

# Classroom Resources



**ISBN:**  
9781460759103

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**PUBLICATION DATE:**  
February 2024

## Andromache Between Worlds

Gabriel Bergmoser

### BOOK SUMMARY

A page-turning, action-packed adventure that is perfect for fans of the Jane Doe series.

All fourteen-year-old Andromache Peters wants is a normal life. But normal is pretty near impossible when your parents were famous adventurers who saved the world and nobody will let you forget it.

On top of this, Andromache's father has been missing and presumed dead since she was only two, and her mother has retreated into grief ever since. So it's no surprise that the last thing Andromache needs is to be reminded of where she came from.

But when a mysterious stranger reveals that Andromache's father is not only still alive but trapped in a parallel world, Andromache is thrown into a daring journey across other universes to find and save the father she never knew.

A journey so strange and dangerous that it will forever transform Andromache's life to anything but normal.

### KEY LEARNING OUTCOMES

- AC9E5LE05
- AC9E5LE01
- AC9E6LY01
- AC9E6LA03

### THEMES

- Family
- Identity
- Choices
- Resilience

**Recommended Reading Ages:** 11+

**Resources Created For:** Upper Primary

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# Classroom Resources

## Before Reading

- Using the front cover only, discuss the following:
  - Does this book look like a story set in 'our time'?
  - What leads you to think this?
- Read the blurb, which says, 'All fourteen-year-old Andromache Peters wants is a normal life. But normal is pretty near impossible when your parents were famous adventurers who saved the world and nobody will let you forget it.' Explain what 'normal' may mean to Andromache.
  - Would this be similar or different to your own 'normal'?
- How would you say the name of the main character Andromache without looking it up or opening the novel?
  - Have you ever heard of this legendary name before?
  - Why might the author have chosen this name for their main character; what is he trying to tell us about this character?

## During Reading

Write brief chapter summaries as you read, keep them short and include only key plot/character development points.

- Include important quotes that reflect these key points.

### Beyond the text

- Consider the debate between Andromache and Rylee in Chapter 4 about whether science or history is more interesting:

'History is stuff that's already happened. It's boring and pointless. Now, science... That *matters*. Science is all about the new. All about finding out things nobody else has. Add one element to another, see what happens. Find ways to explore space or figure out how nature works. *That* is interesting. And more than interesting, it means something. And more than meaning something, it very often results in things blowing up.' p. 39

'I mean yeah, history has already happened. But we don't *know* what happened. Not really. We know what was left behind. We know the stories. But just because somebody wrote something down doesn't mean it was true. History is like... is like having half the pieces of a jigsaw puzzle. You can put them together up to a point, but without the lot you can't be sure where some pieces go, you know? You can search for more pieces, but you'll never find them all, so... so eventually, you have to start looking at what you *do* have and filling in the rest yourself based on what you think the whole picture is. And sometimes, what you figure out can help explain the world as it is now. How one thing led to another, led to another, led to here and now. And like, if you can understand how something got the way it did, you can see it in a whole new way. Without history, and without doing our best to *understand* history, how are we supposed to know what mistakes were made and how to avoid making them again?' p. 40

  - Who do you agree with and why?
  - What other points could you make for either/both sides?

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2. Lady Black tells Andromache 'History is written by the winners' (p. 145). What does she mean by this?
  - a) Which examples from the novel prove or disprove Lady Black's statement?
  - b) When we study or read about historical events, who has written these accounts? Are there any groups of people who we don't often hear from (e.g. women, children, people of colour)?

## Characters

1. What do each of the worlds teach Andromache about herself?
2. How do Andromache's relationships with her mother, Rylee and Tobias change over the course of the story?
  - a) What does she learn about her father?
3. Create a character web to show the connections between the primary and secondary characters.
  - a) For each connection, find a quote from the novel that the class/students think best characterises the nature of the relationship. For relationships that change a great deal over time, for example Andromache's relationship with Rylee, there may need to be more than one quote.
4. Discuss the concept of character traits using the four categories: feelings, actions, dialogue and thoughts.
  - a) As a class, work through a character profile for Andromache that includes basic information such as appearance, age and family, as well as her key character traits.
  - b) Include at least one quote to support the different observations on the profile.
  - c) As Andromache learns more about herself and her family over the course of the novel, it may be appropriate to include sections for the beginning, middle and end of the novel.
  - d) Divide the class up into small groups and allocate each another important character to create a character profile to share with the class.

## **After Reading**

1. The book is classified as action/adventure. What particular events/characters/themes/plot points do you expect from a book/film/game that is labelled as action/adventure?
  - a) How does *Andromache Between Worlds* meet or challenge these expectations?
2. Create your own short story inspired by the novel. You may like to place Andromache (with or without other characters from the book) back in a world she has already visited or invent a new one for her to explore. Just be sure to keep the elements of the story true to what the author intended for the characters and world/time you choose.
3. Alternative ending: Andromache decides that Rylee and Tobias are right and that travelling between worlds again would be a good idea. Choose one activity:
  - a) Write the speech she gives to convince Rylee and Tobias to return to a world she has already visited.
  - b) Write the speech explaining to them which universe she would most like to visit next and why Rylee and Tobias should accompany her.

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4. Think of some of the universes encountered in this book: a world where Pharaohs are not just relegated to Ancient Egypt; a world where dinosaurs never became extinct and have to share the planet with humans; one where people have built up into the sky and travel via orbs in tubes. Create your own 'new universe' that incorporates something that has died out or something that is predicted for the future.
  - a) Write a brief outline of the universe you have created.
  - b) What are the benefits and problems for humans in your universe?
  - c) Share the outline of your universe with at least one other member of the class. Can they see any other benefits and problems for humans in your universe?
  - d) Write the story of a day in the life of someone who lives in your world. This could be in the form of a short story, picture book, or graphic novel.

## About the Author

Gabriel Bergmoser is an award-winning Melbourne-based author and playwright. He won the prestigious Sir Peter Ustinov Television Scriptwriting Award in 2015, and was nominated for the 2017 Kenneth Branagh Award for New Drama Writing. His first young adult novel, *Boone Shepard*, was shortlisted for the Readings Young Adult Prize, and his second YA book, *The True Colour of a Little White Lie*, was published in 2021. *Andromache Between Worlds* is Gabriel's first middle-grade book.

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