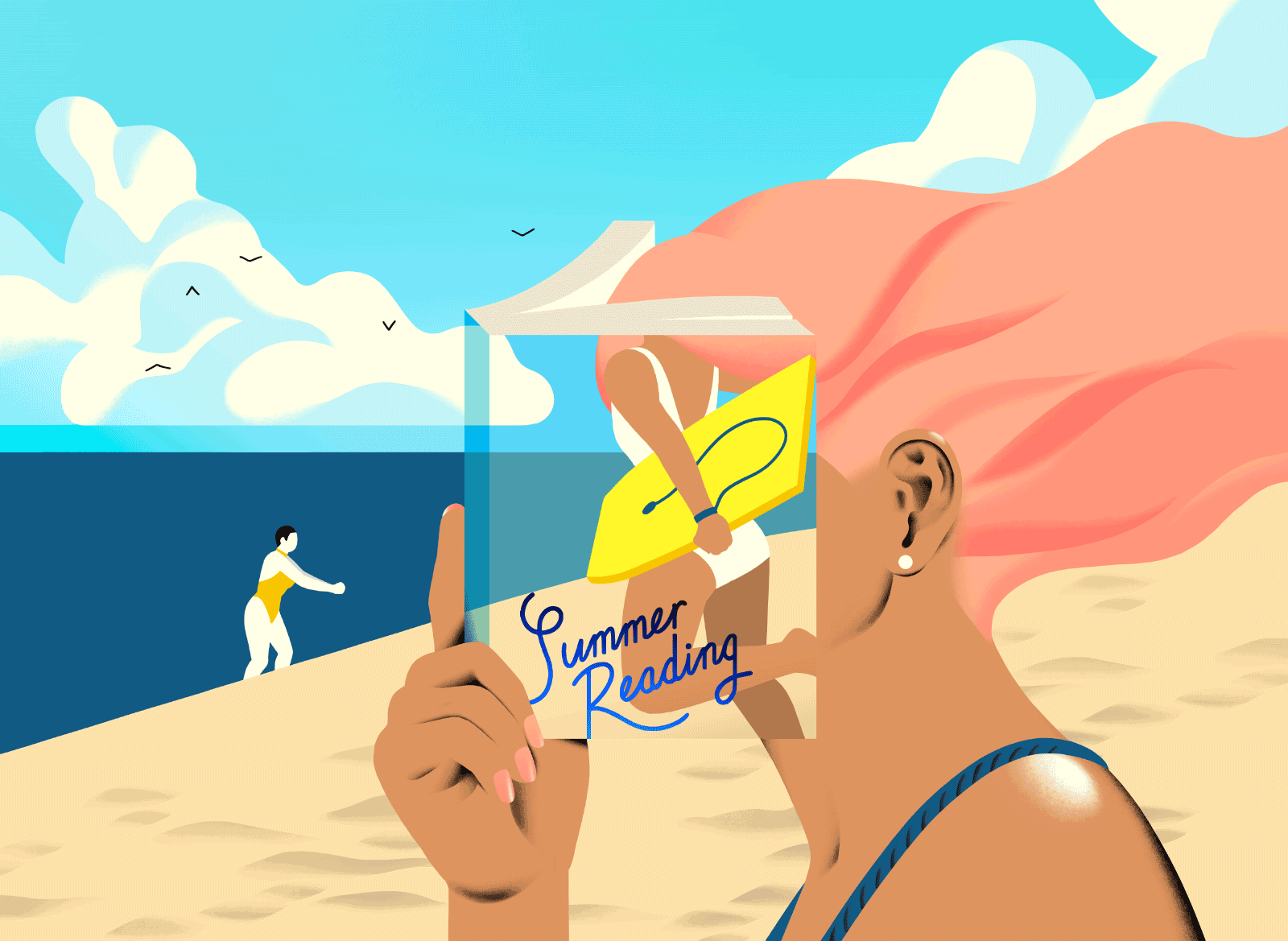
**English 1**  |Summer Reading 2025



To the incoming class of 2029 and your families,

Welcome to Rush Arts! As you prepare to start your high school journey, please complete the following summer reading assignment and bring your work with you to the first day of school. I have carefully selected a diverse collection of stories for you to choose from that all explore similar themes of identity, coming of age, and social justice. Please choose the book that most intrigues you and complete the following assignment after reading your book. Your English teacher will collect and assess your reading journal; you may also be asked to complete a variety of assessments and assignments using your summer reading text in the first week of school, so please be prepared to speak, listen, write, and create about the book that you read. Reach out to akates@philasd.org with any questions, and we look forward to seeing you soon!

❤️Makayla Green and Anna Kates

English 1/Honors English 1 **CLASS OF 2029 GOOGLE CLASSROOM CODE:** dqsjy42

| **STEP ONE**: READ. [Select and read one novel from the list below](https://docs.google.com/presentation/d/1XP9fGGovsY8oGVA-zmBKLaFCA2GeiwKHe9LOjpST4Z0/edit#slide=id.g32ae2ff2ebd_0_7) (go to this link, visit the Google Classroom, or scan the QR Code here for more information):   * *American Born Chinese* by Gene Lueng Yang * *The Hunger Games* by Suzanne Collins * *Let Me Hear a Rhyme* by Tiffany D. Jackson * *The Hate U Give* by Angie Thomas * *Long Way Down* by Jason Reynolds * *Lord of the Flies* by William Golding * *Internment by Samira Ahmed* * *I Must Betray You* by Ruta Sepetys * *True Biz* by Sara Novic * *Song of Achilles* by Madeline Miller * *Bloodchild and Other Stories* by Octavia Butler * *Never Let Me Go* by Kazuo Ishiguro   **HONORS REQUIREMENT**: [Annotate your selected text](https://docs.google.com/document/d/15ijrVgAtJ1cila0UWmBpoF7BTnE6v1GyMP_o6QF0Uq0/edit?tab=t.0) as you read by making notes directly on your copy of the text. It is preferred that you purchase and write on your book, but you may use post-its to annotate a library text if necessary. Students not in honors are encouraged, but not required, to annotate as well. (More info. on annotation at the link) | **STEP TWO**: JOURNAL   1. Acquire an unused composition book. This will be used as your Writer’s Notebook going forward this school year in English 1 2. Complete the alphabet literacy journal assignment, prompts on reverse; one completed entry per page for each letter of the alphabet 3. Turn in your completed composition book, labeled with your name and period, to your English teacher on the first day of school |
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| ENGLISH 1 SUMMER READING ASSIGNMENT: *ALPHABET LITERACY JOURNAL* | |
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| Devote one page per letter of the alphabet in your composition book. Label each page with the letter, and fill (most of) the page with your response. You may use a combination of original writing, original and collaged images, quotations, research, and creative writing. Work should be original, refer to the text, and be complete.  **\*ALTERNATIVE:** If you have a creative idea for a certain letter of the alphabet, you may come up with your own prompt for some of your pages (for instance, I am reading *Hunger Games* and devote my page for “M” to an analysis of the symbol of the Mockingjay; or perhaps I read *Song of Achilles* and I want to create a “Family Tree” for F to show the relationships between the characters, or a Map for “M” to show the locations visited) | |
| A | **ANTAGONIST**: Analyze the antagonizing character or force in this novel. *An antagonist is defined as the character or force that opposes the protagonist. This pushback creates conflict in the story and builds tension. An antagonist can be anything opposing the protagonist: another character, the status quo, forces of nature, or even the protagonist themself.* |
| B | **BEAUTIFUL WORDS**: Record some of your favorite sentences from the book on this page. Include the author and page number for each quote. |
| C | **CLIMAX**: Identify what you consider the climax of the plot, including specific details from the text. *The climax of a story is the point in the narrative where the tension, excitement, or stakes reach the highest level. It is often the conclusion of a story's main conflict and sets up for either a successful resolution or an unsatisfying ending.* |
| D | **DESCRIPTION**: Describe the character of your choice. Traits, characterization, motivation, conflicts? |
| E | **EXPOSITION**: What do we learn about the setting, characters, and circumstances at the start of the novel? |
| F | **FIGURATIVE LANGUAGE**: Include examples from your novel of each of the following literary terms: simile, metaphor, and hyperbole. Make sure to explain the significance of each example. |
| G | **GIVE**: Give an alternate ending for your novel |
| H | **HEART TO HEART:** Write a letter to the character of your choice, giving them a piece of your mind |
| I | **ILLUSTRATION**: Draw an original illustration that could be featured on the cover of the novel or next to a key scene to illuminate a significant aspect of or moment in the story |
| J | **JUSTICE**: At Rush, our mission is social justice through the arts. Social justice is the view that everyone deserves equal economic, political and social rights and opportunities (regardless of race, gender, ability, etc.). Reflect on how your novel explores and defends the ideal of social justice. |
| K | **KNOW YOUR BOOK**: Research five + things mentioned in the book that benefit from more background knowledge. Report your findings here. |
| L | **LESSON LEARNED:** Reflect on a lesson you learned from reading this story. |
| M | **MAKING PERSONAL CONNECTIONS:** Explore a personal connection you were able to make with this story |
| N | **NARRATION**: Identify and analyze the point of view in which the story of the book is told.  *First Person POV: The narrator is a character in the story who can reveal only personal thoughts and feelings and what he or she sees and is told by other characters. They can’t tell us thoughts of other characters.*  *Third-Person Limited POV: The narrator is an outsider who sees into the mind of one of the characters.*  *Third-Person Omniscient POV: The narrator is an all-knowing outsider who can enter the minds of more than one of the characters.* |
| O | **OBITUARY**: Compose an imagined obituary for the character of your choice from the book. |
| P | **PROTAGONIST**: Analyze the protagonist character in this novel. |
| Q | **QUESTIONS**: Record at least three “thick” questions (open-ended, may be answered in multiple ways rather than yes/no or fact-based questions) that you have lingering about this story, ones that you would find it interesting to discuss with others who also read this text. |
| R | **RESOLUTION**: Reflect on how the story resolves. Explain how and why the ending appropriately concludes the story, or not. *Resolution is the conclusion of the story's plot. It's where any unanswered questions are answered, or “loose ends are tied.”* |
| S | **SYMBOLS**: Fill your page with drawings of important symbols in the novel. Identify what each symbol represents as well. *Symbolism is the use of a concrete image to represent an abstract idea. For example, the heart is often employed as a symbol of love. A red hood may symbolize danger or sexuality. The symbolic transition from winter to spring may represent new beginnings, change.* |
| T | **TOP FIVE SOUNDTRACK:** Create a soundtrack of five songs for a character in your novel. List and explain your choices. |
| U | **UNDERCOVER MISSION:** Go on an undercover mission to research and write ten facts you learn about the author. |
| V | **VOCABULARY**: Fill this page with some of your favorite words used in the novel, or ones you did not know the meaning of. Record each word and its meaning. |
| W | **WOULD YOU RECOMMEND IT?** Evaluate the book and whether you would recommend it to your peers. |
| X | **X MARKS THE SPOT**: Reflect on a turning point in your story |
| Y | **YOUR TURN:** You get to create whatever you want on this page based on your own ideas. Free choice, as long as it relates to your novel. |
| Z | **ZINGER**: Describe at least one “zinger” that occurred in your story and explain why it was unexpected |