



A Curriculum Guide to:
Keeper of the Lost Cities #9: Stellarlune
By Shannon Messenger

About the Book

Mysteries swirl around Sophie in the Lost Cities. Where has Keefe disappeared to? And why? What is Elysian? What is its connection with stellarlune? What are Noxflares? Still conflicted about her possible romances, Sophie struggles to make hard choices. She worries about her actions harming those she loves, but she knows a leader must focus on her mission. Her group of friends seems to be splintering; as always, deciding who to trust proves difficult. Meanwhile, old enemies like Lady Gisela, Vespera, and the Neverseen threaten the stability of the world. And in the midst of all this chaos, the Council insists that Sophie and her friends return to school! Is it time for Sophie and her squad to stop obeying the adults and strike out on their own?

Discussion Questions

1. As the book opens, Sophie has recently burned down the Neverseen's storehouse. Why did she do it? What did she save and what was destroyed? What are the reactions of people around her? What might some of the consequences be for Sophie and others?

2. What is Sophie's plan when she first hears that Keefe has fled to the human world? Why does she change her mind? How hard would it be to find him? Why is she worried about him? Why does she think he might be better off where he's gone? How does she eventually track him down?
3. What happens to the triplets, Dex's younger siblings, when Keefe is near them that has Dex worried? What is he concerned about? What are the implications of Keefe's new powers? How does Jensi feel about not manifesting when most of his friends have?
4. Give a synopsis of Glimmer's story, including what happened to her parents. Explain why, after her parents were banished, Glimmer went with Lady Gisela. Why did she help Lady Gisela escape from Loamnore?
5. Glimmer's story is tied into the problems with matchmaking. Explain how, and analyze some of the problems with the current system of matchmaking. What does Glimmer imply about Stina's parents? What is the effect of that system on Sophie and her future? What does Oralie learn about the matchmaking process for her and Kenric?
6. Discuss Glimmer's statement to Sophie, "You still haven't realized that being the leader means making choices that won't make everyone happy." (Chapter eleven) Why does Sophie deny that she is the leader? Why does the idea of being the leader make her uncomfortable? Why does Rayni say to Sophie after the meeting with Vespera, "You sound like a real leader?" (Chapter thirty-five)
7. Rayni (Glimmer) also says, "But if you don't get control of your group, you're heading for an epic disaster." (Chapter eleven) Describe the interactions of the group with one another and with Sophie in the preceding scene. Why is there so much tension and animosity?
8. In explaining why he's willing to give Glimmer a chance, Tam says, "I realized in Loamnore that there's no clear right or wrong anymore. Everything's gotten too messy." (Chapter eleven) Why does he think that? How does it lead him to be more willing to listen to Glimmer? Where else in the story are right and wrong mixed up with each other?
9. How do Sophie and Dex get to view the contents of Kenric's cache? What do they learn from each crystal? Which parts supply new information to Oralie?
10. What is different about the hologram on the last, purple crystal? How does Sophie react to it? Who does she turn to for an explanation, and why? How does it seem to be related to Elysian?
11. What are the Forgotten Secrets? Why are they erased? How can they be accessed? Give examples of a few Forgotten Secrets. Why does Oralie refer to "the dangers connected

with Forgotten Secrets” (Chapter twelve) and Grady say the secrets were “erased for a reason?” (Chapter nineteen)

12. What does Mr. Forkle think the Neverseen are planning? What would the Neverseen gain, and how would it promote their long-term plans? How does it involve Ro and her people? What is Ro’s initial reaction to Mr. Forkle? Why does she change her mind?
13. Describe Sophie’s training session with Ro in which she practices with a dagger. Discuss the observation that Sophie was “kind of a natural when it came to violence.” (Chapter twenty-one) How does she feel about that and the training? What is her reaction to Ro’s advice to keep in mind, “It’s them or me”? (Chapter twenty-two)
14. Ro urges Sophie to consider her romantic feelings for Keefe. What does Ro think the two have in common? Why does she say, “You both act more like yourselves when you’re together”? (Chapter twenty-two) Why does a romance with Keefe appeal to Sophie? What does she see as the possible problems?
15. What was Brumevale and its history? Why did Mr. Forkle value it? How and why did the Neverseen destroy it? Why does Sophie consider it a huge loss?
16. Why does the Council reopen Foxfire? Why does Sophie resist going back? What is it like to be there again? Why does Sophie share information telepathically with her friends at school? How does Stina make it difficult? What kind of information is it?
17. What is Sophie’s telepathic conversation with Fitz once the group is done, and why does it surprise her? What is a Cognate Inquisition? Why does Tiergan think Sophie and Fitz need one? How does he test them? Describe the three steps of the Cognate Inquisition and what issues come up for Sophie and Fitz.
18. Who is Trix? Why does the Council agree to let Sophie meet with him? What happens at the meeting? What does Vespera reveal about stellarlune, Elysian, and Nightfall? What alliance does Vespera propose, and why?
19. Why do Sophie and Fitz go into Wylie’s memory? How is it important? What does it show them that leads to the starstone?
20. What happens when Sophie and her friends go to Elysian using the starstone? When Vespera appears after that first visit and wants Sophie to go to Elysian with her, why does Sophie think it would be reckless to agree? Who does Sophie choose to go with her and why? What happens at Elysian? What are Noxflares and how do they become important?

Extension Activities

1. **Talk to Me.** The *Lost Cities* books are full of lively dialogues among characters. Have students work in pairs or groups of three to add a conversation to any point in the novel. They should write the lines for the characters to speak, tying them into the rest of the scene or chapter. Then the students should record the conversation and share it with the class.
2. **Clever? Kind? Brave?** Talk with the class about adjectives and the role they play in writing. Ask each student to choose three characters from the novel and come up with five adjectives they think fits each character. The student should write a sentence about why they choose each adjective. Then have them meet in small groups and share their choices.
3. **Cast *Stellarlune* as a Movie or Television Series.** If *Stellarlune* were filmed, who should play Sophie? Who should play Keefe and Fitz and create the tension between them? Each student should decide how they would cast a movie or television series of this novel. They should cast at least ten of the characters and provide reasons for the choices. Then each student can create a catchy movie poster that highlights the cast.
4. **Make It Visual.** It's not unusual for a popular novel to be reissued in graphic novel format. Discuss the topic with the class, touching on the strengths and limits of a graphic novel, and the process of converting a print story into one with text and pictures. Then have students, individually or in groups, take a scene from *Stellarlune* and turn it into graphic novel format.
5. **What Would You Ask?** What would students ask the author Shannon Messenger if she agreed to an interview with them? Each student should think about what they'd like to know about how Ms. Messenger wrote the series, how she feels about the characters, what inspired her, and so forth. The students should each write up 10–15 questions and post them on a class website or bulletin board. Have the class compare the questions and speculate about the answers.

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