



A Curriculum Guide to:

Keeper of the Lost Cities #8: Legacy

By Shannon Messenger

About the Book

Meet Team Valiant! The powerful Council of the Lost Cities has decided that Sophie and four of her friends must become nobility, complete with crowns and titles of Lady and Lord. With the honors come heavy responsibilities, especially for Sophie as a leader. But her search for her biological parents keeps getting her distracted; although the two main boys in her life aren't on the team, their emotions keep her off balance as well. However, Sophie knows she must focus her remarkable powers on the fight in hopes she and her team will finally defeat the forces of evil.

Discussion Questions

The discussion questions below particularly address the following English Language Arts Common Core State Standards: (R.L.4-7.1) (R.L.4-7.2) (R.L.4-7.3) (R.L.4-7.4) (R.L.5-6.5)

1. Describe Team Valiant and its members. What strengths does each team member bring? How does Sophie feel about being the leader? How do her team members feel about her leadership role?
2. The Team Valiant members are also elevated to Regents, which gives them titles and makes them members of nobility. Why does the Council decide this distinction is important? How will it affect their prestige in the community and beyond? What clothing and objects are they given in the process?
3. Why is Sophie searching for her biological parents? Who does she tell about the search? Who doesn't she tell, and why does she keep it a secret from them? How does she go about figuring out who her parents might be? What mistakes does she make, and what does she learn from it?
4. Sophie gives Mr. Forkle an ultimatum: "Tell me who my biological parents are or I won't let you reset my inflicting." Why does he want to reset her inflicting ability? Why doesn't he want to tell her about her biological parents? When does she change her mind about the ultimatum, and why?
5. Why does the issue of identifying Sophie's biological parents matter so much to Fitz? How does he act when she says she's unmatchable? How does he react when she explains that she isn't going to keep trying to find out about those parents? Describe Sophie's and Fitz's relationship at the end of the novel.
6. Talk about Keefe's and Sophie's relationship, and how it changes during the book. What do you think Ro keeps hinting at? When does Fitz seem jealous of Keefe, and why?
7. During the first trip to Loamnore, Bronte says to Sophie, "I have no doubt that you'll be an incredible leader if you stop second-guessing yourself and commit." In what ways does Sophie second-guess herself? What makes Bronte believe she has leadership skills? Do you think Sophie becomes a more confident leader during the story? What qualities do you think a good leader should have?
8. Why is Sophie so convinced that she's "basically defective"? What would she like to change about herself? Describe her strengths and weaknesses. Talk about how some of her friends see her and how that differs from her view of herself. Can you relate to Sophie? Explain your answer.
9. Sophie's enhancing skills change throughout the story. Describe what they are and how they evolve. Why does she have to wear gloves and Dex's devices, at least initially? What effect do the skills have on those around her and their abilities? What helps change her enhancing skills?
10. "We have too many enemies," Sophie says to Mr. Forkle early in the story. Who are some of their enemies? How do they work against Sophie and her friends throughout the story?

Describe what you know about their goals and motivations. How do Sophie and her allies fight back?

11. Why is Keefe searching for the man in London? What does Keefe come to believe that his mother did to this man? How does his mother find Keefe, Sophie, and Dex there? Discuss Keefe's mother and what she wants for him.

12. What is Tam's situation during most of the story? What communication does Sophie have with him? How are those communications confusing? What does she learn about him and Lady Gisela during the dramatic scene at Loamnore?

13. Talk about Oralie's role in the plot and how Sophie's feelings about her change at different times. What is Oralie like? How does she help Sophie? Why is Sophie so angry with her in some scenes? Would you have felt the same way if you were Sophie? Explain your answer.

14. Loamnore is an important setting in the story. Describe its features and the journey to get there. Why do Sophie and her allies go to visit King Enki? Why do they return near the end of the story?

15. Who is Nubiti, and what role does she play in the plot? How does she help Sophie and her allies? When does she disagree with King Enki? What important change comes about for Nubiti at the end of the novel, and why?

16. How do Sophie's friends use humor to cope with different situations? For example, when Team Valiant is first formed, what kind of jokes do the team members make? How does Keefe joke in a way that annoys his mother, and why? Find other examples throughout the novel.

17. *Legacy* explores the importance and burden of responsibilities. Emery talks about the Councillors' responsibility to use their "power for good." Discuss what he means by that and why he believes it. Why does Sophie worry about and sometimes resent her responsibilities as the moonlark? What are some other examples of a sense of responsibility in the story?

Extension Activities

1. **Team Valiant Goes Public.** If Team Valiant is going to influence the Lost Cities inhabitants, they could use a few public relations materials. Have students do some research on PR campaigns and what they entail. Then ask students to work in groups to launch a campaign for Sophie and her team. The project can include designing a logo, coming up with a catchy slogan, scheduling an event, creating an infographic, and more.

2. **"Everything Changes Us."** Near the end of the novel, Elwin gives Sophie some advice. Have students reread the paragraph in which Elwin talks about how "*Everything* changes us." Students should then write an essay applying Elwin's words to the novel and how Sophie and

her friends have changed because of other people and experiences, and what decisions they've made in response to these changes.

3. Switch That Image. Throughout the novel, figures of speech create images. For example, Flori sings a song that whispers "through the air like warm spring rain." At one point, Sophie thinks about "the roller coaster of complicated conversations" she and Keefe have had. Have students find five figures of speech from the book that they like; for each one, write a figure of speech that is different from the example but conveys the same meaning or feeling.

4. Dear Abby, Help! Sophie and her friends need help with their complicated relationships. Invite students to work in pairs to write and receive advice from a columnist. Each student should write a letter from one character's point of view, seeking help for a relationship problem. Then the two students should exchange letters and each write a reply in the voice of an advice columnist. Post the exchanges on a bulletin board to share with the class.

5. Mythical Places. Early in the book, Sophie sees a 3-D map of the Lost Cities that makes her think of various mythical places including Atlantis, Shangri-La, the Bermuda Triangle, Camelot, and El Dorado. Ask students to choose one of these places or another mythical place they've learned about. Have them discover more information about the location and then create a poster that shows some of its features and gives its mythical history.

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