



The Shadow Prince

written by David Anthony Durham

About the Book

Genre: Science Fiction

Format: Hardcover, \$21.95
400 pages, 5 x 7-1/2

ISBN: 9781643794280

Reading Level: Grade 7

Interest Level: Grades 4–8

Guided Reading Level: Y

Accelerated Reader® Level/Points:
N/A

Lexile™ Measure: N/A

*Reading level based on the ATOS Readability Formula

Themes: Adoption, African/African American Interest, Collaboration, Conflict resolution, Courage, Cultural Diversity, Dreams & Aspirations, Earth/Sun/Moon System, Environment/Nature, Fantasy, Fiction, Friendship, Heroism, Integrity/Honesty, Leadership, Mentors, Middle Grade, Mystery, Nature/Science, Overcoming Obstacles, Persistence/Grit, Scifi

Resources on the web:

leeandlow.com/books/the-shadow-prince

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

SYNOPSIS

FIVE DEADLY TESTS, ONLY ONE SHADOW PRINCE

Growing up as an orphan in a remote village in the Egyptian desert, Ash's life is pretty ordinary--sort of. He spends most of his time working in irrigation canals and avoiding bullies, but he is also being secretly trained by his mentor Yazen "for some great purpose." Yazen has never said what that is, until now: the night before Ash's twelfth birthday. According to Yazen, Ash was born on the same day as Prince Khufu, which makes him eligible to compete to be the prince's shadow, a lifelong confidante and bodyguard. Ash doesn't really believe Yazen, but when a floating royal barge, driven by solar-powered sails, arrives to take Ash and his mentor to the bustling, magical, and solar-powered capital, things get real.

What awaits Ash is deadly--five days of dangerous tests, each overseen by a different Egyptian god. Unfortunately, they've been told, not all will survive. On top of the tests, Ash is up against Set, the devious god of chaos, secretly working toward the candidates' demise. If they fail, a different prince will inherit the throne, one Set can manipulate for his evil schemes. Ash finds two friends willing to fight by his side, but he's been warned. Some candidates lie, cheat, and even try to harm others to win. Can Ash and his friends do what it takes to save the kingdom? And will there be anyone left to become *The Shadow Prince*?

BACKGROUND

Glossary of the Gods in *The Shadow Prince*

Horus is the son of Osiris and Isis, the divine child of the holy family triad. He is one of many gods associated with the falcon. His name means "He Who Is Above" and "He Who Is Distant." The falcon had been worshipped from earliest times as a cosmic deity whose body represents the heavens and whose eyes represent the sun and the moon. Horus is depicted as a falcon wearing a crown with a cobra or the Double Crown of Egypt. The hooded cobra (uraeus), which the gods and pharaohs wore on their foreheads, symbolizes light and royalty. It is there to protect the person from harm.

Isis represents the power of love to overcome death. She brought her husband and brother, Osiris, back to life and saved her son Horus from certain death. She is portrayed wearing the hieroglyph for "throne" on her head, and she sometimes wears a solar disc between cow horns. She is also often depicted mourning the death of her husband and nursing their son.

Mafdet is an early goddess of justice who pronounced judgment and meted out execution swiftly. Her name means "She Who Runs" for the speed with which she dispensed justice. She is the earliest feline deity in Egypt, predating both Bastet and Sekhmet. She protected people from venomous bites, especially from scorpions. Her sharp claws are likened to the tip of the harpoon of the pharaoh that protects him from his enemies in the underworld. Because of this, Mafdet is the protector of the pharaoh, his chambers, his tomb and other sacred places.

Nekhbet is portrayed as a vulture and is the principle goddess of Upper Egypt. In early times, she was the goddess and protector of royal children, but in later periods she became the protector of all young children and expectant mothers. Her southern counterpart is the cobra goddess Wadjet. The two are referred to as "The Two Ladies" and shown together on the crowns of a unified Egypt.

Ra is the sun god and is considered the central and original power of creation. The daily rising and setting sun offered tangible evidence of the sun's power to fall into the western sky and be reborn each morning in the eastern sky. Ra brought Maat, the principle of truth and balanced justice, to the Egyptians. This became the cornerstone of the Egyptian civilization.

Set is the god of darkness, drought, and chaos. He is the opponent of everything good and life-giving. In some legends, Set is the adversary of Ra, but in others, he is Ra's protector. As the god of disorder, Set is placed in opposition to Horus, the god who rules the land with order and stability. Seth is an animal-headed deity with a curved head, tall square-topped ears and an erect, arrow-like tail. The animal he represents has not been identified. Sobek is the "Lord of the Waters" and the god of the Nile who brings fertility to the land. He is thought to have risen from the primordial waters of Nun to create the world. One creation myth states he did so by laying eggs on Nun's banks. He is also believed to have made the Nile from his sweat. Sobek is most often represented as a deity with the head of an alligator.

Thoth is a moon god and the patron of the arts, hieroglyphics, science, speech, and wisdom. He is the protector of scribes and is credited as the author of the Book of the Dead and the writer of all

knowledge. It is said that he organized the Egyptian government and religion, and he is responsible for delivering all the final verdicts at the trials of dead souls. Along with all of these feats, Thoth is considered a great magician, knowing “all that is hidden under the heavenly vault.”

Resources: historymuseum.ca; ancient.eu; ancientegypt.co.uk; ancientegyptonline.co.uk; <http://epubsecrets.com/when-good-links-go-bad-link-rot-in-ebooks.php>
<https://www.booknetcanada.ca/blog/2019/2/11/link-rot-in-backlist-ebooks>

Solar Power & Energy

There are many references to solar power and energy throughout *The Shadow Prince*. There are also several solar instruments used in the story. To learn more about solar sails, consult the following articles for more information (https://kids.kiddle.co/Solar_sail) (<https://www.livescience.com/32593-how-do-solar-sails-work-.html>) (<https://www.youtube.com/watch?v=-ZDSvzpzRNI>).

For information on solar power, the history of solar power, and how to teach about solar power to students, the following resources provide more information about its use and more (<https://www.nationalgeographic.com/environment/article/solar-power>) (<https://www.alliantenergykids.com/RenewableEnergy/SolarEnergy>) (<https://www.sciencenewsforstudents.org/article/lets-learn-about-solar-power>) (<https://www.renewableenergyworld.com/solar/solar-energy-for-kids/>).

Teaching About Ancient Egypt

For more information, lesson plans, and resources about teaching about Ancient Egypt in the classroom, consult PBS' Educators, “Egypt’s Golden Empire,” that has accompanying lesson plans, videos, and a virtual library dedicated to teaching about all facets of Ancient Egypt (<https://www.pbs.org/empires/egypt/educators/index.html>).

National Geographic Kids also has a country page dedicated to Egypt for students to learn more about the geography, official language, and other landmarks in Egypt in past history and present day (<https://kids.nationalgeographic.com/geography/countries/article/egypt>).

National Geographic also has a Resource Library dedicated to Ancient Egypt with various articles, encyclopedic entries, photographs, and more (https://www.nationalgeographic.org/topics/resource-library-ancient-egypt/?q=&page=1&per_page=25). National Geographic Kids has a specific article dedicated to the Nile River for more information (<https://www.natgeokids.com/uk/discover/geography/physical-geography/nile-river-facts/>).

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- What does it mean to be persistent? How do you demonstrate persistence even though something may be challenging? Why is it important to be persistent? Do you think persistence can be learned? How so?
- What does it mean to have a passion? Do you have a passion? Why do you like that particular thing or activity? How does it make you feel?
- Was there a time when you took a chance on something? What did you do? What was the end result? Was it worth taking a chance? How are taking chances important in your life?
- What do you know about Ancient Egypt? What landmarks do you know in Egypt? What about Ancient Egyptian mythology?
- Have you ever solved a problem? What did you do? Why did you have to solve that particular problem? How did you think quickly? How were you acknowledged afterwards? What about solving a problem in a group? How was that different than solving a problem on your own?
- Ask students to think about their family and what family means to them. How is family important to you? How do you interact with your family members? How do you help them? What about siblings, if any? How do you help your siblings, and vice versa?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1; Craft & Structure, Strand 5; and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

- **Book Title Exploration:** Talk about the title of the book, *The Shadow Prince*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
- **Read David Anthony Durham's Biography:** Read about David Anthony Durham on the jacket back flap as well as on his website <https://davidanthonydurham.com/>. Encourage students to think about and what could have been his inspiration for writing *The Shadow Prince*.
- Encourage students to stop and jot in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction or an idea, have a question, or hear new words.
- Have students quickly write a feeling in their notebooks during reading. After reading, ask students why they wrote down that feeling and have them write a journal entry about it.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- how Ash's birthday determines his fate
- why Ash has to compete to become *The Shadow Prince*
- what being *The Shadow Prince* entails and why it's critical to Egypt's future
- how Egyptian mythology is involved in the story and what roles the gods and goddesses play during the testing
- how Yazen, Ash's mentor, plays a critical role in his life and how he developed him into a prestigious fighter
- what obstacles Ash has to go through testing and how he uses problem solving throughout the story
- how the story ends and what happens to Ash and the other contestants
- why creativity is helpful to Ash and how he is able to think quickly and critically

Encourage students to consider why the author, David Anthony Durham, would want to share with this story with young people.

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below. Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word. (Many of the Spanish words can be found in the book glossary, but there are also some that are not included. Students could be encouraged to create a log of these words—they will not be listed here.)

Content Specific

sunboard, solar-powered, Lord Ra, canal, hieroglyphs, pharaoh, realm, Duat, monarch, Lord Set, Devouress, satchels, barge, sunstroke, scarab beetles, scroll, papyrus, Nile Valley, Memphis, Horus, Lady Isis, anteroom, Queen Heta, Apep, whelps, obelisk, mongoose, Lady Mafdet, Cherished Ka's Courtyard, Saqqara, Nedeti, Merneith, Lord Sobek, Mediterranean, Hittite, sinkholes, Bakhu, carnelian, Reheptah Dynasty, cataract, solar kiteboards, caracals, Avenue of the Gods, Anubis, Taweret, Wadjet, Anukis, Isis, Kohnsu, Bes, Lady Nekhbet, The Mistress of Light, Katara-Nesur

Academic

instinct, sunbaked, canal, sunmill, windmill, impressive, recluse, mentor, solar chariot, extent, noble, destiny, instinct, finely, tuned, clenched, trudging, warehouse, pulleys, gears, barrage, fainted, faltering, tradition, seclusion, vessel, summoned, confidant, lacking, representative, envoy, forbidden, dank, underworld, cavern, misdeeds, tedious, reverberating, tramp, garbled, grunting, compound, ripple, tormented, glistening, erratic, weave, insetile, motley, array, dismemberment, inevitable, carnage, evisceration, unfurled, upturned, vastness, lushness, vibrant, invocations, familial, lineage, whirred, thrum, sputter, gangly, protrusions, subjugation, hoarding, perish, guttural, contraptions, commendable, inconclusive, contorting, somersaults, vapor, mangy, grudgingly, fetid, elaborate, hypnotically, subterranean, province, barbaric, unanimous, monologuing, prowess, fruition, silt, precipice, tranquility, subtlety, indignation, resentment, guffawed, pitiful, stoic, taut, treachery, hunch, commendable, converged, sonorous, devious, quarreled, stylus, caromed

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite textual evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

Chapters 1-10

1. What does Ash do when he sees Merk?
2. What is a sunboard?
3. Who is Lord Ra?
4. Who is Yazen?
5. What does Ash have to do in his training program?
6. What's important about Ash's twelfth birthday?
7. How does Ash feel about his training? What does he tell Yazen?
8. What does Yazen tell Ash about his birth?
9. What are shadow candidates? What do they have to do?
10. What happens to Yazen and Ash on his birthday? How does the village react?
11. Where do Yazen and Ash go when they're summoned?

12. What gift did Lord Ra give to Egypt?
13. What do Yazen and Ash see as they get to the palace?
14. What does Yazen tell Ash about the tests for the candidates? What will he have to do? What's the final result?

Chapters 10-20

15. What does Prince Rami tell Lord Set? How does Lord Set react?
16. What is Ash's first test? What does he have to do?
17. Who are the cave demons? What does Ash have to do in order to beat them? What does Yazen tell Ash about them?
18. What are the Egyptians gods and goddesses like?
19. How does Ash confront the next demon? What does the royal court think and decide?
20. Who are the Three Demons of Whirling Vengeance? What happens with Ash and the Three Demons?
21. Who is Lord Thoth? What does he tell Ash about his hieroglyphs?
22. How does Ash use the hieroglyphs against Ammut?
23. What does Lord Thoth request? Why?
24. What does the royal court decide in response to Lord Thoth?
25. What happens in the queen's anteroom? Who does Ash see? What does he have to do?
26. What does Queen Heta put onto Ash's wrist? How does he feel afterwards? What else does she tell him?
27. Why does Set have to do night work on the barge? How does he feel about Lord Ra?
28. What does Set tell Rami about the candidates?
29. Who is Lady Mafdet? Why does Ash admire her?
30. What does Pharaoh Neferu tell the candidates in Cherished Ka's Courtyard? What should they expect moving forward?

Chapters 20-30

31. Where does the next challenge take place? What advice does Mafdet give the candidates?
32. What does Lord Set release from the cage?
33. What happens during Ash's fight with the demon? How does the prince get involved?
34. What does the announcer say when he states Ash's name? How does the crowd react?
35. What do the candidates discuss about the pharaoh's shadow?
36. How do the candidates feel about Sutekh?
37. What does Ash realize about the importance of getting selected to be the prince's shadow?

How would this help his future?

38. Where does the next challenge take place? How does Ash feel about the location and what the candidates have to do?

Chapters 30-40

39. What does Lord Set release into the water?
40. What happens to Ash in the water? What are some of the things that he has to do in order to survive and complete the task?
41. Who ends up helping Ash? How does this make him feel?
42. Who won this test? How does Ash react?
43. What does Sutekh tell Ash about the incident in the water? How does Ash feel about Sutekh?
44. What does Ash realize about the reason why he wants to be the prince's shadow?
45. What gods and goddesses are in the Avenue of the Gods? What are their special powers and skills?
46. What do Prince Khufu and Ash discuss about the testing with Seret and Gilli?
47. Who is Lady Nekhbet? What is the test that she gives the candidates?
48. Where does the next test take place? What do the candidates have to do?
49. How does Lord Set react when he sees Lady Nekhbet's silver? What does it inspire him to do?

Chapters 40-50

50. What happens to Ash during the conveyor belt test? What surprise attack does he have to defend himself against?
51. How does Ash know what to do in the test? How does he figure it out?
52. What happens to Ash's arm?
53. What does Ash realize about Kiya? What does he notice?
54. What was Gilli's hunch?
55. What does Kiya tell Ash about her mom?
56. What happens with Ash and the prince? What does the prince ask Ash to do? What happens afterwards?
57. What is The Mistress of Light? What does it look like? How will it be used after the testing?
58. What does Yazen tell Ash about how the competition is going to change? How does he help prepare him for what's going to happen next?
59. What else does Yazen tell Ash about his past?
60. What story does Lord Thoth tell the contestants about Katara-Nesur? Who were the magicians involved in the story? What happened to the pharaoh's shadow?

61. What instrument does Lord Thoth give the contestants?
62. What does Sutekh tell Ash before the test?
63. What happens during the test with Sutekh and Ash? What does Ash realize?

Chapters 50-62

64. What does Ash remember about what Yazen told him? How does this help Ash in the final test?
65. What glyph does Ash draw? How does the creature react?
66. What creature does Ash draw to defend himself? What happens next?
67. Where do Ash and the bat go?
68. What does Ash see in the bat's face?
69. Who does Ash see when he wakes up? What does she tell him?
70. What did the pharaoh change about the competition?
71. Where do all the contestants end up? What do they plan to do next?
72. What demon returns to the contestants? What happens?
73. What does Lord Set tell Ash about Yazen?
74. What gift does Lady Isis give Ash? How does the story end?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

1. What does the title *The Shadow Prince* mean to you after reading the book? Why do you think the author chose this particular title?
2. Explore the structure of this text. Does the story describe events chronologically, as comparison, cause and effect, or problems and solutions? Why do you think the author structured the text the way he did? How does this story compare to other texts you have read?
3. How does Ash's relationship change with Yazen throughout the story? How does he act toward Yazen in the beginning of the book versus the end of the book? How does the testing change their dynamic?
4. How does Yazen inspire Ash? What does he do that makes Ash want to continue with testing and become a better fighter and problem solver? How do you know?
5. Prince Khufu and Ash discuss why the candidates helped each other, and Ash stated that he and his candidate friends should "work together, stay alive, and wish each other the best." Do you think this was helpful or harmful to Ash? Why? Provide evidence from the text.
6. The story began with Ash not feeling comfortable about his writing and work with hieroglyphics, but this skill ends up helping him win the competition. How is this an important part of the story?

7. Why does Ash's quest to become shadow prince mean so much to him? Why does Ash think that winning the competition will help him find his family?
8. Power dynamics play an important role in *The Shadow Prince*. Who has power and why? What gods and goddesses have the most power? How do they use their power? What about the contestants? What about the royal family? Compare and contrast the use and/or misuse of power in the three different groups.
9. Discuss the relationship between Ash and the contestants over the course of the story. Which contestants does he bond with and why? How does he work together with the contestants over the course of the story? How does this demonstrate positive relationships and cooperation?
10. How is solar power used in *The Shadow Prince*? What role does solar power have in the story? What was it like to read about solar technology? Have you ever read about it before?
11. How is setting a crucial part of *The Shadow Prince*? Write a response about how the different settings over the course of the story influence the competition as well as Ash's character change in *The Shadow Prince*.

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. **Suggest that students respond in reader's response journals, essays, or oral discussion.** You may also want to set aside time for students to share and discuss their written work.

1. What is one big thought you have after reading this book? Think about how Ash competed during the testing and the different obstacles he had to overcome throughout the story. How does he use problem solving and creativity during his testing?
2. What do you think is David Anthony Durham's message to the reader? Think about possible motivations behind David Anthony Durham's intentions for writing the book. What do you think he wanted to tell his readers?
3. Have students make a text-to-self connection. What kinds of connections did you make from this book to your own life? What do Ash's experiences, thoughts, and feelings mean to you?
4. Have students make a text-to-text connection. Did you think of any other books while you read *The Shadow Prince*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make between this book and what you have seen in the world, such as online, on television, or in a newspaper? Why did this book make you think of that?
6. What does solving a problem mean to students after reading? After reading *The Shadow Prince*, what does solving a problem mean to you?
7. How has a family member or friend close to you impacted your life? Ash's mentor had a positive and long-lasting impact on his life, especially since he was an orphan. Have you had a family member or other person who really changed your life? What were some things that person did that were significant to you?

ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
 - Review several chapters and have students summarize what happened, first orally, and then in writing.
 - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, or opinion about what they have read.
4. Have students give a short talk about how they solved a problem in the past.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
6. Encourage students to refer to the back matter of the book for additional information about Egyptian mythology.

Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. How does Ash demonstrate persistence and resilience throughout *The Shadow Prince*? Students can select a passage where they think Ash exhibits these qualities and reflect on why they chose this particular scene in the book.
2. What are some of the ways Ash uses his creativity and critical thinking skills in the challenges? Students can create a graphic organizer with each challenge listed and note how Ash uses critical thinking skills in order to overcome the obstacle presented. Afterwards, students can reflect on this exercise and how Ash was able to think quickly when faced with danger throughout the story.
3. Ash's parentage is critical to his development. How does Ash cope with not knowing who his parents are? How does he feel about it? What are some of the events during the book where his parentage comes up? How does Yazen fulfill Ash's parental unit? What is their relationship like, and how is Yazen important to Ash?
4. Doubt plays a large part in *The Shadow Prince*. What scenes does Ash feel doubt? Why does he feel this kind of doubt? What does Yazen tell Ash about feeling doubt? Connect Ash's feelings of doubt to something that you've experienced in your life. When and why did you feel this way? What did you do to overcome it, or are you still experiencing it? Have students write their thoughts in an essay and share with a partner or small group.
5. Why does Ash want to ultimately become the prince's shadow? How does his reasoning and rationale differ from the other candidates? How does Ash's past and his relationship with his family influence the way he feels about becoming the prince's shadow?
6. Encourage students to identify passages where characters manage and resolve interpersonal conflicts in constructive ways. In a chart with four columns, write: What was the cause of the conflict? What was the consequence of the conflict? How does the character(s) resolve the problem? What are additional ways the character(s) could have solved the problem? What advice would you give?
7. What are some pieces of advice that Yazen gives to Ash throughout the story? Have students select a statement from Yazen to Ash during the testing. How does this help Ash? How does Yazen make him think critically about different situations?
8. Choose an emotion that interests you: happiness, sadness, fear, anxiety, frustration, hope, perseverance, and so on. Illustrate or act out what that emotion looks like in *The Shadow Prince*.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English/Language Arts

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

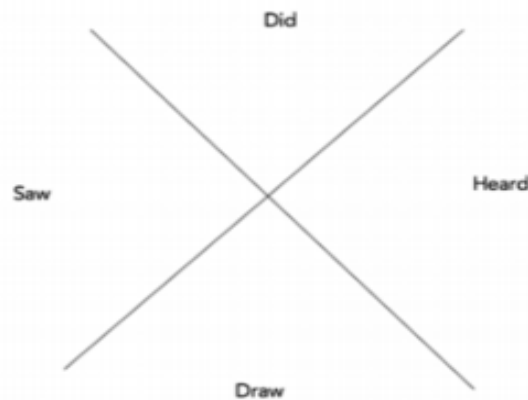
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Encourage students to prepare a presentation or write an essay about something challenging that they've had to do in their life.** Ash had to go through rigorous testing, and overcomes many obstacles along the way, to eventually become *The Shadow Prince*. What have students had to do that was challenging? How did they solve the problem? What kinds of creative thinking and problem solving did they have to do? Did they have to work with other people to accomplish their goal? Students can relate their own challenges to what Ash had to do throughout *The Shadow Prince*. Have students share their findings with a partner, small group, or whole class.
- **Have students elaborate on the question about setting in the Extension/Higher Level Thinking portion of this guide.** Conduct a study about setting and the role that setting plays in *The Shadow Prince*. Students can create a graphic organizer with all of the different places that Ash lives and competes throughout the story. How does each location influence his character development and the narrative overall? What does the setting look like? How does it help, or hurt, Ash? How does the author describe the setting, and what kind of images do you see or think of when you read about the setting? Refer to ReadWriteThink's lesson plan on utilizing images for more information (<https://www.readwritethink.org/classroom-resources/lesson-plans/utilizing-visual-images-creating>). After students review the settings from the graphic organizer, they can write an essay about the influence of setting in *The Shadow Prince*.
- **Ash states, "Power wasn't about controlling things for your own benefit. It was about feeling a responsibility to others, about being as smart and wise and generous as you possibly could."** Write an essay about whether you agree or disagree with that statement, what it looks like in *The Shadow Prince*, and how it relates to students' experiences in the world. Does power mean that you have a responsibility for others? For people with power, what do you think they do with it? Is having power important? Why or why not?
- **After reading *The Shadow Prince*, encourage students to come up with their own challenge for the candidates.** After reading about all of the different obstacles that Ash had to overcome, students can use their imaginations and think of their own challenge. Students can reflect on the different elements that were a part of the challenge in the book

and use those insights to guide their thinking. What god or goddess will be involved in their challenge? What kind of location would the challenge take place in? What creature or obstacle would be at the center of the obstacle for the candidates? Students can share their obstacle with a partner, a small group, and eventually the whole class. Students can also accompany their writing piece with an illustration or other visual aid to go alongside their challenge.

- **Have students compare and contrast Ash and Sutekh's development over the course of *The Shadow Prince*.** Students should create a Venn diagram that has Ash on one side, Sutekh on the other side, and the comparisons in the middle. What kinds of things do they do during the tasks? What are the ways that they accomplish their goals? How are they similar? How are they different? How are their personality traits similar? How are they different? Why is it important to analyze both Ash and Sutekh as candidates? What are their motives? Based on this exercise, students should answer the following question in an essay: Are Ash and Sutekh more similar than we think? Why or why not?
- **Have students come up with a list of questions to ask author David Anthony Durham.** What do students want to know about the process behind writing a children's book? How did the author come up with the idea to write *The Shadow Prince*? What made him want to write a book like this? What kind of research did he conduct on Egyptian mythology? Consider contacting David Anthony Durham and inviting him to for an author visit (<https://davidanthonydurham.com>).
- **Have students examine Ash's character in terms of helpful and harmful traits.** According to *The Reading Strategies Book* (<http://www.heinemann.com/products/e07433.aspx>), students can think about Ash in terms of traits that are helpful, or traits that are problematic and that keep getting her in trouble. Consider providing students with a sentence starter to get them thinking about her character, "Often my character seems to _____, but sometimes _____." How do these character traits influence the story? How do Ash's harmful traits and helpful traits contribute to her character development in *The Shadow Prince*?
- **Have students identify a place in the story where Ash's character changes in *The Shadow Prince*.** Why do students think that was a point where Ash changed? How does Ash feel before the change, what causes the change, and then how does he feel and act after? Create a graphic organizer with a column on the left that says "Before," a column in the middle that says "During," and a column on the right that says "After." Afterward, have students write an essay using evidence from the text to support their findings about Ash's character change.
- **Assign students different characters from *The Shadow Prince* and have them brainstorm about a guiding question: what and how can this character teach us?** Students can think about different characters to examine as a whole class and then break into smaller, specific character groups. Encourage students to think about how characters have made mistakes and also have done good things in the book, and ultimately what they learned from that character. Have students share out their findings: How is this character important to the book, and what lessons did they teach us over the course of the story? How did their actions develop the narrative, and why are they crucial to understanding the meaning of the book?

- **Envision a sequel to *The Shadow Prince* and have students title the second book. What do they think it would be called?** Then, students can write the first chapter to the second book. Where does Ash live? What happens to Yazen? What's his relationship like with the prince? What happens to Set? Students can also create a cover for the book (for more details see question 1 in the Art/Media section of this guide).
- **Complete an X chart for Ash. Students can complete this diagram for different sections of the book, and fill out what Ash did, what he heard, what he saw, and draw a scene.** Afterwards, students can write one big thought from the details of their findings to make a conclusion about Ash's character.



STEM

(3-5-ETS1-2 Engineering Design: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem) (5-PS2 Motion and Stability: Forces and Interactions)

- **Conduct a research project on solar energy and how it's used.** There are references to solar power throughout *The Shadow Prince*. Students can research using online resources to find out more about solar power and the way that it's used across the world. Students can think about the following guiding questions: What is solar power? How is solar power typically used? What are the different ways that people and organizations use solar power? Students can prepare a visual presentation that showcases the information they learned from the study. Refer to the following articles for more information about solar energy and power to start students' research (<https://www.nationalgeographic.com/environment/article/solar-power>) (<https://www.alliantenergykids.com/RenewableEnergy/SolarEnergy>) (<https://www.sciencenewsforstudents.org/article/lets-learn-about-solar-power>) (<https://www.renewableenergyworld.com/solar/solar-energy-for-kids/>).
- **Have students create their own solar powered instrument using inspiration from Ash and *The Shadow Prince*.** First, students can document what solar powered instruments are used in the text (i.e. sunboards). How is the sun used to power those instruments? Why are they used in the book? Then, students can use information they learned from their research project about solar power as well as the tools and instruments in *The Shadow Prince* to come up with their own idea for a solar-powered tool or object. Students can create this object using materials from the classroom, illustrate the object, or use any other artistic method to present to the class.

Social Studies & Geography

(Reading Standards, Key Ideas and Details, Strands 1–3; Craft and Structure, Strands 4–6; Integration of Knowledge & Ideas, Strands 7–9; and Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7–9; and Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, and Presentation of Knowledge and Ideas, Strands 4–6)

- **Encourage students to read the Afterword, “Glossary of the Gods in *The Shadow Prince*.”** Have students write a reaction essay afterward about what they learned. Who are the different Egyptian gods and goddesses? What are their different powers? How do they play a role in *The Shadow Prince*? What are their characters like in the story? Students can write an essay about additional information they learned from the Glossary.
- **Have students conduct a study on Ancient Egypt. PBS’ “Egypt’s Golden Empire” has a page dedicated to educators with lesson plans, resources, and additional information about teaching about Egypt in the classroom** (<https://www.pbs.org/empires/egypt/educators/index.html>). Students can think about the following questions during the unit: Who were the leaders in Ancient Egypt? How did mythology play a role in Ancient Egypt? How did hieroglyphs play a role in communication and language in Egypt? What were the different architectural feats that Egyptians accomplished during this time? Students can create infographics or posters with information they learned and present their findings to the class.
- **Conduct a research study on Ancient Egypt gods/goddesses of students’ choosing and have them present their findings to the class.** Students can research information about that particular god/goddess and find out what the god/goddess is known for, what kinds of skills that god/goddess had, and any other relevant facts. Students can work individually or in small groups and select a particular god or goddess to conduct additional research on. What else did they find that they didn’t learn in the story? Students can make posters featuring the god/goddess and display them around the class with the information they learned from their research. Refer to the following websites for more information about Egyptian mythology (historymuseum.ca; ancient.eu; ancientegypt.co.uk; ancientegyptonline.co.uk).
- **Learn more about hieroglyphics and their purpose. Hieroglyphics play a huge role in Ash’s performance during *The Shadow Prince*.** Have students conduct a research study using the following guiding questions: what are hieroglyphics? (<https://www.natgeokids.com/za/discover/history/egypt/hieroglyphics-uncovered/>)

Art & Media

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, and Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **For the question about the sequel activity in the English/Language Arts section, have students draw a cover image for their follow-up to *The Shadow Prince*.** What kind of materials do they want to use for the cover? Encourage students to consider what they think will happen in the second book, and how that reflects the artwork for the cover. How can they use the current cover to inspire their work?
- **Have students conduct a cover art analysis for *The Shadow Prince*.** What kinds of images do they see on the cover? How did the cover influence their initial perception of the book? How does the cover reflect the story after finishing *The Shadow Prince*?
- **Visit online museum exhibits featuring art from Ancient Egypt. Students can examine the different pieces in the exhibit, including sculptures, masks, architecture, and more.** Students can select one piece and conduct a study about it. What is the particular art piece? Who created it? Why was it important during that particular time period in Egypt? Visit the Metropolitan Museum of Art's Egyptian art collection (<https://www.metmuseum.org/about-the-met/collection-areas/egyptian-art>), the Brooklyn Museum of Art's Ancient Egyptian page (https://www.brooklynmuseum.org/exhibitions/ancient_egyptian_art), the Smithsonian (<https://www.si.edu/spotlight/ancient-egypt>), and the Museum of Fine Arts in Boston (<https://www.mfa.org/collection/ancient-egypt-nubia-and-the-near-east>).
- **Study art featuring Ancient Egyptian mythology. The Metropolitan Museum of Art has a collection of pieces featuring Ancient Egyptian mythology** (<https://www.metmuseum.org/toah/keywords/egyptian-mythology/>). Have students try to find pieces that feature the gods and goddesses from *The Shadow Prince*. What do they look like? How are they reflected in the art? Is their appearance what students envisioned after reading the story? Students can reflect with a partner, small group, or the whole class about the experience of looking at art featuring Egyptian mythology, and how it relates to their reading.

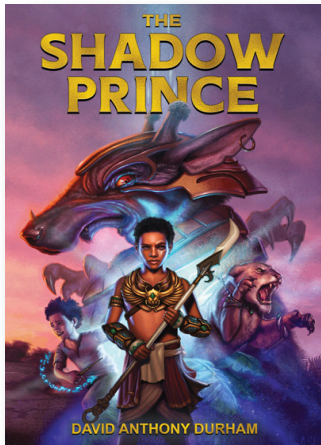
School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **If students are interested, have families help research more age-appropriate fantasy books at their local library or through their school librarian for a mystery genre study.** Students can think about what these fantasy stories have in common. How did the main characters problem solve? What kinds of fantastical elements do the authors use in the books? How were the stories different?
- **Have students reflect on a family member or friend who has made a difference in their life.** Ash's mentor, Yazen, was hugely instrumental in his development and supported him throughout challenging obstacles. Students can reflect with their caregiver.




Ordering Information

General Order Information:

[leeandlow.com/contact/ordering](https://www.leeandlow.com/contact/ordering)

Secure Online Ordering:

[leeandlow.com/books/the-shadow-prince](https://www.leeandlow.com/books/the-shadow-prince)

 **By Phone:** 212-779-4400 ext. 25

 **By Fax:** 212-683-1894

By Mail:

Lee & Low Books, 95 Madison Avenue,
New York, NY 10016

ABOUT THE AUTHOR

David Anthony Durham was born in New York to a Caribbean family and raised up on the mid-Atlantic coast. He holds an MFA in creative writing from the University of Maryland, and teaches at the Stonecoast MFA Program and the University of Nevada, Reno. He is the author of seven books for grown-ups. This is his first book for middle-grade readers.

REVIEWS

"...its setting of a fantastical, solar-powered Egypt complete with solar chariots and kiteboards is original. Solid and earnest." —*Kirkus Reviews*

"A rousing romp that shows kindness as a strength and power as a chance to improve our world." —*Booklist*

"Durham offers up an action-packed, magic-filled adventure made all the more fun by its evocative world building...Put this in the hands of Rick Riordan Presents fans to further broaden their myth-based reading." —*The Bulletin of the Center for Children's Books*

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