

'MacKenzie's imaginative ability to create a fantasy world
is limitless' *DAILY MAIL*

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ROSS MACKENZIE

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THE_REBEL_READING_SOCIETY

Created by

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MINI.MIDNIGHT.READS

in collaboration with

Ross Mackenzie and Andersen Press



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Full of action and suspense this is a science fiction book with appeal that transcends gender. The story follows a group of friends new and old as they challenge the oppressive rule of a robotic empire. It offers many opportunities for discussion around these themes. The book, in accompaniment with this guide link in with many areas of the National Curriculum for KS2 & KS3, particularly English & Science.



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 writing prompts, and more - linking in with the National Curriculum.

Book Club Questions - These questions are designed to reflect on the book as a whole, in a group setting or individually, after reading.

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CHAPTER BREAKDOWN

Chapter 1

- Word – *desolate*
- Discussion Prompt – What have we learnt about the setting of the book from the first chapter?

Chapter 2

- Word – *futile*
- Discussion Prompt – On page 7 it is said, “Now, with desperation’s fist closing around them, they had taken to squeezing into ever-smaller gaps in the wreckage.” What does this use of metaphor add to our understanding of the situation?

Chapter 3

- Word – *amplify*
- Discussion Prompt – How do you think Sully and Kol feel about not being helped when they need it most?

Chapter 4

- Word – *collateral*
- Discussion Prompt – Sully is convinced that they’ve discovered a starship, what inferences can you identify in the text that support this?

Chapter 5

- Word – *conspirator*
- Discussion Prompt – For what reasons do you think *The Reapers* enforce the use of the mother tongue?

Chapter 6

- Word – *encased*
- Discussion Prompt – How has the authors use of language informed us that the girl they’ve found is very different to Sully and Kol?

Chapter 7

- Word – *inane*
- Discussion Prompt – Now that we have read a few chapters, what are your first impressions of the book?

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Chapter 8

- Word – *orbiting*
- Discussion Prompt – On page 55 Solene says, “*Things can be infinitely more complicated than good or evil. And everyone thinks they are the hero of their own story.*” How do you think these sentences connect together and relate to the storyline?

Chapter 9

- Word – *mutiny*
- Discussion Prompt – How has this chapter shown and validated different feelings in response to the same experience?

Chapter 10

- Word – *abomination*
- Discussion Prompt – This chapter has seen a shift in character perspective. How has reading from Nyx, the Reaper’s, perspective allowed us to further understand *The Reapers*?

Chapter 11

- Word – *voraciously*
- Discussion Prompt – If the technology became available to consume stars for energy, what ethical questions do you think would need to be considered?

Chapter 12

- Word – *perilous*
- Discussion Prompt – How would you describe the relationship between Nyx and the Grand Admiral? Do you perceive that the Grand Admiral respects Nyx?

Chapter 13

- Word – *pinnacle*
- Discussion Prompt – How does hearing more about the characters back stories help us to understand their approach to the situations they find themselves in?

Chapter 14

- Word – *emanated*
- Discussion Prompt – We have heard many inferences that there is more to Solene than she has let on to Kol and Sully. What do you predict might be revealed?

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Chapter 15

- Word - *glee*
- Discussion Prompt – At the beginning of this chapter the author describes the scene through smells. How does this build on our existing perceptions to further understand what the characters are experiencing?

Chapter 16

- Word – *sentient*
- Discussion Prompt – Rose is a sentient ship, how does the inclusion of a sentient vehicle embody a new meaning in the age of AI?

Chapter 17

- Word – *rancid*
- Discussion Prompt – On page 102 Sully makes the following statements, “*Easy for you to say, . . . ‘You’re always calm. You’re not scared of anything’.*” What does Kol’s reflection of this assumption teach us about what we think we know about people?

Chapter 18

- Word – *scorching*
- Discussion Prompt – It is inferred that Solene is being threatened with removal from the starship. How do you predict Solene might avoid being sent out into the vacuum of space?

Chapter 19

- Word – *contorted*
- Discussion Prompt – Do you think Kol and Sully’s shared history or friendship is most influential on their teamwork skills shown in this chapter?

Chapter 20

- Word – *schematic*
- Discussion Prompt – What would you say is the biggest difference in the way that Kol and Sully approach challenges they encounter?

Chapter 21

- Word - *jettison*
- Discussion Prompt – Why do you think the majority of the crew follow Captain Mantak’s orders?

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Chapter 22

- Word – *ransacked*
- Discussion Prompt – We have learnt about Nyx's experience with the bandits. How does this change your thoughts on her motives for working with the Grand Admiral?

Chapter 23

- Word – *imperceptibly*
- Discussion Prompt – On page 143 the following description is used, "*the air became heavy like the atmosphere before a great thunderstorm.*" How does this description of the setting add feeling to what is happening in the scene?

Chapter 24

- Word – *eternity*
- Discussion Prompt – What differences do you see between Nyx and Mantak in the way they present themselves as a threat to Solene, Sully and Kol?

Chapter 25

- Word – *amplified*
- Discussion Prompt – Using explanation for your answer, which actions surprised you the most in this chapter?

Chapter 26

- Word – *strewn*
- Discussion Prompt – With reference to the text, do you feel that Mantak can be trusted?

Chapter 27

- Word – *honour*
- Discussion Prompt – Do you think learning that Solene isn't human changes how you see her?

Chapter 28

- Word – *void*
- Discussion Prompt – How would you summarise the key events of this chapter in no more than 2 sentences?

Chapter 29

- Word – *stasis*
- Discussion Prompt – On page 186 Solene states that her brother is alive. Mantak questions whether this is a fact or an opinion, how would you answer this question?

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Chapter 30

- Word - *flotilla*
- Discussion Prompt – How does the author's description of Halo City contrast with other areas of the Galaxy that we are more familiar with?

Chapter 31

- Word – *servitude*
- Discussion Prompt – After hearing Astreal's assessment of Solene's weaknesses, what predictions do you have for how he might act next?

Chapter 32

- Word – *companion*
- Discussion Prompt – With explanation for your answer, do you agree that Pod is alive?

Chapter 33

- Word – *opulence*
- Discussion Prompt – How does the suspense written into the end of the chapter encourage us to keep reading?

Chapter 34

- Word – *prospered*
- Discussion Prompt – What does this chapter teach us about the importance of understanding peoples motivations when developing technology?

Chapter 35

- Word – *syndicates*
- Discussion Prompt – Solene reflects that feeling is part of living. What else is a core element of living, in your opinion?

Chapter 36

- Word – *implode*
- Discussion Prompt – What do you think a zul'morath is, based on the descriptions given and the character responses?

Chapter 37

- Word – *detonated*
- Discussion Prompt – How do you think the way the author has written the book allows us to be surprised that Sully has been taken in this moment?

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Chapter 38

- Word - *motioned*
- Discussion Prompt – If you were Kol's friend, what else would you say to him when he blames himself for the harm caused to his friends by others?

Chapter 39

- Word – *expression*
- Discussion Prompt – The chapter ends with Ryven saying “We’ve got him.” What do you think he means when he says this, given the context of what we have just read in this chapter?

Chapter 40

- Word – *devour*
- Discussion Prompt – Which character do you think is showing the most courage in this chapter?

Chapter 41

- Word – *regale*
- Discussion Prompt – How are Solene and Ryvern's characters different to each other? Do these characteristics make them appear more human to us as readers?

Chapter 42

- Word – *angular*
- Discussion Prompt – Does this revelation about Solene and the Grand Admiral change how you viewed anything previously in this story?

Chapter 43

- Word – *feigning*
- Discussion Prompt – What do you predict will happen next in the storyline?

Chapter 44

- Word – *authoritarian*
- Discussion Prompt – Why do you think this scene was important to portray in this way, to support the storyline?

Chapter 45

- Word – *bedraggled*
- Discussion Prompt – Do you think there is hope that Nyx will ever change?

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Chapter 46

- Word – *augmented*
- Discussion Prompt – This chapter has featured lots of changes of perspective. How does this add suspense as we near the end of the book?

Chapter 47

- Word – *schematics*
- Discussion Prompt – On page 301 Astrael is described with the following, “*his face an oval of humanity in a metal prison.*” How does this summarise the contrast of his existence?

Chapter 48

- Word – *smouldering*
- Discussion Prompt – Has the story concluded in a way that you had anticipated?

Chapter 49

- Word – *stowed*
- Discussion Prompt – On page 307 Solene’s message says, “*there’ll be a lot of uncertainty in some places about who is in charge. So, tread carefully.*” How does this conversation shift the focus to ensure that Solene’s work is continued?

Book Club Questions

1. If you could spend the day as one of the characters, who would you choose and why?
2. One of the core themes that is explored in this book is, what it means to be alive. Have any of the characters in this book challenged your opinions on this? How does this hold-up against your scientific understanding of what life is?
3. What elements of the story do you feel define the genre of the book?
4. If you were to recommend the book to a friend, which parts would you highlight to entice them to pick up the book?
5. What do you think Kol and Sully will be getting up to 2 years after the events of the book?

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ACTIVITY IDEAS

Page 60 - Science Prompt



Imagine you have the same technology available to you as the characters in the story. Create a new scan cube recipe that contributes to the calorie and nutritional requirements of a human.

Page 85 - STEM Prompt



We have seen how stars are used as an energy source in the story. On Earth we experience the benefits of our own star, the sun's, energy through a variety of forms. Choose one of the options below to further your understanding.

- Learn about the process of photosynthesis and make a short comic book strip depicting yourself teaching this to a being from outer space.
- Solar energy collects energy from the sun to use as electricity. Learn how this contributes to our energy resources. Create an educational leaflet on how and why this is used.

Page 121 - Design Challenge



Create an internal map of Rose to help Kol and Sully navigate their way around the starship. Consider what we have heard referenced in the text and what other areas you expect to be on-board.

Page 161 - Writing Challenge



Write this scene from Mantak's perspective, highlighting how he is feeling in response to attempting to get Rose, the starship, to start.

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Page 199 - Art Challenge



Create a piece of art that is inspired by the Universe, using one of the prompts below.

- Create an art piece inspired by a star in another galaxy, paying attention to depicting the stage in the life cycle of the star.
- Depict our own galaxy, the Milky Way, in a way that highlights its spiral structure.
- Study the work of artist Chesley Bonestell and create your own piece that combines his influence and elements from the book.

Page 253 - News Flash



Write a breaking news story to alert the residents of Halo City that the Star Eater is close by. Consider the information they would need to hear and the tone of writing that will inform the population without creating panic.

Page 286- STEM Challenge



Create designs for a spaceship that someone in the Halo City might use. Consider how the spaceship would be functional as well as appealing to the people living in this area.



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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.

Geography

- Human geography: the distribution of natural resources including energy.

Science

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics.
- Other stars in our galaxy, other galaxies (KS3).
- The content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water. Calculations of energy requirements in a healthy daily diet (KS3).
- The reactants in, and products of, photosynthesis, and a word summary for photosynthesis. Plants making carbohydrates in their leaves by photosynthesis (KS3).

RSE

- The principles of planning and preparing a range of healthy meals.
- What constitutes a healthy diet (including understanding calories and other nutritional content).

Design & Technology

- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.

Art

- Improve art and design techniques.
- Great artists in history.
- Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work (KS3).