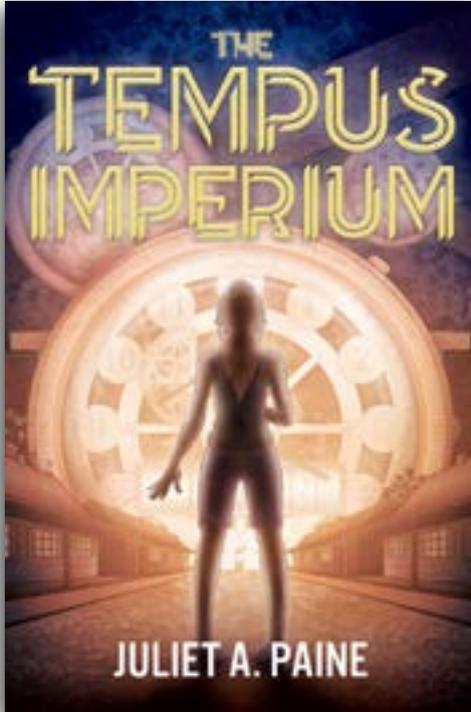

Teachers' Notes



THE TEMPUS IMPERIUM

Juliet A. Paine

ISBN: 9781761111648

Reading level: 14+ years

BOOK SUMMARY

The end justifies the means

The many over the few

Time travel has rules as seventeen-year-old Charlie Lamp is about to learn.

But what happens when you break one?

When Charlie's grandmother is murdered, she is plunged into the world of the Temporal Sinistrum. A secretive organisation of time travellers tasked with maintaining the historical timeline. Her grandmother was once one of their star agents, and Charlie must step into her footsteps and solve the mystery of her death, in an adventure that takes her from Australia in 1966 to the post-apocalyptic wasteland of Los Angeles in 2120.

THEMES

• Coming of Age • Intergenerational Relationships • Moral Choices •

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**Juliet A. Paine is available for author talks and workshops.
Contact Rhiza Edge for more information.**

Tempus Imperium Teachers' Notes can be used in schools (independent learning, small groups, and whole classes); at home with caregivers; and as part of mental health support programs facilitated by counsellors, psychologists, children's charities, etc.

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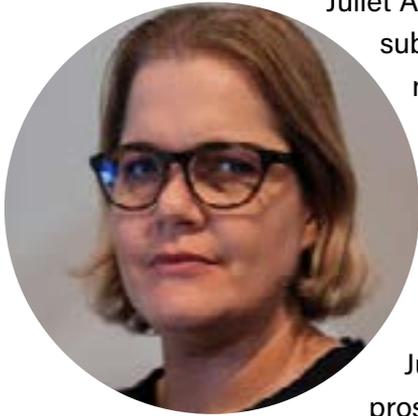
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ABOUT THE AUTHOR



Juliet A. Paine grew up in Adelaide, South Australia. She lived in a leafy inner-city suburb, where she liked to walk home from school each day while reading novels by Charlotte Bronte and F. Scott Fitzgerald. She met her husband at university, where she studied a Bachelor of Arts, followed by a teaching degree. Over the years she has lived in Hobart, San Diego in the USA and Vancouver, on the west coast of Canada. These days she lives again in Adelaide with her two children and husband, where she works as a high school English teacher.

Juliet has published two collections of poetry and have had poems and prose pieces appear on ABC Radio and in The Australian newspaper. She recently completed a PhD in Creative Writing at the University of Adelaide, where an early draft of *The Tempus Imperium* formed the creative component. *The Tempus Imperium* is her first novel.

AUTHOR NOTES

This story is partly inspired by the many, resilient and resourceful young women that I have encountered throughout my teaching career. It is also motivated by my love of a good science-fiction or fantasy story, and my fondness for Adelaide.

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DISCUSSION QUESTIONS & CLASSROOM ACTIVITIES

PROLOGUE AND PART 1 (CHAPTERS 1-7)

1. Describe Charlie's relationship with her grandmother. (**Theme 2: Intergenerational Relationships**)
 - a) What evidence do you have of their closeness?
 - b) How has this relationship changed at the start of Chapter 1?
 - c) How does Charlie react to her grandmother's death?
2. Writing Technique: **Pathetic Fallacy**
 - At the start of Chapter 2, Charlie describes how on the day of Penny's funeral: '*...the rain beat its fists against the windows. One of those unseasonal summer storms, where the rain for the last two months comes down in an hour*' (p.16).
 - a) Define the technique of **pathetic fallacy** in your own words.
 - b) How does the author's use of a **pathetic fallacy** reflect Charlie's emotions in this passage about the loss of her grandmother?
3. Charlie's choices. (**Theme 1: Coming of Age**)
 - a) What choices confront Charlie at the start of Chapter 1?
 - b) Has she made the right choice regarding her university course, or has she done what everyone else expects of her?
 - c) How does this fit with the pattern of Charlie's life, including her current relationship with Dan?
4. Passage for Close Reading: Chapter 7 (p. 57-58)
 - a) Find two examples of imagery used in this passage and explain their effect on the reader. (Remember to identify the type of imagery used: **metaphor, simile, personification, pathetic fallacy** and so forth.)
 - b) What word choices and other descriptive elements help contribute to the suspense in the passage? (You might like to consider the technique of connotation here.)
 - c) Now, in your own words, explain how the author creates a rising sense of tension in this passage using your notes from the previous two questions?
5. Who is Odysseus Clay, and what choice does he offer Charlie?
 - a) Where has she seen him before?
 - b) Why does Charlie eventually take up his offer?

PART 2 (CHAPTER 8-22)

1. Chapter 8: The London Blitz
 - a) What was the London Blitz? Use the following websites to research the relevant dates and the effect on the civilian population.

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- [Royal Air Force Museum 'The Blitz'](#)
- [Royal Air Force Museum 'The Hardest Night'](#)

b) The start of Chapter 8 shifts the action to London, December 1940. From whose perspective is this chapter told, how is their narrative style different from that of Charlie's?

2. The Temporal Sinistrum

- a)** What is the motto of the Temporal Sinistrum? (**Theme 3: Moral Choices**)
- b)** In Charlie's mind, what is the issue with such a motto?
- c)** How does Richard Hinze, the leader of the Sinistrum, justify its actions?
- d)** What is your opinion of such an issue? What choice would you make?

3. Writing Technique: Neologism

- *The Tempus Imperium* is a science-fiction novel in which the author uses a range of invented words or words with altered meanings to help build its universe. These words are known as **neologisms**, and you might be familiar with some from other well-known texts like 'lightsabres' and 'Jedi' from *Star Wars*, and 'mockingjay' and 'muttation' from *The Hunger Games*. Make a glossary of these words and their meanings in *The Tempus Imperium*.

4. Passage for Close Reading: Chapter 14 p.138-9

- a)** The Fulcrum is an example of a dystopia, that is a post-apocalyptic world people struggle to survive.
- b)** What details in this passage reveal what life is like in the Fulcrum?
- c)** What is Charlie's emotional state in this passage?
- d)** Find two examples of writing techniques that the author uses to convey Charlie's emotions at this point?

5. Writing Technique: Motifs and Symbols

- In a text like a film or novel, a repeated **symbol** is known as a **motif**. Throughout Part 2, there are repeated mentions of dinosaurs that act as motif throughout *The Tempus Imperium*.

a) Create a table like this to record where these examples occur.

Examples (include quotation)	Chapter and Page Numbers	Time Period	Characters

b) Why has the author chosen to include this motif? How does it reflect on the challenges Charlie is facing?

6. What does Charlie learn from James Kepplar about the impending Fulcrum and the origin of the syneghasts?

7. Chapter 22: Chernobyl Nuclear Accident (1986)

a) What was the Chernobyl Nuclear Accident? Use the following websites to research the disaster and its consequences for the local people and surrounding environment.

- [World Nuclear Association - 'Chernobyl Accident 1986'](#)
- [International Atomic Energy Agency— 'Frequently Asked Chernobyl Questions'](#)

8. Why does Penny choose to resign from the Temporal Sinistrum at the end of Chapter 22? Why does she start to see the Sinistrum's mission as flawed? (**Theme 3: Moral Choices**)

9. How has Charlie's understanding of her grandmother changed? (**Theme 2: Intergenerational Relationships**)

10. How has Charlie changed throughout this Part 2 of the novel? What events precipitate this change? How is she becoming more decisive? (**Theme 1: Coming of Age**)

PART 3 (CHAPTER 23-29) AND EPILOGUE

1. Why does Charlie choose to breakup with Dan? How is this a sign of Charlie changing? (**Theme 1: Coming of Age**)

2. Why is it risky for Charlie to visit her grandmother in 1966? What are the potential consequences of such a journey?

3. Is Hinze a true villain in this final section of the novel or are his reasons for keeping the Factorem running justified? (**Theme 3: Moral Choices**)

4. Why does Charlie decide to join the Temporal Sinistrum in the end? How is she different to the Charlie at the start of the novel? (**Theme 1: Coming of Age**)

SUMMARY

1. Writing Technique: **Narrative Structure and the Hero's Journey**

- In *The Tempus Imperium*, the writer uses the classic structure of the **Hero's Journey** to construct the over-arching narrative. Using the websites listed below, read some background on the **Hero's Journey**, and then make notes on how it applies to Charlie's story in *The Tempus Imperium*.

- [Reedsy Blog - 'The Hero's Journey: 12 Steps to A Classic Story Structure'](#)
- [Masterclass— 'Writing 101: What Is the Hero's Journey? 2 Hero's Journey Examples in Film'](#)

2. Key Themes and Techniques

a) What does *The Tempus Imperium* have to say about the following central themes? Use evidence from the text to substantiate your points.

i. Coming of Age

ii. Intergenerational Relationships

iii. Moral Choices

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- For each theme, find two examples and a relevant technique that reveal this idea to the reader. Record your notes, in a table like the one below.

Theme	Example/Quotation	Technique	How does this technique reveal the theme to the reader?
Coming of Age			
Intergenerational Relationships			
Moral Choices			

SUGGESTED CREATIVE ACTIVITIES

- Write a case report in which Odysseus details his recruitment of Penny Jones.
- Write a first-person narrative from the perspective of Madam Zhao, explaining why she joined *The Tempus Imperium*.
- Use the features of descriptive writing to describe a post-apocalyptic wasteland like that featured in *The Tempus Imperium*.

KEY CURRICULUM AREAS

CURRICULUM V9

YEAR 9

English

AC9E9LA05	AC9E9LA07	AC9E9LA08	AC9E9LE02
AC9E9LE03	AC9E9LE04	AC9E9LE05	AC9E9LY04
AC9E9LY08			

YEAR 10

English

AC9E10LA03	AC9E10LA04	AC9E10LA06	AC9E10LA09
AC9E10LE02	AC9E10LE03	AC9E10LE04	AC9E10LE05
AC9E10LE07	AC9E10LY04		

CURRICULUM 8.4

SENIOR SECONDARY

English

The Tempus Imperium can be used as a text for Years 11 and 12. It can be used in English, Literature and Essential English. The applications can include the intersection of history, culture and language as well as the genres of science fiction and history. Character arcs and motivations can also be observed.