

The Parker Inheritance
Discussion Guide
Grades 3-7

Before Reading: to activate schema, build background knowledge, and set a purpose.

- What is a legacy? Can you think of any legacies in your life?
- Whose story should be told? Why?

During Reading: to engage students, check for understanding, and make connections. Prompt students to provide support for their answers from the text.

- How do Candice and Brandon become friends? (Ch. 4) How are Brandon and Candice good friends to each other? Give examples from the text. Ch. 39)
- Do you think Candice’s grandmother left the letter for Candice to find? What evidence is there? (Ch. 6)
- How is America’s history tied to the history of the town? (Ch. 8)
- What do Brandon and Candice learn from their visit to the memorial? (Ch. 10)
- How is Candice’s relationship with each of her parents different? (Ch.14)
- Describe Siobhan. (Ch. 16)
- How are the Washingtons, Caldwelles, and James Parker connected? (Ch. 18)
- How did the tennis match happen? (Ch. 20)
- Think about the adults in Brandon and Candice’s life. Which ones support them? How do they show their support? Share examples from the text. (Ch. 22)
- Why does Brandon’s grandfather believe it was better before Perkins and Wallace high schools were combined? Do you agree with his argument? (Ch. 25)
- Why did the Washingtons have to leave town? (Ch. 33)
- Who is James Parker? (ch 24) How did James Parker come to be? (Ch. 35)
- How does Reggie use his new identity for good? (Ch. 36)
- Why do you think Brandon decided to fight back against Milo? (Ch. 37)
- Why do you think James kept the bracelet? (Ch. 42) How did Candice get the bracelet? (Ch. 52)
- Why does Reggie trust Mrs. Halliday with his true identity? (Ch. 47)
- How does Candice earn the Parker Inheritance? (Ch. 49)
- Why do you think the news is only interested in James Parker’s story? (Ch. 50)

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After Reading: to summarize, question, and reflect.

Think of a story from your community or school that did not get enough attention (like Siobhan and her family's story). Make a newspaper front page telling that story.

Compare and contrast Siobhan, Abigail Caldwell (Candice's grandmother), and Candice. How are they similar? How are they different?

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.