

A Curriculum Guide to

Five Kingdoms #5: *Time Jumpers*

By Brandon Mull

About the Book

Much as Cole would like to return home to Earth from the Five Kingdoms, he must first try to save the magical land from destruction. In addition to his own magical powers, he can now strengthen the powers of anyone he touches. Will that be enough to help Cole and his allies defeat the powerful and evil Ramarro? Travel the kingdoms with Cole; his newest ally, Violet, who can open portals to anywhere; and his faithful team of friends as they risk their lives again and again to save the world around them.

Discussion Questions

The discussion questions below particularly address the following English Language Arts Common Core State Standards: (RL.4-7.1, 2, 3) (RL.5-6.5)

1. How does the opening scene set the tone for the rest of the story? What does it reveal about Cole, his goals, and his allies? Talk specifically about how the author creates a sense of danger and suspense.
2. What are Cole's magical powers? How can he affect the powers of those around him? Give some examples of when he does it and what the results are. How does he refine his ability and how does he use it against Ramarro?
3. Using her gift, Destiny declares, "Going before Owandell will lead us to the paths we must walk." Explain her gift and why it is important to the book's plot. How does going before Owandell set the group on their paths? Ultimately what happens to Owandell, and why?
4. What was your initial impression of Violet? What was her first impression of Cole? What does he think of her? What changes their minds about each other?
5. Describe Violet's powers and how they prove important in Cole's mission to save the Five Kingdoms. How did she learn her skills? How does Cole's presence make a difference in Violet's ability to create wayports? Give specific examples.
6. Talk about Cole's encounter with the High King and what surprises Cole about it. Discuss the king's remark, "If you ever want to ensure your worst enemy never again enjoys a good night's rest, make him a king." How does this relate to the king's past? How does it relate to Cole's own sense of responsibility?

7. How do Cole and his friends find Lorenzo? Describe Lorenzo and his history. Why is he willing to help them, and how does he do so?
8. Lorenzo explains some of the laws of time travel to Cole and his friends, saying, “First, the past is fixed. You cannot go back in time and change the past.” Give an example of what Lorenzo is describing. What are other rules of time travel?
9. Explain what the Pilgrim Path is. How does one take it? What are the limitations? Who decides to take the Pilgrim Path in the novel and what happens to them?
10. Why is Violet so excited to meet Kendo? How is he important to Cole, his friends, and their mission? Describe their meetings with him in the past and in Miami. What does his behavior in Miami foreshadow about the book’s ending?
11. What kind of person is Elegance? What is her history? Where do Cole and his friends find her? Describe her husband, Brogan, and what their marriage has been like over the years. What is Brogan’s background and how does he help fight Ramarro?
12. What is the Perennial Serpent? Describe the encounters with the serpent and their consequences. How is the serpent connected to Elegance and her powers? What does Cole do to destroy the serpent?
13. One of the three talismans allows Cole to feel like he’s visiting the future, after which he can return to the time he started without having changed future events. How does Cole use this talisman? What does he learn in the future that becomes important in fighting Ramarro?
14. When they talk about the danger of taking on Ramarro, Jace makes a speech about courage and dying bravely, ending, “But whenever we die, go out bravely.” Discuss his speech and whether you agree with it. Explain why Cole says, “I needed to hear that.”
15. When Cole is reunited with Hunter, Dalton, and Jenna, Hunter argues for returning home right away, saying that the fight against Ramarro is a sinking ship. “If the ship will sink either way, we might as well get off.” Do you think Hunter makes a good argument? Explain Cole’s response and why he feels this way.
16. When Cole is in the vortex during his fight with Ramarro, he finally understands the sky castles: “The whole set had been a trap all along. A trap set in case the torivors got free.” Explain what he means, who planned the trap, and how it worked.
17. Does Cole make the right decision at the end to go home to Arizona? What are his reasons for leaving? What might have made him stay in the Five Kingdoms? What would you have done?
18. Discuss the final scene in Arizona when Mira shows up at the university and talks with Cole. What do you know about his life at this point in time? What does Mira tell him? Why doesn’t she tell him more about who she is? Discuss your response to the ending.

Extension Activities

Your Own Personal Wayport

Have students consider where they would go if they had Violet to take them through a wayport. They can choose somewhere real or magical. Have them each write a persuasive letter to Violet to convince her to help them, explaining what's so special about their destination. Have students meet in small groups and decide which letters are most convincing and why.

Cache Museum of Earth Items

Certain Wayminders transport merchandise from Earth that is preserved in big, hidden caches. Have students create a Cache Museum of Earth items, with each student choosing five items mentioned in the text such as the carousel, biplane, stagecoach, Chinese dragon, and so on. They should draw or download a picture for each item, and then write an exhibit label that describes the item and highlights why it was worth preserving. Dedicate a bulletin board to the Cache Museum.

Time Jumpers Book Trailer

Brandon Mull has a book trailer for the beginning of the Five Kingdoms series on the Five Kingdoms website (www.enterthefivekingdoms.com). Watch it with your students and then have them divide into pairs to create the script for a video book trailer for the final book; they should combine text, images, music, voice-over, and so on, like a trailer for a movie. Have students read through or act out the videos in front of the class and discuss what makes them effective. If you have access to computers and video programs, have students create the videos once their scripts have been approved.

Who *Are* These Kids?

Lorenzo, Kendo, the Host, Edna (the woman at the cache), and other adults who have never met Cole and his friends are surprised and impressed with them. Have students choose one of these adults and write a journal entry from that character's perspective describing their encounter with Cole and his friends. Students should describe their reactions as well as their interactions.

Ten Years Later

Have students choose one of the characters from the Five Kingdoms and imagine what they would be like in ten years. Students should write and perform a monologue from that character's point of view in which they talk about what they've done over the past decade, mentioning a few of the other characters as well.

Guide written by Kathleen Odean, a youth librarian for seventeen years who chaired the 2002 Newbery Award Committee. She now gives all-day workshops on new books for children and teens. She tweets at @kathleenodean.

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.