



# Eleanor Roosevelt High School

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Dear 10th Grade Student,

As part of Eleanor Roosevelt High School's 10th grade, you will be spending the year looking at the interaction between culture, the individual, and society, the balance between freedom and responsibility, and the conflict between reason and faith. This will be done through literature, history, science, math, foreign language, and the arts. The first step of that exploration will take place this summer as you read the following two books: ***Candide* by Voltaire and ONE OF THE FOLLOWING: *Year of Wonders* by Geraldine Brooks, *Girl with a Pearl Earring* by Tracey Chevalier, or *The Other Boleyn Girl* by Philippa Gregory** . As you read, pay attention to how the main characters change over time and what causes them to change. Also, look for ways in which the characters rebel or adapt to their surroundings, according to the societal values or norms imposed on them.

Think about the following essential questions as you read and take notes:

How does culture impact individuals?

In what ways does culture affect each character?

What is the balance between freedom and responsibility?

How does each character deal with personal responsibility?

How does power both limit and liberate?

What is the nature of humanity?

Some other questions to consider:

How do the books support your ideas about individuality, culture, power, etc.?

How do the books connect with each other thematically?

How are the main characters experiences similar and different?

*Keep in mind that while the characters' specific experiences may be different, the emotions, thoughts, and conflicts they experience may be similar.*

As you read, take notes either on post-its, or annotate directly on the books. While you read, use the numerous reading strategies you have been taught this year to identify powerful lines, literary elements, writing techniques, and to make connections between the two texts. **DO NOT VISIT SPARKNOTES OR OTHER SOURCES AS A SHORT-CUT.** We want to hear your original thoughts on the books, not someone else's. Maintain your academic integrity!

In addition, as you are reading, you should create a **Character Growth Chart** (similar to a time-line) for the main character in each text. This time-line should chart the pivotal moments, events, revelations, etc. for each main character from the beginning of the text until the end. Be sure to include page numbers as evidentiary support for each observation.

Example: Macbeth Character Growth Chart (unfinished)

p.7 Macbeth learns  
of the prophecy and  
begins to contemplate  
his future goals



p.9 Macbeth becomes  
conflicted about what he  
would need to do to  
become king

Upon arrival to the 10th grade, **you will show the post-its or notations in your novels to your English teacher and hand in your Character Growth Charts.** *If you borrow books from the library and you have to return them before the first day of school, put all of your post-its in chronological order on pieces of paper (be sure to signify page numbers).* These notations will be used during the first few days of school in order to help you devise an outline for a Characterization Comparison Essay. This **in-class essay exam** will be your first form of assessment for the year, so prepare purposefully as you are reading.

Have a healthy, happy, relaxing summer. Enjoy your reading and don't hesitate to read additional books this summer—the more the better!

Sincerely, The Staff of Eleanor Roosevelt High School