



Georgetown County School District's **SUMMER READING PROGRAM** is an integral part of the Honors ELA curriculum in grades 9-12. The "summer effect" on student achievement is well documented. Students who do not read through the summer suffer serious declines in grade level reading, while students who read on a daily basis increase their comprehension skills, their vocabulary, and their fluency. Based upon these considerations, the **Summer Reading Program** serves as a vehicle to promote literacy. This year, students in Honors English II-IV will choose a **nonfiction text** from the following list:

***American Sniper***, by Chris Kyle; Scott McEwen; Jim DeFelice  
***Angela's Ashes***, by Frank McCourt  
***Galileo's Daughter***, by Dava Sobel  
***Undaunted Courage***, by Stephen Ambrose  
***Longitude***, by Dava Sobel  
***Maphead***, by Ken Jennings  
***No Time to Lose***, by Peter Piot  
***Plastic***, by Susan Freinkel  
***Salt***, by Mark Kurlansky  
***Stiff***, by Mary Roach  
***The Map That Changed the World***, by Simon Winchester  
***The Perfect Storm***, by Sebastian Junger  
***The Tipping Point***, by Malcolm Gladwell  
***1421***, by Gavin Menzies  
***Guns, Germs and Steel***, by Jared Diamond  
***The Professor and the Madman***, by Simon Winchester  
***Superman Versus the Ku Klux Klan***, by Richard Bowers  
***Argo***, by Antonio J. Mendez; Matt Baglio  
***The Bookseller of Kabul***, by Asne Seierstad  
***Eight Men Out***, by Eliot Asinof  
***King of the World***, by David Remnick  
***Columbine***, by Dave Cullen  
***The Lynching of Emmett Till***, by Christopher Metress  
***Midnight in the Garden of Good and Evil***, by John Berendt  
***Portrait of a Killer***, by Patricia Cornwell  
***Into the Wild***, by Jon Krakauer  
***Enchanted Air***, by Madeleine L'Engle  
***Kimberley's Flight***, by Anna Simon  
***The Glass Castle***, by Jeannette Walls

**ASSIGNMENT:** After reading, students are required to write:

1. A **two page** (typed, double-spaced, Times New Roman, 12 pt. font) analysis of the text. The analysis should include answers to a minimum of three (3) of the following questions (**Include evidence from the text**):
  - a. Who is the Speaker and how does the writer establish his credibility in the text?

- b. What is the Occasion? What are the reasons the writer is choosing to write about this subject at this time?
- c. Who is the Audience? How does the writer demonstrate understanding of audience?
- d. What is the Purpose? What is the purpose/argument/claim of the writer and how is it revealed in the text?
- e. What is the Subject? Is it stated or implied?
- f. What is the Tone? Analyze the attitude of the writer and the choice of words and imagery used in the text.

2. A **one page** reflection explaining your personal response to the text. Why did you pick this book? What personal or world connections did you make while reading? Would you recommend it to others? Why or why not?

**MINIMUM: 3 PAGES**

The written assignment is due on the day the students return to school, **August 22, 2017**. Students should turn in their assignments to their ELA teacher or the Department Chair. **\*\*\*Please note: Even if the student is not enrolled in English during first semester, he or she is required to turn in his or her assignment on August 22, 2017.**

**The written assignment will count as a test grade for the first marking period. Ten points will be deducted for each day late.**