

TIME TRAVELER'S GUIDE TO THE EDGE





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A Book Discussion Guide

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Guide for Edge of Yesterday

How to use this guide

Edge of Yesterday readily lends itself to interdisciplinary study, weaving story, science, history and even a little language, together. In this guide, you will find reading comprehension questions, vocabulary, activities and prompts to encourage your students to think about philosophical questions as well.

The guide is divided into sections, and within those sections, into chapters. For each chapter in the guide, there is a list of vocabulary words. In some cases, those are the words that are defined in the text. In others, they are words that the students should try to use context clues and their dictionaries to define.

Each chapter has a selection of study guide/reading comprehension questions, designed to address basic comprehension skills as well as deeper skills, such as inference.

Each chapter also includes additional activities, which may be focused on discussions, research or other activities. These activities are often multidisciplinary.

Finally, there is a section of activities and questions for discussion for after the student has finished the novel.

About the Novel: Edge of Yesterday

What if a runaway science fair scheme and your phone suddenly gave you the power to bend time?

When science-smart Charley Morton decides to build Leonardo da Vinci's strangely futuristic time machine designs for the middle school science fair, her secret plan is to take it for a spin. Dream: to meet her Renaissance hero. But the past proves a treacherous place for girls with brains and a smart device from a future that da Vinci, himself, can't wait to see.

About the Author

Robin Stevens Payes is a social marketing consultant and science writer specializing in reaching—and decoding—“teen brains.” She dove head first into parenting teens when her own three kids were trying their wings and testing their limits. Robin leads a teen writing group and consults with teen readers on creating new apps, games and story lines.

How to Engage with the EOY Media Web-Learning Platform

This interactive learning platform is designed to encourage young teen engagement. It grows out of the book and story *Edge of Yesterday*, but one does not have to read the book to get involved. As part of a transmedia storytelling project, www.edgeofyesterday.com tells the story for the web.

The web site features two ways into this new world of learning: one for teens, and one for parents and educators. These will eventually branch into separate ways to experience learning through story, as the site develops.

For now, the [teen portal](#) is an invitation to teens to participate in a “Teen Story Club”—with games, puzzles and ways to get involved through social media and creative contributions to the site. Charley Morton, protagonist of the story, is a musician; music is a centerpiece, in addition to the art, history, science and technology engagement that comes from a time travel adventure with inventor, innovator and artist Leonardo da Vinci. The teen portal also includes an original song, “Leo,” in what will eventually turn into an EP.

The [parent/educator portal](#) offers a study guide for the first book in the Edge of Yesterday series, an FAQ and a series of articles providing a framework for understanding and implementation of topics and tools in response to feedback from science teachers looking for ways to use the site in class lessons.

This section also features a Word of the Week (WoW) vocabulary expander—words that grow out of the book and web engagement, including meaning, origins and usage. The books and study guide provide extensive vocabulary tools as well.

WoW will be featured, along with the Dear Charley advice column (see below) and [EOY Media news and events](#), in a weekly newsletter for subscribers.

Each section of the home page then provides a gateway to deeper engagement within the site:

- [Start the Journey to the Edge of Yesterday](#) – Read the first chapter of the first book in the series, *Edge of Yesterday*, and get involved (links to Teens section). The Read My Story landing page also features an interactive map of Charley’s adventures, with supplemental lessons, resources and materials to dig deeper online.

- [Discover New Worlds](#) – Dive in to an interactive digital timeline that tracks Leonardo’s innovations, ideas and musings from origins to invention and allows for deeper learning. Want to find out the history of flight? Leonardo’s Codex on the Flight of Birds and his flying machine designs become the starting point, and stops along the way take one through the Wright brothers’ first successful flights and military uses for flight. There are opportunities to explore this independently or in an automated walk-through of the history.
- [Learning Like Leonardo \(L3\)](#) – Find out how art and math, science and engineering, language and technology combine to make our experience of reality richer. Learning IRL (in real life!) is fluent, cross-disciplinary and requires curiosity, focus, persistence, humor and imagination. L3 takes a transdisciplinary approach to intrinsic learning with offbeat, young teen-friendly stories that take a fresh look at subjects that would fascinate the modern-day da Vinci. There is a visual key to each article that designates a framework using symbolic systems for transdisciplinary learning combining imagination, curiosity, fluency, originality, literacy, STEM and STEAM.
- [Superheroes from Yesterday to Tomorrow or, Heroes of History \(HoH\)](#) – What superheroes would you journey to the edge of yesterday to meet? What could they teach you? Or would you end up teaching them? Charley interviews her superheroes of yesterday, today and tomorrow, from Leonardo to Einstein, from 18th-century French physicist, mathematician, dualist and mom Emilie du Chatelet paving the path to Einstein’s $E=MC^2$, to modern-day innovators like filmmaker Tiffany Shlain and SpaceX HyperLoop Pod competition student team leader and physicist Erich Robinson Tillenburg with their Prometheus design. Each of these role models demonstrates important qualities of innovation, leadership and invention, like reflection, perseverance, curiosity and resilience.
- [Dream Your Own Adventure \(DYOA\)](#) – Visitors to the site share in the dreams and passions of their peers. DYOA is the place for videos, stories and inspiration from teens themselves. It starts with the question: If you could do anything and knew you couldn’t fail, what is your dream and how far would you go to reach it?
- [Make the Story Yours \(MSY\)](#) – Everyone has a story to tell—whether it’s in words, design, music, makers projects, apps, video or photography. With the explosion in selfie-media, kids are sharing their expressions on social media with friends, and have the opportunity to expand that sharing on a curated web site that encourages creativity, curiosity and engagement. MSY sharing will come through partnerships with organizations that already engage young people in STEM and STEAM learning, from Girls Who Code to the American Association of University Women, from Boys and Girls Clubs to the Maryland Writers Association Teen clubs.

- [Dear Charley](#) - as a teen explorer pushing the boundaries of time and space, Charley's in a unique position to offer timeless advice about growing up in an age of change—now—and then. Because we know that adolescence can be confusing, and Charley has a bit of wisdom that can come from seeing multiple perspectives, teens are invited to send in letters for advice about friends, school, parents, the pressures of growing up and how to stay true to yourself.

Chapter One

Vocabulary List

Throng

Cinders

Rivulet

Codex

Myriad

Curator

Cryptic

Palimpsest

Meticulously

Wistfully

Ergo

Hypothetically

Reading Comprehension Questions

1. Why does the narrator say that they call the National Mall the “nation’s front yard”?
2. How old is the narrator?
3. What does she mean when she calls Billy a “fossil”?
4. Why is exploring the National Mall like walking in the nation’s footsteps?
5. What does she dream of doing?
6. According to the narrator, what might Leonardo da Vinci use as a substitute for his codex?
7. What does she dislike about her education?
8. What do you learn about da Vinci’s education in this chapter?

9. How does your knowledge of his education make his accomplishments even more impressive?
10. What is in da Vinci's codex on display at the Smithsonian?
11. What details throughout the chapter connect her to the present?

Further Activities and Discussion Questions

Before reading:

1. Research the following: the National Mall, the Beltway, the War of 1812.
2. Research the following historical figures: Newton, Copernicus, Darwin, Elizabeth Blackwell, Marie Curie. What did each of them contribute to science?

After reading:

1. If you were able to go anywhere in time or space, where would you go?
2. Create your own codex. Why did you include the things you included?
3. Research weather balloons. How are they made? How do they work?



Chapter Two

Vocabulary List

Opaquely

Parchment

Atelier

Waver

Fixation

Folio

Memento

Reading Comprehension Questions

1. What is Billy's mother's job?
2. Why do you think Charley capitalizes "Pretty Big Deal"?
3. What can you infer about Billy's feelings for Charley? What details show that?
4. What are some of the details that Charley imagines as she looks out the window to see what da Vinci sees?
5. What has Charley been doing the whole time she imagines da Vinci?
6. When Charley reaches down to retrieve what she thinks is her Susan B. Anthony dollar, what does she find?

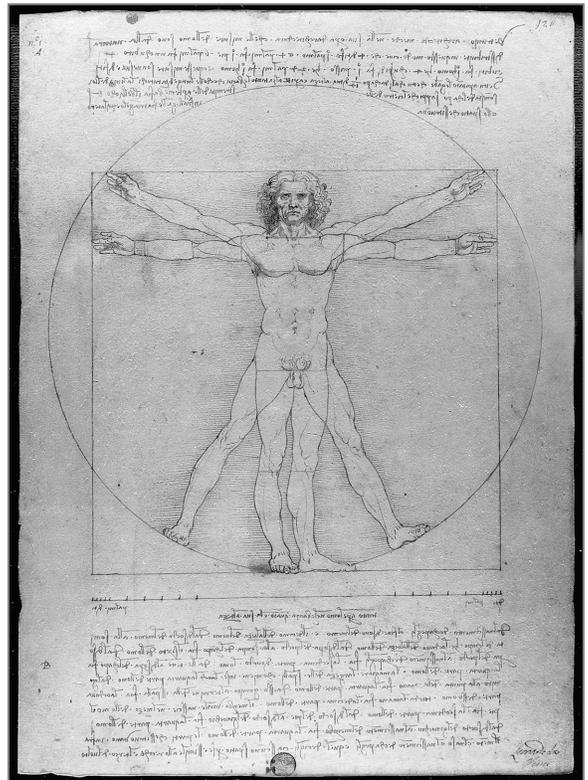
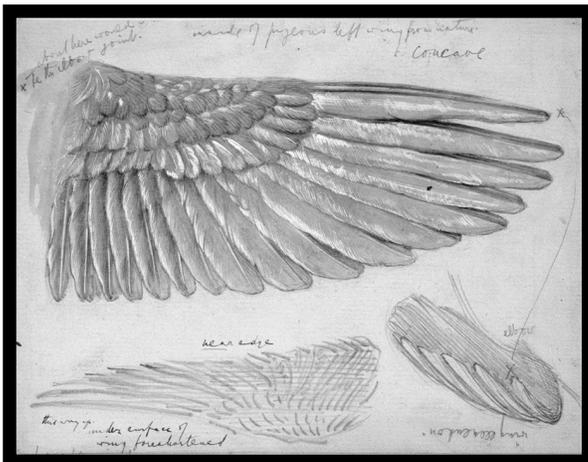
Further Activities and Discussion Questions

Before reading:

1. Research how birds ride thermals.
2. Research the materials da Vinci would have used to create parchment.
3. Research the Vitruvian man. What was da Vinci's intent in its creation?
4. Research compasses from da Vinci's time. How do they differ from the ones we use today?

After reading:

1. For art: Study Leonardo's sketches mentioned in this chapter.
2. For art: Try to create a sketch of a bird riding a thermal.



Chapter Three

Vocabulary List

Foisted

Inexplicably

Off Kilter

Beatific

Scrum

Unilaterally

Lingua Franca

Reading Comprehension Questions

1. What does Charley get to do while her mother is away?
2. What is Beth upset about when she boards the bus?
3. Who is Lex?
4. What does the Lex List seem to be?
5. How does Charley seem to feel about Lex?
6. How does Billy react to Lex? Why do you think he reacts that way?
7. What is Charley inspired to do with regards to time?

Further Activities and Discussion Questions

Before reading:

1. Research neutrinos, positrons, and the Higgs Boson particle.
2. Research theories of time.

After reading:

1. What details so far in the book make Charley seem like a normal teenage girl?
2. Charley says she is more of a Renaissance girl. What does that mean? Does that term fit you?
3. Charley raises the questions of who are we and why are we here. How would you answer those questions?

Chapter Four

Vocabulary List

Imposing

Irony

Anteroom

Encryption

Flourish

Assuage

Trajectory

Vortex

Augment

Enigmatic

Reading Comprehension Questions

1. How does Charley dress for her visit to the office and why?
2. Why does Charley think her father is a “poobah”?
3. What does Charley note about the office?
4. What does Charley decide to do while her father is in the meeting?
5. According to Charley, what might be the reason that *Operation Firenze* flashes on the screen?
6. What is the funny thing she then sees happen on the screen?
7. Who emerges from the anteroom and what does he say his name means?
8. What does he give Charley?
9. What does he call Charley?
10. What does he say he deals in?

11. What is the Qualia Rosetta?

12. How does the view of earth change as Charley autozooms to the street view of Florence for the second time?

Further Activities and Discussion Questions

Before reading:

1. Research abacuses.
2. Research climate change, focusing specifically on steps we can take to ameliorate the problem. Propose changes for Charley's father's office.
3. Create a maquette.
4. Interview an adult about some of the old technology from when he or she was younger. Write an argument in support of some of the older technology.

After reading:

1. Predict what will happen to Charley now. Provide reasons for your conclusions.

Chapter Five

Vocabulary List

Trompe l'oeil

Cryptic

Telepathic

Apprenticeship

Nonchalant

Reading Comprehension Questions

1. Where does Kairos say he is from?
2. Once she puts on the earphones, what does Charley hear?
3. What then does she hear in her mind?
4. How does Kairos' invention work?
5. When she shakes Kairos' hand, what does she feel?
6. After she hears voices coming down the hall, what does she notice about Kairos?
7. What dilemma does Charley face when her father says he wants to hear about her morning?
8. What, according to Charley, is like a clue in a treasure hunt?
9. What food does Charley want to eat for lunch? Is her father surprised?

Further Activities and Discussion Questions

During and after reading:

1. Kairos invents a device that will allow him to read minds. Is this a good idea? What are some of the pros and cons of this sort of invention?
2. Should we limit scientific advances? Why or why not? If we choose to limit them, what limitations should we create?
3. Reread the diary entry at the end of chapter 5. Based on what she writes in the entry, what do you think will happen next?

Chapter Six

Vocabulary List

Motley

Concur

Garish

Morphing

Irradiated

Chagrined

Reading Comprehension Questions

1. What does Charley compare Lex to?
2. What is Beth wearing?
3. What is Charley wearing? What are the colors of her outfit?
4. What is Billy wearing? What does it reveal about his personality?
5. What game has Billy created?
6. What is Lex's science fair project?
7. How does Charley feel about it?
8. What does Lex say in Italian? How does Charley react? What does her reaction reveal?
9. What does Charley reveal to Billy at the end of the chapter?

Further Activities and Discussion Questions

During and after reading:

1. How do you think that Billy's game works? Can you recreate his game?
2. If you were to create a game, whether it was a board game or a video game, what would be the foundation of the game? What would the rules be?

Chapter Seven

Vocabulary List

Defection
Dissipate
Ostensibly
Plunder
Garret
Sanctuary
Innards
Ruminate
Bombardiers
Filching
Provenance
Permeability

Reading Comprehension Questions

1. What does Charley mean when she is talking about her violin singing?
2. What does Charley enjoy practicing in the garret?
3. Where, other than the attic, is Charley going to look for materials to make the time machine?
4. What are the things Charley finds in her father's workshop?
5. What do you think the secure computer servers are for?
6. What does Charley see on the surface of Kairos' present?
7. When Billy comes over to Charley's house, what is his excuse for his behavior regarding the project?
8. Who shows up at the end of the chapter and how does Billy react?

Further Activities and Discussion Questions

Before and during reading:

1. Research the Sears House, looking specifically for images. Research additional architectural styles. Which ones do you like best and why? Design your dream house.
2. If you could make a robotic arm, what would you want it to be able to do?
3. Research the multiverse. Do you think that it's a possibility?
4. What surprise would you like to find in your garret or attic?
5. Research the continental drift and seismic activity. What effect do they have on land locations?
6. Research solar panel construction.

After reading:

1. Research the time travel paradox. Propose a solution to the paradox. Describe how it might affect Charley's adventure.
2. They talk about the golden ratio and beauty. Using the information in the book as well as outside research if necessary, decide whether the golden ratio is necessary for someone or something to be beautiful. For further discussion, try to explain how we determine whether something is beautiful or not.
3. What is the multiverse? If such a thing exists, what do you think some of those other universes would look like?

Chapter Eight

Vocabulary List

Reiterate

Speculation

Gesticulate

Positron

Claustrophobic

Ask rhetorically

Muses

Terra firma

Reading Comprehension Questions

1. How does Charley stall to keep Lex from going into the garage?
2. What does Lex try to use to open the garage? How does Charley react?
3. Why do you think Billy hits Lex's arm?
4. Why is Charley not concerned about Lex stealing their project?
5. What does Charley mean when she mentions Lex is trying something on her?
6. What are the two things Lex wants to talk to Charley about?
7. What does Lex say he likes about Charley?
8. What is Charley planning to take when she time travels?
9. What does Lex seem to want Charley to use the time machine for?
8. What does Lex do to Charley and what seems to happen after that?

Further Activities and Discussion Questions

Before and during reading:

1. Research Einstein's predictions about light speed.
2. Research the functions of the various hormones in the body, including the two Charley mentions, oxytocin and adrenaline.
3. Think of times when you felt excited, or nervous. Can you remember any physical, mental or emotional changes from those times? Discuss.

After reading:

1. Charley has planned to take several things with her when she time travels. What would you take and why?
2. Draw Kairos' Translator as Charley has decorated it. Describe how you would decorate it.

Chapter Nine

Vocabulary List

Synopsis

Acrid

Befuddled

Reading Comprehension Questions

1. What does Charley mean when she says “Charley has left the building”?
2. How does she feel after the gravitational pressure eases?
3. What does she seem to hear before the movement stops?
4. Why can she only open one eye?
5. What hurts?
6. What does she smell?
7. When she looks around, what does she see?
8. What does she think might have happened?
9. What does she assume led to time travel?

Further Activities and Discussion Questions

Before and during reading:

1. Research a cyclotron. What does it look like? What is its purpose?
2. Listen to music by Rachmaninoff. How do you react to it? What is your favorite music and why? What sort of reaction does it cause?

After reading:

1. Charley talks about hearing the music that is her composition, "[Leo.](#)" What do you think it sounds like? If you have musical talent, compose it as you think she would.
2. Predictive reading exercise: Where is Charley? What is happening around her? Who is running toward her? How do you know?

Chapter Ten

Vocabulary List

Grim
Patron
Gist
Luminous

Reading Comprehension Questions

1. What does Charley see at the beginning of the chapter?
2. When Charley says that the *Mona Lisa* has elements of a self-portrait, what is she referring to?
3. What is Leonardo da Vinci confused about with regard to Charley? Why?
4. What was Leonardo da Vinci doing when Charley arrived?
5. At the end of the chapter, what concern does Charley express?

Further Activities and Discussion Questions

Before and during reading:

1. Look up the *Mona Lisa*. What do you think about the painting and why? What are some of the mysteries surrounding the painting? Why do you think it is so famous?

After reading:

1. The author uses a lot of Italian words in this chapter. Despite this, it is easy to comprehend. How does she make it easy to read this foreign language?

Chapter Eleven

Vocabulary List

Kindred

Sustenance

Extract

Nocturnal

Trajectory

Apothecary

Voluptuous

Demurely

Reading Comprehension Questions

1. Where is da Vinci's studio located?
2. Who shows up on a horse?
3. Why does he call her "the girl from the machine"?
4. What strange thing happens to Charley's tablet screen?
5. What does Kairos say will ensure Charley's safety?
6. Which people could pose danger to Charley and why?

Further Activities and Discussion Questions

Before and during reading:

1. Charley has found herself in Florence in 1492. Research the major political events of this time, specifically paying attention to the role of da Vinci's patron, Lorenzo di Medici.
2. Kairos mentions that there are men of God who seek to stop the spread of knowledge. Research the role that the church played in Italy during that time.
3. What parallels do you see about the conflict between faith and science today?
4. Research the clothes that they wore during the time period.

Chapter Twelve

Vocabulary List

Smarmy

Melee

Sentinel

Wizened

Skeleton keys

Ruefully

Reading Comprehension Questions

1. What does Charley see as she approaches the bridge?
2. What details make these two seem threatening?
3. How does Charley react when Antonio grabs her arm?
4. What does his friend do and how does Charley react?
5. What does Antonio have hidden? How does Charley react when she sees it?
6. How does Charley feel in the band of gypsies and why do you think she feels that way?
7. Charley slips and calls herself Kairos's American cousin. Why does she need to correct that statement?
8. Why does Signora Vincenzo give her a strange look when she mentions Kairos?
9. What does she ask Charley to pay for?
10. Why does Charley panic?
11. How does Signora Vincenzo react to Charley's hair?
12. Why does Signora Vincenzo look confused when Charley explains how she got there?

Further Activities and Discussion Questions

Before and during reading:

1. Research the money that they used in Florence during this time.
2. If you time traveled to a place where they did not use your currency, how would you survive?

After reading:

1. One of the things that Charley is amazed by is the abundant stars in the sky. This is not because our skies have changed, but because of light pollution. What is light pollution? Propose solutions to this problem.
2. Charley talks about organizing an Arno River cleanup. Do you think that air and water quality were better then, or now? Why?

Vocabulary			
Word	Meaning in Context	Dictionary Definition	Your Sentence

After Reading Discussion and Activities

1. We often identify da Vinci by his contributions to art, but he also made significant contributions to science.
 - a. How do we define art? How do we define science?
 - b. Is one more important than the other?
 - c. Can art and science intersect? If so, how?
2. Let's look at artistic and scientific processes.
 - a. Imagine that you want to create a work of art. What is the process that you must go through?
 - b. Now, imagine that you want to explore a scientific problem. What is the process that you must go through?
 - c. How are they the same? How are they different.
3. Define renaissance. What makes something a renaissance? How was da Vinci's time period a renaissance? Consider aspects such as commerce, the concept of classical learning, art, etc.
4. What are some of the qualities a person must have to be truly innovative, as da Vinci was?
5. Does Charley have these qualities?
6. We often take our concept of time for granted. Research some other concepts of time. How would it feel to live in a time or place where time isn't measured the same way that we measure it?
7. Clocks as we know them didn't exist in da Vinci's time. Keeping in mind the lack of electricity, invent a "clock" to measure time at night.
8. We have a definite understanding of what Italian food is. Research food during da Vinci's life. If you are adventurous, try to make a recipe from that time.

Post-Novel Activities and Discussion Questions

1. What qualities does Charley have that make her able to survive in this foreign place?
2. Does Charley have the ability to change the future? Why or why not?
3. There are suggestions in the novel that people during this time thought ideas were dangerous. Why can ideas be dangerous? Are there any ideas that we consider dangerous today? Why?
4. Their medicine during this time was quite different from what we use today. Research their medicinal cures. Are there any we still use today?
5. If you were transported to a very different time and place, how would you deal with some of the basic problems you would encounter, such as food, money, housing, and medicine?
6. Research the architecture of Florence during this time period. What similarities and differences exist between the buildings of that era and those of today? Which do you find more attractive and why?
7. Research photos of present-day Florence. How do you think the city has changed since da Vinci's time?
8. If you were to time travel, where would you go and why? What do you think you would need to find out before you left? What else would you need to do to prepare?
9. Time travel poses the problem that the traveler could change history, possibly in a detrimental way. Do you think that you have a responsibility to not mess with history? Why or why not? What would be the potential consequences? What would you do to make sure that you do not change history?
10. Potential supplemental reading/viewing: [A Wrinkle in Time](#) by L'Engle or selections from *Dr. Who*. Activity: compare and contrast the works.

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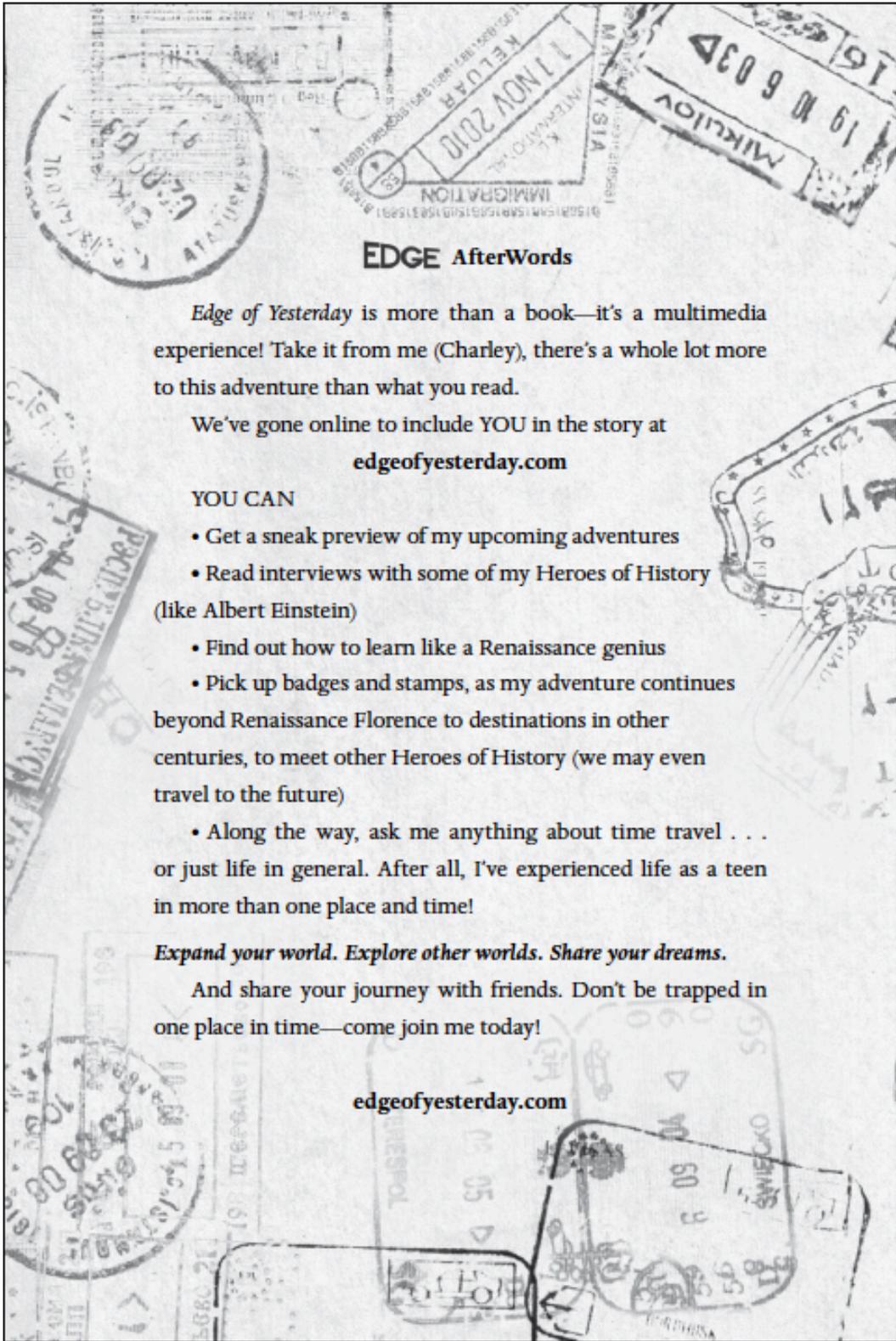
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