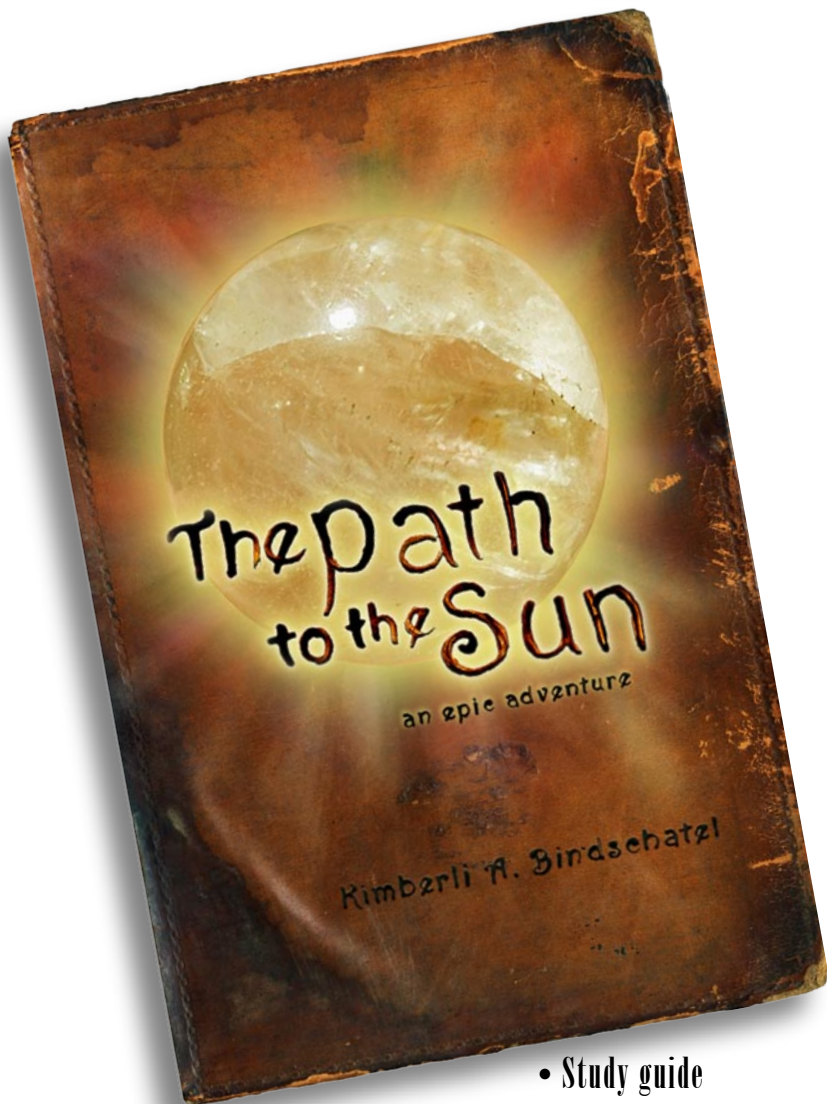


Teacher Resource Guide

Meets Common Core standards



**FREE eBook
included**

- Study guide
- Classroom activities
- Discussion questions
- Creative writing discussion
- Philosophy discussion
- Close reading quiz



Photo by Tom Kachadurian

Book an Author Appearance

Kimberli is available to visit your class and discuss the book using the Socratic method. Please inquire about her schedule via email at: KBindschatel.author@gmail.com She will visit in person whenever possible, or via videoconference, **FREE of charge**.

To Order the Book

The Path to the Sun is available at Amazon.com and other retailers

Bulk discounts are available by ordering direct from the author.

Author web site: <http://www.thefallenshadowstrilogy.com>

Author email: KBindschatel.author@gmail.com

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Young Adult literature, Ages 14+, Grades 9-12

The Path to the Sun and the Common Core

The Path to the Sun is the perfect accompaniment to the **High School English** classroom. While young readers are engaged by the fast-paced action adventure, *The Path to the Sun* serves as a foundational text, an introduction to a major literary motif—the hero’s journey—and offers myriad themes for independent, student-centered projects and/or classroom discussion.

Examples include peer pressure, cultural diversity, comparative religion, world views, practical philosophy, and our relationship to the natural world.

After reading the text and completing assignments, students will meet or exceed those skills outlined in the **Common Core State Standards for Students College and Career Ready in Reading, Writing, Speaking, Listening, & Language**. Specifically, students will be able to:

- Relate the themes in the novel to real-life issues
- Demonstrate an understanding of other perspectives and cultures and the value of cultural diversity
- Comprehend as well as critique the text
- Demonstrate an understanding of the literary motif, the Hero’s Journey
- Summarize the story and discuss the themes presented

Common Core State Standards also require students to “vicariously inhabit worlds and have experiences much different than their own” through reading. Encouraging open minds is vital, not only to help students embrace diversity in others, but also to see differences as strengths in themselves. Reading *The Path to the Sun* in the classroom provides an opportunity for using story and characters as a springboard for classroom discussion and creates an open environment for those who are struggling with these issues.

List of Characters/Archetypes

Kiran – sixteen-year-old orphan/hero

Aldwyn – Kiran’s guardian and an Elder of the Temple/herald and mentor

Roh – enigmatic boy who is sent on the quest with Kiran/ally and mentor

Bria – strong female friend, Kiran’s love interest/ally

Deke – son of an Elder, fundamentalist thinker, antagonist/threshold guardian

Jandon – Kiran’s friend/ally

Kail – girl who refuses to leave the cult/ally

Bhau – boy who is killed on the flatlands/ally

Manu-amatu – Shaman of the Lendhi clan/mentor

The Guardian – cult leader/threshold guardian

Pel – escapes the cult with the group/trickster

Aurora – leader of the Weikaito people/mentor

Artus – barkeep/mentor

The Scholar – learned man of the city/mentor

Elder Morgan – fundamentalist Elder, antagonist/threshold guardian

Plot Summary

You do not question The Way.

Every Toran knows this, even Kiran, a lowly orphan. But at age sixteen, no matter how hard he tries, he's still tormented by doubt. With only an ancient scroll to guide them, he and six other teens embark on a quest into the Land Unknown. For Kiran, it's a chance to seek answers to the questions that plague him. They journey across flatlands rife with wind demons, then raft a river whose spirit rages in a fury of whitewater, only to encounter a clan of nomads entranced by a witch and shaman. Kiran and his friends were warned to beware the savages and their heathen ways. But Kiran's curiosity leads him astray. He discovers what he thought to be demons and magic are natural phenomena and other cultures are not to be feared, but valued for their unique wisdom.

When the group meets The Guardian and his family of followers, the others believe him to be the Wise Man described in the scroll. But something isn't quite right. Too late, Kiran realizes they've been seduced by a cult. Into the jungle they flee, into the territory of cannibalistic headhunters, where the quest turns into a fight for survival. Lost and facing starvation, Kiran must use all the skills he's learned from the natives to survive. If he is to succeed in his quest, he must decide whether to accept The Way of his forefathers or trust his own judgment to find *The Path to the Sun*.

Themes

Questing and The Monomyth

According to Joseph Campbell, all mythical stories are based on one structure: the monomyth. He stated in *The Hero with a Thousand Faces*, “A hero ventures forth from the world of common day into a region of supernatural wonder: fabulous forces are there encountered and a decisive victory is won: the hero comes back from this mysterious adventure with the power to bestow boons on his fellow man.” *The Path to the Sun* follows this structure until the end, where irony plays a role. The hero is *believed* to possess the power, the basis of faith.

Fate vs. Free Will

In *The Path to the Sun*, a prophecy of a chosen one, or the one who will return, is presented. Kiran, the protagonist, struggles with this notion throughout the story, not only of being unworthy, but whether he possesses free will. The idea of fatalism (the view that the future is already fixed, no matter what we do), causal determinism (every event is the consequence of past events plus the laws of nature, all that has happened couldn't have happened any other way) and free will (we determine our own destiny) are threaded in the narrative.

Survival

What does it take to survive? Which is more important, physical abilities or mental attitude? Often, survival situations bring out the best in us—leaders emerge, people come together, we realize what's really important—or the worst in us. *The Path to the Sun* is an epic survival adventure of man-against-man, man-against-nature, and man-against-himself.

Rite of Passage

In literature, the coming-of-age story (Bildungsroman) is common, wherein a young character searches for answers to life's questions and, in so doing, gains experience and maturity. The genre often focuses on a conflict between the main

character and society or a ritual event marking the transition to adulthood.

Allegory

Allegory is a literary device in which characters or events represent or symbolize ideas and concepts. Not only is an allegorical story (The Script of the Legend) used to drive the plot of *The Path to the Sun*, the novel itself is an allegory.

Science vs. Religion

In a 1997 essay “Non-Overlapping Magisteria” for *Natural History* magazine, Stephen Jay Gould suggests there is no conflict between science and religion, stating that “the magisterium of science covers the empirical realm: what the Universe is made of (fact) and why does it work in this way (theory). The magisterium of religion extends over questions of ultimate meaning and moral value. These two magisteria do not overlap, nor do they encompass all inquiry. (Consider, for example, the magisterium of art and the meaning of beauty.)” *The Path to the Sun* explores this notion.

Cultural and Religious Pluralism

Pluralism is not just diversity and tolerance. It is the active seeking of engagement and understanding of differing beliefs for the purposes of enriching a society. As Kiran progresses in his journey, his successes are based on his ability to accept and learn from the different ways of others.

Classroom Study Questions

Chapters 1-3

1. In the opening scene, Kiran is standing on a ledge, about to jump. What's happening in this scene?
2. What is the stigma with which Kiran is burdened?
3. What dire situation do the villagers face? How do the Elders think it will be solved?
4. How did you feel at the end of the Temple scene when Kiran is standing alone, with no one there for him?
5. What is Kiran's relationship with Aldwyn? Why does Aldwyn choose Kiran for the quest?
6. Why is Kiran reluctant to go?
7. Near the end of chapter three, Kiran looks to the sky and asks, "Why me?" There is no answer. Why is this a significant moment?

Chapters 4-8

8. What is the catalyst for the fight in the cave?
9. To what document is the Script similar?
10. What do you think about the group using the Script of the Legend as a navigational guide?
11. Create a T-chart comparing the personal goals as well as the perspective on the quest of Roh and Bria.

Chapters 9-16

12. Why is Kiran so fascinated by Manu-amatu's staff?

13. What does Kiran think when he sees the pit fall and realizes there is no monster?
14. Using a Venn diagram, show how Jandon's relationship with Takhura compares his behavior with the values of the Torans.
15. On the river, why is Kiran so adamant that they not drink the water?
16. Find three sentences that show what Kiran learned from the Lendhi and Manu-amatu.

Chapters 17-22

17. How does the Guardian draw in his followers?
18. What makes the Kingdom of the Kotari a cult?
19. Why is Kail drawn in so easily?
20. Kalindria tells Kiran, "Listen to your heart." Why is this significant?
21. Kiran is devastated the morning after having sex with Bria. He feels they have committed the ultimate sin, yet this is the catalyst for leaving the cult. Why?

Chapters 23-30

22. What causes Deke's death?
23. There is a shift in leadership when Kiran takes charge. What causes this change?
24. Kiran demonstrates attributes of a survivor. What are they?
25. How does the rape of Bria impact Kiran mentally?
Spiritually?
26. What burden does Roh's act of self-sacrifice put on Kiran?
Does it change Kiran's decisions/perspective from then on?

27. Why does Kiran free the headhunter?
28. Aurora tells Kiran he has the character of a great leader. Do you agree? What attributes define a leader?
29. Kiran assumes Aurora “has all the answers” because she “carries a magic stone.” Why?
30. Why does Bria stay in the Weikaito forest?

Chapters 31-34

31. What does Kiran realize when he sees the puppet show?
32. Why does Kiran throw his codex into the fire?
33. Artus tells Kiran, “People see what they want to see. That’s what believin’ is.” Is that true?
34. At the end of Chapter 33, Kiran jumps off the ledge he had contemplated in the opening scene. What does this symbolize and how is it different now?
35. In the scroll room, what is Aldwyn trying to tell Kiran?
36. In the final scene, what does Kiran finally realize? What do you think will be the consequence of his decision?

Discussion Questions

1. In the first scene, Kiran is tempted to make the “leap of faith,” a literal jump from a blind cliff. How does this set the tone for the rest of the story and the themes running through the text? How does his perspective change, culminating in the actual jump at the end? Would you have jumped?
2. How do the Torans view nature? The encounter on the mountain with the squirrel was a poignant moment for Kiran. Then he has a close encounter with the monkey-man. Compare these two moments. In what other ways does Kiran’s relationship with nature evolve? How do you view nature and is your viewpoint derived from your religious beliefs?
3. The Script of the Legend is a metaphorical story that the Torans translate as a literal guide. How would you interpret it? Who is the wise man? What must one do to hear the Voice of the Father?
4. After Bhau dies and Manu-amatu shows Kiran what really killed him, Kiran has an epiphany. It is a significant turning point for Kiran. Why? Have you had an epiphany in your life?
5. Kiran becomes mesmerized by the idea of traveling to the spirit world by Manu-amatu’s staff. Why does this have such a powerful draw for him?
6. Many of Kiran’s revelations come as he encounters cultural differences. Have you ever felt like an outsider in another country or culture? How did you feel about the differences? Did the experience impact your own beliefs? In what ways?
7. When the group arrives on the island of the Kotari, the Torans are drawn in by The Guardian. He appeals to their individual desires. He has also established the culture of a cult: isolation, rules of silence, constant activity, etc... Why does it take so long for Kiran to break free of his spell? What is the difference between a religion and a cult?

8. Deke's death is a considerable blow to the group. How does it affect Kiran? How is it another turning point for him?
9. How are women portrayed in the book? Discuss the roles of the main female characters: Bria, Kail, the witch, Kalindria, Aurora, and Marion.
10. At the end, Kiran comes full circle, having circumnavigated the world, to end up home, where he started. But it was unintentional; he was still searching. What does this symbolize? Were you expecting it? Why or why not?
11. At the beginning of each book is a quotation. How do the quotations relate to the corresponding section and do they influence your understanding of that section?
12. On his journey, Kiran seems to meet mentors who tell him what he needs to hear just at the right time. Do you think this happens in real life? Have you ever had a mentor appear right at the time you needed him or her?
13. In the city, Marion tells Kiran "...that which you seek can never be found. For the moment it is sought, it ceases to exist." What did she mean?
14. What is the significance of the codex?
15. *The Path to the Sun* is a spiritual journey as well as a physical adventure in our natural world. What does the story say about religion? What about the role of religion in shaping views of our environment? Do you think the message is at odds with organized religion?
16. Kiran struggles with faith. What, in your opinion, is the value of faith? How does Kiran's view of faith differ from Roh's? How are they similar? What is the difference between faith and religion?
17. *The Path to the Sun* is a parable. What is the moral?

- 18.** In the final scene, what does Kiran finally realize? What do you think will be the consequence of his decision?
- 19.** *The Path to the Sun* is about questioning: questioning authority, questioning the status quo, questioning the wisdom of elders. More pointedly, it is about doubt. Is there a place for doubt within religious belief? Is faith the opposite of doubt?
- 20.** Kiran struggles with the fear of banishment. If he shares his doubt, or even suggests he questions The Way, he'll lose what matters most to him—a sense of belonging. Can you think of examples from your own life where you have felt unable to share your true feelings or doubts for fear of rejection?

Creative Writing Discussion

1. Describe some examples of imagery, figurative language used in the book.
2. Metaphor is used throughout the novel. Identify some examples and what you think they mean.
3. How do Kiran's behavior and actions reveal his character? Find eight examples. Choose one of the other characters—Roh, Bria, Kail, Deke—and do the same.
4. What purpose does Old Horan serve in the story? What about Bhau or Pel?
5. Why does the author take the time to describe the brush pine clinging to the crevice in the opening scene? What does it symbolize?
6. The last line of the first chapter summarizes Kiran's life. How?
7. Near the end of chapter three, Kiran looks to the sky and asks, "Why me?" There is no answer. Why is this significant? What literary device is being used?
8. Discuss the description of the tornado and how it embodies Kiran's unique perspective of the world at that time.
9. Deke is the antagonist, but is symbolic of an idea, the much more pervasive "antagonist." What is it?
10. How does the style of *The Path to the Sun* impact the meaning? The author's voice?

11. Choose two of the following to compare and contrast:
- The opening Temple scene, where Kiran stands on the altar platform to the final Temple scene.
 - The description of how Kiran envisions the robes will feel and how they actually feel.
 - The description of the village at the beginning, then at the end.
 - The opening scene, Kiran standing on the ledge, to the scene where he is back on the ledge with Elder Morgan.
 - The moment on the mountain with the squirrel to the moment when the monkey-man hears danger.
- How do these SHOW a change in Kiran's perspective or what he's learned on the journey?
12. According to the book, *The Writer's Journey, Mythic Structure for Writers* by Christopher Vogler, all stories follow a certain structure found universally in myths, fairy tales, dreams, and modern stories known collectively as The Hero's Journey. (Vogler's web site is <http://www.thewritersjourney.com>) Identify the twelve stages of the Hero's Journey as presented in *The Path to the Sun*. Discuss the mythical archetypes and how they manifest in the characters.
13. *The Path to the Sun* uses the open-ended story form where the dramatic questions presented are not answered, but are left for the reader to ponder. This format is often used when an author wants to leave moral conclusions to the reader or to pose new questions that will linger for the reader long after the book is finished. Discuss the pros and cons of an open-ended form and why the author of *The Path to the Sun* might have chosen to use it.
14. What is the moral of *The Path to the Sun*? Is a moral necessary in every story?

Classroom activities and assignments

Book club: Students break into small groups to discuss various questions posed in the Book Club discussion guide (Discussion questions included in this guide)

Create an allegory: Create a written story, poem, or puppet show in the allegorical form to be presented in class. Fellow students then discuss their own interpretations and perceived meaning of the presentation.

Fan fiction/POV writing assignment: Choose a scene or chapter from the book and re-write it from the point of view of one of the other characters. This should include that character's opinion and impressions of Kiran, his behavior and decisions, as well as the new POV character's thoughts.

Anthropology exercise: Examine the fictional cultures presented in the book or research real life cultures with similar traits, then compare both the similar characteristics and differences, creating a comprehensive analysis of the ethnographic data.

Cartography exercise: Create a map of Kiran's world, including the geographical features he encountered along his path. Remember, he traveled for exactly one year and circumnavigated the globe. Determine at what latitude, on your map, that would be possible and what the rest of the world might be like, including areas he did not visit.

Ecology exercise: Identify three natural habitats Kiran and his friends travel through in the book and research how indigenous peoples of these regions survived in primitive times.

Sociology project: Research what characteristics to look for when assessing and identifying a group as a cult, then analyze the Kingdom of the Kotari or a real life, historical cult such as Jim Jones' Peoples Temple.

Metaphorical poetry: Write a poem or verse in the style of *The Script of the Legend* or real life scripture (Biblical or other) using metaphorical language. Include a description of the intentional meaning to be derived from the work.

Mentor examination: Write a letter to Aldwn from Kiran, thanking him for his advice and describing why it was needed. Alternately, you may choose a mentor from your own life and write a thank you letter to that person, in which you describe how he or she has helped guide you or shape your perspective.

Philosophy discussion: Research the writings of Plato, and then write an explanation of how *The Path to the Sun* is based on Plato's *Allegory of the Cave*. Describe how Kiran is a philosopher-king and how this relates to your own interpretation of the ending of the book.

Essay: Choose one of the discussion questions, and write a four-page essay as a response.

Book Review: Study how professional reviews are written at <http://www.nytimes.com/pages/books/review/index.html> or <https://www.kirkusreviews.com/> and write your own review of *The Path to the Sun*. If you'd like to post it online, make sure to follow the guidelines here: <http://www.amazon.com/gp/community-help/customer-reviews-guidelines>

Multi-media presentation: Discuss how music and visual art can be used to express character and themes, then use Animoto.com or Prezi.com (or other) to create a multi-media show that illustrates your comprehension of *The Path to the Sun*.

Book Jacket/marketing project: Create a one sentence hook line for *The Path to the Sun* that would attract an audience of readers who is unfamiliar with it. Then, with that singular message in mind, design a book cover that would appeal to a teen reader.

Diversity Lesson

Ask each student to choose the character with which he or she most identifies. (This can be done anonymously.) Make a list of all the chosen characters.

Ask the class, as a group, to list several identity attributes for each character listed. Make a point to choose attributes that clearly differentiate the characters. Then discuss how each of those attributes can be interpreted negatively. For instance, confidence interpreted as arrogance, leadership as bossiness, soft spoken as being timid.

Ask the class to identify times in the story when these characters were hurt or hindered by these negative perceptions. Then have the class speculate why these assumptions are made and where stereotypes come from. Discuss how these stereotypes are hurtful and impact social diversity.

Follow up activity:

1. Of those identity attributes listed for your chosen character, choose one with which you are especially proud to identify and explain why.
2. Share a story about a time you felt like an outsider or like you weren't not accepted due to negative perceptions.
3. Name a stereotype associated with that attribute that is not consistent with who you are.
4. Have you ever made fun of someone — or witnessed others doing so — because of an identity trait? Describe the experience.
5. What situations can you think of that force or encourage people to give up or conceal parts of their identity? Explain.

Close Reading (AP)

After reading the following passage, choose your answers to the multiple-choice questions. *This passage is from Chapter three.*

- “Listen to me,” Aldwyn said, taking Kiran by the arm. His eyes were set with determination, as if it were possible, by sheer will, to transfer his wisdom to Kiran. “You are to seek the dwelling place of the Voice of the
- Line Father and beg his forgiveness, but remember, the Great Father works in
(5) mysterious ways. Knowledge and understanding can come from unexpected places. Seek wisdom from all whom you meet on this journey. But be cautious. These influences can also lead you astray.”
- “How will I know the difference?”
- Aldwyn tapped him on the chest.
- (10) “Listen to my heart.”
- Aldwyn nodded. “Let that be your guide.”
- “But what if...?” Kiran twisted his boot in the sand. “What if my heart conflicts with the Way?”
- “The search for truth is a grave task. This will not be an easy journey.
- (15) Above all else, trust yourself.”
- “But the Script...?”
- Aldwyn clenched his teeth. “The scrolls are not meant to be our only source of inspiration.” He turned his gaze to the Sanctuary on the Mount for a moment, then shook his head. “We’ve become so...disconnected. I
- (20) fear...”
- “What? You fear what?”
- He turned back to Kiran. “I fear I’ve already said too much.”
- “What do you mean, disconnected?”
- Aldwyn sighed. Then, as if to confirm he’d given Kiran too many
- (25) things to think about, he patted him on the shoulder and said, “Clarity will come with time.” Leaning on Kiran’s shoulder for support, he rose to his feet and brushed the sand from his robe. “Maybe someday young Torans will learn the story of your travels.”
- “Really?” Kiran looked up at Aldwyn, his frustrations forgotten in
- (30) an instant. “Will we be celebrated? Will there be a Book of our quest? I hadn’t thought of that. We’ll be heroes.”
- “Ah, now you are eager to go.”
- Kiran’s face flushed red.
- (35) “Don’t go off chasing the wind. Remember, patience. Only with patience and humility does wisdom come.” A smile spread across Aldwyn’s face. “Always so full of doubt you are. I have answered your questions as best I can. Now, you must seek for yourself. Why don’t you stay and watch the sun set and recite the evening Verse. We’ll talk further in the morning.” He took a few steps toward their home, then stopped and

(40) turned back. He looked as though he had something more to say, but he only sighed and turned and headed home.

“Did you get all that?” Kiran asked his dog. Echo cocked his head to the side as if trying to understand the question. “At least I’m not the only one.”

(45) Time melted into the night as Kiran’s confusion merged into an abstract longing that settled over him like a fog. Flashes of firebugs began to appear, one by one, in the tall grasses, and the landscape came alive, each tiny light sending a message in the dark. He thought of the many evenings he had spent chasing them, mesmerized by their magic—one of the many mysteries of the Great Father—and his disappointment as they always flitted just outside his grasp. Those days are over, he thought. I have to start
(50) figuring these things out on my own.

What was Aldwyn trying to tell me? He had to be prepared when he faced the Voice.

(55) He jerked upright. I am going to stand before the Great Father—and speak with Him. He sprang to his feet. If the Great Father will accept me as a true Toran, then everyone will. “That’s it!”

His hat fell to the ground and the dog let out a yip and spun around in a circle.

(60) Kiran laughed out loud. “Yes! That’s what I need to do.” He stood tall, straightening his back. “I am going to be an Elder some day. I am. You’ll see.”

And so he made a vow. He would reach the Voice of the Father, no matter what it took, no matter how long. Then he would return home, with his head held high, bearing the blessings of the Great Father. He’d be a
(65) Toran—a real Toran. From this moment forward, his mission was clear, as though a door had opened before him that he hadn’t known existed.

He plucked a switch of grass and stuck it in his mouth, then plopped down, snatched up his hat and placed it on his head, adjusting it just the way he liked it, and nodded with satisfaction. He lay back on his elbows
(70) and scratched Echo’s ears. To the west, the last burst of sunlight blazed across the trees of the Lost Forest, burning orange and yellow. The amber sky turned pink, then magenta, then a deep, vibrant purple, transforming the Lost Forest into an abstract texture of leaves and branches, color and shape, light against dark. A collage of color...

(75) Tipping his head back, he remembered how, as a child, he’d marvel at the stars as they popped out of their daytime hiding places. Now, they reminded him of all the things he still didn’t understand and he felt small and insignificant. Like the orphan that he was.

(80) Something still didn’t make sense. Of all the people in the village, he had been chosen to go. Why? Aldwyn never answered his question. Why won’t he tell me?

Kiran looked to the sky. “Why me?” he said aloud, daring to say it in the Tongue of the Father.

There was no answer.

1. As archetypes, the relationship between the two characters is best described as

- (A) father and son
- (B) man and boy
- (C) mentor and reluctant hero
- (D) authoritative and submissive
- (E) misogynistic

2. The tone of Aldwyn's advice in lines 3-7 is best described as

- (A) demeaning
- (B) prophetic
- (C) domineering
- (D) advisory
- (E) biblical

3. In lines 45-51, the author uses an analogy between

- (A) light and dark
- (B) light and knowledge
- (C) firebugs and children
- (D) magic and religious belief
- (E) both B and D

4. The passage as a whole establishes the story as

- (A) fantasy
- (B) a melodramatic monologue
- (C) hero's journey
- (D) an historical account
- (E) a dramatic retelling of a fairy tale

5. In lines 67-70, the author uses a description to invoke a well-known literary character, the adventurous Huck Finn. Why?

- (A) She was lazy
- (B) Association by suggestion
- (C) Irony
- (D) It establishes genre
- (E) Parallel syntax

6. Lines 75-78 suggest the story will be about

- (A) astronomy
- (B) a small orphan boy
- (C) a boy who loses his innocence
- (D) how orphans can be powerful
- (E) seeking knowledge beyond one's grasp

7. Which of the following best describes the function of the last sentence in the passage?

- (A) Foreshadowing
- (B) It suggests there is no god.
- (C) It suggests the novel's theme.
- (D) It establishes the protagonist's dilemma.
- (E) All of the above.

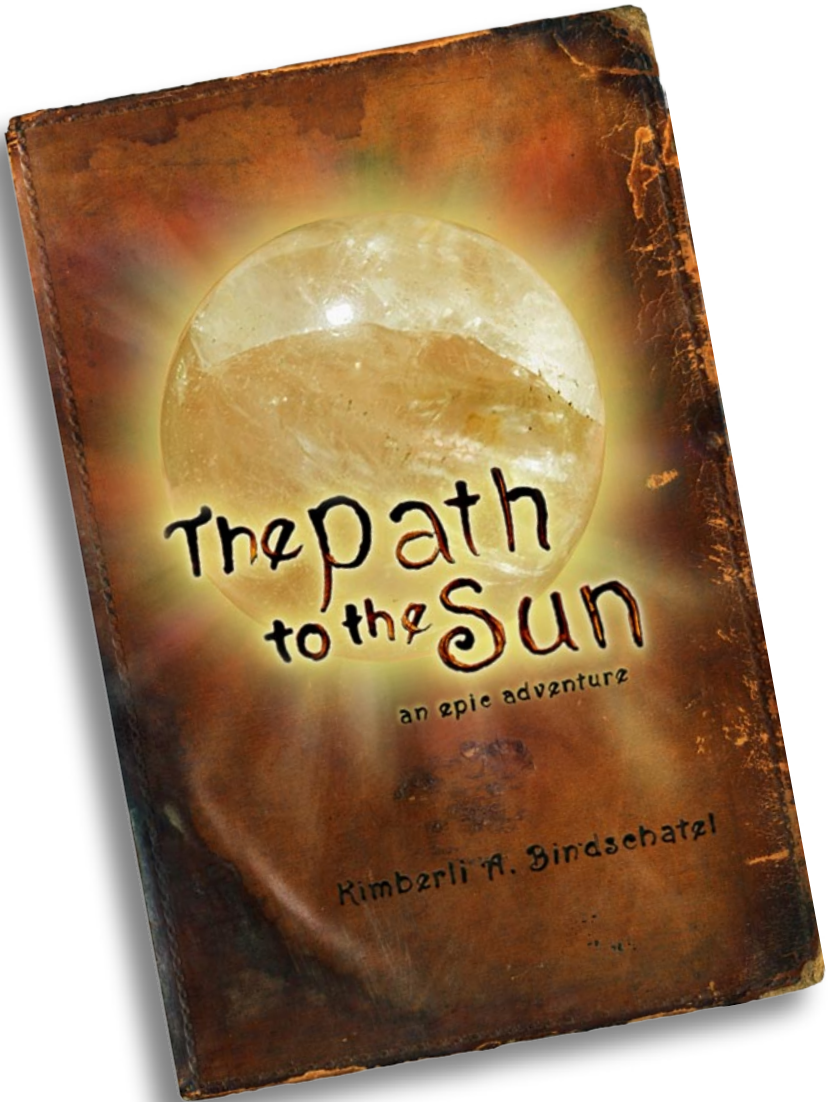
Answers

- | | |
|--------------|--------------|
| 1 - C | 5 - B |
| 2 - B | 6 - E |
| 3 - E | 7 - E |
| 4 - C | |

More Resources

For more information and resources, including a one-hour online video of teens discussing *The Path to the Sun*, go to:
<http://www.thefallenshadowstrilogy.com/discussion-guide/>

Printable, full-sheet classroom handouts are available to download as PDF files.



To download your FREE eBook, scan this QR code or go to <http://www.thefallenshadowstrilogy.com/download-book/>



Use Access code:

Praise for *The Path to the Sun*

The Path to the Sun is an action packed, YA adventure novel rich with spiritual and philosophical content. My students unanimously loved it! They were caught up with the characters' often dangerous spiritual quest to find "the Voice of the Father," and I appreciated that the novel offers many opportunities to discuss issues of faith and reason, authority and conscience, and choices and consequences. I plan to include *The Path to the Sun* again next year in my creative writing class and look forward to reading the sequels when they are published.

—Mark Rozeboom, High School English Teacher



In *The Path to the Sun*, Mrs. Bindschatel accomplishes what many authors only attempt: she has written a compelling story that draws the reader into a carefully guided tour of life, religion, faith, science, knowledge, politics, and virtue. It will unsettle you, but only for the purpose of forcing you to truly take ownership of what you believe is true about life and reality.

—Anthony Weber, Teacher of High School English and Comparative Religions

The Path to the Sun is an exciting read. The characters encounter a wide scope of obstacles, both external and internal, that lend themselves well to group discussion. Students reading the novel are challenged to think about the nature of belief, the power of perseverance, the strength that comes from maintaining an open mind, and the ability of people to sacrifice oneself for the perceived greater good. *The Path to the Sun* encourages readers to think about themselves and their beliefs. Each reader ends up taking something different from the novel. This is what ultimately creates such a strong group discussion.

—Linda Smith, Teen Services Coordinator, Traverse Area District Library
