**Academic Program for *Prince of Shadows* by Rachel Caine**

**Activity 1: Who Are You?**
In *Prince of Shadows*, family is everything to the powerful families of Verona. Students will explore their own family history in this activity.

**TEKS:**
United States History Since 1877 - 29e, 29h, 30a, 30b, 30c, 31a
United States Government - 21c, 21d
English 1 - 1e, 21, 23c
English 2 - 1e, 21, 23c
English 3 - 1e, 21, 23c
English 4 - 1e, 21, 23c

**Books to Display:**
- *Romiette and Julio* by Sharon Draper
- *Romeo’s Ex: Rosalind’s Story* by Lisa Fiedler
- *The Secret Year* by Jennifer Hubbard
- *Shaking the Family Tree* by Buzzy Jackson
- *Ophelia* by Lisa Klein
- *When You Were Mine* by Rebecca Serle
- *Romeo and Juliet* by William Shakespeare
- *Hey, America, Your Roots Are Showing* by Megan Smolenyak
- *Still Star-Crossed* by Melinda Taub

**Description:**
Family lines and heritage play a crucial role in the events of *Prince of Shadows*. The creation of a family tree is a great way to illustrate a student’s ancestry and a way for students to discover their heritage. Students will create their own family tree similar to the Capulet Family Tree (see Resources) by using online resources, known family history, and family interviews. Several styles of family trees are provided in the Resources to give students more examples from which to draw inspiration.

Begin by providing students with the Genealogy Vocabulary for Students Handout and discussing the definitions of terms that they will encounter while doing research. Students will then use a free Ancestral Chart (see Resources) to fill out names and birth and death dates (if applicable) for family members through three generations. When finished, the students will have the family information for themselves, and their parents, grandparents, and great-grandparents. Students will then use this information to create their own Capulet-style Family Tree to be displayed in the classroom.

There may be instances where a student is in a family or home situation which may prevent them from filling out a family tree. In this case, the student could choose a well-known public figure such as a president to complete this assignment. By doing this, they are still learning how to use genealogical resources. Several such resources are listed in the Resource section.
Resources:
The USGen Web Project

Ancestry
www.ancestry.com

Family Search
www.familysearch.org

Handbook of Texas Online
https://tshaonline.org/handbook/online

Library of Congress- American Memory
http://memory.loc.gov/ammem/index.html

Oral History Association
www.oralhistory.org

Portal to Texas History
http://texashistory.unt.edu/

Ancestral Chart PDF
http://helpdesk.rootsweb.com/get_started/charts/AncestralChart.pdf

Family Tree Template
http://ancestryhunter.com/wp-content/uploads/2012/12/Family_Tree_Template.png

Create a Photo Family Tree

Activity 2: Oral History Assignment
Introduction
Oral Histories are one of the most common first person resources for genealogists and historians. The sharing of this history allows others to learn stories and personal accounts from the past.

TEKS
English 1 - 20, 21, 24, 25
English 2 - 20, 21, 24, 25
English 3 - 20, 21, 24, 25
English 4 - 120, 21, 24, 25
Communication Applications - 1c, 1d, 1f, 1i, 1j, 2f, 2g, 2h, 2i

Books to Display
The Tall Mexican: The Life of Hank Aguirre, All-Star Pitcher, Businessman, Humanitarian by Robert E. Copley

Academic Program for Prince of Shadows by Rachel Caine
Supply List
Notebook
Pen or pencil
Recorder (can use cell phone if it has the capability)
Camera (can use cell phone if it has the capability)
Interview questions ready

Description:
Students will select a person in their family to interview. It is best to get someone of an older generation than their parents and who knows a lot about the family’s history. If an older family member is not available for an interview, students can find anyone from an earlier generation. Encourage them to check out nursing or retirement homes or the local VFW. It is always good practice before an interview to let the interviewee know that the answers will be shared with the student’s class. Students should be reminded to be sensitive to the interviewee’s feelings. Sometimes emotional memories can be evoked when talking and reminiscing about the past.

Prior to the interview, students should prepare a set of questions, making sure to ask the correct questions for the assignment. A list of sample questions students can use for inspiration is provided in the Resources section. However, be prepared to go off-script. Allow flexibility during an interview. The interviewee’s story might encourage the student to think of questions not previously written down.

If recording this interview, having the recorder in plain sight does imply consent, but it is best practice to ask for the interviewee’s permission. When conducting the interview students should ask their prepared questions and allow interviewee to answer in the manner they wish. After the interview, students will type out a transcript of their interview.

Encourage students to consider videotaping their family interviews or for extra credit. Students’ finished interviews may be presented to the class in whichever manner the teacher prefers.

Resources
Oral History Sample Questions
Reporters Committee- Freedom of the Press

Activity 3: Prince of Shadows vs. Romeo & Juliet Compare and Contrast
Students will compare and contrast *Prince of Shadows* by Rachel Caine to *Romeo and Juliet* by William Shakespeare.

**TEKS**
- English 1 - 5b, 5c, 15a, 15c, 17, 18, 19, 20, 21, 22, 23
- English 2 - 2a, 5b, 5c, 15a, 15c, 17, 18, 19, 20, 21, 22, 23
- English 3 - 2b, 5b, 5c, 15a, 15c, 17, 18, 19, 20, 21, 22, 23
- English 4 - 5b, 15a, 15c, 17, 18, 19, 20, 21, 22, 23

**Books to Display**
- *Romiette and Julio* by Sharon Draper
- *Romeo’s Ex: Rosalind’s Story* by Lisa Fiedler
- *The Secret Year* by Jennifer Hubbard
- *Shaking the Family Tree* by Buzzy Jackson
- *Ophelia* by Lisa Klein
- *Like No Other* by Una LaMarche
- *The Lions of Little Rock* by Kristin Levine
- *Transcendence* by C.J. Omololu
- *When You Were Mine* by Rebecca Serle
- *Romeo and Juliet* by William Shakespeare
- *Hey, America, Your Roots Are Showing* by Megan Smolenyak
- *Lies We Tell Ourselves* by Robin Talley
- *Still Star-Crossed* by Melinda Taub

**Description**
Students will choose a character or scene from *Prince of Shadows* to compare to the corresponding character or scene in Shakespeare’s *Romeo and Juliet*. Once a character or scene has been selected, students will use a Graphic Organizer (such as the Compare and Contrast Matrix found in the Resources) to set out their findings. When students have finished their research they will then write a Comparative Essay describing the similarities and differences between the book and play. Essay length can be determined by the instructor.

**Resources**
- Compare and Contrast Matrix

**Activity 4: What’s In a Name?: Etymology in Prince of Shadows**

**Introduction**
Names hold power in the world of *Prince of Shadows*, what does your name mean?

**TEKS**
- English 1 - 1d, 1e, 5b, 23c
- English 2 - 1d, 1e, 5b, 23c
- English 3 - 1d, 1e, 5b, 23c
- English 4 - 1d, 1e, 5b, 23c

**Books to Display**
Romiette and Julio by Sharon Draper
Romeo’s Ex: Rosalind’s Story by Lisa Fiedler
Bring Back Beatrice! by Jennifer Griffin
Ophelia by Lisa Klein
Like No Other by Una LaMarche
100,000+ Baby Names: The Most Complete Baby Name Book by Bruce Lansky
Romeo and Juliet by William Shakespeare
Still Star-Crossed by Melinda Taub

Description
Students can begin by analyzing the symbolism of names from Prince of Shadows. Have students choose five important characters from Prince of Shadows and research the meaning of their names using name books or online websites (such as those listed in the Resources). Students can fill out the Name Symbolism Handout located in the Resources section, or they can make their own similar chart on butcher paper.

After researching the meaning and origin of the characters’ names, students will select one character they’ve already researched then create a poster (size and style can be determined by instructor). This poster will illustrate how the meaning of the character’s name influences the character’s behavior in the novel.

Instructors can even offer extra credit to students who analyze the names of themselves and their family members.

Resources
Name Symbolism Handout

BabyNames.com -
www.babynames.com

Behind the Name -
www.behindthename.com

Meaning of Names.com -
http://www.meaning-of-names.com/