

Boy meets ghost in a tale
of unlikely friendship!

NATE YU'S BLAST FROM THE PAST

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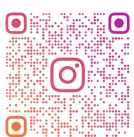
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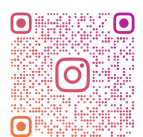
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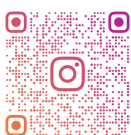
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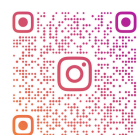
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Highlighting a much under-represented human perspective of the First World War, this children's chapter book is perfect for tying in with KS2 & KS3 topics.

The book focusses on a boy, Nate, and his experiences after moving home. It covers some important topics such as ramifications of transracial adoption and connections to our heritage. Alongside these important narratives, this is a fantastic book for supporting History and Science topics in KS2 & KS3. The following guide draws on many of these links, which are further explored in this guide whilst concurrently supporting children to embrace a love of reading.



Word of the Chapter - For each chapter there is a word of interest selected from the text. These can be used in a variety of ways -

- Discussion of the word meanings.
- Prompts for looking up in dictionaries independently.
- As writing prompts to embed with the correct context within sentences.

Discussion Prompt - Each chapter also features a question to discuss. They range from discussing the characters and predictions for the book to reflecting on the situations presented. Many of these questions are specifically worded to tie in with the KS2 & KS3 National Curriculum.

Activity Ideas - There are a selection of activity ideas that link in with the text. They're numbered by the page that they tie in with and can be found below the chapter breakdown. There's a mix of STEM prompts, history linked activities and more - again, all linking in with the National Curriculum.



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CHAPTER BREAKDOWN

Chapter 1

- **Word** - metamorphosis
- **Discussion Prompt** - The opening chapter features Nate's desire to be an ant. What animal would you want to be and why?

Chapter 2

- **Word** - intimidating
- **Discussion Prompt** - What do you think of the way the children in the class communicate with each other?

Chapter 3

- **Word** - heritage
- **Discussion Prompt** - How do you think connection to our culture and heritage can help form our identity as a person?

Chapter 4

- **Word** - reconciliation
- **Discussion Prompt** - How do Nate and Missy's connections to their heritage differ - how do you think Nate feels about this?

Chapter 5

- **Word** - humiliation
- **Discussion Prompt** - Why do you think Nate is struggling with his identity?

Chapter 6

- **Word** - appropriation
- **Discussion Prompt** - On page 51 Missy says "It's always from the perspective of the victor and some histories are just left out.", in relation to learning about history. How do you think the way history is presented can impact upon our thoughts and beliefs?

Chapter 7

- **Word** - cryptically
- **Discussion Prompt** - Do you think it was right for Nate and Ryan to take and try on the gas mask?

Chapter 8

- **Word** - majestic
- **Discussion Prompt** - On page 77 Nate uses the following simile to describe his feelings, "Thoughts whirled in my mind like a cyclone". How do you think this use of figurative speech adds to the scene?

Chapter 9

- **Word** - mandibles
- **Discussion Prompt** - What does belonging feel like?

Chapter 10

- **Word** - earnestly
- **Discussion Prompt** - Had you heard of the Chinese Labour Corps (CLC) before reading this book? If not, why do you think this is?



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Chapter 11

- **Word** - inconspicuous
- **Discussion Prompt** - Do you think Nate Yu made the right decision regarding Jirou?

Chapter 12

- **Word** - confide
- **Discussion Prompt** - How has the author written the character of Nate to have complexity?

Chapter 13

- **Word** - auspicious
- **Discussion Prompt** - On page 110 Ryan asks "Are you being DEADLY serious?". What did this use of hyperbole add to the text?

Chapter 14

- **Word** - sabotaging
- **Discussion Prompt** - In this chapter Nate suggests that Missy is tough, but she disagrees. How would you describe Missy's character?

Chapter 15

- **Word** - surreal
- **Discussion Prompt** - How do you think Nate feels after Jirou's revelation that he suspects the two are related? What inferences in the text led you to this answer?

Chapter 16

- **Word** - flanking
- **Discussion Prompt** - How do you think Nate will prove to Missy that Jirou is real?

Chapter 17

- **Word** - succulent
- **Discussion Prompt** - What do you predict Jirou will reveal in the interview?

Chapter 18

- **Word** - reconciliation
- **Discussion Prompt** - The author is slowly giving us more information about Nate and his experiences. How does this help to retain interest in the storyline?

Chapter 19

- **Word** - amnesty
- **Discussion Prompt** - The text infers that Ryan is dyslexic. How do his friends support and accommodate him with this?

Chapter 20

- **Word** - audacity
- **Discussion Prompt** - Is there anything about this book so far that reminds you of another book you have read?



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Chapter 21

- **Word** - pillage
- **Discussion Prompt** - Why do you think Nate was disappointed not to be related to Jirou?

Chapter 22

- **Word** - deported
- **Discussion Prompt** - On page 196 Nate says, "No one is all good or all bad." What do you think of this assessment?

Chapter 23

- **Word** - replica
- **Discussion Prompt** - Why do you think Jirou reacted with such fear to the war re-enactment?

Chapter 24

- **Word** - jubilantly
- **Discussion Prompt** - How do you feel Officer Malcolm Stott used his position of power and privilege during the war?

Chapter 25

- **Word** - nepotism
- **Discussion Prompt** - How do you feel to have learnt about another perspective of the First World War?

Chapter 26

- **Word** - murmuration
- **Discussion Prompt** - Did you pick up on any inferences in the text hinting at the conclusion to the story?

Chapter 27

- **Word** - eternal
- **Discussion Prompt** - What is the most important thing that you learnt reading this book?



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WIDER CURRICULUM ACTIVITY IDEAS

Page 6 - Science Activity



Nate has a strong interest in ants. Create a poster that educates about the life cycle of an ant through its four stages - egg, larva, pupa, adult - and how this differs from the life cycles of mammals/birds/amphibians. In settings where it is possible, this can be extended by observing their adult stage in the natural environment.

Page 42 - Writing Prompt



Imperial Arch in Liverpool was erected in 2000 as a gift from the city of Shanghai. Considering your audience, create an informational leaflet about the arch. You may wish to note its construction, size and why it was gifted to Liverpool.

Page 59 - History Prompt



Nate and his friends are given a history project to research a historical artefact. Conduct your own research into a historical artefact. This would work well tied in with a trip to a local history museum. However if this is not possible you may be able to use a 'Borrow Box' that some museums lend out to educators or use artefacts that connect with the children's family/community.

Page 63 - Writing Prompt



Create a diary entry from the perspective of a person during the First World War, considering how it might have felt for them. Some examples are -

- A Nurse in a Field Hospital.
- A Chinese Labour Corps Soldier leaving home.
- A Soldier in a Trench.





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Page 120 - Writing Prompt



Many of the meals of Lunar New Year have deep cultural significance. Design your own menu for the occasion. In settings where it is possible, you may wish to make/try some of these foods too.

Page 132 - Geography Challenge



The story is set in Liverpool. Identify the city on a map and the River Mersey that flows through. You may want to extend this with learning about the historical and modern roles the river has played in agriculture, industry and transport.

Page 186 - STEM Challenge



Design a new ant enclosure that meets the requirements of the animals for survival.



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CURRICULUM LINKS - KS2 & KS3

Included in this list are both links that are found directly within the book and ideas that have been extended upon within this guide.

- **English**

- Spoken Language
- Reading Comprehension - recommending books, meaning of words in context, drawing inferences, predictions, figurative language, challenging views courteously through discussion.
- Writing - identifying the audience, writing for a wide range of purposes.

- **Science**

- Living Things and Their Habitats - Lifecycle of an Insect
- Animals - Identify that animals need the right types and amount of nutrition, they cannot make their own food.

- **History**

- Challenges for Britain, Europe and the wider world 1901 to the present day (First World War)
- Develop a chronologically secure knowledge and understanding of British, local and world history

- **Geography**

- Locational Knowledge - name and locate cities of the UK, identifying key topographical features.

