

## ***Swept Away* by Natalie Hyde Teacher's Guide**

Created by Martha Brack Martin with support from Natalie Hyde and the Cormorant Team.



Ruth Mornay is devastated when her one best friend, her sixty-three-year-old neighbor Bea, drowns in the local river. Bea was the only person who really understood and appreciated Ruth – who really *saw* her. When she learns Bea wrote to her godson Saul and told him she predicted she would be murdered, Ruth is shaken. She had dreamed of a drowning three months before, and Ruth’s dreams have a strange habit of sometimes coming true. Surrounded by a host of quirky small-town characters, Ruth and Saul decide to work together to determine the truth of Bea’s passing. Little do they know, the murderer is still at work in the hamlet of Pinkerton ... and Ruth is next on their list.

### Themes

Some key themes and “big ideas” in this book include:

- Things are not always what they seem
- Friendship
- Family
- Betrayal
- Small-town life

### The Plot

Eleven-year-old Ruth’s friend and neighbor, Bea, has just died – an accidental drowning. Or so they say. Ruth’s not so sure. Bea was sixty-three and knew the area better than anyone. She

was much too careful to get swept away by the flooded Teeswater River. And now Bea's godson, Saul, says his godmother had premonitions that she would be murdered. She even left behind a box of clues to help Ruth figure out what happened.

Accident or murder? That's the case Ruth, Saul, and Ruth's wayward pet chicken, Dorcas, have to crack.

## The Setting

This story takes place in the small hamlet of Pinkerton, in rural southern Ontario.

## What Kind of Reader Will Love This Book? One who...

- Enjoys mysteries sprinkled with paranormal elements and humor
- Feels invisible a lot of the time
- Watches a lot of mysteries on TV
- Lives in a small town or appreciates that setting
- Is obsessed with missing treasure tales or historical mysteries

## Chapter Questions (for Independent Work or Class Discussion)

Pick and choose the questions that work for *your* students in *your* classroom. Use as many or as few as you like. All page number references are from the first edition (2023).

### Chapter 1

1. The story introduces the mystery right away with the words, "The day Beatrice Payens went missing..." (p. 1). List the clues that are found, and the details of the mystery so far.
2. Define the underlined words in the quotations below. Use a dictionary to help you.
  - a. "Stupid beavers used punky wood to build their dam..." (p. 1).
  - b. "...Beatrice, who was the head of the Teeswater River Embankment Rehabilitation Society..." (p. 1).
3. In this first chapter, we are introduced to Ruth Mornay, our main character. Choose two adjectives you feel describe Ruth. Use words or scenes from the book to explain your choices.
4. Mrs. Gorgonzola has a very unusual last name. Why do you think the author chose this name for her character? (Do a little research if you aren't sure where one usually finds the word.) Does the name fit?
5. What made Ruth and Bea such good friends, despite their age difference?

### Chapter 2

6. The author includes little details about the characters, places, and activities in the town of Pinkerton. How do these details help the reader?

7. Mrs. Ings describes Pinkerton as “a small hamlet where people care about each other...” (p. 7). Is this the impression you’ve been given as a reader so far? Why or why not?
8. Define the underlined words in the quotations below. Use a dictionary to help you.
  - a. “...the pork scratchings had gone rancid” (pages 5-6).
  - b. “Bea had introduced her to orange pekoe, brewed strong...” (p. 10).
  - c. “She was surprised that the person she thought had been a close friend, a confidante, would leave her a pile of junk” (p. 12).
9. Why is the word “confidante” in italics? Explain your thoughts.
10. How would you feel if you were Ruth and inherited such a disappointing collection of items?

### Chapter 3

11. Define the underlined words in the quotations below. Use a dictionary to help you.
  - a. “The den walls were the repository for all the weird and wacky art...” (p. 14).
  - b. “...only the family was afflicted with looking at it” (p. 14).
  - c. “Now Saul got cagey” (p. 16).
12. In this chapter we learn Ruth often had nightmares, and occasionally they came true. Unfortunately, “...one of her nightmares three months ago had been about a drowning” (p. 14) and she never told anyone. Why is this significant?
13. Have you ever had a dream or a nightmare come true? Do you think this happens often? How would you have handled the dream about someone drowning if you were Ruth?
14. What do you think about the new information Saul shares with Ruth? Share your thoughts with a small group or the class.

### Chapter 4

15. Define the underlined words in the quotations below. Use a dictionary to help you.
  - a. “Ruth had to admit it was the perfect time to talk to Saul and get to the bottom of Bea’s death. Or murder, if you believe in premonitions” (p. 18).
  - b. “I didn’t dream about murder. I dreamt about drowning” (p. 19).
16. Does Pinkerton sound like a place in which you would like to live? What is the least appealing aspect of it to you, personally? Why?
17. Saul says, “I see images of things even after they’re gone. I know *exactly* what that letter said” (pages 21-22). Why is the word “exactly” in italics?
18. If Bea really did hold deep, dark secrets that got her murdered, why did she not confide them to Ruth, if they were so close?
19. What do you think pushes Ruth to finally ask for the kitten teapot? Explain.

### Chapter 5

20. A good author uses excellent word choices to help the reader visualize events in a story, to help create a specific mood, and to make the story more interesting. Select three excellent word choices or phrases in this chapter and record on what page each quotation is found.

21. The author again uses italics when she writes, “She picked *Anne of Green Gables* for the hundredth time...” (p. 24). Why is this font used here?
22. What does Ruth’s mom mean when she says “All Mornay” on page 26?
23. Would you personally be creeped out by artwork made of human hair, or be fascinated by it? Explain your reasons.

#### Chapter 6

24. Define the underlined words in the quotations below. Use a dictionary to help you.
  - a. “She wondered if Saul were the type to gloat” (p. 30).
  - b. “...and by gum, he was going to get an apology” (p. 31).
  - c. “...having the audacity to open the screen door and waltz in without being invited” (p. 32).
25. Do you believe Saul when he tells Ruth why he was so rude to her?
26. Why might Ruth be the next possible target? Explain your ideas.

#### Chapter 7

27. Why do you suppose Ruth’s nightmares “had returned with a vengeance” (p. 38)?
28. Ruth researches the hair picture and learns that “...human hair art was a ‘thing’” (p. 40). Would you wear lace (or any other form of clothing) made out of human hair? Why do you think this form of artwork ever began?
29. What do you predict the key unlocks, and why?

#### Chapter 8

30. Ruth feels she has to keep Bea’s secret of the door in the basement to herself, even though Bea obviously trusted Saul. For her it was just “instinctive” (p. 45). Would you have told Saul about the door, if you were Ruth? How important is it to you to “hold a secret close” (p. 45)? Explain.
31. On page 47 we learn that “Mrs. Ings’ face lit up” at the thought of making a straw hat for Ruth. What is the purpose of the apostrophe at the end of the word “Ings”?
32. Portia the pig and Dorcas the chicken are both apparently allowed to roam free around the town of Pinkerton. What does this say to you about the town?

#### Chapter 9

33. Ruth has a particularly awful nightmare that stays with her through the morning. Describe this nightmare. What do you make of it?
34. Apparently sales go way up on the days when Sam’s store receives its shipment of fresh bread, because it smells so appealing. What smells do you find especially appealing? Why?
35. The drawing Ruth makes in the dirt of the chicken coop reminds her of something she can’t quite recall. What do you think it might be?

#### Chapter 10

36. Ruth has a great strategy for escaping Emily's visit. What strategies do you have for avoiding things you don't enjoy? How successful are your strategies?
37. Who (or what) do you predict was responsible for Ruth and Saul becoming locked in the basement room? What might their reason be for doing so? How might the kids escape? Explain.

#### Chapter 11

38. Define the underlined words in the quotations below. Use a dictionary to help you.
  - a. "Was Bea a closet Druid and wanted easy access to a tree-hugging ceremony?" (p. 67).
  - b. "...those theories were seeming less far-fetched with every passing day" (p. 67).
39. The tunnel leads to the ruins of a building. What do you think the building might have been?
40. Who do you think is watching at the end of the chapter? Use evidence from the text and your own ideas to prove your theory.

#### Chapter 12

41. Saul finds a message from Bea in the book about the town (p. 72). What do you think Bea might have meant by the message?
42. Ruth explains to Saul that people living in small towns like Pinkerton sometimes just snap. She bases her theory on murder mystery shows. Do you think her theory is accurate? Write down your ideas, then share them with a friend or the whole class.
43. Define the underlined words in the quotations below. Use a dictionary to help you.
  - a. "People living in places like Pinkerton can only take so many strawberry socials, birding tours, and bingo nights before they snap" (p. 73).
  - b. "Here. Old Parish Church" (p. 71).
  - c. "Ruth gave an exasperated sigh" (p. 74).
44. Why might someone have intentionally locked the kids in the basement? What would they have to gain by doing so?

#### Chapter 13

45. What do you think of Ruth's dreams lately? What are they trying to tell her, in your opinion?
46. How do we know Ruth has a lively imagination. Give one example from the story, and make sure to include the number of the page on which you found it.

#### Chapter 14

47. Suddenly the kids have a suspect and a motive. What do you think of this new development?
48. On page 84 we learn "...at the last moment Ruth felt a compulsion to get dressed and catch the school bus."
  - a. What is a "compulsion"?

- b. We already know Ruth has dreams that often come true. Now we are seeing she's starting to have compulsions she can't explain. Do you believe Ruth might actually have powers? Why or why not? Explain.
49. The author ends this chapter with the sentence, "But then, Ruth didn't know how deep the secrets ran in Pinkerton at all" (p. 85). How do sentences like this one affect you, as a reader?

#### Chapter 15

50. Define the underlined words in the quotations below. Use a dictionary to help you.
- a. "She knew from the strong ammonia smell that chicken coop needed cleaning out" (p. 87).
  - b. "It's a brooch!" (p. 89).
  - c. "Ruth hoped Portia would be her porcine bodyguard" (p. 91).
  - d. "Ruth had seen the normally mild-mannered Portia revert to her feral DNA whenever anyone challenged her for so much as a Cheezie..." (p. 91).
51. What happens to Ruth when her hand closes around the brooch and she shuts her eyes?
52. Why does the chicken coop have a strong ammonia smell?

#### Chapter 16

53. Have you ever had to lie to protect yourself or avoid trouble? Have you had to lie to protect someone else from trouble?
- a. How did it feel to lie?
  - b. Do you think it was the right or wrong thing to do, given the circumstances?
54. We learn that relatives are challenging the will, saying Bea wasn't in her right mind when she left it to Saul's father. How do you think Bea would feel about this? How does Ruth feel about it?
55. The brooch turns out to be very impressive once Saul cleans it up. Do you think it could be real treasure? Why or why not?

#### Chapter 17

56. Why do you think the name of Thomas Fuller was underlined, and then erased, in Bea's book?
57. The author includes a story in this chapter about a previous break-in at the Gorgonzola house five years ago. This is not the first story about the Gorgonzolas in the book. How does this story make you feel, as a reader? Why?

#### Chapter 18

58. We learn more about Ruth's immediate family in this chapter, as well as her other relatives. What do we learn that you think might be important to the story? Share your ideas with your classmates in a small group or class discussion.
59. Ruth's dad has kept some information from her, and she wonders about his reasons for doing so. What do you think his reasons were? Use evidence from the text and your own ideas to explain your thoughts.

## Chapter 19

60. How do you feel about what Ruth and Saul discover online?
61. What do you think the will is referring to as Ruth's "burden" (p. 115)? Explain your thoughts.
62. How would you feel if you were Ruth at this point in the story? Why?

## Chapter 20

63. Why do you suppose Bea was so particular about the flowers on her hat?
64. How do you feel about this latest clue? What would you do next with it, if you were Ruth and Saul?

## Chapter 21

65. Ruth keeps referring to what she has learned from detective shows as she attempts to solve the mystery of Bea's death. How accurate do you think detective shows are, compared to real mysteries and crimes?
66. Are you surprised at the degree of effort Ruth put into proving which brother was taking stuff from her room? What would you do to handle a similar situation?
67. The kids had an elaborate plan to trap the person breaking into Bea's house. Ruth tries to convince herself nothing will happen, but the chapter ends with the sentence, "She was wrong" (p. 128). What do you predict happened at Bea's house that night? Use details from the story in your answer.

## Chapter 22

68. What new revelations does Ruth make in this chapter? List them using jot notes.
69. What does the word "niggled" mean in the sentence, "But one other little idea niggled at the back of her mind" (p. 133)? What "clues" did you use to "deduce" the meaning?
70. Why do you think Ruth blacked out at the end of the chapter?

## Chapter 23

71. Considering she passed out the night before, and had a nightmare and minimal sleep, do you think it was a good idea for Ruth to climb a tree the following morning? How often do you do things that you realize afterward were not good choices? Share a story of a bad choice you made with a friend or a small group. What did you learn?
72. What were your thoughts when you read page 138, as Ruth was noticing the rectory door was ajar?
73. Define the underlined words in the quotations below. Use a dictionary to help you.
  - a. "Standing near the door to the rectory, which adjoined St. Ignatius at the rear of the church, was Dorcas" (p. 137).
  - b. "...she would have to go over to the wayward hen before she laid her egg in Father Donatello's garden clogs..." (p. 137).
  - c. "At least she wouldn't have to apologize for Dorcas's interloping while listening to him say how he loved all creatures" (p. 137).

- d. "In the darkness there was the furious flapping of wings, a throaty *brawqk* and sharp claws scraping floors, shelves, and likely, nefarious people lurking in the shadows" (p. 141).
- e. "She was indeed about to bang smack into an old wooden lectern in the corner" (p. 143).

#### Chapter 24

- 74. What do you think the kids will learn when Saul translates the French document Ruth found on the Internet? Explain using evidence from the story and your own ideas.

#### Chapter 25

- 75. How did the flowers on Bea's hat turn out to be significant? Explain how the kids figured out the message behind the flowers.
- 76. How do you feel about all of the "discoveries" in this chapter? Share your thoughts with a friend, and then the class.

#### Chapter 26

- 77. We get to know Ruth's brothers a bit better in this chapter. How do you think it would feel to be the only girl in a family with six brothers? How would you handle it if you were in Ruth's shoes?
- 78. The kids are coming to the conclusion that each of the clues seems to have two meanings. What are the two things significant about the ugly hair picture?

#### Chapter 29

- 79. This chapter is full of one heart-stopping discovery after another. Create a timeline of all the events and revelations you consider important, in chronological order.
- 80. What did the author do to make this chapter come alive for the reader? How did she make you want to keep reading? Use evidence from the chapter to show what you are trying to describe in your answer.

#### Chapter 30

- 81. How did Bea end up outsmarting the killer after all? How did the kids figure it out?
- 82. Ruth and Saul eventually just go home after all the excitement. Would you have handled the discoveries they made in the same way? What would you have done?
- 83. Grandma Hildie wanted to be sure the house stayed in the family, with a female member living in it. How do we learn this? Why do you suppose she wanted this?

#### Chapter 31

- 84. What does Ruth mean when she says the news of the killer "all came through the grapevine" (p. 185)? How many "grapes" were on Ruth's "grapevine?"
- 85. The killer turned out to have outstanding warrants for previous crimes. What are "industrial espionage and fraud" (p. 186)? Do you think they still need to be worried about him or others like him arriving in Pinkerton? Why or why not?



86. If you had the knowledge Ruth discovered, would you be able to leave the formula where you found it and not use it? Are you surprised at her choice? Explain your thoughts.
87. What is the significance of Ruth adding her own hair to the hair picture at the end of the story?

## Discussion Questions

These questions can be used for whole class discussion or for independent work (e.g., “reading response,” “reflections,” literature circle prompts, etc.)

- i. The author weaves in a number of humorous descriptions in the story, often about the various residents of Pinkerton and their daily activities or histories. When you are reading a story, how does humor affect you, as the reader? What do you value most in your reading choices?
- ii. Dorcas is instrumental in the plot of the story. Could she be the true heroine of the book? What about Portia? Debate which “girl” deserves the most praise and honor.
- iii. Could this book have a sequel, in your opinion? What should it include? Should it still be a mystery? Discuss what a sequel to *Swept Away* would look like.
- iv. Ruth’s strange dreams began before the novel, but more unusual things seemed to be happening to Ruth as the story progressed. Were these incidents part of her new inherited role, or merely coincidence? Do you think they will continue after the story?
  - a. Take a vote on these questions. Is there a consensus?
  - b. Do you think Bea had all of these abilities? Why or why not?
  - c. Discuss how Ruth’s abilities might continue to develop as her life progresses.

## Culminating Activities

Give students the opportunity to make connections to the world and themselves, as well as to other texts, and to choose their own way of demonstrating them. Here are some other activities to consider at the end of the novel:

### Mandala Magic:

With permission, look up “mandalas” using whatever research tools are available to you. How were mandalas used by people? What materials did people use to create them?

Create your own mandala design within a circle shape. Your teacher might give you some samples, but you can also simply create your own, remembering that geometric shapes are key. You can make your mandala as complicated as you wish. Add color to it, to really make the designs pop.

### Art from the Heart (or Other Body Parts):

Over millennia, people have made art for a variety of reasons, using just about everything. In *Swept Away*, a key piece of evidence is the picture made from human hair from a variety of people. Another medium for art is animal bones, carved or used in sculptures along with other materials.

Explore the artwork found in the websites below. Choose one that most appeals to you, and share your reasons with your class in a “creepy art showcase.”

<https://www.bonesculptures.com/>

<https://www.theboneguys.com/post/meet-10-artists-making-jewelry-out-of-human-teeth>

<https://www.notesfromthefrontier.com/post/1800-s-human-hair-funeral-art>

<https://www.craftingcommunities.net/hair-art>

### Research Roundup:

Think about the various topics introduced in the book. These could include a historical small town near your home, the Knights Templars and their history, the Freemasons, famous treasure searches (e.g., Oak Island), raising pet chickens or pigs, famous historical mysteries (e.g., Stonehenge, The Loch Ness Monster, etc.), or even the ancient study of Alchemy.

Where would you find information about these topics? What would be most interesting to share with others?

Research a topic introduced in the novel, independently or in groups. Present your learning and research through an infographic or other creative presentation model of your choice.

### A Night at the Movies:

There are a number of movies that feature characters using clues to solve mysteries involving great detectives, treasure, and/or secret societies. Some of these include the *National Treasure* movies, *The Goonies*, *Nancy Drew*, or the *Enola Holmes* movies, but there are many more. There are even good cartoon mysteries that might be options.

Watch one of the movies that your teacher decides is appropriate, and discuss in what ways it is similar and different from *Swept Away*. What makes mysteries so appealing? What characteristics does a good detective need?

### Say What?

Dorcus and Portia are key characters in the story, but neither has been asked their opinion on the events. What did the story look like through Dorcas’ eyes? How would Portia explain her experiences and observations?

Write a brief account of your favorite scene featuring one of these two important “ladies.” Alternatively, “interview” one of them, asking for their view of the story in their own “words.” How would they describe what they saw? Smelled? (Tasted?) Write in character, and be sure to stay true to the character’s “voice.”

## A Rose by Any Other Name:

Flowers play a big part as clues in *Swept Away*. Many people attribute special meaning to different types or colors of flowers, and Bea was no exception. Explore the symbolism of flowers by using research tools at your disposal, with permission from your teacher.

Now use what you've learned to design a bouquet – or a garden – for some important people in your life. What flowers would you include? Why would they be most appropriate? Share your design visually, with a sketch, a collage of flower types, or perhaps a map of the garden design.

## Exploring the Same Themes in Different Texts:

After reading *Swept Away*, consider reading some of Natalie Hyde's other middle grade novels, like *Mine! Saving Armpit* or *Up the Creek*, or Kevin Sands' Blackthorn Key novels, or Eric Walters' *Money Pit Mystery*. How are some of the same themes repeated in these stories? How are they handled differently?

Create a presentation comparing the themes in your choice of books or share your ideas orally in a class discussion or with a friend.

## Interview with the Author

**Martha:** Hey Natalie! Great to catch up with you. Thanks for chatting with me about *Swept Away*.

**Natalie:** Thanks, Martha. It's always fun to talk books!

**Martha:** I understand Pinkerton, the village in which you set the novel, is an actual place. Is it true you found yourself in Pinkerton by accident, and that fired up your imagination? Do you usually begin writing your novels by visualizing the setting, or was that new for you?

**Natalie:** It is true! We were coming back from a day at the beach when we turned onto an unfamiliar road. It led us into this little hamlet with an antique store, a few houses, a bridge over a creek, and not much else. But I began imagining what it might be like to live there, the characters that might be neighbors, and what secrets it might hide. Before we got home that day, the story was firmly set in Pinkerton. Usually, my stories start with unique characters or an interesting plot. This was the first time the setting inspired the story for me.

**Martha:** I absolutely love mysteries and quirky characters, and I have a real passion for paranormal elements in the books I read. I am also addicted to shows that feature investigations into historical treasure, like *The Curse of Oak Island* or *The Da Vinci Code*. You've



Photo by Joe Bezzina

rolled so many of my favorite things into one middle grade novel and done it so well! Did you know where the story was going when you started it?

**Natalie:** I am typically not an outliner when I write, but this book needed some planning simply because it is a mystery with clues that have to lead to a solution. In the beginning, I did know that I wanted something to do with Templar treasure because the Templars have fascinated me for a long time (and I'm up to date with *The Curse of Oak Island*, too!). I'm also intrigued by alchemy, which is the medieval study that is half chemistry and half magic, to turn different metals into gold. I also wanted the real treasure in this story to be knowledge. Weaving all those elements together was so much fun!

**Martha:** Your characters are so fun and interesting. Are any of them based on real people you know? (Or do you dare admit that?)

**Natalie:** My characters are often inspired by people I know, but usually a mixture of more than one. There is also a little bit of me in many of them. There is a lot of me in Ruth, a little bit of me in Beatrice, but I hope there is none of me in nosy Mrs. Gorgonzola!

**Martha:** What made you decide to include Dorcas and Portia in the novel? (I now have a new respect for chickens thanks to Dorcas!)

**Natalie:** Dorcas is actually a real chicken — she is one of our laying hens. She is a bit of an escape artist and likes to wiggle out of the fence of her run and wander across our property to the patio where I am trying to work and distract me. She has such a funny personality that I decided she might as well be part of the book. We don't have any pigs on our farm, but there are some nearby that I see all the time when driving into town. I figured that in a little rural village like Pinkerton, there had to be some animal personalities, too.

**Martha:** I loved when Saul and Ruth figure out in chapter 26 that every clue they find seems to have two applications. That really impressed me — it's hard enough to write a mystery with clues that have only one meaning! What made you decide to do that? And how hard was it?

**Natalie:** I think the fun part about reading a mystery is that it is a puzzle. I wanted to challenge Ruth and Saul to be able to look at things in different ways. I decided first that the ugly hair picture would have two meanings: the DNA and the mandala. Then as the mystery continued, instead of adding new items as clues, I found ways to make those three "unwanted" clues do double duty.

**Martha:** Brilliant!

**Natalie:** Thanks!

**Martha:** Another thing that's brilliant is how you managed to weave humor into the story in such a subtle way. I loved the little tidbits of village life where you managed to slide in your best comedic elements (like the lava lamp episode). Did those bits just write themselves?

**Natalie:** I have been told that I have a quirky side to me, which is why my books tend to be quirky. I love to laugh and see the humor in things, so it naturally slides into my stories. The lava lamp episode, for instance, really came from my imagining the difficulties Mr. Gorgonzola might have living with such a strong personality as his wife and how he might exact his revenge.

**Martha:** Have you ever lived in a community as small as Pinkerton?

**Natalie:** I lived in a medium-sized town most of my life, but now we live on a dead-end country road with ten other houses. It is a bit like living in a village and we have more than our share of quirky characters. (I may be one of them!)

**Martha:** Do you know if any of the actual villagers living in the real Pinkerton are aware their hamlet is in a novel?

**Natalie:** I don't think so, however, if I go back to the antique store, I might take a few copies with me. I would make sure to explain that the characters are all from my imagination. I did hear from one person who read the book and who knows people living in that area, and she said I got the quirky people and happenings just right!

**Martha:** What do you hope to make your readers feel as they turn the last page?

**Natalie:** I hope that readers realize that there is a world of wonder out there and mystery and adventure might be right around the corner. I would also like to think that they see that friendships come in all shapes and sizes.

## About Natalie Hyde

Natalie Hyde is the author of over one hundred books, both fiction and nonfiction, for middle grade and young adult readers. Her works include *Saving Armpit*, *Up the Creek*, *Mine*, *I Owe You One*, and *Cryptic Canada*. Hyde is her family's genealogist — the “keeper of the bones” — and has traced her father's family back to the 1700s in Canada. So far, she has found a family ghost, murderer, and famous sea captain. She is still looking for a pirate. She currently lives in Flamborough, Ontario with her family, and a flock of Rhode Island Red hens, including Dorcas.

## Awards and Recognition for Natalie's Books

Natalie's various books have been nominated for various awards in the US and Canada.

## Related Weblinks and Resources for Further Learning

<https://nataliehyde.com/books/>

<https://www.scholastic.ca/books/authors&illustrators/natalie-hyde>

<https://www.fantasticfiction.com/h/natalie-hyde/>