

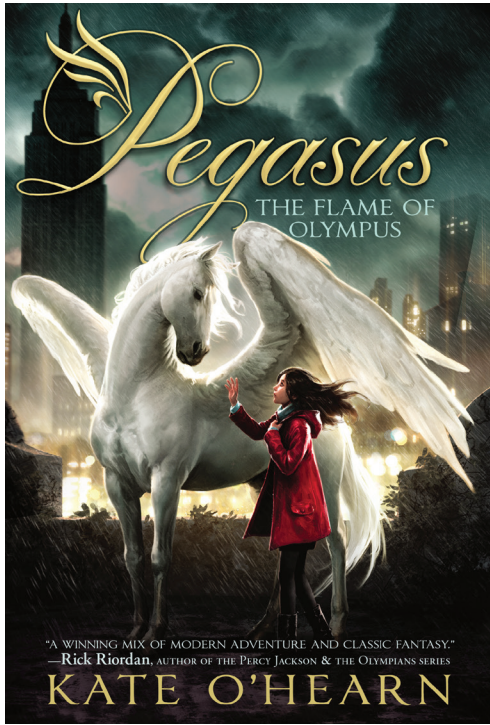
A girl in a red coat reaches out to a white winged horse in a city at night. The scene is set in a dark, rainy cityscape with illuminated buildings in the background. The girl is looking up at the horse with a sense of wonder. The horse has large, feathered wings and a long white mane and tail. The overall mood is magical and mysterious.

Pegasus

A READING GROUP
GUIDE FOR THE
SERIES

"A WINNING MIX OF MODERN ADVENTURE AND CLASSIC FANTASY."
—Rick Riordan, AUTHOR OF THE PERCY JACKSON & THE OLYMPIANS SERIES

KATE O'HEARN



HC: 9781442444096
TP: 9781442444102
EB: 9781442444119



THE FLAME OF OLYMPUS

ABOUT THE BOOK

When Pegasus crashes onto a Manhattan roof during a terrible storm, thirteen-year-old Emily's life changes forever. Suddenly allied with a winged horse she'd always thought was mythical, Emily is thrust into the center of a fierce battle between the Roman gods and a terrifying race of multiarmed stone warriors called the Nirads. Emily must team up with a thief named Paelen, the goddess Diana, and a mortal boy named Joel in order to return Pegasus to Olympus and rescue the gods from a certain death.

Along the way, Emily and her companions will fight monsters, run from a government agency that is prepared to dissect Pegasus, and even fly above the Manhattan skyline—all as part of a quest to save Olympus before the Olympic flame burns out.

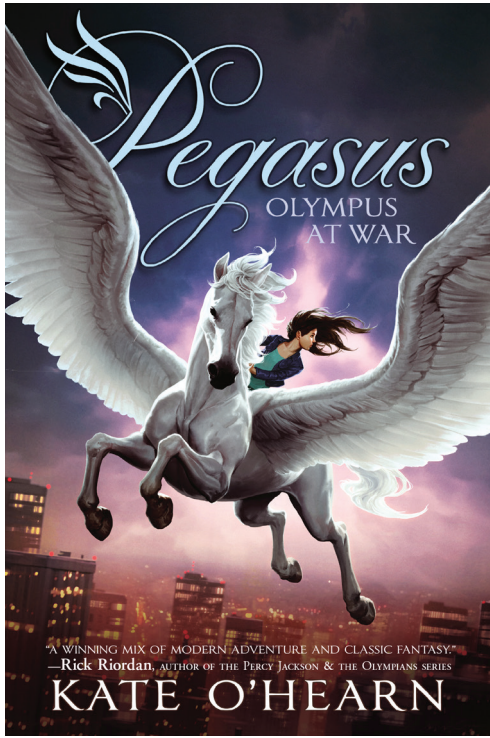
DISCUSSION QUESTIONS

1. What were your first impressions of Paelen? How did your opinion of him change throughout the course of the book? In general, would you characterize him as a villain or a hero?
2. The storm at the beginning of the book causes a massive blackout in New York City. Have you ever experienced a blackout? What things can people do to remain safe during a blackout? What precautions can you take before and during severe storms?
3. When Emily meets Pegasus on the roof of her building, she “felt her world changing.” Have you ever experienced a moment that felt life-changing? What was the moment, and how did it affect your life?
4. When we meet Joel, he is angry and withdrawn. What causes his tough exterior to wear off?
5. Joel knows a lot about Olympus from studying Roman (and Greek) myths. What is a myth? Why do myths exist? What purpose do they serve?
6. Each Olympian possesses a special power or strength—even Paelen, the thief! What power or strength would you choose for yourself if you lived on Olympus?
7. Although Emily and Joel are not Olympians, they demonstrate remarkable qualities. What earthly power or strength would you say they possess, respectively?
8. Kate O’Hearn crafted bold, sensitive, and mysterious characters in *The Flame of Olympus* but rarely described their physical appearances. How do you envision Emily, Joel, Diana, and Paelen?
9. “Emily saw the promise of protection in Pegasus’s eyes.” What does it mean to read someone through his/her eyes?
10. Emily and Pegasus share a unique bond. Describe a time you’ve felt close to an animal. How might humans and animals communicate?



11. In Chapter 17, we learn of a troubling truth about the treatment of carriage horses in New York City. How and why does this happen? How did you react upon reading about it?
12. Diana mentions that Olympians had visited our world in times past. What might have been the reasons for their visits before? What kinds of circumstances would prompt Olympians to visit our world in the future?
13. The Central Research Unit (CRU) agents suspected Paelen was an alien. Do you believe in aliens?
14. Emily cleverly comes up with a fake story to explain how she became acquainted with Pegasus and Diana. She compared her tale to “the best of Greek or Roman myths.” Imagine an alternate story—or myth—to explain the group’s adventure around New York.
15. Referring to Emily’s transformation at the temple in Olympus, Joel remarks, “I don’t know what the heck you did in there, or how you did it . . . but it worked!” What do *you* think happened?
16. Make predictions for what will happen in the next book in this series. Where is Emily’s father? What will Emily’s role be in the future of Olympus? How will New Yorkers ultimately explain the series of strange events they witnessed—the Nirads, and Pegasus flying in the air?
17. Read Kate O’Hearn’s dedication page. What might we learn from viewing our world from Pegasus’s perspective?





HC: 978144244126
TP: 9781442444133
EB: 9781442444140



OLYMPUS AT WAR

ABOUT THE BOOK

Emily, newly recognized as the Flame, is living in Jupiter's palace on Mount Olympus. Her friends, Joel, Paelen, and—of course—Pegasus, are there as well. The only person missing is Emily's father, who is still being held prisoner by the CRU back in the human world. Emily wants to go find him, but Jupiter won't allow her to leave. However, Emily does have access to a winged horse . . .

Determined to rescue her father, Emily and her friends make plans to sneak away from Olympus and back to New York. Then Cupid, Emily's sort-of crush, decides to come along as well. It will be hard enough to hide a winged horse from the prying eyes of the CRU, but a winged boy as well? And when the gruesome Nirads begin a new invasion, old grudges are unearthed, new enemies are discovered, and Emily and her friends become entangled in a conflict more dangerous than they ever anticipated.

PREREADING QUESTIONS

1. Why did the ancient Greeks and Romans believe in gods and goddesses? Did their beliefs encourage them to live better lives?
2. The Greeks told the story of their gods and goddesses in *The Iliad* by Homer. Later, the Romans used their own names and told stories of the gods in *The Aeneid*. Are you more familiar with the Roman names or the Greek names? Which do you prefer and why?

DISCUSSION QUESTIONS

1. Emily is miserable living in beautiful Olympus because her father isn't there. What has happened to him? What do you think are essential ingredients for human happiness, given that Emily is unhappy, yet she is safe and now has Olympian powers?
2. Cupid changes during the course of the novel. At first Joel and Paelen don't like Cupid. Why? How does Cupid change and what changes him? Other enemies in this novel become friends and helpers. Who are they? How does each switch from enemy to helper? Enter your ideas in a three-column chart with these headings:

Character	His/her characteristics at first	Events or people who change them

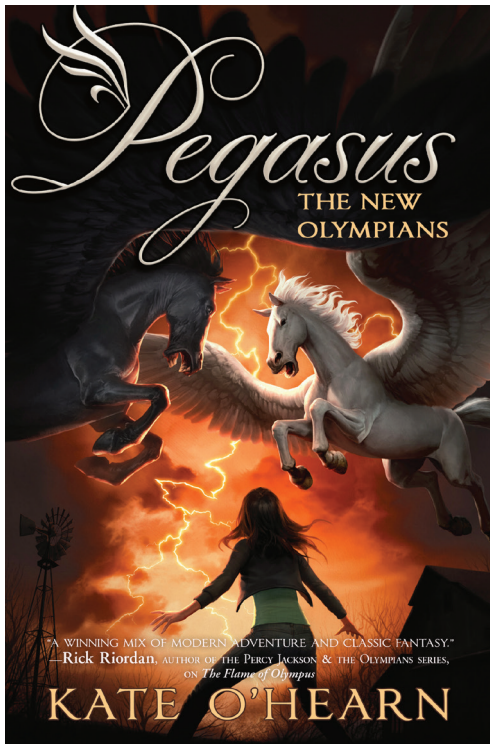


3. Emily is the Flame of Olympus. Explain what this means in your own words. Why is it difficult for her to be calm with the flame inside her? In what way is your own power—to speak, act, and make decisions—dangerous? Provide examples.
4. In order to help her control her powers, Vesta says to Emily, “Look into the flames. I want you to focus on what you intend to do.” Does focusing on a personal goal help you when you’re trying to accomplish something? Explain your answer.
5. Emily’s leg was injured in a previous battle with the Nirads, causing it to be lame. She can only walk with a brace. Why has she forgiven the Nirads for such a serious injury? Compare and contrast how her disability would affect her in our world and how her disability has affected her in the world of Olympus.
6. The Olympians and the humans first view the Nirads with fear and dread. How does their point of view change throughout the book, and why? Have you ever changed your view of a group of people or a person? Why did your perspective change?
7. How did the conflict between the Olympians and the Gorgons start? Was it just Perseus’s killing of Medusa that started the conflict? Why did Perseus kill Medusa in the first place? How did the Gorgons get the Nirads to help them wage war against the Olympians? Would anyone surrender to an enemy under the same threat?
8. The Gorgons tell Emily to kill Jupiter or they will kill her loved ones. Her loved ones, like her father and Joel, tell her not to kill Jupiter. Why? How does Emily resolve this dilemma? Is Emily the heroine of the battle or is the battle a collaborative effort?
9. Why does Jupiter remain so passive and motionless when he first comes to help? Is it because he is weak and in chains? How do you perceive his decision to be inactive? Explain by giving specific evidence from the book.

EXTENSION ACTIVITY

1. Find the story of “Cupid and Psyche” and read it. How does the Cupid of this story contrast with the Cupid in *Olympus at War*? Which do you prefer and why?





HC: 9781442444157

TP: 9781442444164

EB: 9781442444171



THE NEW OLYMPIANS

ABOUT THE BOOK

When Emily's father and the goddess Diana return from a visit to Earth, they bring with them disturbing news. There's a horse called Tornado Warning that's winning all the races, with times faster than anyone's ever seen. What could this mean? Emily, Joel, Paelen, Pegasus, and the sphinx Alexis return to Earth to investigate—and discover a CRU plot to clone Olympians and Nirads using DNA retrieved from their previous time in the human realm.

The CRU has already created dozens of Nirad warriors, Dianas, Paelens, Cupids, and Pegasuses. Now they want to create their own Emily clone—even if the original is killed in the process. Can Emily and her friends put a stop to the CRU's plans before Jupiter finds out and carries through on his own threat to destroy the Earth?

PREREADING QUESTIONS

1. What is a clone? To what extent have we cloned things in our current world? What are the positive uses of cloning? What are the dangers of cloning?

DISCUSSION QUESTIONS

1. Why does the novel begin with a soccer game in Olympus? What does the soccer game show about how Olympians play soccer that contrasts with our world? What else does the soccer game show about the Olympians and the humans in their midst?
2. Why would the CRU in the United States want to clone the olympians?
3. Why does Diana want to keep Emily, Paelen, and Joel's return to Earth and the possible cloning secret on Earth from her father, Jupiter? Do you think Jupiter would need to destroy the Earth if there are cloned Olympians there? Find specific evidence to support your opinion.
4. Agent T asks if the Roman/Greek myths are true. Alexis says that the Olympians have been studying people on Earth. She also says, "You were a savage people, always going to war. We found you fascinating but you were contaminating us with your violent ways, so Jupiter stopped all visits to your world." Do you agree with Alexis's view of people? Are the Olympians more or less violent? Support your opinion with evidence from the text.
5. Paelen describes Tornado Warning: "He is just a flying horse that cannot communicate and lives by confused emotion." What does Paelen mean by "confused emotion"? Why is Pegasus's clone, Tornado Warning, dangerous?
6. Many human characters—including Earl, Agent T, Frankie, and Joel—mix with the Olympians. Why does the author have humans mix in with Olympians like the Sphinx, Pegasus, Chrysoar, and the Nirads, Toban and Tirk? Do the humans help or hurt the Olympians and the Nirads?

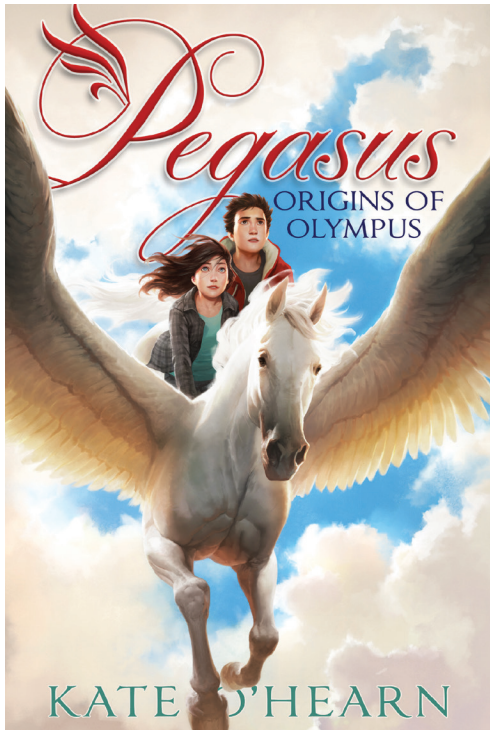


7. Why does Alexis say the clones are suffering? Do you agree with Jupiter's decision to take them all back to Olympus? What do you think will happen to them there?
8. What role does Frankie play in helping the Olympians? How do the Olympians help Frankie?
9. What kind of person is Emily? What mistakes does she make in *The New Olympians*? Describe some of her helpful decisions and actions throughout the novel. What parts of Emily are Olympian and what parts are human? And which part of her causes the most mistakes?
10. What happens to Agent T? Is there a point where you did not trust him? What did he do that might make us question his trustworthiness? Do you think he is happy about Jupiter's decision for him? Why or why not?

EXTENSION ACTIVITIES

1. What would happen to a Cyclops or centaur in New York City? Imagine a small scene in New York with an average New Yorker meeting up with a Cyclops and write a story about it.
2. Draw a picture or make a clay model of Alexis, the Sphinx. Which parts of her are appealing? Which parts of her are scary?
3. Alexis doesn't give the answer to her riddles, except when they are answered correctly. Can you answer her riddles that others had trouble answering?





HC: 9781442497153
TP: 9781442497160
EB: 9781442497177



ORIGINS OF OLYMPUS

ABOUT THE BOOK

A deadly plague has struck Olympus. While the Olympians fade one by one, Emily's heart breaks as she watches, particularly when Pegasus begins to slip away. Determined to save him, she embarks on an investigation that takes her back in time to the origins of Olympus and to the deadly battle between the Olympians and the Titans.

In the present, she must face the force of the CRU. In the past, she must confront Cronus, the father of the gods and leader of the Titans, who is intent on destroying his offspring. When Emily encounters the full power of the flame and a discovery that could change the face of history, will she make the right decisions? And in the race against time to save Pegasus, will Olympus find its true hero?

DISCUSSION QUESTIONS

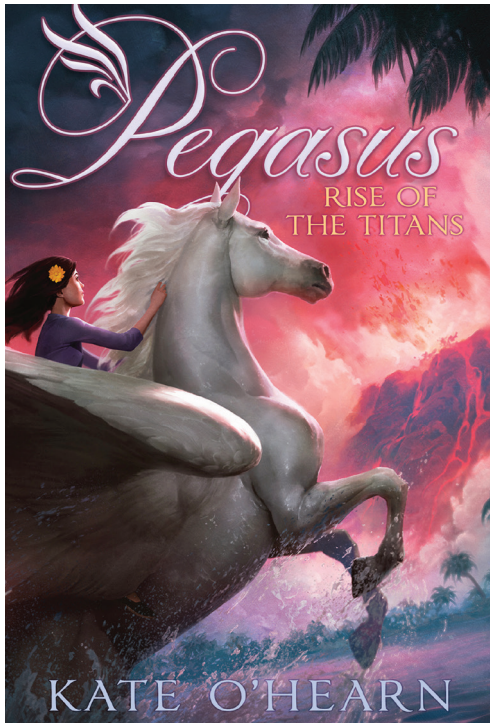
1. Why are the Olympians so happy to have found Xanadu? Why do Neptune, Pluto, and Jupiter create the Solar Stream path between Olympus and Xanadu?
2. The structure of this story involves multiple settings: Olympus, Xanadu, Greece, and Titus. Does it improve the story or confuse it to move from one setting to the next? Explain your answer.
3. Look at the rules for Xanadu that Emily has interpreted. Describe what kind of place Xanadu is, according to these rules. Do you like these rules? Why or why not? Have the Olympians, including Emily, followed these rules? Provide evidence.
4. Emily cries, "I am not a weapon. I am a person," yet Riza has to remind her to "let the hurt and pain go. Pull it back. Pull the power back." Even Joel has to remind her to stop destroying things. Why do you think Emily keeps using her powers as a weapon?
5. Is Emily's decision to time-travel a good solution or not? What inspired her decision to travel back in time?
6. Compare and contrast Riza and Emily. Do you have two parts of yourself that argue against each other? If so, what are they? Explain.
7. When Emily is imprisoned by Saturn/Cronus she keeps shooting flames to try to get out of the prison to find Joel. Riza tells her to stop, saying, "Emily, you are only fortifying the walls of your prison . . . Your emotions are your greatest enemy. Like your powers, your emotions feed the trap. Your fear for Joel strengthens the walls. Your suffering over Pegasus and Paelen secures the roof. Worries for the Olympians keep the locks solidly in place. The Titans do not need to do a thing to defeat you. You are defeating yourself." Can a person hurt himself because of his own emotions? What causes Emily to finally listen to Riza and try to find peace within herself?
8. When Emily is fighting the Titans, she realizes, "She was just like the Energy Void. The more they threw her, the stronger she became." How does she respond to this realization? Do you approve of her decision?
9. What is the cost of the time travel for Emily?



EXTENSION ACTIVITIES

1. Look up the Creation Myth from Greece. Cronus or Saturn was one of the Titan sons of Earth and Sky (Gaia and Uranus). According to the legend, why are the hundred-handed monsters and the Cyclops imprisoned in Tartarus? Who threw them down there? How did Prometheus end up in Tartarus? Draw a cartoon to answer these questions.
2. What do you imagine the Cyclops and the hundred-handed monsters look like? Make a drawing, or build a sculpture, to visualize these creatures.
3. Create a newspaper from Olympus with headlines and articles about some of the major stories from *Origins of Olympus*. For example, one article could be titled “Big Three Construct Solar Stream to Xanadu,” and another could be “Girl in a Wheelchair Saves Olympians.”





HC: 9781481447140

TP: 9781481447157

EB: 9781481447164



RISE OF THE TITANS

ABOUT THE BOOK

The ancient rivalry between the Olympians and the Titans has been rekindled. However, this time the Titans have a secret weapon—a weapon that rivals the Flame of Olympus. The balance of power is tipped in Saturn’s favor now that he has found his own Flame of Titus. Olympus is almost in his grasp! And just when the Olympians need Emily most, she finds her own grip on the flame weakening.

If Emily is going to save Olympus, she will have to save herself first. To do so, she and Pegasus must head to the Diamond Head volcano in Hawaii to track down the one thing that can rescue Olympus... But can they get there before the Titans or the CRU beat them to it?

DISCUSSION QUESTIONS

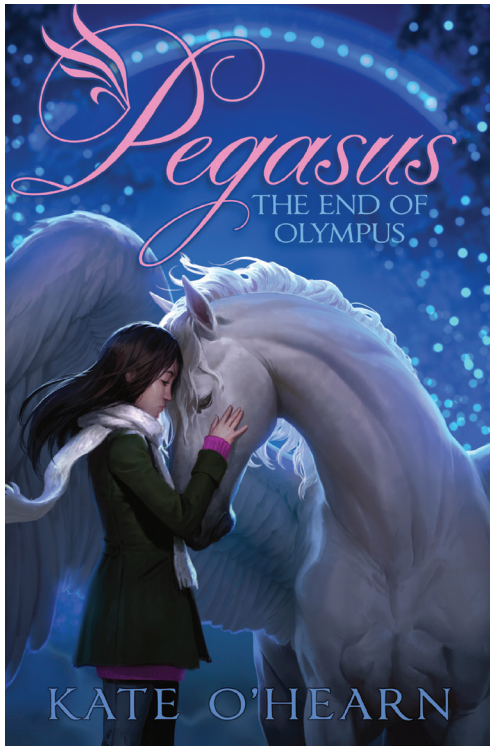
1. At the beginning of the novel, Pluto, Neptune, and Jupiter have no mercy for their father, Saturn. What has he done? How do you feel about their thirst for revenge?
2. Describe the night dwellers in Olympus. What are their powers? How do the night dwellers contribute to the origin of vampires? Why do they guard Tartarus?
3. Emily is so stressed that she’s “spinning uncontrolled in the tight confines of her mind,” when she and Riza help Tom transform into a Sphinx like his love, Alexis. Why is she so stressed? How does helping Tom and Alexis affect Emily and Riza?
4. How are Lorin and Phoebe connected to Emily and the Olympians? How did the flame enter Lorin?
5. Compare Saturn’s and Hyperion’s similarities and differences.
6. Is Lorin a good Titan or an evil one or is she, as Pegasus describes her, “a young, uncontrolled child”? Does she have a conscience? Consider the incident of the burning of the night dwellers when answering.
7. Lorin thinks that by destroying Emily for hurting her, Lorin will then feel complete. Does Lorin’s perspective change by the end of the novel? If so, how?
8. Throughout the novel, Emily changes her looks and her abilities. What characteristics remain constant in her personality, and what is Emily’s best quality?
9. In the conclusion, the author makes a plea to the readers to care for the Earth and its creatures. How does this novel show care for the various creatures of the Earth? Which character speaks for the dignity and respect of all living creatures, including the Olympians like Chiron and Pegasus? Explain.



EXTENSION ACTIVITIES

1. Draw or create a puppet show of the night dwellers' nighttime activities.
2. Create a map of Tartarus with all the Titans, including Saturn, Lorin, Phoebe, and Hyperion, in its various underground levels.





HC: 9781481447171
EB: 9781481447195



THE END OF OLYMPUS

ABOUT THE BOOK

After the events in Hawaii, Emily is contending with diminished powers, a new body, and the fact that she has to teach the Titan Lorin how to use her own powers. To make matters worse, Joel has been acting strangely toward her ever since she changed, and it's all become too much.

However, Emily has one last promise to fulfill, one she made a long time ago: to save Agent B from the secret government agency called the CRU. But when Emily, Pegasus, Joel, and Paelen arrive in London, they discover that Agent B has been captured by the CRU and the only way to free him is for Emily and Lorin to surrender.

As Emily and her friends delve deeper into the CRU's history, horrible discoveries are made—not only about the victims the powerful agency has been trapping and abusing for centuries, but about the very origins of the secret agency itself.

Origins that lead directly back to . . . Emily.

DISCUSSION QUESTIONS

1. The novel begins with Emily dealing with many changes. She says, “I know things can’t stay the same. But why do they have to change so much?” What kind of changes are happening in Emily’s life? What’s the hardest for Emily to handle, and why? Why does she go to Tom, the Phoenix, for advice?
2. Tom says, “Back on Earth, magazines and television were always pushing the idea that external beauty is all that matters.” Do you agree? Explain, using your own experiences to support your answer.
3. In *Rise of the Titans*, Emily travels back in time to save Olympus. There, she meets Agent B, who asks her to help him escape from the CRU if time is ever reset. Is Agent B’s request the only motivation for Emily to go to Earth in *The End of Olympus*? Why else does Emily want to return to Earth now?
4. Emily and Pegasus travel to Xanadu before going to Earth. Why? What support do they receive in Xanadu prior to their quest?
5. What is the goal of all Xans? How does this connect to what Riza is doing now? Why does Riza leave the ring to Emily?
6. Lorin is a Titan who has come to live on Olympus. How do you feel about Lorin during Chapters Five through Seven? Explain.
7. Why doesn’t Joel seem to like Emily anymore in Chapter Five? How is Joel persuaded to go to Charing Cross and the CRU facility to support Emily? Why don’t Paelen and Joel remember Stella and Agent B, while Vulcan does?
8. Arious Minor is a new character in this novel. How does he contribute to the efforts of the group? What does Earl contribute? Why does the author use so many different kinds of characters?



9. Emily feels responsible for the creation of the mutant Titans. In what way is she accountable? Do you think violence generally creates more violence?
10. Who developed the CRU? Why is this ironic?
11. Why do the mutant Titans feed off other creatures? How does Emily escape from being fed to the gelatinous Titans?
12. Do you agree with Emily's decision to help the Rheans, rather than return to battle the mutant Titans?
13. Does your opinion of Lorin change after she sacrifices herself?
14. How do the mutant Titan blobs try to break Vulcan, Joel, and Paelen psychologically? What might these mutant Titans symbolize?
15. The Titans arrive too late to save Olympus. What factors persuade Saturn to go help his sons? Why is it important that the Titans were finally persuaded to help the Olympians? How are the Olympians saved? Does the title, *The End of Olympus*, suggest what happens at the end of the novel?
16. An important theme in this novel is unity, or working together. When do unity and cooperation generate power in this novel? Can you think of examples in your life when working together has been more powerful than working alone?
17. Why does Emily choose to be Xan rather than Olympian in her final metamorphosis?

EXTENSION ACTIVITIES

1. Draw a picture of how you imagine the Shadow Titans to look. Or, instead, make a collage of the mutant Titans and the things they've ingested.
2. Create a Venn diagram comparing the characters from Titus, Earth, and Xanadu. You could also make a chart comparing the characteristics of beings from Titus, Earth, and Xanadu.
3. The Pegasus series ends as it began with Emily in her bedroom, waiting for her policeman father to return. Then she makes a major decision. What does she decide? Do you agree with her choice? Write a few paragraphs to explain your answer.
4. Design a flip book that demonstrates what has happened to the Rheans' planet. A flip book is a book with a series of pictures that vary slightly from one page to the next, so that when the pages are turned rapidly, the pictures appear to animate by simulating motion or some other change. What is a supernova? How do the Rheans try to save their planet? Try to include your answers to these questions in your flip book.
5. Tom says, "One little change in the past can have an impact in the future." Create a story, using inspiration from your own experiences, that demonstrates how one little change can impact the future.





Aladdin Books • Simon & Schuster Children's Publishing
1230 Avenue of the Americas, New York, NY 10020

TEACH.SimonandSchuster.net • Kids.SimonandSchuster.com

Guide for Book 1 written by Catharine Prodromou, a second-grade lead teacher at the Alta Vista School in San Francisco, CA. Guides for Books 2 – 6 written by Deborah Neely, a middle and high school English teacher in Providence, RI.

This guide has been provided by Simon & Schuster for classroom, library, and reading group use. It may be reproduced in its entirety or excerpted for these purposes.

