

unspé kísokēhkímsu  
kiskénta kákwé-kískéyihtha  
unspé kerretv  
shiwilaaykwsh  
unspé  
nídagoi'l'aah  
nanda-gikendamowin

Agakimzi  
gigúucgi  
kishkayhta  
gag  
nanda-gikendan  
kerretv  
Agakimzi  
kiskénta  
gigúucgi  
Agakimzi



YOUNG ADULT BOOKS  
From  
**Heartdrum**  
An Imprint of HarperCollinsPublishers  
**EDUCATOR GUIDE**

Agakimzi  
unspé  
kerretv  
Agakimzi  
kiskénta  
gigúucgi  
Agakimzi  
Y  
D  
S  
G  
T  
O  
P  
L  
I  
C  
E  
R  
E  
A  
R  
T  
H  
E  
A  
R  
D  
R  
U  
M

# Young Adult Books from Heartdrum

## TABLE OF CONTENTS

<b>A Constellation of Minor Bears</b> by Jen Ferguson.....	<b>Page 4</b>
<b>The Summer of Bitter and Sweet</b> by Jen Ferguson.....	<b>Page 5</b>
<b>Rez Ball</b> by Byron Graves .....	<b>Page 6</b>
<b>The Unfinished</b> by Cheryl Isaacs .....	<b>Page 7</b>
<b>The Others</b> by Cheryl Isaacs .....	<b>Page 8</b>

[\*\*Click here for more Young Adult\*\*](#)

**Those Pink Mountain Nights** by Jen Ferguson

**Looking for Smoke** by K. A. Cobell

**Legendary Frybread Drive-In: Intertribal Stories** edited by Cynthia Leitich Smith

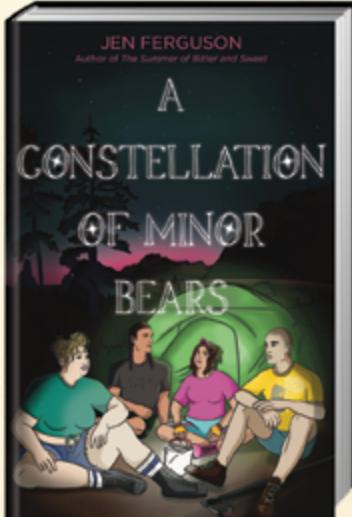
**Check out our other Heartdrum guides here!**

# Why is Native literature important?

Heartdrum is a Native-focused imprint of HarperCollins Children's Books and is a leader in the movement of publishing equitable and inclusive titles for young readers. The imprint "evokes the heartbeat of the Native community" by offering books representing today's 1000+ tribal Nations located within the borders of the United States and Canada. Heartdrum is dedicated to shining a spotlight on Native and First Nations characters, topics, and points of view while raising up Indigenous creatives as well as their literary and visual art.

According to current publishing data, most people haven't yet read contemporary books with Indigenous protagonists. Children's and young adult literature that includes a wide variety of cultures, traditions, and beliefs can help both Native and non-Native readers experience life on a larger scale. Stories dedicated to Indigenous, modern-day characters promote empathy by letting readers vicariously experience their struggles, celebrations, and daily lives. Reading these books creates opportunities for teachers and students (Native or non-Native) to better understand one another and to communicate more effectively.

[\*\*Click here to learn more about the Heartdrum imprint.\*\*](#)



# A Constellation of Minor Bears

by Jen Ferguson

## About the book

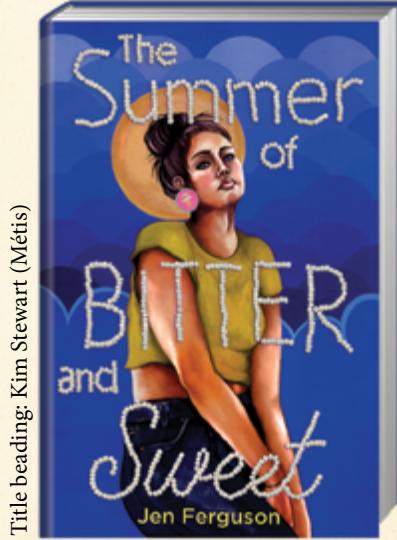
Molly, Hank, and Tray are the best kind of friends—the finish-each-others'-sentences type of besties—so when Hank falls at the climbing gym under Tray's watchful eye, everything Molly knows to be true is spinning out of control. Searching for the familiar, Molly decides to move forward with the trio's longtime plan to hike the Pacific Crest Trail after graduation, even if she's obligated to bring Tray along for protection.

The journey is full of surprises! Join Molly, Hank, and Tray as they figure out that the packs they carry on their backs might not be the heaviest burden they'll have to bear along the trail.

**Jen Ferguson** is Michif/Métis and white, an activist, an intersectional feminist, an auntie, and an accomplice armed with a PhD in English and creative writing. Visit her online at [jenfergusonwrites.com](http://jenfergusonwrites.com).

## Discussion questions

1. After Hank's accident, Molly is thrown into a tailspin. Think of a time in your own life when your confidence was shaken. How did you recover? Who or what helped you get your footing back?
2. There are two incidents when Traylor is forced to navigate power and privilege—from the first-class passenger on the flight to San Diego to the encounter with Lieutenant Green, the police officer in Lone Pine. How might these two interactions have gone differently had an observer stepped in to be an ally?
3. Reciprocity is the action of being in relationship, of giving and taking. How are the characters in relationship with the natural world—what do they “get” and what do they offer? How are characters in relationship with one another? How are these relationships nurtured and cared for? Who (or what) are you in relationship with?
4. This novel pushes us to think about labels—fat, gay, disabled, ENBY—while providing readers with a counternarrative about each. How do the characters' experiences in the book broaden your understanding of these terms? When is a time you've been put into a box that doesn't tell your whole story?
5. It can be difficult to be objective about our own stories. As readers, we have the privilege of seeing the main characters' perspectives through their eyes, each others' viewpoints, and our own as we read the book. What advice would you offer the characters as a caring outside observer? What do you wish they knew about themselves?
6. Molly questions her indigeneity, judging herself as less-than for not having the same cultural upbringing that her friend Tray has. How have you needed to reconcile similar feelings of inadequacy? Who/what helped you on your journey?
7. Tray shares the many purposes of stories in Métis culture. How does storytelling show up in your culture? Who are the storytellers in your community? What Indigenous communities are local to you? Is there an opportunity to enjoy a storytelling event nearby?



# The Summer of Bitter and Sweet

by Jen Ferguson

## About the book

In this complex and emotionally resonant novel about a Métis girl living on the Canadian prairies, debut author Jen Ferguson serves up a powerful story about rage, secrets, and all the spectrums that make up a person—and the sweetness that can still live alongside the bitterest truth.

**Jen Ferguson** is Michif/Métis and white, an activist, an intersectional feminist, an auntie, and an accomplice armed with a PhD in English and creative writing. Her favorite ice-cream flavor is mint chocolate chip. Visit her online at [www.jenfergusonwrites.com](http://www.jenfergusonwrites.com).

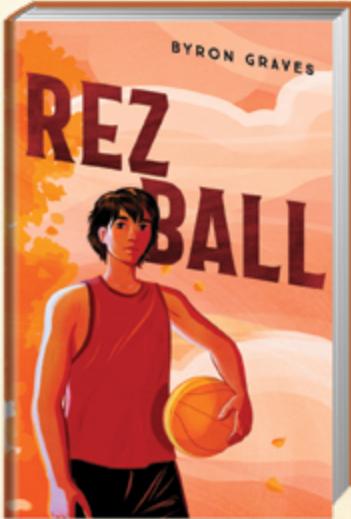
## Discussion questions

1. What do you know about realistic fiction? What are some genre expectations you have regarding authentic life, family, and/or world issues?
2. On page 7, Lou's mom says, "My daughter could be the next Waneek Horn-Miller! Lou could go all the way to the—" and then Lou chimes in with, "Olympics." Lou finishes her mother's sentence, indicating she's heard it often. What Olympic sport are they talking about? How does this sentence inform you of their mother/daughter relationship and Lou's goals in life?

3. Use a reliable resource to learn more about the Métis people. Find a map of the Canadian prairies. Discuss what you've learned about the book's setting and Lou's Métis culture. Add examples from the story that strengthen your understanding about Canada, the Métis people, and language.
4. What does Lou lie about? She mentions on page 34 that her classmates "had been burned" by her lies. How do her lies affect others? Are secrets the same as lies? Why or why not?
5. The narrator describes on page 31 how some of her friendships finished: "Our end arrived fast and furious, like a sparkler burning out." Later, she refers to a friend's offer of help as "comforting like campfire" (p. 193). What do these selections mean to you? Discuss how you would describe various types of friendships in your life.
6. How does Lou's relationship with King strengthen? How does King help Lou heal?
7. At what point in the story do you know Lou has accepted her identity? Explain why.

Guide prepared by Andrea Page (Lakota—Standing Rock). Andrea Page is an author and retired educator, copresident of the Rochester Area Children's Writers and Illustrators (RACWI) group, and a member of the Society of Children's Book Writers and Illustrators (SCBWI). Andrea lives with her husband in Rochester, NY.

**Curriculum Connections:** characterization; inferring character traits; drawing conclusions; word choice and language; symbolism; goal setting and motivation; mental health and well-being; healing strategies; acceptance and forgiveness; discovering identity; justice vs. injustice; making connections and fostering empathy; knowledge of Indigenous cultures; kinship and community; relationship with land; environmental education: Canadian Prairies ecosystem; maps: Canadian provinces; thoughtful/reflective discussion; understanding diverse perspectives; expressing/reflecting new ideas in writing; educational resource for Canada and First Nation/Métis people:  
<http://www.edu.gov.on.ca/eng/curriculum/secondary/First-nations-metis-inuit-studies-grades-9-12.pdf>



# Rez Ball

By Byron Graves

## About the book

Tre shoots, he scores! Author Byron Graves (Ojibwe) delivers a fast-paced story about grief, friendship, family, and making a place for yourself in high school. For sophomore Tre Brun, who's following in his popular older brother's footsteps, fitting in is a challenge. Tragically, Jaxon died in a car accident, and everyone aches from the loss. Tre feels ignored as his family tries to heal. But he pursues big dreams as a talented basketball player during this extraordinary season. He maneuvers new friendships and high expectations from his coach and his parents. Decision-making becomes difficult when his teammates tempt him with parties and other distractions. Will Tre prove he can balance his life choices, pursue his dreams, and be the winner his community needs?

**Byron Graves** is Ojibwe and was born and raised on the Red Lake Indian Reservation in Minnesota, where he played high school basketball. When he isn't writing, he can be found playing retro video games, spending time with his family, or cheering on his beloved Minnesota Timberwolves. *Rez Ball* is his debut novel.

## Discussion questions

1. How does the author reveal the setting in each chapter?
2. How is Jaxon honored throughout the story? What can you infer about his family and Ojibwe community?
3. Belonging is a human need. Choose a character and locate evidence in the story of their attempt(s) to fill this need. How does "belonging" affect people and their decisions?
4. The author's writing voice is powerful and distinct. On page 52, he writes, "Those nights rip the stitches off my heart." Phrases like this make you have strong emotional connections to the characters. Find and discuss more evidence that shows what kind of person Tre is.
5. Would you be friends with Tre? Why or why not? Which character(s) fits into your friend group? Why?
6. How does the author make you feel when you visualize the fast-paced games? What emotions do you feel as the team approaches play-offs? Who are you rooting for?
7. Read pages 254-256. How does Coach motivate Tre? Do you think Tre will represent his family and community in the way Coach hopes he will? Explain.
8. One theme in *Rez Ball* is living up to your potential. How does Tre struggle to live up to his potential? How does he succeed? Find evidence of this theme and include page numbers.

Guide prepared by Andrea Page (Lakota—Standing Rock). Andrea Page is an author and retired educator, copresident of the Rochester Area Children's Writers and Illustrators (RACWI) group, and a member of the Society of Children's Book Writers and Illustrators (SCBWI). Andrea lives with her husband in Rochester, NY.

**Curriculum Connections:** Characterization, Setting, Author's Craft, Writing with Emotion, Role Models, Grief and Healing, Belonging, Knowing and Accepting Yourself, Understanding Life Choices, Growing Up in High School, Pursuing Dreams, Family Life, Reservation Community, Race Relations, Making a Plan to Succeed, Determination, Perseverance, Fortitude, Sports Fitness and Basketball, Athletic Strategy.



# The Unfinished

by Cheryl Isaacs

## About the book

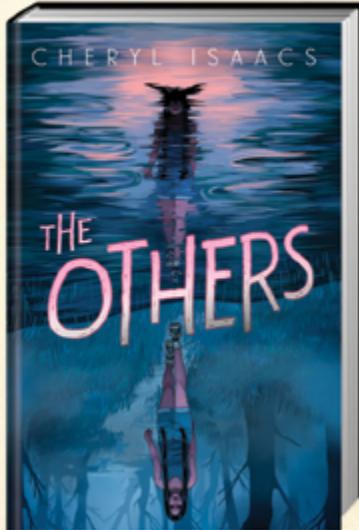
Mohawk writer Cheryl Isaacs delivers a spine-tingling mystery in which small-town athlete Avery, out on one of her many long runs, stumbles upon a strange pond and unearths a horror that many in Crooks Falls have long forgotten. Or chosen not to remember—the black water. As the black water begins to haunt Avery, making her question her own sanity, folks in town start to go missing. Despite often hearing whispers about monsters among her Kanien'kéha:ka (Mohawk) Elders, Avery has largely remained disconnected from her Native culture. But when her best friend—and longtime crush—Key is the next to go missing, Avery is forced to contend with what it means to be Kanien'kéha:ka and connect with her Elders, who may have the answers she needs to bring Key home and to stop living in limbo.

**Cheryl Isaacs** can often be found running through the Carolinian forests of Southwestern Ontario, where she has fearlessly enjoyed the trails for years. Her Kanien'kéha culture often appears in her writing. *The Unfinished* is her debut novel, though her work has appeared in numerous Indigenous publications.

## Discussion questions

1. What is community? How is that embodied in this story?
2. What role do Elders play in Native communities? In your own community? How is this demonstrated in the novel?
3. As Avery runs trails, those paths become symbols. What do they represent in the novel?
4. The Haudenosaunee story of Sky Woman plays a prominent role in the novel. What role does Sky Woman play in the larger Indigenous universe?
5. Monsters have long been used as symbols for fear and insecurity. What does the Ragged Man represent for Avery?

Guide prepared by Jenna Wolf. Jenna is tribally enrolled in Mvskoke Nation of Oklahoma and the library director at The Cambridge School of Weston. She regularly gives talks on decolonizing practices in libraries and libraries that are curated by students for students.



# The Others

by Cheryl Isaacs

## About the book

In this bone-chilling sequel to *The Unfinished*, Cheryl Isaacs (Mohawk) grapples with the lingering effects of trauma related to missing persons. The story picks up a few weeks after Avery pulls her best friend, Key, from the black water, reversing the Kanyen'kehá:ka (Mohawk) family curse of the Ragged Man. The black water is now a harmless lake—or so Avery thinks. But when she begins seeing the same reflection again and again while Key becomes more and more distant, she must decide whether to return to the water or allow her family to be consumed by the darkness for good. Gripping and propulsive, this is an eerie story steeped in Mohawk tradition.

**Cheryl Isaacs** is a Mohawk writer and educator from southern Ontario. *The Unfinished* was her first novel. Cheryl Isaacs can often be found running through the Carolinian forest of southwestern Ontario, where she has fearlessly enjoyed the trails for years. Her Kanyen'kéha culture often appears in her writing.

## Discussion questions

1. Discuss the first-person point of view. Does it impact the way you read this story? How so? How would this novel be different if it were told from a third-person perspective?
2. How does Cheryl Isaacs explore trauma in this story? How is that represented in the relationship between Avery and Key? Avery and her family?
3. What role does Avery's *ihstá* (great aunt) Lily play in the story? How does the black water affect her? What lessons does she impart to Avery?
4. How does the Ragged Man appear in this story? How are his appearances different from those in the first book, *The Unfinished*?
5. Discuss the choices Avery makes. How do Kanyen'kehá:ka (Mohawk) tradition and family legacy impact her decisions?
6. Think of a time when you needed healing. What does healing look like for Avery? What similarities or differences are there to your own life? Describe how healing is explored in the story.