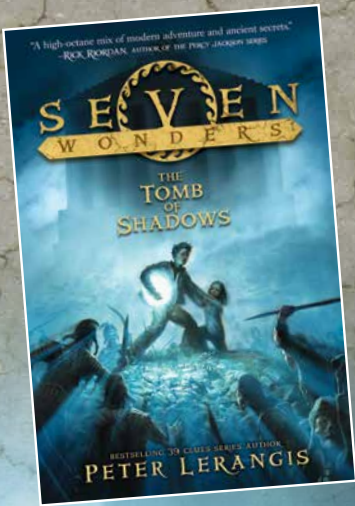
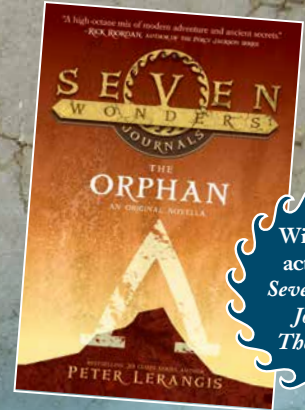


# TEACHERS' GUIDE

ALIGNS WITH COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS



## BOOK 3 THE TOMB OF SHADOWS



With bonus activity for *Seven Wonders Journals: The Orphan*

# SEVEN WONDERS







THE COLLOSSUS OF RHODES



THE STATUE OF ZEUS AT OLYMPIA



THE TEMPLE OF ARTEMIS AT EPHESUS



THE HANGING GARDENS OF BABYLON



THE MAUSOLEUM AT HALICARNASSUS



THE LIGHTHOUSE OF ALEXANDRIA



THE GREAT PYRAMID OF GIZA

# SEVEN WONDERS

# THE TOMB OF SHADOWS

## ABOUT THE AUTHOR

Peter Lerangis is the author of more than 160 books, which have sold five million copies and been translated into 33 different languages. His books are included in two *New York Times* bestselling series: The 39 Clues (*Book 3: The Sword Thief* and *Book 7: The Viper's Nest*) and Cahills vs. Vespers (*Book 3: The Dead of Night*). He wrote the popular Spy X and Drama Club series, the two-book adventure Antarctica, and the Watchers series (winner of Children's Choice and Quick Pick awards). With Harry Mazer, he coauthored the young adult novel *Somebody, Please Tell Me Who I Am*. His novel *Smiler's Bones*, based on the true story of an Eskimo boy orphaned in New York City at the turn of the 20th century, was selected as a New York Library Best Book for Teens 2006, a Bank Street Best Books of 2006, and a Junior Library Guild pick.

## PROGRAM OBJECTIVES FOR STUDENTS IN GRADES 4-6

- To engage young readers in new reading adventures that will encourage a lifelong love of reading
- To introduce students to the Seven Wonders of the Ancient World

## COMMON CORE AND NATIONAL STANDARDS

The activities in this viewers' guide align with Common Core Standards for English Language Arts.

## HOW TO USE THIS PROGRAM

Review the activities in conjunction with the teachers' resource guide. To set the stage, have students read the exciting prequel, *Seven Wonders Journals #1: The Select*, at [www.sevenwondersbooks.com](http://www.sevenwondersbooks.com). You can photocopy and distribute the three activity sheets as an introduction to the books or as an accompaniment.

## THE SEVEN WONDERS OF THE ANCIENT WORLD

Each of the seven books in the Seven Wonders series focuses on Jack and his friends' adventures to retrieve the magic orbs hidden in the Seven Wonders of the Ancient World. These Seven Wonders, constructed between 2800 and 2880 BCE and located in the eastern Mediterranean part of the world, were architectural and artistic monuments that the ancient Greeks and Romans considered to be perfect:

- The Great Pyramid of Giza
- The Hanging Gardens of Babylon
- The Statue of Zeus at Olympia
- The Temple of Artemis at Ephesus
- The Mausoleum at Halicarnassus
- The Colossus of Rhodes
- The Lighthouse of Alexandria

For more information on the Seven Wonders of the Ancient World, go to [www.sevenwondersbooks.com](http://www.sevenwondersbooks.com).

**PRE-READING ACTIVITY:** Show students a modern map, an ancient map of the Middle East, and a picture of the Mausoleum at Halicarnassus so they have a mental image as they read *Seven Wonders Book 3: The Tomb of Shadows*.

## Ancient Map

<http://www.timemaps.com/history/middle-east-3500bc>

## Modern Map

<http://www.worldatlas.com/webimage/countrys/me.htm>

## Mausoleum at Halicarnassus

<http://www.unmuseum.org/maus.htm>

## ACTIVITY 1: THE SELECT TRAVEL TO TURKEY

The journey map begins in Egypt at the Valley of the Kings and ends at Grant's Tomb in New York. Ask students to list eight obstacles important to the story that the team encounters along its way to the discovery of the Loculus of Healing. Students should create a symbol for each obstacle and draw the symbol in the circle provided. Students should also show the modes of transportation used to travel from one location to another. Upon completion of the activity, ask students to compile the obstacles they selected in chronological order to show the plot development.

## ACTIVITY 2: READ ALL ABOUT IT!

First, students will conduct research on the Mausoleum at Halicarnassus and share their discoveries. Second, ask students to complete the prewriting graphic and then to write a newspaper article about one or more of the crucial events that occur in the story. Students should use support from the book in their writing and include at least one quotation from the book. Have students share their news reports with the class.

## ACTIVITY 3: CHOOSE WISELY OR DIE

Ask students to use the T-Chart to make a list of everything they know about the Massa and the Karai Institute, including the personnel of each group, their tactics of influence, and the resources they possess. Next have students weigh the facts and make a decision about which of the two would be the wisest choice for the Select to join. Then ask students to write a persuasive letter to Jack and the team to convince them of the choice they should make. Students should support their decision with information from the novel and consider the answers to the discussion questions. Have students share and then post their persuasive letters.

## THE SEVEN WONDERS JOURNALS: THE ORPHAN

### ACTIVITY A: THINK ON THESE THINGS

Daria makes difficult decisions every day, and the thought process behind her decisions conveys a lot about her character and life to the reader. In small groups, ask students to discuss the questions to determine the best answer and to support their answers from the story.

### ACTIVITY B: THE POMEGRANATE SUPERFOOD

The pomegranate is a key element in *The Orphan*. Ask students to investigate the history of the pomegranate to give them an understanding of the importance of the pomegranate in the story. Students can share their writing and illustrations with the class.

VISIT [WWW.SEVENWONDERSBOOKS.COM](http://WWW.SEVENWONDERSBOOKS.COM)

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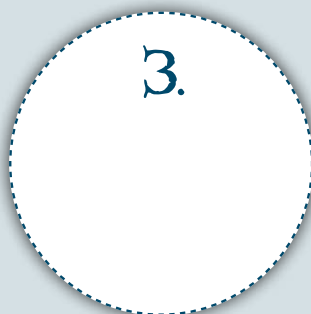
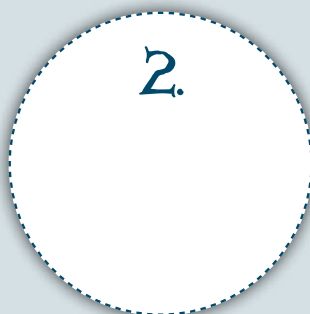
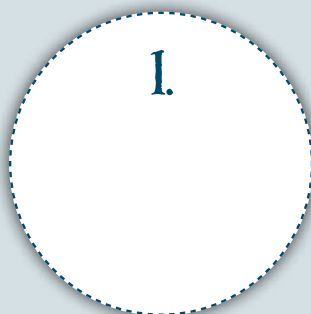
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# THE SELECT TRAVEL TO TURKEY

*Seven Wonders Book 3: The Tomb of Shadows* continues the adventures of the Select team as they search for the third magical orb, the Loculus of Healing, at the Mausoleum at Halicarnassus in modern-day Turkey. The members encounter many obstacles along the way: death, zombies, explosions, betrayal, and more. Their journey begins at the Valley of the Kings in Egypt and ends at Grant's Tomb in New York. With a partner, make a list, in order, of at least eight obstacles in the book that are important to the story. Then, using a separate sheet of paper, draw a journey map of the Select's travels. In the circles below, create a symbol for each event and place it on the journey map. In addition to the symbols, draw landmarks, bodies of water, or other visual elements to enhance the understanding of the obstacles the Select faced. Along the route indicate each type of transportation used to travel from one location to the next. The maps can then be displayed in the classroom.

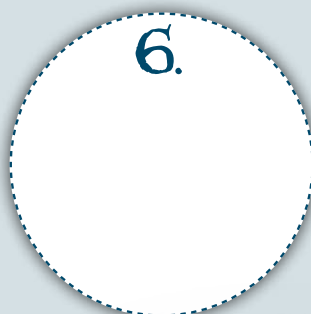
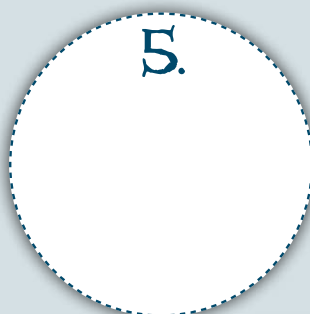
1. \_\_\_\_\_



2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_



8. \_\_\_\_\_



**Did You Know?** The Valley of the Kings, located west of the Nile River, became a royal burial ground for over sixty pharaohs, queens, and high priests. The tombs held anything a royal might need in the next life, including food and drink, jewels and precious metals, as well as clothes and furniture.



FOR MORE EXCITEMENT AND FUN—AND TO READ THE PREQUEL TO THE SEVEN WONDERS SERIES—VISIT THE SEVEN WONDERS WEBSITE AT [WWW.SEVENWONDERSBOOKS.COM](http://WWW.SEVENWONDERSBOOKS.COM)





# READ ALL ABOUT IT

**Part 1** – Research and discover the history of the Mausoleum at Halicarnassus: the process and reasons for the building of the tomb, the story of Artemisia and her husband, Mausolus, the history of the tomb through the ages, and other pertinent facts. List your facts on 3x5 cards to be posted on the class bulletin board.

**Part 2** – Select one of the crucial events of the story and then answer each of the questions in the boxes provided. After completing the prewriting, draft a newspaper article using support from the book and including at least one quote.

**Crucial Event:** \_\_\_\_\_

WHO?

WHAT?

WHEN?

WHERE?

WHY?

HOW?



**Did You Know?** Griffins are mythological creatures known for guarding priceless treasure and possessions. A griffin was thought to be the king of all creatures and possessed traits of both the lion and the eagle, a blend of courage and boldness.

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WONDERS WEBSITE AT [WWW.SEVENWONDERSBOOKS.COM](http://WWW.SEVENWONDERSBOOKS.COM)

**HARPER**

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# CHOOSE WISELY OR DIE

With a partner, brainstorm everything you know about the Massa and the Karai Institute, and write the information on the T-Chart. Then, based on the information you include, make a decision about who you think the Select team should join. Write a persuasive letter to Jack and his team to convince them to join the organization you choose. You can then share your letter with the class.

MASSA	KARAI INSTITUTE

## QUESTIONS TO CONSIDER

1. Why do Jack and Marco disagree about which organization to join?
2. What do Cass and Aly think about the two organizations?
3. What roles do Jack's parents play in his feelings about the Karai Institute and the Massa?



**Did You Know?** In Greek mythology, the underworld is surrounded by five rivers; one of them is the river of forgetfulness and another is the river of fire. Hades is the kingdom of the dead, and lost souls wander around with no purpose.

FOR MORE EXCITEMENT AND FUN—AND TO READ THE PREQUEL TO THE SEVEN WONDERS SERIES—VISIT THE SEVEN WONDERS WEBSITE AT [WWW.SEVENWONDERSBOOKS.COM](http://WWW.SEVENWONDERSBOOKS.COM)





## THINK ON THESE THINGS

The author sets *The Orphan* in ancient Babylon as opposed to the present day. Ask students to draw a parallel between Daria and ancient Babylon and the modern-day Select in the Seven Wonders series.

1. How is Daria similar to Jack and his team?
2. How is her mission to steal a pomegranate similar to finding the Loculus of Healing?
3. What does she risk to save Nico's and Frada's lives? What enables her to save them?
4. Daria lived in ancient Babylon during the time period of the Hanging Gardens, one of the mysterious Seven Wonders that the Select try to find. What clues in *The Orphan* help readers discover part of the secret of this Wonder?

Daria possesses special talents that could possibly prove she is a descendant of Massarym, making her one of the Select. Readers know that the Select were present in ancient days, and Daria lived in ancient Babylon. Consider the following questions:

1. What powers or special talents does Daria possess?
2. How does she use her talents to help the people of Babylon?

Daria places a high importance on family—even though she is an orphan.

1. Who does Daria consider as her family?
2. How do they help one another?
3. What role does loyalty play in their relationships?



## THE POMEGRANATE SUPERFOOD

Investigate the history of the pomegranate to discover why Daria was willing to risk her life to give one to her sick friend. Write and illustrate a brief explanation of your findings.

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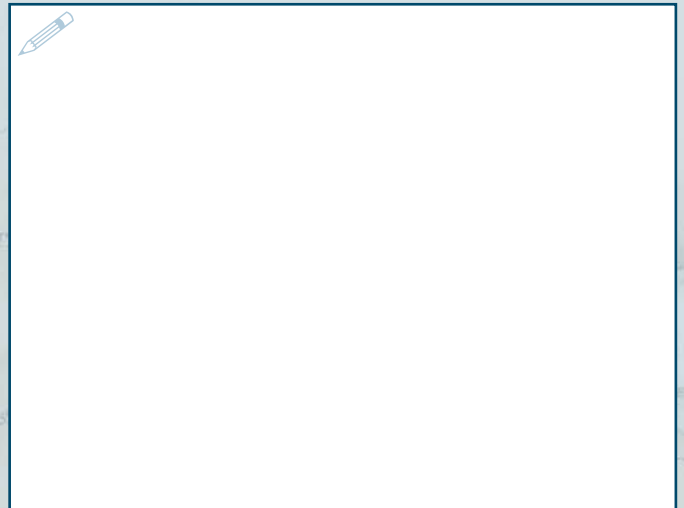
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# THE TOMB OF SHADOWS

## COMMON CORE STANDARDS GRADES 4-6

### Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects, Grade 4

#### Reading Standards for Literature

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity A: Think on These Things, Activity B: The Pomegranate Superfood*
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It*

#### Reading Standards for Informational Text

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity A: Think on These Things, Activity B: The Pomegranate Superfood*
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity A: Think on These Things, Activity B: The Pomegranate Superfood*

#### Reading Standards: Foundational Skills

3. Know and apply grade-level phonics and word analysis skills in decoding words. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity A: Think on These Things, Activity B: The Pomegranate Superfood*
4. Read with sufficient accuracy and fluency to support comprehension. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity A: Think on These Things, Activity B: The Pomegranate Superfood*

#### Writing Standards

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. *Activity 3: Choose Wisely or Die, Activity B: The Pomegranate Superfood*
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity B: The Pomegranate Superfood*
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity B: The Pomegranate Superfood*
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity B: The Pomegranate Superfood*

#### Speaking and Listening Standards

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-4 topics and texts, building on others' ideas and expressing their own clearly. *Activity 3: Choose Wisely or Die, Activity A: Think on These Things*
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details

to support main ideas or themes; speak clearly at an understandable pace. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity B: The Pomegranate Superfood*

#### Language Standards

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity A: Think on These Things, Activity B: The Pomegranate Superfood*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity B: The Pomegranate Superfood*
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity A: Think on These Things, Activity B: The Pomegranate Superfood*

### Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects, Grade 5

#### Reading Standards for Literature

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity A: Think on These Things, Activity B: The Pomegranate Superfood*
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It*

#### Reading Standards for Informational Text

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity A: Think on These Things, Activity B: The Pomegranate Superfood*
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity A: Think on These Things, Activity B: The Pomegranate Superfood*

#### Reading Standards: Foundational Skills

3. Know and apply grade-level phonics and word analysis skills in decoding words. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity A: Think on These Things, Activity B: The Pomegranate Superfood*
4. Read with sufficient accuracy and fluency to support comprehension. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity A: Think on These Things, Activity B: The Pomegranate Superfood*

#### Writing Standards

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. *Activity 3: Choose Wisely or Die, Activity B: The Pomegranate Superfood*
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity B: The Pomegranate Superfood*





# THE TOMB OF SHADOWS

## COMMON CORE STANDARDS GRADES 4-6

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity B: The Pomegranate Superfood*
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity B: The Pomegranate Superfood*

### Speaking and Listening Standards

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-5 topics and texts, building on others' ideas and expressing their own clearly. *Activity 3: Choose Wisely or Die, Activity A: Think on These Things*
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity A: Think on These Things, Activity B: The Pomegranate Superfood*

### Language Standards

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity A: Think on These Things, Activity B: The Pomegranate Superfood*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity B: The Pomegranate Superfood*
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity A: Think on These Things, Activity B: The Pomegranate Superfood*

### Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects, Grade 6

#### Reading Standards for Literature

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity A: Think on These Things, Activity B: The Pomegranate Superfood*

#### Reading Standards for Informational Text

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity A: Think on These Things, Activity B: The Pomegranate Superfood*

#### Writing Standards

1. Write arguments to support claims with clear reasons and relevant evidence. *Activity 3: Choose Wisely or Die, Activity B: The Pomegranate Superfood*
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. *Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity B: The Pomegranate Superfood*
4. Produce clear and coherent writing in which the development,

- organization, and style are appropriate to task, purpose, and audience. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity B: The Pomegranate Superfood*
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. *Activity 1: The Select Travel to Turkey, Activity 3: Choose Wisely or Die, Activity B: The Pomegranate Superfood*

### Speaking and Listening Standards

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-6 topics, texts, and issues, building on others' ideas and expressing their own clearly. *Activity 3: Choose Wisely or Die, Activity A: Think on These Things*
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. *Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity B: The Pomegranate Superfood*

### Language Standards

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity A: Think on These Things, Activity B: The Pomegranate Superfood*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity B: The Pomegranate Superfood*
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity A: Think on These Things, Activity B: The Pomegranate Superfood*

### Reading Standards for Literacy in History/Social Studies

1. Cite specific textual evidence to support analysis of primary and secondary sources. *Activity 1: The Select Travel to Turkey, Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity B: The Pomegranate Superfood*

### Writing Standards for Literacy in History/Social Studies, Science, & Technical Subjects, Grades 6-8

1. Write arguments focused on discipline-specific content. *Activity 2: Read All About It*
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *Activity 2: Read All About It, Activity 3: Choose Wisely or Die, Activity B: The Pomegranate Superfood*
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. *Activity 2: Read All About It, Activity B: The Pomegranate Superfood*

Teaching guide prepared by Susan Geye, Coordinator of Library Services,  
Everman Independent School District, Everman, Texas.