Summer Reading for
Honors US Studies ACC and
AP Language and Composition

How It Works:
- You will be reading two books this summer: one fiction and one non-fiction.
- Check out both texts from the WGHS library (beginning the week of 5/20) before leaving for break. (It is not necessary to purchase your own copy.)
- Read both texts over the summer.
- As you read, observe and think about the important elements of each text. Consider taking handwritten notes or keeping a double-entry journal to help track your thinking. Guidance for note-taking is at the end of this handout.
- Be ready to spend the first two weeks of class working with these texts, including a written assessment. (While taking notes or keeping a journal is optional, students who complete this handwritten work will be allowed to use it on the written assessment.)
- Most of all, enjoy yourself! While we want you to be prepared for the beginning of the school year, the goal of summer reading is for you to find pleasure in the act of reading and all that good authors create, craft, and offer.

Fiction Options
For your first book, choose one of the fiction options below. Feel free to check out descriptions and/or reviews on Amazon, Goodreads, or Barnes and Noble.

Fiction option 1: The Grapes of Wrath
Fiction option 2: The Heart is a Lonely Hunter

Non-Fiction Options
For your second book, choose one of the non-fiction options below. Feel free to check out descriptions and/or reviews on Amazon, Goodreads, or Barnes and Noble.

Non-fiction option 1: *Nickel and Dimed*

Non-fiction option 2: *Blink*

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*Happy reading! We are looking forward to working with you next year!*

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**Guidelines for Notes and Double-Entry Journals**

As you work to understand your summer reading texts, you can respond by taking notes or keeping a double-entry journal. Consider note-taking or journaling as a series of
conversations with your books—after all, powerful readers must critically think about what they read while they read. Use your writing to record thoughts or wonderings.

**Typical note-taking strategies include:**
- Define unknown vocabulary.
- Comment on lines you think are especially powerful or meaningful.
- Make meaningful connections to previous scenes in the text; to other texts, films, and current events; or to personal experiences.
- Ask and/or answer questions.
- Record confusions as well as times when those confusions are clarified.
- Make predictions on what will happen next.
- Restate or summarize difficult sentences, paragraphs, or ideas. (Putting it in your own words demonstrates your understanding.)
- Comment on emerging themes and/or motifs and symbols.

**Suggested procedure for double-entry journals:**
- As you read, choose lines and passages and record them in the left-hand column on the provided chart. Look for direct quotes that seem significant, powerful, thought-provoking, or puzzling. (If a quote gets too long, write its introductory lines.) In the right column, write your response to the text (see below list for possible response types).

**Sample Journal Entry:**

<table>
<thead>
<tr>
<th>Page #</th>
<th>Text</th>
<th>Your response</th>
</tr>
</thead>
<tbody>
<tr>
<td>page 1</td>
<td>About the kouro...</td>
<td>Gladwell’s language creates both suspense and doubt. He highlights the statue’s perfection (“extraordinary” and “preserved”), which establishes how rare a find it is and how pleased the Getty Museum is with the statue. But he also hints at something unknown and mysterious (“appeared” and “no one knew”). I’m guessing the statue is too good to be true and that he’s setting the reader up here to surprise us. The book is about the hidden side of thinking and the assumptions we make, so it would make sense that he would start with an example of when our thinking betrays us rather than when everything goes as expected.</td>
</tr>
</tbody>
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