

**EXPLORE,
DEBATE
AND CREATE
WITH**

**TIME
RIDERS**



2001 1912 1957 1941 2066

BY

ALEX SCARROW

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RIDER**
at www.time-riders.co.uk



TIME RIDERS

2001 1912 1957 1941 2066

INTRODUCTION

Alex Scarrow's fantasy adventure novels are based in a world like our own, where time travel is possible but too dangerous to play with because humans are too tempted to alter the past to suit their own agendas. And every change made to the circumstances of the past has far-reaching and traumatic effects in the future.

The TimeRiders series encourages readers to think about issues such as our relationship with the past and the future, what it means to be human, and the responsibility we have to use technology for good and to recognize when to stop using it. It also encourages research and debate on exciting and controversial areas of scientific enquiry, including evolution, genetic engineering and the decline of the dinosaurs.

This pack refers to the first six TimeRiders novels (there will be nine in total). It suggests opportunities for pupils to explore the issues outlined above in discussion, role play, writing and creative media, and to connect them with work in history, science, art, media studies, drama, citizenship and philosophy. The Talking Points suggestions could also be used for a TimeRiders project in a school library, reading group or tutor group.

Some of the activities can be attempted without having read the TimeRiders books, although many are intended for pupils who have enjoyed the books.

Further background material, book extracts, videos, information on Alex Scarrow and all the latest TimeRiders news can be found at www.time-riders.co.uk

We hope that you and your pupils enjoy exploring the world of the TimeRiders.

Puffin Books

About the Author

Alex Scarrow used to be a rock guitarist, then he became a graphic artist, then he decided to be a computer-games designer. Finally, he grew up and became an author. He has written a number of successful thrillers and several screenplays, but it's young-adult fiction that has allowed him to really have fun with many of the really cool ideas and concepts he was playing around with when designing games. Alex lives in Norwich with his family.

You can follow Alex on Twitter [@AlexScarrow](https://twitter.com/AlexScarrow)

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BRIEFING

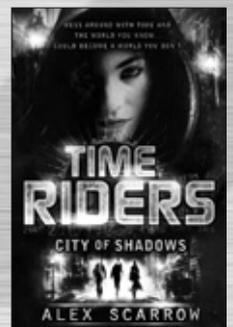
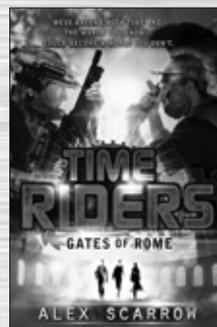
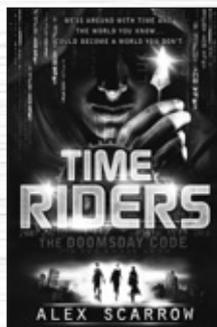
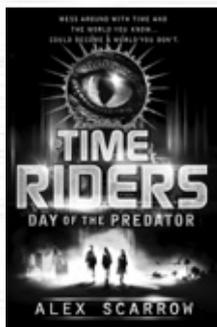
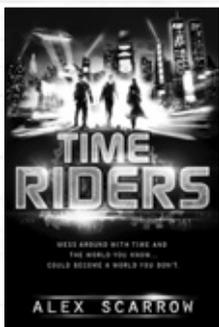
About the books

In the second half of the twenty-first century, time travel has been recognized as a danger to the planet because of the opportunities it offers for people to meddle with history. The inventor of time travel has persuaded all the governments of the world to boycott his methods. Time travel has become punishable by death.

However, various groups of people are still trying to alter the course of history for their own advantage and a mysterious agency has been set up to stop them. Its agents – the TimeRiders – are young people who have been recruited at a point in history where they are likely to be assumed dead in a disaster: Liam is a steward on the *Titanic*, Maddy is a passenger on a plane blown up by a terrorist in 2010 and Sal is trapped in her family's collapsing apartment block in Mumbai in 2026.

The TimeRiders' base is tucked away under the Brooklyn side of the Williamsburg Bridge where they repeatedly live through the same two days: 10 and 11 September 2001. It's important that nobody notices they are there, and the events of 11 September ensure they will be forgotten in the chaos and trauma after the terrorist attack on the Twin Towers.

Meanwhile they prepare for their mission: to spot the tiny changes between re-runs of the same day that reveal illicit time travel, then to travel back through history and restore what has been altered. But getting 'home' again, and even communicating with the base, is always a complex and dangerous business for the TimeRiders.



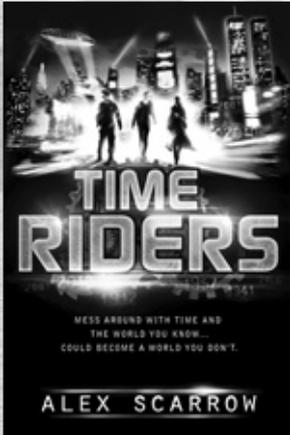
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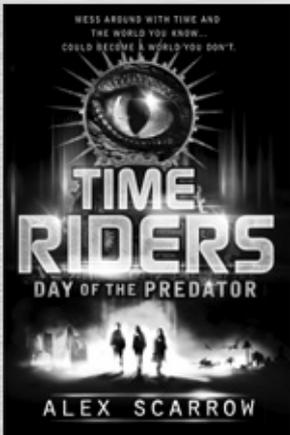
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Plot summaries



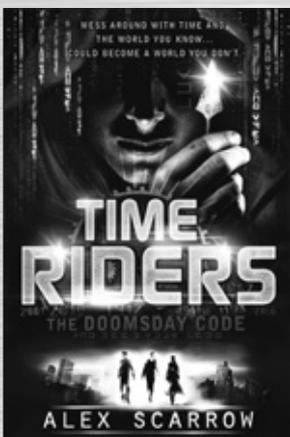
TimeRiders (book 1)

Maddy, Sal and Liam find themselves plucked from time, moments before their own inevitable deaths, and drafted to the agency. As they adapt to their surroundings, roles and genetically engineered colleague Bob, they begin to understand the concept of time travel and their purpose in ensuring history happens as it is supposed to. No sooner have they received basic training from fellow agent Foster than Liam and Bob must travel to America at the close of the Second World War, which has now been won by Germany! Struggling to stay alive and to discover the source of the change, they must also stay in touch with the field office, where Maddy, Sal and Foster are battling their own terrifying historical consequences.



TimeRiders: Day of the Predator (book 2)

After travelling to the early twentieth century in search of new support units, the TimeRiders are called upon to prevent the assassination of Edward Chan, on whose mathematical theories time travel is based, when he is still a high-school student. But something goes wrong, and Liam and new team member Becks are thrown back to the Cretaceous period, when dinosaurs roamed the earth. It is up to them to devise a way of contacting the field office, but will the resulting changes in history be too much for them to set straight?



TimeRiders: The Doomsday Code (book 3)

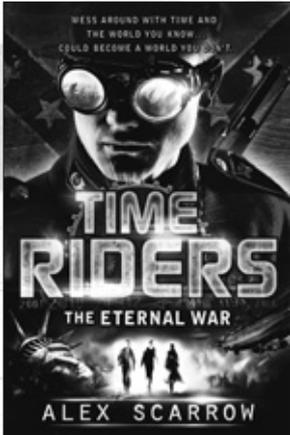
It seems like only a small change in history when the TimeRiders hear of a strange untranslatable manuscript, but Maddy soon realizes that it might contain a coded message for the team. A British computer hacker seems to be the key to deciphering the text, but he in turn leads them to twelfth century Nottingham, where a precious object sent back from the Crusades has gone missing. With unrest among the peasants imminent and the king returning, the TimeRiders must retrieve it in order to put history straight, but they hadn't counted on a mysterious hooded man in Sherwood Forest . . .

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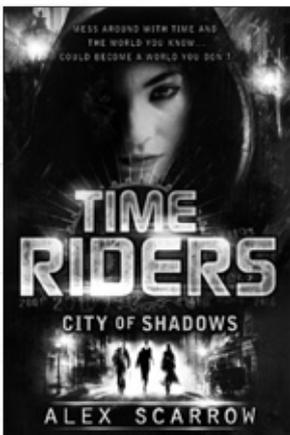
TimeRiders: The Eternal War (book 4)

In this fourth instalment of the time-travelling series, the TimeRiders are called out to pre-Civil War America to prevent the early death of future president Abraham Lincoln, a death which has devastating consequences in the twenty-first century. However, what seems like a simple operation turns complicated when Lincoln himself stows away back to the field office! In their attempts to put history right, Maddy, Liam and Sal come to understand both sides in what seems like an endless conflict, as well as a new kind of slavery, and uncover new answers in their search for the truth behind their mission.



TimeRiders: The Gates of Rome (book 5)

Maddy, Liam and Sal are finding themselves increasingly frustrated by knowing so little about the agency. Who started it? Are there other operatives? How were they recruited? But an attempt to answer these questions brings danger rather than information. In the meantime, a large-scale contamination takes all three of them back to the Roman Empire, where they must find a way into Caligula's palace in order to find out what has happened and to set it right. But, with Becks out of action and marks on all their heads, is going home even what they want?



TimeRiders: City of Shadows (book 6)

With the New York field office compromised and the TimeRiders on the run with no idea who or what they're running from, the team discover something about themselves that none of them could have predicted. Maddy decides that the agency must go rogue, and, together with two new friends, they go in search of a new base in Victorian England. But, almost immediately, history changes and the identity of Jack the Ripper is revealed. With no one to answer to, the team must not only find a way to correct the timeline but decide whether they will do so at all.

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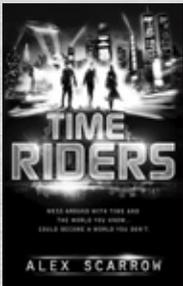


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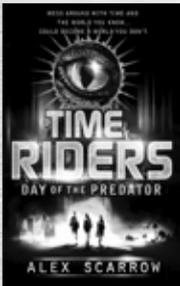
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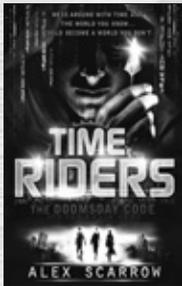
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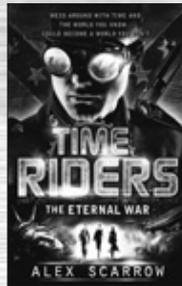
BOOK 2



BOOK 3



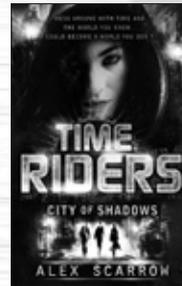
BOOK 4



BOOK 5



BOOK 6



BOOK 7



FEBRUARY 2013

65 million BC

AD 37

1194

1666

1831

1888

1941

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THE TIMERIDERS SERIES

Activities

WHAT'S IN A TITLE?

Brainstorm the associations of the words in each of the titles in the TimeRiders series – what do they make you think about? Then think about how the plot might develop, based on your brainstorm of the title.

TimeRiders (book 1)

TimeRiders: Day of the Predator (book 2)

TimeRiders: The Doomsday Code (book 3)

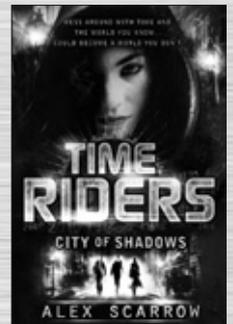
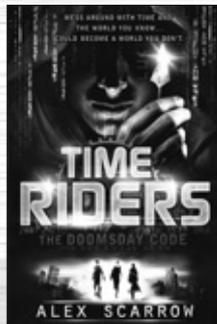
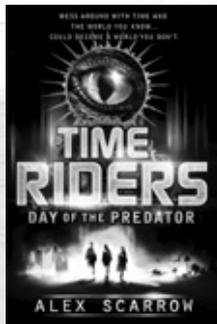
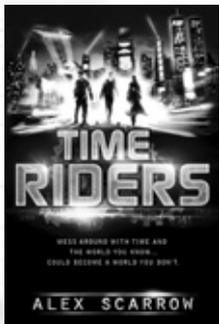
TimeRiders: The Eternal War (book 4)

TimeRiders: Gates of Rome (book 5)

TimeRiders: City of Shadows (book 6)

THE BOOK COVER

Design your own book cover for your version of one of the TimeRiders stories. Don't forget to include a strapline and story blurb or summary. Then look at the book covers from the other titles in the series. Without looking at the back cover blurb, can you guess how the plot might develop? Think about location, time-zone and any key events that might occur.



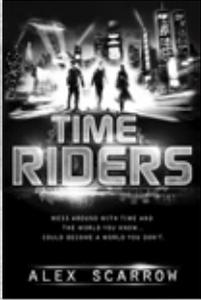
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TIMERIDERS (book 1)



Activities

CHARACTER DOSSIERS

In book 1, Liam, Maddy and Sal have to get used to their strange new lives as well as each other. They all have unique personalities and come from different backgrounds. Copy the table below and, as you read the book, make notes of information you find out about their appearances, histories and characters.

Liam	Maddy	Sal
Worked as steward on the <i>Titanic</i>	Slim with freckles and strawberry blonde hair	From Mumbai, India, in 2026

Once you have finished your table, choose one of the characters. You are going to create an information dossier for them, like the ones Foster mentions he has consulted when choosing the TimeRiders. Be sure to include only relevant information in your file (this can be either paper-based or electronic). At the end, write a short summary on why you think this particular character will be suited to work as a TimeRider.

HISTORICAL RESEARCH

During book 1, the TimeRiders encounter a number of significant real historical events. These include:

- the sinking of the *Titanic*
- the 11 September terrorist attacks
- the assassination of John F. Kennedy
- the Second World War

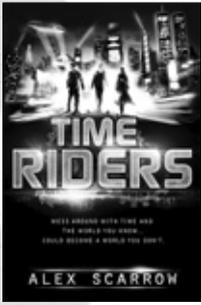
Choose one of these and research it with a partner or in a small group. Find out what happened and make a timeline of key events and people. You could put this into a PowerPoint presentation and present it to your class, or create a collage of text and images for your classroom wall.

DEAR DIARY

To help her adapt, Sal keeps a diary in a notebook she finds. What if Liam and Maddy also kept diaries – what do you think they would say? Pick one day from the novel and write a diary entry from one of the two characters' perspective.

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TIMELINES

TimeRiders book 1 runs on three scenarios:

- the 'true' history, or what is supposed to happen (e.g. Germany lose the Second World War)
- alternative history 1, in which the USA is under German control in 2001
- alternative history 2, in which a massive nuclear explosion has occurred

At the back of the book, you will find a graphic showing these three timelines. Draw your own version, and fill in the events of the book in the correct order on the timelines.

NEW YORK, NEW YORK

The TimeRiders field office, or base of operations, is in Manhattan, New York. Most of the characters have little knowledge of the city (especially as it is in 2001), so they spend their first few days finding their feet and exploring the city. Imagine you have been asked to help a new TimeRider learn their way around in New York. Print out a map of the city (Brooklyn and Manhattan) from the internet, then look up and mark the places mentioned in the novel on it. For example, the Williamsburg Bridge or the World Trade Center (note that following the events of 9/11, this may be marked as 'Site of the World Trade Center' or similar – you will find it in the Financial District). You could practise giving directions using your map with a partner.

TALKING POINTS

- All of the characters find it difficult to adapt to their new lives, but Foster believes it is the most difficult for Sal. Do you agree?
- Roald Waldstein invents the machine that enables time travel, but spends most of his life trying to make sure that the technology is never used. He does this after returning from time-travelling himself, where something happens to him that remains unknown.
 - What do you think happened to Waldstein? Discuss the different possibilities as a group.
 - Do you agree with Waldstein that time travel is too dangerous to experiment with? Debate the issue with your group.
- Imagine that you could travel to any important event in history. Which would it be? Discuss your reasons with a partner.
- When the TimeRiders choose to follow Foster, they do not know all the consequences of their decision, especially Liam. By the end of the novel, Maddy has all the information. Knowing what she knows, do you think it would have been better for the characters to die as they would have, or to live as TimeRiders? You could set up a classroom debate to discuss the pros and cons of this decision and decide at the end if you would follow Foster or not.



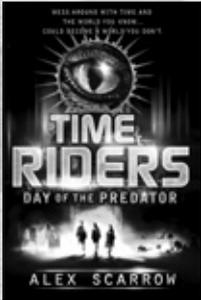
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TIMERIDERS: DAY OF THE PREDATOR (book 2)



Activities

DATA PACKAGE A: BACKGROUND

In the TimeRiders series, the team rely on the general information Bob provides them with in order to complete their missions. For each time period they visit, specific information is downloaded. But when Liam and Becks land in the Cretaceous period by accident they have to rely on the knowledge of two dinosaur buffs who land with them. Some of the obstacles they have to overcome may have been easier had they had the correct data file. You are going to create this for them.

Working in groups, find out as much as you can about the following:

- climate and vegetation during the Cretaceous period
- the K-T boundary
- continental drift
- how fossils are created
- fossils found in Texas, USA

Once you have gathered your research, compile it into a data file. Remember to use informative language, and make use of headings and sub-headings, to make it clear for your readers. You can also use images and bullet points in your report.

DATA PACKAGE B: DINOSAURS

Liam and Becks meet different kinds of animals in their adventure and they need to know as much as they can about them to survive! You are going to create a reference file for them about some of the creatures they are going to meet. Again working in groups, note down the names of the different dinosaurs mentioned in the book (begin with Chapter 24). Then create a fact file for each of these creatures. Include a picture (you can draw this, or download it from the internet), as well as information on what they ate, where they liked to live, how big they were and whether they could be considered dangerous and why.

EDWARD CHAN

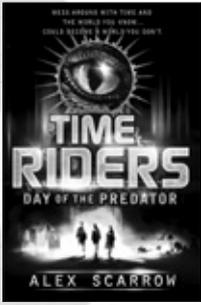
In this book, we meet one of the key characters in the development of time travel, Edward Chan, when he is a teenager. First, go through the novel and make notes about Edward (in the history that should have happened, not in the histories where he is assassinated or where he visits the Cretaceous period). Take note of dates, places and names. Then, using your notes, write a newspaper obituary for Edward after his early death from cancer. Be sure to include information about his background and interests, as well as his achievements. You can invent details that you do not find in the novel.

PANDORA'S BOX

Early in the novel, Maddy receives a message that mentions 'Pandora'. We never find out who or what Pandora is in the novel, but we may find some clues from a Greek myth about a girl called Pandora. Research this myth and discuss with a partner what it could mean for Maddy and the TimeRiders.

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MESSAGE IN A BOTTLE

When Becks and Liam create the tablets to send a message to the other TimeRiders, they are creating a kind of message in a bottle – a time capsule for someone in another time to find. If you could send a message to someone in the future, what would that message be? Discuss this with a partner, and decide on what each of you would like to say. It could be advice, or knowledge from your own time, or encouragement. Put all the messages together into a waterproof container and place it (or bury it) somewhere safe, for someone to find in the future.

BOOK CODE

Liam and Becks use a book code to communicate with the field office. But how does a book code work? Two people use a book to communicate – these books must be identical, so that they have the same page and line numbers. Then the first person provides the second with three numbers:

- the first is the page number
- the second is the line number
- the third is the letter number.

These letters will eventually spell out words. So, for example, if you were using *Day of the Predator* as a reference and you are given the code: 318-12-1 the letter would be 't'.

Work with a partner to come up with a book code of your own. You can use *Day of the Predator* as your reference, or a different book, but remember you will need two copies that are exactly the same! Write each other a message using the code, and then translate the message using your book.

TALKING POINTS

- Howard Goodall believed that the only way to stop time travel was to go back in time and kill Edward before he had written his paper. He thinks that the agency's approach is 'like trying to close the barn door after all the horses have bolted. No worse than that . . . it was having to go out and hunt all those horses down then drag them kicking and screaming all the way back to the barn'. Who do you agree with? Discuss as a class.
- Maddy finds herself in a very difficult position throughout the book, as she wants to tell Liam that his life span will be cut short by his time travels. Foster has advised her to wait, to allow him to enjoy his time first. Do you think Liam deserves to know sooner rather than later? Discuss in groups. Be sure to listen to the other group members and allow everyone to participate and give their opinion.
- At the end of the novel, there are still a number of unanswered questions. Where does the Pandora message come from? Why does Edward die so young? Who else is part of the agency? How can Foster be Liam? Discuss these questions with a partner and try to predict some of the outcomes.



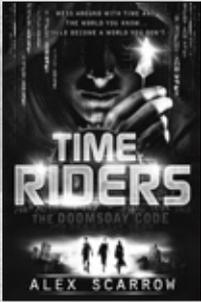
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TIME RIDERS

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TIMERIDERS: THE DOOMSDAY CODE (book 3)



Activities THE MANUSCRIPT

The first clue that the TimeRiders find to what has happened in the past is the film poster advertising a new film called *The Manuscript*. It features actor Leonardo Di Caprio, and has the tagline 'The greatest code in history has just been broken'. Your task is to design this film poster, using images you have drawn yourself or copied from the internet. Remember:

- Consider the audience for the film and make sure your poster 'speaks' to them effectively.
- The mood of the poster should give a clue as to what kind of film it is. (Do you think it is a comedy, an action film, a thriller?)

- Use typography, text and colour carefully to create the right effect.
- Select your main image carefully to create the most impact.

If you have access to multimedia facilities, you may want to make a trailer for the film as well. This should include music and/or a voiceover, and persuade your audience to come and see the film.

CHILDREN'S ENCYCLOPAEDIA

When actions in the twelfth century change New York, Maddy and Sal update their knowledge using a children's book they find in a library. Research and write an entry for a children's encyclopaedia on one of the following:

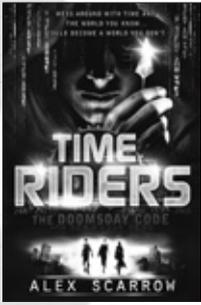
- King Richard I
- King John
- the Knights Templar
- the Crusades
- the Holy Grail

Remember to think about the audience you are writing for. You can include a glossary and illustrations, but remember to aim them towards the right age group.

VOYNICH WIKI

The Voynich manuscript is an object that is very important to the story of *The Doomsday Code*. It is not a real document, but, if it were, it is the kind of subject that people might like to look up on an encyclopaedia site such as Wikipedia. Create a Wikipedia entry for the manuscript, using all the information you can find in the novel. First, you will need to make notes of everything the book tells you about the manuscript (you can work with a partner here, and use bullet points or a spider diagram for your notes). Then you will need to turn your notes into a piece of informational writing. Remember to only include 'facts' (as they appear in the novel) instead of opinions, and to keep writing brief and impersonal. Include information on the history of the manuscript, what it looks like and what the various (public) theories are on what it might be. You may also wish to mention the film *The Manuscript*.





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CLIFFHANGERS

A cliffhanger is a way of keeping readers engaged, where a writer ends a section or chapter (or even a novel) with a shocking revelation, or a dangerous situation. The reader feels like they want to know what happens next. Alex Scarrow uses this device very effectively in the TimeRiders novels. How many cliffhangers can you find?

ROBIN HOOD: HERO OR VILLAIN?

Most stories about Robin Hood present him as a hero, stealing from the rich to give to the poor. Many also show King Richard sympathetically and John as a weak, unpleasant man. Your task is to research as many versions of the Robin Hood story as you can, as a class. These should include:

- written versions of the story
- film versions (including the Disney cartoon of 1973)
- poems and ballads

When you have enough material, discuss the similarities and differences between the different versions as a class. You may wish to create a comparison chart. Columns could include: who Robin is; how Robin is portrayed; how Richard is portrayed; how John is portrayed; importance of Maid Marian; what genre the story is. Compare these to the way the story is treated in *The Doomsday Code*. Why do you think the author has chosen this version of events?

MASONIC CIPHER

In Chapter 25, we are introduced to the Masonic cipher. Alex Scarrow also creates a new, more complicated version of the code. Learn how to use one of these and then, working with a partner, practise sending and deciphering messages using the code.

TALKING POINTS

- In this book (as well as the previous one), Maddy faces a difficult choice in what she tells the rest of the team about 'Pandora'. Do you think she should have told them earlier? Why or why not? Discuss this in a group.
- When history changes in this book, it is not a catastrophe as it is in some of the other books. In fact, some of the characters prefer this 'improved' New York of 2001, especially when they find out how difficult life is in the future with the 'correct' version of history. Do you think the TimeRiders should have put it right? Or could they have allowed it to continue as it was? Discuss in pairs.
- In the novel, we learn the difference between 'correct' history and 'true' history – events may follow one path, but the way they are perceived (the truth of them) is different for different people at different times. Can you think of any other examples of this? Discuss this as a class.



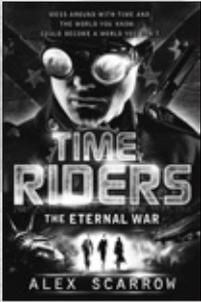
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TIMERIDERS: THE ETERNAL WAR (book 4)



Activities

ABRAHAM LINCOLN: A DOCUMENTARY

Abraham Lincoln is one of the central characters of *The Eternal War*. In order to understand why his life was important, you are going to research and produce a short documentary on Lincoln and his life.

First, working in groups, divide the research portion of the project. Each of you should take one subject to research and report back to the group, summarizing what you have learned. Sample subjects could be: Lincoln's childhood, his education, family life, military service, general career, political career, involvement in the American Civil War, slavery, Lincoln's assassination, his legacy.

Once you have completed the research phase, you are going to script and perform the documentary, as if it were being filmed for television. You could include: interviews with Lincoln, his family and friends, colleagues, etc.; a re-enactment of key scenes from Lincoln's life, such as his assassination; a 'voiceover' or narrator, etc.

WHAT IF?

Once you know more about Lincoln, and before reading the novel, consider what might be different in the world today if Lincoln had not existed. Discuss this with a partner and come up with ten 'predictions'. How similar are these to what actually happens in the novel?

TONGUE TIED

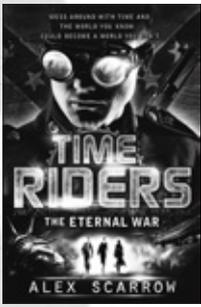
Because the characters in the TimeRiders novels come from different centuries, the way that they speak is often quite different, and sometimes they struggle to understand current expressions. Liam seems to have the most problems with this. In *The Eternal War*, Abraham Lincoln also has a difficult time fitting in to our version of 2001, and his speech patterns mark him out immediately as an outsider. Look through the novel and find at least five examples of when Lincoln's speech differs from your own. Then, in pairs, challenge each other to 'translate' modern phrases into something Lincoln (or one of the other characters) might say.

STORYBOARD

Many of the action scenes in the TimeRiders books have a cinematic quality – that is, reading the action feels like you are watching a film play in front of you. Your task is to choose a favourite scene, and then turn it into a storyboard for a film (a storyboard is a technique used by directors to help them visualize a scene before filming it – it uses illustrations in sequence to show how a scene will look). You could copy the storyboard example below (make sure the squares are big enough to draw into) and then use this as a template, writing a description of the scene below each square.

1.	2.	3.	4.
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TIME RIDERS

2001 1912 1957 1941 2066

RULES OF TIME TRAVEL

By now, the TimeRiders have travelled quite some way into both the future and the past as part of their missions, and you will have learned many things about how they are able to travel and what restrictions they have to work with. Imagine that you have recruited a new member of the TimeRiders team and, in order to train them, need to compile a manual on time travel for them to follow. You could write this as a set of rules, instructions, a list of dos and don'ts or even an illustrated and labelled diagram of the office, with extra notes for use in the field.

DEBATE: SLAVERY 2.0

In the alternate reality of 2001, the soldiers believe that eugenics (creatures created through genetic engineering who often resemble human beings) are inferior to them, and do not deserve basic human rights because they are not essentially human. However, Sal's interactions with the eugenics in particular show us how brutal this attitude is, just as slavery itself was immoral. Hold a debate, following the general rules of debating (i.e. there is a chairman – this could be your teacher, or a member of the class; speakers from both sides are given the opportunity to present their arguments; the winner is the side which receives the greatest number of votes at the end), arguing whether eugenics should be entitled to basic human rights. (Look up the Universal Declaration of Human Rights for more information on what this means.)

SLAVERY AND HUMAN RIGHTS

Looking at the Universal Declaration of Human Rights again, and using what you already know about slavery, how many of the rights do you think that slaves in America had taken away from them?

TALKING POINTS

- On page 65, Liam says: 'Wars are never about right and wrong. Always seems to be they end up being about power . . . money . . . something both sides want for themselves.' Do you agree with his opinion? Discuss this as a class.
- Do you think *The Eternal War* is a good title for this novel? Discuss this with a partner and give reasons for your opinion. If you feel the title could be improved, can you come up with any suggestions?
- In *The Eternal War*, the life of just one person has a tremendous effect on the lives not just of the people around him but of the world for generations to come. Do you think one person can have such a major impact on the world? Discuss this as a group. Can you think of any other characters in history (older or current) who might have changed history just by dying young?
- In this novel, Alex Scarrow uses a story set in an alternate reality to explore important historical themes, like slavery and the rights of workers. Do you think this is an effective way of doing this? Discuss this in pairs.



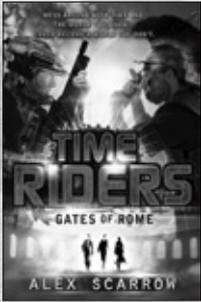
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TIME RIDERS

2001 1912 1957 1941 2066

TIMERIDERS: THE GATES OF ROME (book 5)



Activities

ROMAN HISTORY

Book 5 of TimeRiders sees the team go back to Roman times. You may have learned something about the Romans in Key Stage 2, or from other novels or works of non-fiction you have read. To share this knowledge with the class and remind yourself of the background to the story before you begin reading, create a KWL (Know-Want-Learned) chart. Draw three columns. In the first, write down everything you know about the Roman Empire. In the second column, write down everything you want to know. Then share the knowledge from column 1 with the class – you may find that some of the questions you have from column 2 are answered, while others may be answered when you read the novel. Once you have finished, complete the third column, with what you have learned about the Roman Empire.

GLOBAL WARMING

One of the key themes of the TimeRiders books is the way that humans are destroying the planet through global warming – something that has devastating consequences in the author's not-too-distant timeline. Do you know what global warming is? Working in groups, investigate climate change, writing notes as you research the subject (you can ask your geography teacher for help in finding information, if necessary). Then, turn this information into either a poster for your school, or an information leaflet, aimed at high-school students. Remember to use illustrations, fonts and other presentational devices effectively, and to present information in a way that engages your audience. You may also like to include a short list of suggestions for ways students can help to combat climate change, to ensure Alex Scarrow's future does not happen!

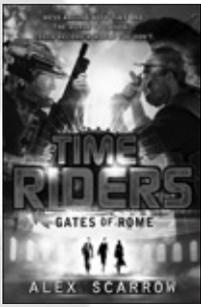
'BALLOON' DEBATE

When Project Exodus was originally set up, the idea was to save a selected number of people and send them back in time to influence civilization. Some of these were scientists or people with other specialist knowledge or skills, and some were rich enough to pay for their space on the programme. Imagine that you are one of the candidates for Project Exodus, and write, prepare and perform a speech for the committee (the rest of the class) on why you should be allowed to go. You can speak as yourself, or you can invent a character and speak as them (remember to stay in character, if you do). You will need to present clear, persuasive arguments as to why you are more valuable than any other candidates. Remember:

- Use your language carefully – since you are writing the speech beforehand, you will have the opportunity to use a thesaurus and dictionary to help you choose appropriate and effective vocabulary. Use standard English.
- Try to include rhetorical devices like the rule of three (for example, Abraham Lincoln's 'government of the people, for the people, by the people') to make your speech memorable and connect with the audience. You could also include repetition, rhetorical questions, contrast, direct address, statistical evidence and emotive language to good effect.
- When delivering your speech, be conscious of the speed and volume at which you are talking, your facial expression and how you are moving.

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THE FARADAY CAGE

Faraday cages are mentioned several times in the TimeRiders series. Do you know what this is? Look it up on the internet and try to explain your findings to a partner.

LATIN MOTTOES

When travelling back to Roman times, the team need translators to help them speak in Latin to the people they encounter. Latin was the language of Rome, but it is not used very much today (although Italian and other Romance languages are derived from Latin). One of the places you may still see it used is in mottoes – phrases that are often used as part of a country, school or family's heraldry. These mottoes are like a short mission statement, that tells us more about the person or organisation. For example:

- '*Superbia in proelio*' (pride in battle) – Manchester United
- '*A mariusque ad mare*' (from sea to sea) – Canada
- '*Fidelis ad mortem*' (faithful until death) – New York Police Department
- '*Citius, altius, fortius*' (faster, higher, stronger) – the Olympic Games

Consider the main characters in the novel and write a motto (in English) for each of them. Try to sum up their character and motivation in just a few words.

BORROWING CHARACTERS

In his Author's Note, Alex Scarrow tells us he has borrowed two characters, Cato and Macro, from his brother Simon's novels. What characters from books and films would you like to 'borrow'? Write a short story using at least one borrowed character.

TALKING POINTS

- Just before leaving his own time, Rashim is put in charge of Project Exodus and all the people who are travelling with him. However, when they arrive in Roman times, he feels that his leadership is very quickly undermined. Later, he allows Caligula to manipulate him. It is possible that Rashim might have avoided some of the problems he encountered if he had shown more qualities of good leadership. But what are these qualities? Discuss this as a group, and write down a list of qualities you think are important in a good leader. Make sure everyone contributes to the discussion, and that you listen when others speak and respond to what they say, where appropriate. You could also go on to write a list of qualities that you think a bad leader possesses.



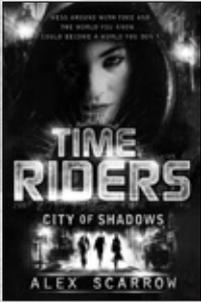
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TIME RIDERS

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TIMERIDERS: CITY OF SHADOWS (book 6)



Activities PREDICTIONS

At the start of *City of Shadows*, we as readers have many questions from the previous books. Make a list of these with a partner. They might include: who has sent the assassins and why? Where will the TimeRiders go? What is Pandora?

Once you have made your list, come up with a list of predictions for what you think will happen in this instalment of the series. When you have finished reading, you could carry out the exercise again.

SCIENCE FICTION WRITER

Time travel is an idea that has fascinated writers since the nineteenth century, and is a popular theme in science fiction books and films. Can you think of any examples? (Hint: the author of one of the most famous time-travel novels appears in *City of Shadows*.) Writers tend to use one of the following theories for how time behaves:

- Time is unchangeable. Time travellers are unable to interfere with or change history and can be prevented from interacting with it. (For example, in *A Christmas Carol*, Scrooge is able to see both the past and the future, but only as a sort of ghost.)
- Time is flexible, and can be changed. (The TimeRiders series is an example of this idea. However, some writers follow a pattern where small changes can be made, but major events are inescapable – for example, if you were to stop an assassin, someone else would take his place.)
- Two timelines can exist at the same time. This is sometimes referred to as 'parallel universes'.

Of course, writers can make up their own rules, since, as far as we know, time travel does not exist. Write your own short story about time travel. You can use any of the theories above, and the time-travel element can happen in any way you decide. You can take your character/s back as far or as little as you'd like! But, remember, keep it simple and be consistent. You may wish to plan your plot before you begin.

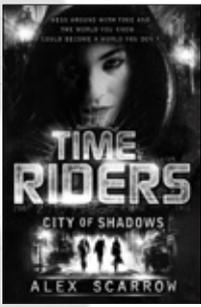
RESEARCH

When the team establish their new office, they lose some of the advantages they had in 2001, including Maddy's 'familiarity' with New York and the internet. To help them prepare, you are going to create a data package on one of the following subjects:

- Victorian England (include transport, living conditions and major events)
- Jack the Ripper
- the invention and development of electricity
- socialism and capitalism

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TIME RIDERS

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**SPOILER
ALERT!**

HOT-SEATING

In *City of Shadows*, the team discover that they are, like Bob and Becks, a form of artificial intelligence. However, like humans, their reactions are based on emotions and not just data. How does each of them feel, discovering that their histories and memories are not real?

To explore this, you are going to set up a hot-seating activity. Choose three students from the class (you can rotate these every so often) to play Maddy, Liam and Sal. The rest of the class will ask them questions about their experiences and how they feel about them, and they should answer in character.

Once you have completed the hot-seating activity, write a diary entry (or make a video blog) expressing how one of the characters is feeling after they make their discovery.

EXTRA! EXTRA!

The nineteenth century is known as the golden age of newspaper publishing in Britain, and during this time newspapers became more easily available and were an important part of everyday life. The 'penny papers' mentioned in the novel were cheap and aimed at the working class, often presenting sensationalised versions of the latest news. 'Jack the Ripper' (a name given to him by journalists) and his murders were the first to create an international media frenzy and there was extensive coverage of his crimes.

Working from the revised timeline (in which the serial killer is stopped and killed by Faith, and his victim is tried for murder), you are going to write an article for one of these newspapers. Make it as exciting as possible, and remember to include a lot of colourful and emotive language. Although your purpose is to inform your audience, you are also trying to entertain them.

TALKING POINTS

- In this novel, all of the team members have to consider an important question. What makes you yourself? Is it your memories and background? The decisions we take? Consider this question on your own, then sit down with a partner and discuss this question.
- Once Maddy, Liam and Sal have come to terms with what they are, they still need to decide what to do next. What do you think this should be? Discuss your options in small groups, and try to come to a decision you can all agree to.
- Although TimeRiders is fictional and set both in the past and in an imaginary future, it has a lot to say about life now, at the time of publication. For example, the riots described in *City of Shadows* might remind us of recent riots in London, and the book also deals with the bigger question of climate change. What do you think Alex Scarrow would like us to take away from his novels? Discuss this as a class.



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Alex used to be a **rock guitarist, graphic artist and computer-games designer**



If Alex could time travel, he'd go back to what was **southern Europe, 40,000 years ago**

Two of Alex's favourite words are **lolloping** and **sanguine**

Alex's favourite song is currently **'Midnight City'** by **M83**

ALEX SCARROW

Alex has lived in **Hertford, Norwich** and the **Bahamas**

Alex knew how **TimeRiders would end** before he'd finished the first book

It takes Alex about **three months** to write a book

Alex wrote his first 'story' at **age 9**

Alex has **grey eyes, size 9 shoes** and **not much hair**

The first book Alex read and loved was **Amazon Adventure** by **Willard Price**

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