



South Panola High School

South Panola School District
Summer Reading Program 2016-2017

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Dear South Panola Juniors and Parents/Guardians:

It is once again time to start planning for next year and to start thinking about our Summer Reading Program. Reading and comprehension are essential skills for our students' academic advancement and success. Therefore, we feel that having our students maintain their reading during the summer months is important for their future learning. We ask for your support and cooperation in completing the summer reading to enhance students' achievements in the coming years.
Students who read more achieve more.

The Summer Reading Program for regular English III will include reading one book and completing one assignment. The grade for this assignment will be a grade of 100 points awarded during the first week of school in August. Therefore, the Summer Reading Program will enhance not only the students' academic success, but also enhance the students' grades for the first nine weeks.

Please encourage your child to take advantage of this opportunity which will also be an academic enrichment. Please encourage your student to take the time to complete this task. The books that are to be read are listed below. Please have your packets ready to pass in on the first day of class in August.

Sincerely,

English III Teachers

Regular English III -

The Great Gatsby by F. Scott Fitzgerald

or

Narrative of the Life of Frederick Douglass an American Slave by Frederick Douglass

SUMMER READING ASSIGNMENT FOR
“The Great Gatsby” or “Narrative Life of Fredrick Douglass an American Slave”

Student Name: _____

Title of chosen book for Summer Reading: _____

Complete the chart for two characters from the book you chose. You will hand in this worksheet, along with the vocabulary worksheet, for a grade the first day of school. (CCCS: 11-12.RL 1, 3, 5, 10; W 1, 2, 9; L 1-6)

Character 1 Name: _____ **Character 2 Name:** _____

Topic	Responses	Quote/Evidence from the Book	Page Numbers
Main Conflict (What's the main problem for the characters you chose?)	Character 1:		
	Character 2:		
Main Motivation (WHY do the characters do what they do in the novel?)	Character 1:		
	Character 2:		
Personalities of your characters	Character 1:		
	Character 2:		
How do your characters' actions affect the plot of the novel?	Character 1:		
	Character 2:		
What are your reactions to the	Character 1:		

characters? (WHY do you like or dislike them?)	Character 2:		
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SUMMER READING ASSIGNMENT FOR
“The Great Gatsby” or “Narrative Life of Fredrick Douglass an American Slave”

VOCABULARY PORTION

You will be creating your own personal vocabulary log for the FICTION book that you will be reading in the summer. Follow the directions below:

1. Choose FIVE unfamiliar words from your novel.
2. Write each word's part of speech and definition. Be sure to use the definition and part of speech that represents how the word is being used in the story.
3. Write one synonym and one antonym for each word.
4. Write out the sentence in which each word appears in the novel.
5. Write your own, original sentence for each word.

Example:

Malady: noun

Definition: any disorder or disease of the body, especially one that is chronic

Synonym: illness

Antonym: healthy

Story Sentence: He entered, at some length, into what he conceived to be the nature of his malady. (page 140)

Original Sentence: When we took my sister to the hospital because she had a malady that affected her breathing, the doctor told us that she had asthma.

Begin your work on the next page. (CCCS: 11-12.RL 4, 5, 10; L 1-6)

Word 1: _____

Part of speech _____

Definition: _____

Synonym: _____

Antonym: _____

Sentence from the novel (and page number): _____

Original Sentence: _____

Word 2: _____

Part of speech _____

Definition: _____

Synonym: _____

Antonym: _____

Sentence from the novel (and page number): _____

Original Sentence: _____

Word 3: _____

Part of speech _____

Definition: _____

Synonym: _____

Antonym: _____

Sentence from the novel (and page number): _____

Original Sentence: _____

Word 4: _____ **Part of speech** _____

Definition: _____

Synonym: _____ **Antonym:** _____

Sentence from the novel (and page number): _____

Original Sentence: _____

Word 5: _____ **Part of speech** _____

Definition: _____

Synonym: _____ **Antonym:** _____

Sentence from the novel (and page number): _____

Original Sentence: _____

SUMMER READING ASSIGNMENT FOR
"The Great Gatsby" or "Narrative Life of Fredrick Douglass an American Slave"

This chart will help you evaluate two prominent **themes** found in the book that you chose. As you read the book, formulate two themes that are developed through the entire book. (In other words, what message is the author trying to convey to his/her readers?) Then, list the best examples you can of evidence that support these themes found directly from the book. Also, mark the page numbers where you find your evidence. This information will be used for a writing assignment that you will complete in September. (CCCS: 11-12.RI 1, 2, 3, 5, 6, 8, 10; L 1-6)

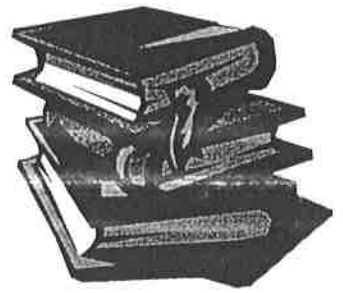
Write your themes here:

Theme 1: _____

Theme 2: _____

Event/Thought/Action/Quote/Example (Taken directly from the book)	Your Reactions or Opinions about the Example	Page numbers
Theme 1:		
Theme 2:		

Common Book Themes



Acceptance

Adoption

Ambition

Art

Betrayal

Birth

Bravery

Changes

Civil rights

Cleverness

Coming of age

Compassion

Conquering fear

Contentment

Cooperation

Coping with loss

Courage

Creativity

Death

Determination

Divorce

Duty

Emotions

Equality

Escape

Fairness

Family

Fortune

Friendship

Good versus evil

Growing up

Heroism

Home

Honesty

Hope

Hopelessness

Identity

Imagination

Independence

Isolation

Journey

Judgment

Justice

Kindness

Love

Music

New experiences

Overcoming adversity

Overcoming challenges

Patriotism

Peace and war

Perseverance

Power

Prejudice

Running away

Sacrifice

School life

Science

Self-discovery

Self-esteem

Sense of self

Siblings

Spirituality

Suffering

Survival

Teamwork