

## TEACHER'S GUIDE



LEE & LOW BOOKS

## Killer of Enemies

written by Joseph Bruchac

### About the Book

Genre: Science Fiction

\*Reading Level: Grades 6–12

Interest Level: Grades 6–12

Guided Reading Level: Z+

Accelerated Reader® Level/  
Points: N/A

Lexile™ Measure: N/A

\*Reading level based on the Spache  
Readability Formula

**Themes:** Science Fiction, Steampunk, Dystopia, Family, Bigfoot, Friendship, Romance, First Love, Genetic Engineering, Ethics, Coming of Age, Socioeconomic Privilege, Hunting, Native American Interest, YA Interest, Overcoming Obstacles, Families, Environment/Nature, Dreams & Aspirations, Coping with Death, Breaking Gender Barriers, Persistence/Grit

### SYNOPSIS

Years ago, seventeen-year-old Apache hunter Lozen and her family lived in a world of haves and have-nots. There were the Ones—people so augmented with technology and genetic enhancements that they were barely human—and there was everyone else who served them.

Then the Cloud came, and everything changed. Tech stopped working. The world plunged back into a new steam age. The Ones' pets—genetically engineered monsters—turned on them and are now loose on the world.

Fate has given Lozen a unique set of survival skills and magical abilities that she uses to take down monsters for the Ones who have kidnapped her family. But with every monster she takes down, Lozen's powers grow, and she connects those powers to an ancient legend of her people. It soon becomes clear to Lozen that she is not just a hired gun.

As the legendary Killer of Enemies was in the ancient days of the Apache people, Lozen is meant to be a more than a hunter. Lozen is meant to be a hero.



## BACKGROUND

### **Taken from the Author's Note:**

"*Killer of Enemies* is a work of speculative fiction with several references to Chiricahua Apache history and culture. The most important connection, perhaps, between this novel and Native American people in the years to come is that it asserts that Indians will be a part of whatever future this continent holds—post-apocalyptic or not. American Indians, and especially the Tinnéh (Apache) Nations have shown incredible resiliency throughout five centuries of cultural genocide and colonialism by majority cultures throughout the Americas. Lozen might be seen as an incarnation of that sort of spirit.

The main character is lightly based on the historical figure of Lozen. The first Lozen was a true warrior woman of the Chiricahuas. She used her mystical power to find enemies as she fought beside her brother Victorio during the long Apache resistance against Mexico and the United States. Born around 1840, the first Lozen never married and died in 1890 in Alabama where the entire Chiricahua nation had been sent into exile by the United States government. Today, her memory is deeply honored and several contemporary Native women bear her name.

The main character, Lozen, is also a sort of reincarnation of another important being in Tinnéh traditions, one whose mission in life—back in the beginning times—was to kill the monsters that threatened human life. Called Killer of Enemies or Child of Water among the Apache nations, this being and his twin brother were born to Changing Woman at a time when terrible giant beings roamed the land. Some of the gemods Lozen terminates, such as the Monster Birds, are based on those awful creatures.

To learn more about the Chiricahuas, teachers are encouraged to read another title by Bruchac, entitled, *Geronimo* (Scholastic, 2006)."

### **Additional Background Information:**

As suggested in the author's note, *Killer of Enemies* addresses two important themes that Native Americans have experienced for more than five centuries: removal and displacement.

It is important for teachers to realize how the history of the past manifests itself in the future—in the novel's case, a post-apocalyptic one. Still, the spirit of the Native people remains untarnished. With this in mind, teachers are encouraged to conduct further reading on these themes which resulted in cultural genocide and colonialism for numerous Native peoples.

The following websites may provide deeper cultural understanding of the issues that Native Americans have faced in the past and still face today. Having this background knowledge is essential for teachers as they prepare to introduce this novel study:

- Standing Rock: <http://standwithstandingrock.net>
- Native American Rights Fund: <http://www.narf.org>
- American Indian Rights and Resources Organization: <http://www.airro.org/main.html>
- National Congress of American Indians: <http://www.ncai.org>

Being equipped with ample background knowledge will lead to thoughtful, culturally sensitive discussion with your students as you prepare to read the novel.

### **Additional LEE & LOW Titles in the *Killer of Enemies* Series:**

***Trail of the Dead (Book #2)*** written by Joseph Bruchac <https://www.leeandlow.com/books/trail-of-the-dead>

***Arrow of Lightning (Book #3)*** written by Joseph Bruchac <https://www.leeandlow.com/books/arrow-of-lightning>



## VOCABULARY

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students’ prior knowledge, review some or all of the vocabulary below.

### Content Specific

Penitentiary, comtech, Shangri-la (an imaginary perfect place), vidy (slang for video or movie), agri-biz (slang for the business of farming), Haven (setting where main character is imprisoned), Know Nots (a cult who burned libraries after the rise of New America), nation-states, gemod (non-human or semi-human monsters), nitwit, minions, ordinaries (lower rank of individuals housed in Haven), berserker (irrational, crazy), blasé (not caring), scout (one who hunts and kills monsters), meself (slang for myself), lass (girl), rigamarole, salting (process of preserving meat), Ragnorak, Cloud (huge, gray cloud that destroyed modern technology/electricity), arroyo (cactus), saguaros (giant cactus), peon (day laborer), rocaille (artistic style of decoration), foolhardy, tete-a-tete, rendezvous, Bedoo (poor people)

### Academic

Discomfited, maim, conscript, projectile, peter, benevolent, masticated, inane, fertility, elude, armory, telepathy, latent, speculate, passel, obsolete, subterranean, thermonuclear, cessation, interplanetary, effulgence, petroglyphs, sentient, phenomenon, disintegrate, esoteric, anachronistically, olfactory, indeterminate, neutralize, extricate, elongate, ancestors, nimbus, parchment, thwart, ambulatory, chortle, obsidian, portico, ponderous, furtive, sentry

## BEFORE READING

### Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- Chapter mapping: This activity allows students to make predictions for various chapters throughout the novel. First, the teacher and students will read the novel’s summary (whole group) and conduct class discussion. Then, students will break into groups of two or three. Students will work to complete the following:
  - Analyze the title of an assigned chapter.
  - Read the first and last lines of the chapter. Nothing further. No cheating!
  - Now fill in the blanks. What will happen in this chapter? How does it relate to the overall summary of the story?
  - Groups will record their predictions in a graphic organizer (T-chart or Venn Diagram, leaving specific sections purposely blank). Teacher will call upon groups in chapter number order to share with the class.
  - Hold a class discussion on the succession of the plot. Do the student predictions create a story flow? Create a whole group mind map that predicts the story from start to finish. Refer back to the mind map after completing the novel.

#### Sample:

Prediction(s)	Reality
<p>Chapter 11: The Female of the Species</p> <p>First line: My spear is still stuck in the scaly throat of baby bird number three.</p> <p>Last line: Bye-bye, birdy.</p> <p>Predictions: (fill in the blanks here for what you think the chapter will be about, given the summary of the novel)</p>	<p><i>Here, students will record notes detailing what actually happened in the chapter, once they have begun reading the novel. Do their predictions match the reality?</i></p>



2. Extension activity for chapter mapping: Encourage students to keep their notes from the chapter mapping activity. As they begin reading the novel, they will determine the accuracy and contrasts of the original predictions.

### Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)  
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

1. Talk about the title of the book. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
2. Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, author's dedications, afterword, various types of text.

### Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- how teenagers embody resilience through difficult times
- how oral legends of the past inform the present and future
- the importance of preserving one's culture
- the long-term effects of forcing assimilation upon members of a cultural group

Have students also read to determine story structure and genre. Encourage students to consider why the author, Joseph Bruchac, would want to share this story with young people.

## AFTER READING

### Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/

or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

### Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)  
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3; and Presentation of Knowledge & Ideas, Strand 4)

1. Who is the narrator of the novel? What can you infer about her thus far? Cite evidence from the text to support your answer.
2. What is Lozen's job at Haven?
3. Who are the Ones? How many are there? What purpose do they serve?
4. Describe Lozen's Power. How does it impact the plot?
5. What skills does Lozen's ancient namesake possess?
6. What is the Cloud? What was life like pre-Cloud? What is it like post-Cloud?
7. Who controls Haven?
8. What is Lozen's theory on the connection between modern technology and paranormal abilities?
9. Who are the Know-Nots? How have their actions impacted the plot?
10. What are the three nation-states? What happened to their rulers?
11. What happened to Lozen's father and uncle? How does this impact Lozen's connection to her remaining family?
12. Where are Lozen's mother and siblings? How much access does she have to them?
13. Describe life in the valley for Lozen's people before the scouts arrived. How did it change upon the arrival of the scouts?
14. According to Haven rules, who is exempt from murder?
15. Describe the job of an armorer.



“A good bet for fans of superhero fiction and graphic novels and readers in search of superpowered female warriors.”

– *Kirkus Reviews*

“Brisk pace and nonstop action—an adrenaline rush with large helpings of gore, drama and hilarious wordplay—move Lozen’s narrative in a page-turner way that left me hungering for [the] sequel...”

–*Beverly Slapin, American Indians in Children’s Literature (AICL)*

“From the moment I opened the cover, I was unable to put the book down. With the soul of a graphic novel, eloquent and poetically written, this story is anything but just another post-apocalyptic telling. This book not only deserves to be read, but loved and shared by audiences of all ages.

–*Urban Native Magazine*

16. Why is gasoline and oil limited in Haven? How does this impact transportation for the Ones?
17. How does the post-electronic world complicate Lozen’s interviews? How does Lozen use this to her advantage?
18. Why is it that Lozen does not know much of the language that her “old people” spoke? In spite of this, how does her family keep certain Native traditions alive?
19. How is Lozen’s body healed after the Monster Bird attack?
20. What are Lozen’s main reasons for wanting to get her siblings away from Haven?
21. Who is Lady Time and what purpose does she serve in Haven?
22. How does Lady Time reward Lozen for killing the Monster Birds?
23. Who are the Chainers and what purpose do they serve in Haven?
24. Who is the Dreamer? Why has he summoned Lozen? Given the description of his chamber, what can you infer about his “sanguinary practices?” What task does he give Lozen? How does she react to the task?
25. In chapter 18, we meet Gans. Who is he and what purpose does he serve? How do we see his advice manifest over the course of the novel?
26. Who are the Bloodless? What attracts them? How did they come into existence?
27. Why are the Dragoon Mountains sacred for Lozen’s people?
28. How does Diablita Loca attempt to thwart the Dreamer’s plans for Lozen?
29. Who is Hally and what purpose does he serve to the plot?
30. Who is Dr. Samson and how does his hobby impact the plot?
31. What obstacles does Lozen face prior to entering the Big Ranch? What troubles does she face once she is inside?
32. How does the Dreamer reward Lozen for bringing the mirror back to him? How does a bruised Lozen alter the story of what happened to her for her family? Whom does she see in the garden? How do the lyrics of Hussein’s song pose a problem?
33. What is different about the morning horn in chapter 27? What does it symbolize?
34. When Lozen enters the Main Yard after the morning “warning” horn, who does she see and what are her immediate thoughts as to what may have happened?
35. Who turns out to be the Accused and what is he accused of?
36. How does Lozen come to Hussein’s defense? What is his verdict and how is he punished?



37. Who helps Lozen plan her escape? What are the reasons for the help? What is the plan?
38. How is Lozen's encounter with the Bloodless resolved in chapter 32?
39. What is Lozen's plan to ensure her family's survival, now that they have escaped? What are Lozen's concerns about Diablita Loca in relation to this plan?
40. Who helps Lozen and her family and escaping? How does he accommodate them? What impact, if any, will an encounter with bigfoot have on Lozen's mother and siblings?
41. How is Lozen able to overpower Diablita Loca and her army? How does the novel end?

### Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 1-3; and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3; and Presentation of Knowledge & Ideas, Strand 4)

1. How does Lozen embrace all three aspects of her heritage? Provide specific examples from the text. How does this inclusion of her heritage add to the reading experience?
2. Analyze the structure in which the author, Joseph Bruchac, writes the book. What literary devices are used? How do these devices impact the reading experience? Cite specific examples from the text.
3. Elaborate the irony of the word "Haven" as it is used to describe where Lozen lives. Use examples from the text regarding the ordinaries and the "sanctuary" in which they live.
4. Describe the dynamic between Lozen and Edwin, versus Lozen and Hussein. How do her character traits differ between these existing relationships? Support your theory with evidence from the text.
5. What allowances for simple luxuries do ordinaries have, if any? How does this differ from other classes highlighted in the story? Support your answers with text evidence.
6. Who served as the Killer of Enemies before Lozen took over? Why didn't he last on the job? What is his new job at Haven? Describe the dynamic of the relationship between him and Lozen. Support your answers with evidence from the text.
7. What is the protocol for Lozen after a "hunt?" Analyze her behavior during the interviews and the deeper reasons for such a display that goes against the core of who she is. Use details from the story to support your analysis.
8. Summarize Lozen's encounter with the first Monster Bird in chapter 8. What details does the author provide before the attack to foreshadow what is to come? Use evidence from the text.
9. Analyze how Lozen relives an oral legend presented in chapter 8. How does this legend prepare her for scouting? Use evidence from the text to support your answer.
10. Summarize how hooved animals were wiped out pre-Cloud. How did this apocalypse affect civilization?
11. How is water used to control the ordinaries of Haven? Cite evidence from the text.
12. How does the legend of Swallowing Hill, mentioned in chapter 22, influence Lozen's plans to destroy the Super Snake? What are the similarities? What are the differences? Organize your thoughts using a Venn Diagram.
13. How has Lozen planned all along to escape with her family? What triggers the decision that the time to escape has come? Cite specific examples from the text that demonstrate Lozen's preparedness.
14. In chapters 29 and 30, we learn some surprising secrets about the Dreamer. What are they? How does this revelation impact the rest of the story?
15. What history does Hally tell Lozen about his kind? How does this story connect to the oral legend Lozen has heard in the past? What are the differences and similarities? Support your answers with text evidence.
16. What compels Lozen to leave the cave, especially with her family still inside with Hally? How does such an action align with or go against the mission that she has been taught to fulfill?



17. Synthesize Diablita Loca's backstory with her mission in regards to Lozen. In what ways does Diablita need Lozen? What compels her to decide to end Lozen's life, considering the uncertainty of monsters and gemods still present and on the prowl?
18. Analyze the evolution of the character Edwin. Is there any evidence over the course of the novel that reveals a different layer to his character? How so? How not? Provide examples from the story.
19. How does the author use foreshadowing to reveal the intentions of Diablita Loca and her henchmen? Cite examples from the text.
20. Select three wise quotes from Uncle Chatto or Lozen's father. Describe how each quote manifests itself in Lozen's battles.
21. Recall the tale of how hooved animals were obliterated pre-Cloud. How have these creatures been reincarnated in present times? How is it beneficial for Lozen to go unnoticed by this giant buffalo-like creature in the final scenes? What knowledge does she gain in her observations?
22. Make a prediction as to what the future holds for Lozen. Given her skill set and alliance with the Dreamer, what would be her most ideal plan for survival? What details from the story align with this plan?

## Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

1. The author uses a lot of flashbacks to show Lozen's relationship with her father and uncle. In your opinion, does this literary technique add to or take away from the story? How so? How not? Support your opinion with text evidence.
2. What are your thoughts on a setting that doesn't include modern technology? Does the lack of technology help or hinder Lozen in her quest? Why?
3. What task is Lozen given on her scout of the highway west? What advice does Guy offer before she leaves to scout? What gift does he give her?

- Why do you believe Guy asks her to return the gift to him?
4. In your opinion, why does the Monster Bird ultimately decide not to attack Lozen? How did you come to that conclusion?
5. What are the reasons behind Lozen purposely feigning confusion and stupidity, specifically when questioned by the Ones? Do you feel this is a smart strategy? How so? How not? Use evidence from the novel to support your opinion.
6. Interpret the meaning of the song lyrics Hussein sings to Lozen.
7. What surprising revelation is made at the end of chapter 28? How did you react to this revelation?
8. If you were Lozen, would you have left your family and Hussein inside the cave with Hally? Why? Why not?
9. Were you surprised to learn that Diablita Loca herself joined her army of Chainers to pursue Lozen? In your opinion, what factors contributed to such a decision?
10. Are you pleased with the ending of the story? What questions do you find still unanswered?

## ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)  
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about each chapter as they read the book. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
  - Have students work in pairs to retell either the key details from each of the chapters. Then ask students to write a short summary, synopsis, or



opinion about what they have just read.

4. Have students give a short talk about what family and heritage means to them, and how they have overcome obstacles in their life with support of people who are important to them.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

## INTERDISCIPLINARY ACTIVITIES

*(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)*

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

### English Language Arts

*(Reading Standards, Key Ideas and Details, Strands 1-3; Craft and Structure, Strands 4-6; Integration of Knowledge & Ideas, Strands 7-9; Range of Reading of Text Complexity, Strand 10)*

*(Writing Standards, Text Types & Purposes, Strands 1-3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7-9; Range of Writing, Strand 10)*

*(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3; Presentation of Knowledge and Ideas, Strands 4-6)*

1. Students can complete a critical essay. Have students identify 3 major themes of the story and use details from the novel to support each theme. Why did students select those 3 themes? How did

they come to understand that they were the most important events?

2. Have students summarize the Native way of hunting deer, as it is presented in the novel. In your opinion, what does this ritual reveal about Lozen's culture? Compare and contrast this ritual to your own cultural mores of finding, preparing, and eating meals.
3. Consider the meaning of the song lyrics Hussein sings to Lozen. Have students create a two-column graphic organizer where one column contains the lyrics and the other column translates their true meaning. Set the lyrics to instrumental music of students' choice and encourage them to perform it for the class.
4. Students can write a comparative analysis of the song Hussein sings with another meaningful song in history that encourages listeners to resist and fight against injustice. Have students describe the historical background and political climate of both songs. Students can identify the similarities and differences in the messages of each. For example, "Wade in the Water" was a popular song among African American slaves. The lyrics of the song provided directions on how slaves could escape. Can students find a similar song from a marginalized culture to compare with Hussein's?

### Social Studies/Geography

*(Reading Standards, Key Ideas and Details, Strands 1-3; Craft and Structure, Strands 4-6; Integration of Knowledge & Ideas, Strands 7-9; Range of Reading of Text Complexity, Strand 10)*

*(Writing Standards, Text Types & Purposes, Strands 1-3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7-9; and Range of Writing, Strand 10)*

1. Have students create a visual presentation that highlights the collapse of civilization, according to Lozen.
2. Encourage students to make a timeline of the events in the novel with a partner or in small groups. Have students use evidence from the text to inform their decision. Throughout the process, have students think about what events are important to document on a timeline and why. What do they want to show, and what's essential





in understanding the chronological events of the story?

3. Create a map for New America with students in partnerships or small groups. Be sure to include physical features mentioned in the story and a map key. Have students look online for other maps to inform their processes. What is typically included in maps? What are important elements that need to be shown? Why?
4. Research the life and legacy of Geronimo. Think about all the kinds of mementos you would put in a scrapbook for him. Use pictures from magazines, online resources, and items from home to create a scrapbook. Be sure to have students explain the significance of what they've included.

### Arts/Performing Arts

*(Reading Standards, Key Ideas and Details, Strands 1-3, Craft and Structure, Strands 4-6, Integration of Knowledge & Ideas, Strands 7-9, Range of Reading of Text Complexity, Strand 10)*

*(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7-9, and Range of Writing, Strand 10)*  
*(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)*

1. Encourage students to think about what are some of the strongest images that Bruchac creates with his prose? How do these images set the mood for the novel? Channel an inner artist and have students create a piece of art that aligns with a mental image in the novel. Include an index card with details for your readers/viewers.
2. Have students create a book trailer for the novel.
3. As a follow-up activity, students can make a Movie Poster! Students will create a poster to advertise the novel as a movie. Consider what will be featured on the poster and which Hollywood stars students will have fill the roles of your featured characters.
4. Have students create a diorama that demonstrates the setting of the novel. Students should be encouraged to think about what materials they use and what decisions they make about what's integral to the diorama.

5. Students can create an award for each of the main characters based on their traits and actions in the novel. For example, Lozen might be awarded "Bravest of All," while the Dreamer might be awarded "Most Likely to Quit the Ones." Get creative! For each award, have students write a paragraph that explains why this character deserves this award.

### Home-School Connection

*(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)*

*(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)*

*(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)*

1. Consider taking a trip (whether real or virtual) to a facility that specializes in Native American history and culture. Listed below are sample websites that may provide a weekend of learning and fun for students and their families:
  - National Museum of the American Indian: <http://nmai.si.edu/visit/washington/families/>
  - Native American Art Virtual Field Trip: <http://edtech2.boisestate.edu/danamohn/502/vtour.html>
  - The Institute for American Indian Studies: <http://www.iaismuseum.org/education.shtml>
2. After students and their families have experienced the field trip, be it virtual or in-person, select a medium of your choice to share what was learned. This share-out can be done in numerous forms: iMovie, YouTube Video, Twitter story, Instagram story, Facebook photo montage, Facebook Live (during your trip), diary entry, PowerPoint, brochure, etc... Students and families can get creative!

## ABOUT THE AUTHOR

**Joseph Bruchac** is an Abenaki Indian. He is among the most respected and widely published Native American authors, with over 100 titles in print, including the popular *Keepers of the Earth* series and Lee & Low's *Crazy Horse's Vision*, which received a starred review from Kirkus Reviews. His YA novel, *Wolf Mark*, is a Westchester Young Adult Fiction Award winner. A Rockefeller Fellow and an NEA Poetry Writing Fellow, he was the 1999 recipient of the Native Writers' Circle of the Americas Lifetime Achievement Award. In addition to writing, Bruchac is an editor at Greenfield Review Press, a literary publishing house he co-founded with his wife. He lives in Greenfield Center, New York. To find out more about Joseph Bruchac, visit [josephbruchac.com](http://josephbruchac.com).

## Book Information for *Killer of Enemies*



\$11.99, PAPERBACK

9781620142769

\*Reading Level: Grades 6–12

Interest Level: Grades 6–12

Guided Reading Level: Z+

Accelerated Reader® Level/  
Points: 5.7/14.0

Lexile™ Measure: 860L

**THEMES:** Science Fiction, Steampunk, Dystopia, Family, Bigfoot, Friendship, Romance, First Love, Genetic Engineering, Ethics, Coming of Age, Socioeconomic Privilege, Hunting, Native American Interest, YA Interest, Overcoming Obstacles, Families, Environment/Nature, Dreams & Aspirations, Coping with Death, Breaking Gender Barriers, Persistence/Grit

### RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/killer-of-enemies>

*All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.*

## ABOUT LEE & LOW BOOKS

**LEE & LOW BOOKS** is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at [leeandlow.com](http://leeandlow.com).

## ORDERING INFORMATION

### On the Web:

[www.leeandlow.com/contact/ordering](http://www.leeandlow.com/contact/ordering) (general order information)

<https://www.leeandlow.com/books/killer-of-enemies> (secure online ordering)

**By Phone:** 212-779-4400 ext. 25 | **By Fax:** 212-683-1894

**By Mail:** Lee & Low Books, 95 Madison Avenue, New York, NY 10016