

PHILLIPS PREPARATORY SCHOOL
7th Grade Summer Reading Books (2023-24)

This packet is intended to be completed over the summer as student enrichment and introduction for the 7th grade ELA honors IB program. All summer reading assignments will be due and graded the first week of school. **A digital copy of this packet will be posted on the PPS website.**

Required:

**Uglies (Westerfield)*

Reader's Choice: (Choose one) The reader's choice book can not be a book you have read previously.

**The Graveyard Book (Gaiman)*

**City of Ember (DuPrau)*

**Things Not Seen (Clements)*

**Crossover (Alexander)*

**Touching Spirit Bear (Mikaelsen)*

Letters from Rifka (Hesse)

The Clay Marble (Ho)

No Promises in the Wind (Hunt)

Percy Jackson and the Lightning Thief (Riordan)

**** The book selections that are marked with an * are available as ebooks on Sora.**

- **Students can access Sora by signing in to Clever and opening the Sora app. Only one student can check out these books at a time. ****

**** Books can be purchased, or they can be checked out from the Mobile Public Library. Hoopla is a free ebook app available through the Mobile Public Library. Many of the reader's choice books can be found on the Hoopla app. ****

Reading Tasks: These assignments need to be completed before the start of the school year.

- *Uglies*- Complete the critical thinking questions.
- Reader's Choice- Complete 3 activities from the summer reading choice board.

Summer Reading
***Uglies* Critical Thinking Questions**

Directions:

Read the following critical thinking questions. Use *Uglies* to respond thoughtfully to the below questions. Each response is worth 10 points. A well written response would normally be gauged by a writer's 5-10 sentence paragraph.

1. In Part I, Tally explains differences between Uglyville and New Pretty Town. Identify those differences and explain what those nuances reveal about the values of the culture. Lastly, imagine you are writing a sales pitch-paragraph for one of your towns of choice. Focus on what you would say to an audience in order to “sell” your favorite little city.
2. Summarize the events that occurred on the day Tally was scheduled to have her operation to become pretty. Furthermore, explain how the events create both an external and internal conflict for Tally as she debates how she feels. Portray her deepest, positive and negative thoughts in a succinct and detailed paragraph.
3. This novel is set in a dystopian society where everyone is considered ugly until the age of 16. Identify pros and cons of this society. Analyze how the setting has impacted Tally’s perception of herself and others. Be sure to use quotes or references to enforce the position that people are seen as one way or another and how this view shapes and molds their every- day actions.
4. How do you think “The Rusties” society ended? Provide evidence from the text that provides clues about the demise of these people in the book. What are some aspects of our modern society that might be baffling to future generations? Are there things we depend on that might not be necessary in the future? If so, what are the elements that make it seem so crucial for people’s survival? Argue your point by giving an example of what you think is necessary and also unnecessary as a society may find itself barreling down a path that causes its final end.
5. After causing division between Shay and David, Tally compares herself to the orchids which were taking over and destroying vast areas of land. She says, “Like walking poison, she killed everything... Tally Youngblood was a weed. And, unlike the orchids, she wasn’t even a pretty one.” What is Tally saying about herself? Is this a fair assessment? What figurative language/vocabulary stands out in your assessment and why? How does her word choice prove her dismay over the manner in which she affects her environment and the people who co-exist there?
6. Analyze Tally and David’s personalities. Describe at least one positive character trait from each person that you believe makes them a good “fit” as a couple. Further analyze their bond by providing supporting evidence from at least one of their friends that enforces the burgeoning of their virtuous personalities.

7. Compare and Contrast your personal views to Maddy and Az's views on the dilemma of the *lesions* in this novel. Would you have taken the same steps as they did after realizing that their "Pretty" surgeries did more than make people beautiful? Would there have been a better solution or compromise that could have been taken instead of running away? Why/why not?

8. Illustrate the sequence of events in this novel that clearly depict the Specials as devious and threatening to a chosen character. What 3-5 events follow this epic saga of good and evil in terms of how it negatively affects someone who is battling against their system? Add a quote or a reference to justify your response.

"I don't want to be ugly all my life. I want those perfect eyes and lips, and for everyone to look at me and gasp" Tally (11.78).

9. Examine Tally and Shay's friendship. In terms of Tally's plan and the aforementioned quote, does Shay agree with Tally's overall final decision? What do you think their conversation would be like if the novel progressed? In other words, create your own 5 line (at least) narrative of a conversation you think the two friends would have over Tally's big feat to become perfect.

10. What would you say is the theme or central idea in this novel? Would your perception of this particular theme mirror what we are experiencing today as a society? Would it better compare to society over a century ago? Justify your response by eliciting evidence from the novel that proves your point in a manner that is engaging and complete, with comparisons from the era that you have chosen.

Reader's Choice: Summer Reading Choice Board

Along with reading a book from the summer reading list, choose THREE of the following activities and complete them (digitally or on paper) before the start of school. All work should be original and each student's own creation.

<p>Quotable Quotations: As you read, choose at least 5 quotations from the book that are significant. Create illustrations (memes, cartoons, etc.) and include an inference, conclusion, or explanation about each.</p>	<p>“THE Message”: Identify at least 3 themes from the book and create an acronym for each theme. Include illustrations that match the message of each theme.</p>	<p>Characterization: As you read, collect evidence about the characters to create a visual map of each character's traits or a web of multiple characters' relationships. Include page numbers with evidence.</p>
<p>Plot: Create visual description of the book's plot elements using a comic strip, storyboard, etc. Label each picture with the correct plot element (exposition, rising action, climax, falling action, and resolution).</p>	<p>Vocabulary: As you read, make a list of at least 10 words that you do not know or want to understand better. Include the quotation from the book with each word, the part of speech and definition and an illustration that represents the idea of each word.</p>	<p>Style & Structure: Identify, illustrate, and label at least 5 places where the author effectively uses text structure (cause/effect, problem/solution, compare/contrast, description, etc.).</p>
<p>Point of View & Purpose: Research the author to learn more about who they are and why they wrote the book. Create a transcript or video of an imaginary interview with them using this information. Include your sources.</p>	<p>Other Media: After reading the print version of the book, re-create part of the book in another media format: make a movie trailer, make a 10-song playlist or soundtrack with explanations, make a 3-D model of the setting.</p>	<p>Text-to-Text: Compare and contrast the book with one or more other texts (books, movies, paintings, songs, etc.) and create a transcript or video or an imaginary conversation between characters from each text. characters, scrapbook, poster, etc.</p>