

# Junior Summer Reading 2012-13



RIVERSIDE HIGH SCHOOL

Junior Summer Reading 2012-13

Teachers: Mrs. Fenstermaker, Mrs. Lucas,  
Mrs. Polzer and Mrs. Shelley

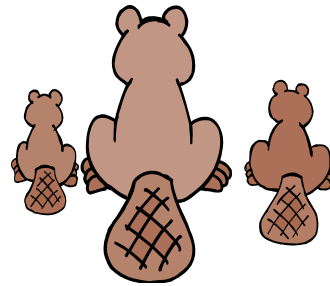
## Summer Reading Assignment

This year the social studies department has chosen *Nickel and Dime* by Barbara Ehrenreich as the summer reading book for **all students who will be juniors or seniors in the fall of 2012.**

This book is available at most local public libraries and Barnes and Noble. Quantities are very limited

at the libraries so plan accordingly. Students are required to access a copy on their own.

The book is to be read by the first day of school in August. Each student entering the eleventh or twelfth grade is required to read this book and complete the assignment that goes with it.

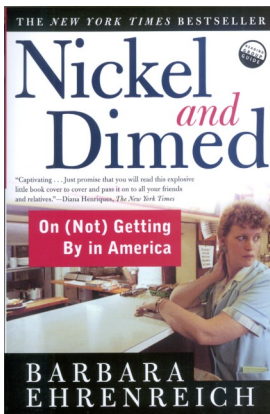


Happy summer and happy reading!!

## Other Information

- **HONORS STUDENTS HAVE ANOTHER PROJECT BEYOND THIS. SEE THE JUNIOR HONORS SUMMER READING NEWSLETTER AS WELL.**
- ALL STUDENTS MUST BE PREPARED TO DISCUSS THIS BOOK IN DETAIL DURING THE FIRST FEW WEEKS OF CLASS.
- IF YOU HAVE QUESTIONS, PLEASE EMAIL ONE OF THE TEACHERS WHO ARE LISTED ABOVE. EMAIL ADDRESSES ARE AVAILABLE ON THE SCHOOL WEBSITE.

## Nickel and Dime by Barbara Ehrenreich



The following summary is from [barnesandnoble.com](http://barnesandnoble.com): Our sharpest and most original social critic goes "undercover" as an unskilled worker to reveal the dark side of American prosperity.

Millions of Americans work full time, year round, for pov-

erty-level wages. In 1998, Barbara Ehrenreich decided to join them. She was inspired in part by the rhetoric surrounding welfare reform, which promised that a job — any job — can be the ticket to a better life. But how does anyone survive, let alone prosper, on \$6 an hour? To find out, Ehrenreich left her home, took the cheapest lodgings she could find, and accepted whatever jobs she was offered. Moving from Florida to Maine to Minnesota, she worked as a waitress, a hotel maid, a cleaning woman, a nursing-home aide, and a Wal-Mart sales clerk. She lived in trailer parks and crumbling residential motels. Very quickly, she discovered that no job is truly

"unskilled," that even the lowliest occupations require exhausting mental and muscular effort. She also learned that one job is not enough; you need at least two if you intend to live indoors.

*Nickel and Dime* reveals low-rent America in all its tenacity, anxiety, and surprising generosity — a land of Big Boxes, fast food, and a thousand desperate stratagems for survival. Read it for the smoldering clarity of Ehrenreich's perspective and for a rare view of how "prosperity" looks from the bottom. You will never see anything — from a motel bathroom to a restaurant meal — in quite the same way again.

## Assignments Inside:

Non-Fiction  
Worksheet

Non-Fiction  
Writing  
Assignment

Cliff Notes, Spark Notes and other such aides are NOT to be used in lieu of reading the book. Do your own work. Plagiarism will be taken as a serious offense.

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## Non-fiction Assignment for *Nickel and Dime* by Barbara Ehrenreich



As you read the book, take notes and fill in the following worksheet.

Hint: Take notes while you are reading to make the rest of the project easier!

Student Name \_\_\_\_\_

Author's Argument \_\_\_\_\_

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I agree, disagree, or qualify (I like some but not all of the argument) with the author. Why?

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Techniques the author uses to make her argument: i.e. citing authority, statistics, quotes, allusions, anecdotes, personal testimony, background info., headings, visuals, other

Technique (name it)                      Citation (copy from book and include page number)

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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**READING BRIDGES THE GAP!!**  
STUDENTS EXPERIENCE  
SIGNIFICANT LEARNING LOSS  
WHEN THEY DO NOT  
PARTICIPATE IN EDUCATIONAL  
ACTIVITIES DURING THE  
SUMMER MONTHS. RESEARCH  
SHOWS THAT STUDENTS ON  
AVERAGE SCORE LOWER ON  
STANDARDIZED TESTS AT THE  
END OF SUMMER THAN THEY  
DO ON THE SAME TESTS AT  
THE END OF THE SCHOOL  
YEAR (COOPER, 1996).

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Name 5 specific things that stood out for you whether you agreed, disagreed or qualified with author:

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—  
—  
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**Now write a two page typed paper (double-spaced)  
using the worksheet you filled in  
and the questions below to guide you.**

**Answer at least the first three questions.** Your responses should be thoughtful and detailed. Then answer any other questions you wish in order to make your paper a total of two pages typed, double-spaced. Please—no “blah, blah” filler.

- 1. Exactly what is the author’s argument? The author believes . . .**
- 2. Do you agree, disagree, or qualify (you agree with some but not all) with the writer’s viewpoints? Why?**

- 3. What techniques did the author use to make her argument? What makes them good? (You could cite.)**
4. Did the book make you want to know more about the issue?
5. Which arguments or points made by the author do not make sense to you and why? (You could briefly cite.)
6. How does this book connect with other knowledge that you have from other sources?
7. Anything else this book makes you think about?
8. How would you describe the author’s tone? (her attitude toward what she is writing)

RUBRIC:

WORKSHEET:

AUTHOR’S ARGUMENT	2 PTS.
AGREE/DISAGREE/QUALIFY	1 PT.
TECHNIQUES	3 PTS.
POINTS THAT STOOD OUT	5 PTS.

PAPER:

THOUGHTFUL/DETAILED RESPONSES	3 PTS.
ANSWERED FIRST 3 ?S	3 PTS.
LENGTH REQUIREMENT	3 PTS.