

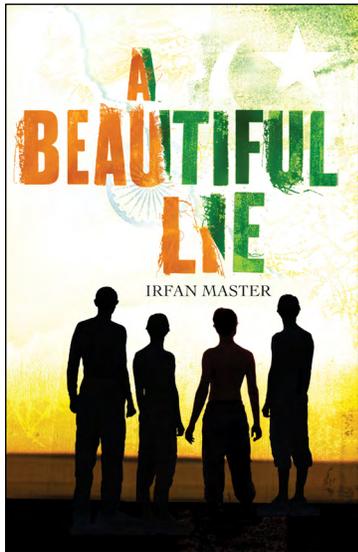
# A Beautiful Lie

written by **IRFAN MASTER**

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Ages 13 and up / Grades 7 and up // Albert Whitman and Company, 2012

*Written by Laurina Cashin, We Love Children's Books.*



Students will read *A Beautiful Lie* independently.

## QUESTIONS FOR CLASSROOM DISCUSSION (SL.7.1)

Lead a discussion about prologue and epilogue and their use as narrative techniques. Read this from the prologue: "Many years ago I told one lie that has taken on a life of its own. It defines me as a person." Have students discuss their understanding of the story with regard to the epilogue after having read this statement at the beginning. **(RL.7.1)**

The author uses a wealth of detail and descriptive language to evoke an authentic setting. How do students' explorations of the setting enhance their understanding of the story? **(RL.7.3)**

The characters in the story are revealed by their actions, speech, appearance, thoughts, and by others' reactions to him/her. Ask students which characters they liked/disliked. How does Bilal's character change during the story? How are those changes

noted for the reader? **(RL.7.1,4,6)**

Ask students what Bilal means when he says, "It no longer belongs to me" about the piece of paper with the written words "Everybody lies." **(RL.7.1)**

Ask students what they see as the predominant themes of the book. (ethics of lying, friendship, family, growing older, circle of life) **(RL.7.2)**

## ACTIVITIES FOR COMPLETION IN CLASS OR HOMEWORK ASSIGNMENT

Have students explore setting by listing some of the details and descriptive language the author uses. Have them write a description of where they live or a place they have visited, using details and illustrative language. **(W.7.3)**

Although he is anguished by his decision, Bilal is convinced that lying to his father is right and necessary. Have students formulate an argument against the lie or debate the merits of lying. **(W.7.1)**

Ask students to choose a character from the book and write a character sketch, citing explicit textual evidence that supports the ways the character is revealed. **(W.7.1)**

## **RESEARCH PROJECTS AND EXPANDED ACTIVITIES**

Have students read about India’s Partition using at least three primary sources, encouraging the use of books and other media, and complete one of the following:

Compare their reading of information sources with the historical and political information in the novel. Write about how the author captured historical and political truth in the novel, citing examples. How does knowing about the actual events affect students’ understanding of the story? **(RL.7.9, W.7.7, W.7.9, RH.6–8.1)**

How has the Partition impacted the history and social/political conditions of India and Pakistan today? **(RI.7.3, RH.6–8.1)**

Debate the merits of Partition. **(SL.7.4)**

## **COMMON CORE STATE STANDARDS FOR GRADE 7**

### **READING – LITERATURE**

**RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.

**RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**RL.7.9** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

### **READING – INFORMATIONAL TEXT**

**RI.7.3** Analyze the interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals or events...or how individuals influence ideas of events).

**RI.7.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

## **WRITING**

**W.7.1** Write arguments to support claims with clear reasons and relevant evidence.

**W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**W.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **SPEAKING AND LISTENING**

**SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and their own clearly.

**SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

## **READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-12**

**RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.

**RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.