



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

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.