Felix Ever After
Instructional Resource Guide

Suggested Grade Levels: 9-12
Author: Kacen Callender

User’s Guide
Designed for use with high school students, these writing prompts provide opportunities for students to develop a deeper understanding of the following topics/standards:

+ RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
+ RL.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
+ RL.6 Analyze a particular point of view or cultural experience reflected in a work of literature.
+ SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
+ W.1 Write arguments to support claims with clear reasons and relevant evidence.
+ W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

Important Note: Many of the prompts investigate the experiences of marginalized identities; therefore, offering students a choice of prompts allows them to select one that resonates with them the most.

About the Author
Kacen Callender is a bestselling and award-winning author of multiple novels for children, teens and adults. Kacen enjoys playing RPG video games, practicing their art and focusing on healing and growth in their free time. They currently reside in Los Angeles, California.

About the Book
Felix Love has never been in love — and, yes, he’s painfully aware of the irony. What’s worse is that, even though he is proud of his identity, Felix also secretly fears that he’s one marginalization too many — Black, queer and transgender — to ever get his own happily-ever-after. When an anonymous student begins sending him transphobic messages, Felix comes up with a plan for revenge. What he didn’t count on: his catfish scenario landing him in a quasi-love triangle.

Discussion Questions
+ Watch this poem by Lee Mokobe. How are Mokobe’s point of view and cultural experiences similar to and different from characters in this book? [Standards SL.1 & RL.6]
+ “The issue is that we’ve never really gotten to see our own stories... We have to make those stories ourselves.” (p. 223)
  ○ Whose story is Felix Ever After? Does it belong to one person, one identity or many? What from the text supports your answer? [Standards SL.1 & RL.6]
+ “For trans and nonbinary youth: You're beautiful. You're important. You're valid. You're perfect.” (Dedication page)
  ○ How does this book show the importance of affirming transgender and non-binary youth? What are ways you can affirm them in your community? [Standards RL.1 & SL.1]
Writing Prompts

+ “No one else gets to define who I am. Only me.” (p. 350) Write a letter that argues your position on what defines you as a person. Which identities are more important and why? Consider the audience for your letter and tailor it to that audience. [Standard W.1]

+ “I look at the moon, and I can’t help but think of everyone else on the planet who’s looking up at it, too, and how alone I am, even though we’re all here on the same Earth. I think about the fact that we should all be connected, but we’re not.” (p. 130) Write an essay that explains the parts of your identity that connect you to others and those parts of your identity that are barriers from connecting with others. [Standard W.2]

+ Using evidence from the book as support, write about how Felix’s understanding of privilege changes over the course of the story. [Standards W.2 & RL.1]

+ Using evidence from the book as support, write about how art reveals and/or develops characters’ identities over the course of the story. [Standards W.2 & RL.1]

+ Write an essay in which you analyze the development of Felix and Martin’s relationship throughout the text. [Standards W.2 & RL.3]

+ “It could’ve been easy to say I was hurt because I’m trans, because someone singled me out for my identity, but there’s something weird about that — something off, about suggesting that my identity is the thing that brought me any sort of pain. It’s the opposite. Being trans brings me love. It brings me happiness. It gives me power.” (p. 350) Write an essay in which you explain how the author reflects Felix’s empowered point of view regarding his gender identity in the text. [Standards W.2 & RL.6]