences/phrases foreshadow/ relate to the events in each “chapter”.

## **Focus on Font Choice (Questions for Discussion)**

- ★ Why would the author choose to begin each section of the text this way? (Consider the use of ALL caps for the first few words of each “chapter”.)
- ★ What do you notice about how each “chapter” begins?
- ★ Why do you think the author chose to capitalize the first words of each section of text?
- ★ How is the beginning of the “chapter” significant to the events that have taken place?
- ★ How does the way the author begins each section foreshadow the events that transpire throughout the story?
- ★ What information does the author want you to know at the start of each “chapter”? Why might this be important to your understanding of the text as a whole? Explain.
- ★ How does the author use repetition to signify key events in the story?

## **Chunking the Text**

Traditional chapters naturally lend themselves to chunked information in many different novels. Because *Everything Sad Is Untrue (a true story)* is written differently, it may be beneficial to preemptively chunk the text prior to teaching students. This will allow for a better understanding of the events that do connect across multiple “chapters”. The link below provides an overview of how chunking works. Some examples and ideas of how to do this with this novel are also provided below (mhrd.org).

- ★ <https://www.mhrd.org/cms/lib/NJ01000236/Centricity/Domain/426/Chunking%20the%20Text%20Reading%20Strategy.pdf>



## **Chunking Examples and Suggested Teaching Points**

**Suggestion 1:** Chunk pages 1-10 together. Use this portion of the novel to introduce students to the history of Iran and *1,001 Nights* (\*see Historical Background information for some ideas).

- ★ Have students make inferences on what kind of character the narrator is based on in the first 10 pages and try to get a sense of what his life is like.

**Suggestion 2:** Chunk pages 11-19 together, as this is where Daniel introduces himself to the reader. Have students focus on characterization of the characters presented in these sections. Students can begin to make inferences about what the narrator is trying to say about truth and what kinds of people Daniel and his family are.

**Suggestion 3:** “THE DAY MY FATHER...” on pages 19-29 may be taught separately as this is a long section and focuses on Daniel telling the story of how his father’s family acquired their land. Author’s craft and word choice are prevalent throughout this section.

**Suggestion 4:** Chunk pages 30-42 together. These sections focus on three stories from Daniel’s memory:

- ★ The Myth of the Baker and Tamar
- ★ The Legend of My Sister’s Cleverness
- ★ The History of a Clown’s Underpants.

Daniel mentions that he enjoys the Calvin and Hobbes comics on page 37. Consider why he may like this comic based on how he describes it. I have attached a link to some Calvin and Hobbes comics that may help students understand the reference and make connections to him as a character.

- ★ <https://www.gocomics.com/comics/lists/1643217/calvin-and-hobbes-calvinball?page=2>

**Suggestion 5:** Revisit “HERE IN OKLAHOMA WE DON’T...”

- ★ When addressing “I HAVE A NEW FATHER...”: This section of text is a turning point as we learn about Ray, Daniel’s stepfather in America. Inferences made at this point in the novel can also lead to learning that there may be domestic violence present in his household.

**Suggestion 6:** Chunk pages 45-52.

**Suggestion 7:** Chunk pages 60-68. The Theme of Good vs. Evil is present here as well with Daniel’s confirmation of violence in his home at the hands of his stepfather. The themes of love and truth are also prevalent within these sections of text.

- ★ At this point in the novel it may prove beneficial to address evidenced-based theme presence and how the characters are linked to them.

**Suggestion 8:** Chunk pages 72-75.

## Questions for Discussion

- ★ What is the story of love and how do you define it?
- ★ Compare how Daniel views love to how you view it using pages 72-75.
- ★ What is the truth of love for you? What must be present for love to be true or real?
- ★ If you could infer what the truth of love is for Daniel's mom, what do you think it would be? Explain using details from the text to support your answer.

**Suggestion 9:** Chunk pages 75-86.

- ★ Focus on Daniel's description of how Persian love stories go. Consider what this means for him as a young student maneuvering through adolescence while trying to fit in and survive.

**Suggestion 10:** Chunk pages 88-102.

**Suggestion 11:** Chunk pages 103-107.

- ★ Discuss divorce and religion as described by Daniel.

**Suggestion 12:** Chunk pages 107-114.

- ★ Discuss Characterization and Daniel's memories of his grandmother.

**Suggestion 13:** "AND THE OTHER UNCLE...":

- ★ Discuss the significance of the shooting lesson and its outcome for Daniel.
- ★ How does this day impact Daniel?
- ★ Explore the characters actions, thoughts, and dialogue as they relate to this event and its impact.

**Suggestion 14:** Chunk pages 119-126.

**Suggestion 15:** Chunk pages 127-136.

- ★ Revisit the theme of love and truth. Daniel admits to making a part up. Have students discuss why they believe he did this and why he chose to admit this to the reader. How does it make you feel as the reader knowing he lied? Does the reason matter? Explain.

**Suggestion 16:** Chunk pages 137-152.

**Suggestion 17:** Chunk pages 153-158.

**Suggestion 18:** Chunk pages 160-173.

- ★ Address characterization and theme as it relates to learning more information about Daniel's sister and a turning point for the family.

**Suggestion 19:** Chunk pages 172-184.

**Suggestion 20:** Read pages 185-194: “HERE’S ANOTHER POOP STORY”.

**Suggestion 21:** Chunk pages 195-202 (Daniel’s Mom).

**Suggestion 21:** Chunk pages 202-214 (Daniel’s Mom’s exile and the three stores).

**Suggestion 22:** Chunk pages 214-231 (Escape from Iran).

★ This is a good place to address strife, hardships, refugees, immigration, etc.

**Suggestion 23:** Read pages 231-238 on its own.

**Suggestion 24:** Chunk pages 238-244.

**Suggestion 25:** Chunk pages 249-261 (Their time in Dubai).

**Suggestion 26:** Chunk pages 261-272.

**Suggestion 27:** Read pages 272-273: “MRS. MILLER SAYS WE LIVED...”

★ Have students analyze time and space and analyze the setting as it relates to Daniel’s journey.

## **Questions for Discussion**

- ★ How is Daniel a dynamic character? What characters in his story would you consider static? Explain your answer using details from any portion of the text thus far.
- ★ On p. 273, Mrs. Miller asks Daniel: “At the beginning of the year you said the truest thing about a person was whose blood they had in their heart... What happened?” What do you think Mrs. Miller is getting Daniel to realize here? At this point in his stories, how is he faring with sharing his truth? What flaws have been pointed out and does Daniel agree with them? How do you know?

**Suggestion 28:** Chunk pages 273-279 (the refugee process and its impact).

**Suggestion 29:** Chunk pages 279-281.

## **Questions for Discussion**

- ★ How does the class react to Daniel’s pause in the story to say that his father is coming to America?
- ★ What does the reaction of the class help you to understand about the idea of truth as Daniel is trying to tell his?
- ★ What are some of the truths his classmates have both in this section of text and in other places where they speak out? Explain.

**Suggestion 30:** Chunk pages 281-289 (Italian refugee camp).

**Suggestion 31:** Read pages 290-291.

## **Questions for Discussion**

- ★ Why does Daniel tell us about the lies he has told?
- ★ What are the lies and do you agree or disagree with why he says he told them?
- ★ What do you think would have happened if he had been honest?
- ★ What do you think will happen as a result of these lies he told? Explain your answer with your own inferences.

**Suggestion 32:** Chunk pages 291-300.

**Suggestion 33:** Chunk pages 300-301: “MRS. MILLER SAYS I HAVE...”

## **Questions for Discussion**

- ★ What does Daniel mean when he says his teacher told him he has “lost the plot”?
- ★ Do you agree or disagree with her assessment of his storytelling?
- ★ Who determines an author’s purpose and the choices they make for the way they craft their writing?
- ★ Is there ever a correct or incorrect way of telling a story? Explain using your own opinion and knowledge about storytelling and story writing.

**Suggestion 34:** Chunk pages 301-312.

**Suggestion 35:** Chunk pages 312-323.

**Suggestion 36:** Read pages 323-329 (Daniel’s Dad visits Mrs. Miller’s class).

- ★ Revisit the questions posed after reading to page 291. What was the outcome of the lies he told?

**Suggestion 38:** Chunk pages 329-336.

**Suggestion 39:** Chunk pages 346-342.

**Suggestion 40:** Chunk pages 342-End.

## **Questions for Discussion**

- ★ Read the author’s note to the reader after reading the novel. Consider what Daniel Nayeri is trying to tell us about what the truth means for everyone.

- ★ Who owns the truth?
- ★ Who decides what is truth and what is a lie?
- ★ Who determines if there are valid parts of a story?
- ★ What is the evil context of this story as told by Daniel? What is evil to you?
- ★ What is the opposite of “too good to be true” in your opinion?
- ★ How does your relationship with Daniel change from the beginning of the book to the end of the book?
- ★ What do you notice about the way Daniel shares his stories with you, as the King/Queen reading his words? How does his story “end”?
- ★ Describe the amount of trust Daniel gives you as the reader when he first begins his story. How would you describe his trust in you by the end? Explain.
- ★ How much trust do you have in him by the end of the story? What portions of the text help you to make your determination? Explain.

### ***Real World Connection Questions***

- ★ *Is everything that is sad untrue? Why or why not?*
- ★ Why do you think people choose to deny the truth so often?
- ★ What does it usually take for someone to believe?
- ★ Who creates and dictates history based on your own knowledge?
- ★ Everyone has a story to tell. How will you tell yours?
- ★ What is your truth?

### ***Questions for Discussion on Theme***

- ★ Can truth exist without kindness? Can there be one without the other? Why or why not? Explain.
- ★ How are love and justice connected? Explain.
- ★ How are truth and justice connected? Explain.
- ★ How are love and truth connected? Explain.
- ★ Select one theme present in the book and explain how Daniel’s story supports the theme. You may use any and all sections and stories you have learned about to make your claims.

# Understanding Theme

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The overarching theme present in the text *Everything Sad Is Untrue (a true story)* is Truth. Please see the activity below for one way to introduce this theme to students while reading. There are also other examples of themes present in the text for student choice.

## Sample Themes

- Truth • Love • Kindness • Justice • Coming of Age
- The Importance of Family • Culture • Societal Norms
- Perseverance • Courage • Good vs. Evil • Acceptance
- Tolerance • Trust

## What is the theme?

Theme: Life lesson, meaning, moral, or message about life or human nature.

- ★ Communicated by a literary work.
- ★ In other words...
- ★ Theme is what the story teaches readers.
- ★ What Should Theme Look like?

A theme can be a word or a statement.  
You don't have to agree with the theme to identify it.

Theme is NOT:

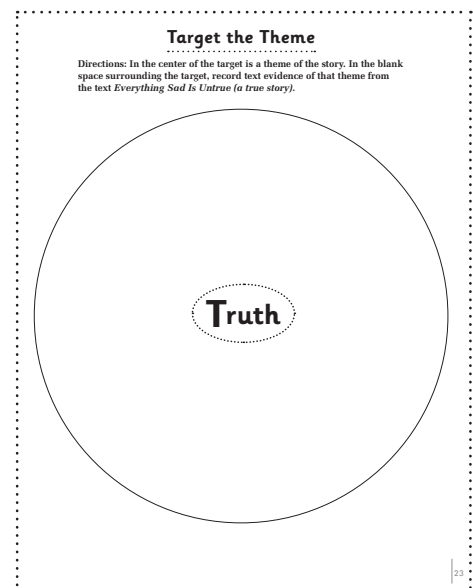
- ★ the topic
- ★ the author's purpose
- ★ a summary
- ★ specific to that story

## Targeting Theme Activity

*(activity template attached in resources)*

Directions: In the center of the target is a theme of the story. In the blank space surrounding the target, record text evidence of that theme from the text *Everything Sad Is Untrue (a true story)*.

*actual document  
attached in  
resources*



# Summarizing/Culminating Activities

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Point of View Text Reformulation Tasks for Students (Kylene Beers)<sup>2</sup>

- ★ Text Reformulation<sup>3</sup>: Select four key sections of the text and create a comic strip board that provides a visual representation of Daniel's journey and experiences (for the tactile learners).

## **Task**

Students select one individual or a chunked set of text from the novel to complete a text reformulation.

## **Text Reformulation**

### **Purpose**

This after-reading strategy utilizes collaboration among students to rewrite, in another form, a text by re-reading and re-formulating. It gives students practice in finding main ideas, sequencing events, making inferences, and generalizing. Students go beyond comprehension to synthesize ideas from the text into a new written product. This strategy offers readers choices and encourages them to think critically about a text as they complete a creative task.

### **Procedures**

Before you ever ask students to reformulate text, you must model! Be sure to include a variety of types of reformulation, such as:

- ★ texts rewritten as comic books
- ★ texts rewritten as letters
- ★ texts rewritten as interviews
- ★ poems rewritten as stories, or stories rewritten as poems
- ★ texts rewritten as radio or TV advertisements
- ★ factual texts rewritten as stories or narratives
- ★ texts rewritten as newspaper articles
- ★ texts rewritten by patterns such as
  - ABC book structure (A is for \_\_\_\_\_ because \_\_\_\_\_, B is for \_\_\_\_\_ because \_\_\_\_\_)
  - *The Twelve Days of Christmas*
  - *I Know An Old Lady Who Swallowed a Fly*
  - *The True Story of . . .* (Like *The True Story of The Three Little Pigs*)
  - First you should share examples of reformulated texts.

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<sup>2</sup> *When Kids Can't Read: What Teachers Can Do*

<sup>3</sup> *When Kids Can't Read: What Teachers Can Do*

1. Next, reformulate a text (or part of a text) as your students watch and listen.
2. As a third step, reformulate a text along with your students by recording their ideas.
3. After modeling for students, have them work in pairs or groups of three to reformulate a text.
4. Finally, and only after much practice, you may choose to assign students to reformulate texts on their own.

Adapted from *When Kids Can't Read, What Teachers Can Do* by Kyleene Beers, p. 159 – 163.

- ★ What's Next?: Write the next “chapter” of the book based on inferences you can make about what will happen next.
- ★ Create your own memoir (Mimic the Author) task. Students will write their own set of three or more stories that mimic the *1,001 Nights* style Daniel used in his book. Students can choose to connect their memories/stories of truth.

**\*Revisit Anticipation Guide from the start of the unit and assess for possible changes in student thinking and understanding. How did reading the book alter the thoughts/feelings you had before reading?**

## Other Topics to Explore

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### ***Bullying***

- ★ <https://www.brainpop.com/health/personalhealth/bullying/>

### ***Domestic Violence***

- ★ <https://depts.washington.edu/hcsats/PDF/TF-%20CBT/pages/3%20Psychoeducation/Trauma%20information/DP%20DV%20CHILD%20FACT%20SHEET%2065-66.pdf>
- ★ [https://www.nctsn.org/sites/default/files/resources//children\\_domestic\\_violence\\_entire\\_series.pdf](https://www.nctsn.org/sites/default/files/resources//children_domestic_violence_entire_series.pdf)

### ***Asylum***

- ★ <https://www.americanimmigrationcouncil.org/research/asylum-united-states>
- ★ <https://www.uscis.gov/humanitarian/refugees-and-asylum/asylum>

### ***Immigration***

- ★ <https://www.brainpop.com/socialstudies/culture/immigration/>

### ***Dubai***

- ★ <https://kids.kiddle.co/Dubai>



## Further Reading

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*For additional texts with similar topics and themes please see the list below.*

Text Title	Author	Lexile Level
Inside Out & Back Again	Thanhha Lai	800L
The House on Mango Street	Sandra Cisneros	850 L
A Long Walk to Water	Linda Sue Park	720L
Brown Girl Dreaming	Jaqueline Woodson	990L
Other Words for Home	Jasmine Warga	930 L
Refugee	Alan Gratz	800L
We are Displaced: My Journey and Stories from Refugee Girls Around the World	Liz Welch & Malala Yousafzai	N/A
The Boy at the Back of the Class	Onjali Q. Raúf	940L
Nowhere Boy	Katherine Marsh	810L
Guys Read: True Stories	Jon Scieszka	970L
Refugees and Migrants	Ceri Roberts	N/A
What is a Refugee?	Elise Gravel	680L
The Absolutely True Diary of a Part-Time Indian	Sherman Alexie	600L
Nothing But the Truth	Avi	N/A
I Am Malala: Young Reader's Edition	Malala Yousafzai	830 L

# Anticipation Guide Document

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Directions: On a scale of 1-5, 1 being strongly disagree to 5 strongly agree, respond to the following statements

**1**            **2**            **3**            **4**            **5**  
**Not at all**   **Very little**   **Little**   **Most of the time**   **All the time**

Statement	Before Reading	After Reading	Explanation
All Persians are liars			
You should always tell the truth			
The memories of children are always better			
It's okay to lie if you think it will save your life			
Everything sad is untrue			
Happy memories are the only true memories			
It's easy to believe someone when they are telling you a happy story			
Scary and dangerous events are hard to believe			

# Tea Party Template Activity



IRAN

"ALL PERSIANS ARE LIARS  
and lying is a sin..."



"I am now in school in  
Oklahoma..."

"My second memory is not a true one. It is the  
kind you invent in your head because you  
need to. On the phone once, with my  
dad--I was in Oklahoma, he was in  
Iran where he stayed--...."



"I SHOULD INTRODUCE MYSELF.

Name: Khosrou Nayeri

Age 12

Hair Color: I dunno, black. . ."



“... Then my mom got caught helping the underground church and got a fatwa on her head, which means the government wanted her dead--...”

“... IN OKLAHOMA WE ARE the opposite of kings. Everything we own is inside a hard gray suitcase. It is mostly coats and papers. There is one squished shoebox full of photos that my mom guards, and cries over when she thinks we're asleep.”



“... from the United States Consulate (office of someone who is in another country protecting the interests of citizens living in a foreign land).”



“THE LEGEND OF MY sister's cleverness is a family story that people mention any time they want to call me mazloom. Mazloom is a word I can never tell you what it is in English. It is someone who is cute and pitiful.”





(Type Text Here)



(Type Text Here)

# Quote Analysis Anticipation

## After Reading Activity

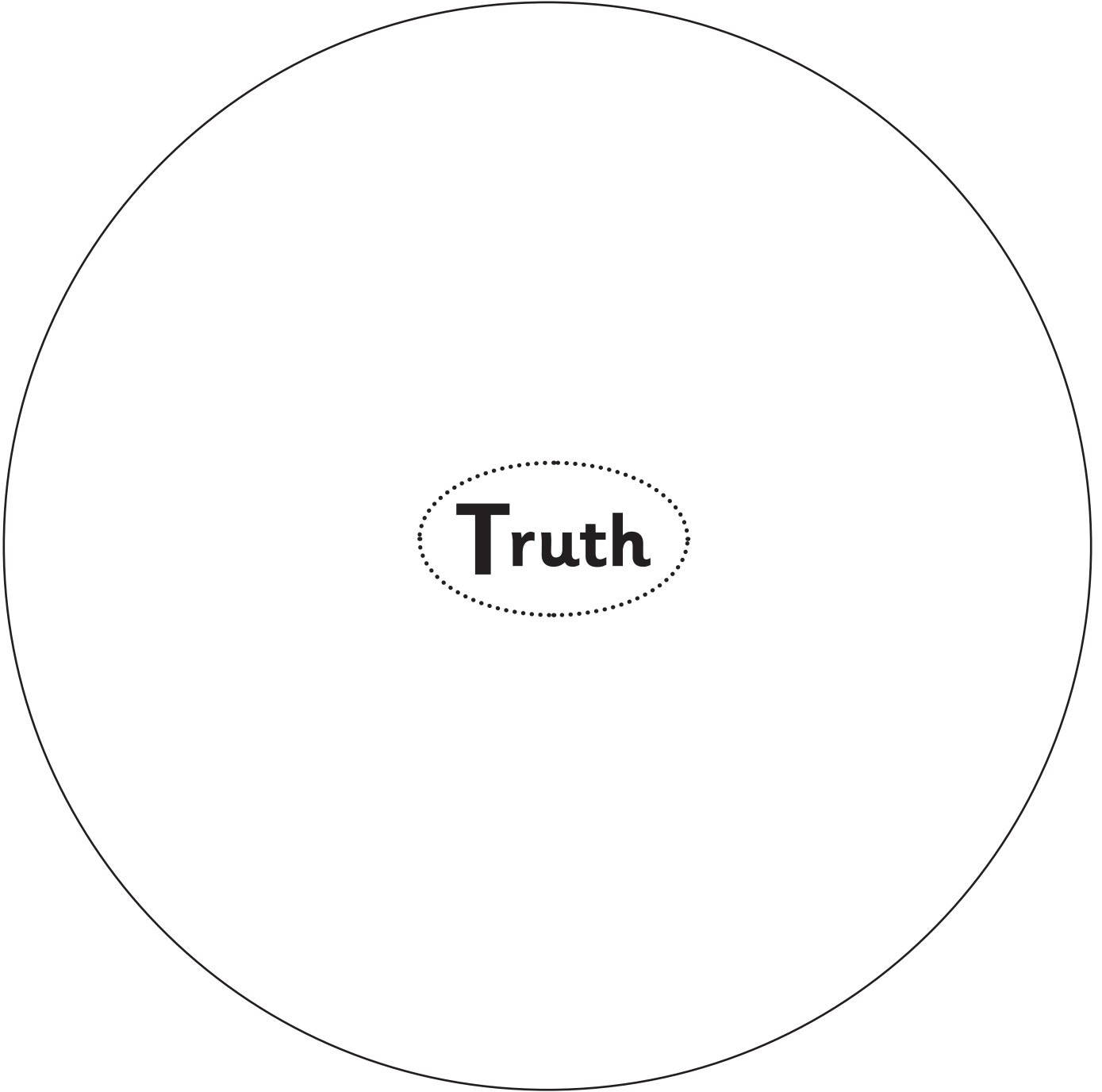
**Directions:** Read each of the quotes the author presents at the very beginning of the novel. Use the space provided to interpret their meaning in your own words.

Quote	How do you interpret this quote? Write the meaning in your own words.
<p><i>“It seems like only yesterday that I believed There was nothing under my skin but light. If you cut me I would shine.”</i> —Billy Collins (approximately), “On Turning Ten”</p>	
<p><i>“The people of the world say that Khosrou is an idol worshipper Maybe so, maybe so But he does not need the world And he does not need the people”</i> —Amir Khosrou</p>	
<p><i>“I believe like a child that suffering will be healed and made up for, tht all the humili- ating absurdity of human contradictions will vanish like a pitiful mirage, like the despica- ble fabrication of the important and infinitely small Euclidean mind of man, that in the world’s finale, at the moment of eternal harmony, something so precious will come to pass that it will suffice for all hearts, for the comforting of all resentments, for the atone- ment of all the crimes of humanity, of all the blood they’ve shared; that it will make it not only possible to forgive but to justify all that has happened”.</i> —Fyodor Dostoevsky, <i>The Brothers Karamazov</i></p>	

# Target the Theme

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**Directions:** In the center of the target is a theme of the story. In the blank space surrounding the target, record text evidence of that theme from the text *Everything Sad Is Untrue* (a true story).



## ABOUT THE BOOK

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**The unforgettable voice of a young refugee captures the essence of *A Thousand and One Nights*, from middle school humiliations to wondrous Persian myths, Daniel Nayeri has written a powerful autobiographical novel, united by hope for a world that ought to be.**

“A patchwork story is the shame of the refugee,” Nayeri writes early in the novel. In an Oklahoman middle school, Khosrou (whom everyone calls Daniel) stands in front of a skeptical audience of classmates, telling the tales of his family’s history, stretching back years, decades, and centuries. At the core is Daniel’s story of how they became refugees—starting with his mother’s vocal embrace of Christianity in a country that made such a thing a capital offense and continuing through their midnight flight from the secret police, bribing their way onto a plane-to-anywhere. Anywhere becomes the sad, cement refugee camps of Italy, and then finally asylum in the U.S. Implementing a distinct literary style and challenging western narrative structures, Nayeri deftly weaves through stories of the long and beautiful history of his family in Iran, adding a richness of ancient tales and Persian folklore.

Like Scheherazade in a hostile classroom, Daniel spins a tale to save his own life: to stake his claim to the truth. This is a tale of heartbreak and resilience and urges readers to speak their truth and be heard.

## PRAISE

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- “Like nothing else you’ve read or ever will read.” —Newbery Medalist, Linda Sue Park
- ★ “A modern epic.” —*Kirkus Reviews* (starred review)
  - ★ “A distinctive voice. A rare treasure of a book.” —*Publishers Weekly* (starred review)
  - ★ “A story that soars. Readers will be transported.” —*The Bulletin* (starred review)
  - ★ “At once beautiful and painful.” —*School Library Journal* (starred review)
  - ★ “A remarkable work that raises the literary bar in children’s lit.” —*Booklist* (starred review)
  - ★ “Poignant and powerful. A story of heartbreak and resilience.”  
—*Foreword Reviews* (starred review)
  - ★ “One of the most extraordinary books of the year.” —*BookPage* (starred review)

## ABOUT THE AUTHOR

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Daniel Nayeri is the publisher of Odd Dot, an imprint of Macmillan Children’s Publishing Group, where he oversees a team of designers, editors, and inventors creating joyful books for curious minds. Daniel was born in Iran and spent several years as a refugee before immigrating to Oklahoma at age eight with his family. He is the author of several books, including *Straw House*, *Wood House*, *Brick House Blow: Four Novellas* and *Everything Sad Is Untrue (a true story)*. He is a former professional pastry chef, and if he’s not writing or baking, he’s likely playing board games, or riding motorcycles. He lives with his family in New Jersey.



LEVINE QUERIDO