

**Review Study Guide—Literary Analysis**

For each of the summer reading books (*East of Eden*, *Iliad*, *Billy Budd*, *The Kite Runner*), you are responsible for completing one of these worksheets. When you return in the fall, we will evaluate the details in this worksheet and add other details. Ultimately, this will function as a study guide that you will refer back to in preparation for the final exam and the AP exam. You may use complete sentences or simply make notes but the information provided must make sense and demonstrate your understanding of the material.

For the book *Nickel and Dimed: On (Not) Getting By in America*, on a separate piece of paper use complete sentences to answer the ten study questions provided. As with the other books, this work will serve to assist your analysis and discussions when you return in the fall.

**Review Study Guide**

Title of work: \_\_\_\_\_ Author: \_\_\_\_\_

Genre: \_\_\_\_\_

Significance of title: \_\_\_\_\_

\_\_\_\_\_

Major theme—dominant way of looking at life \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Minor themes and motifs: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Significant character: (flat, round, static, dynamic, complex, protagonist, antagonist)

Name: \_\_\_\_\_ Analysis: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Significant character: (flat, round, static, dynamic, complex, protagonist, antagonist)

Name: \_\_\_\_\_ Analysis: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Minor character (but significant) Name: \_\_\_\_\_

Analysis: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Main setting or settings and significance: \_\_\_\_\_

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Point of view: \_\_\_\_\_

Brief plot synopsis/conflicts: \_\_\_\_\_

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Symbol (significance: how does it contribute to theme?): \_\_\_\_\_

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Comments on applicable literary terms:

Diction: \_\_\_\_\_

Syntax: \_\_\_\_\_

Figurative Language: \_\_\_\_\_

Irony (verbal, situational, dramatic, paradox, understatement, hyperbole): \_\_\_\_\_

Significant Quotation (briefly explain significance and memorize): \_\_\_\_\_

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Significant Quotation (briefly explain significance and memorize): \_\_\_\_\_

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Extra commentary: \_\_\_\_\_

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### *Nickel and Dimed* Study Questions

1. Near the outset, Ehrenreich (speaking of her own sister) employs the term “wage slave.” What does she mean by this?
2. What are the three rules the author sets for herself at the beginning of *Nickel and Dimed*? Does she ever break them? If so, when and why, in your view, and does she do so?
3. Early in Chapter One, Ehrenreich notes that, in terms of low-wage work, “the want ads are not a reliable measure of the actual jobs available at any particular time.” Explain why this is so.
4. On her first—and last—day of housekeeping in Key West, Ehrenreich is met by a manager who addresses her as “babe” and gives her “a pamphlet emphasizing the need for a positive attitude.” When and where else, throughout the book, does the author encounter cheap talk or hollow slogans in her endeavors as a low-wage worker? What purposes might such empty language serve? Why is it so prevalent?
5. In an extended footnote in Chapter Two, Ehrenreich explains how “the point” of the housecleaning service where she is employed “is not so much to clean as to create the appearance of having been cleaned.” Why is this? Why the deceit? Why does The Maids outfit not clean its clients’ homes properly?
6. Paraphrase the brief “story within a story” represented by the character called Caroline. What is Caroline’s tale? Why does Ehrenreich get in touch with this person, and what does she learn from this?
7. At the outset of her Evaluation chapter, the author seems to arrive at a new understanding of the phrase “unskilled labor.” Explain this new understanding. Do you agree with it? Why or why not?

8. Describe the problems that Ehrenreich has with how the “poverty level” is calculated in this country. Is she correct on this score, in your view? Explain. Also, how does one’s understanding of the poverty level—Ehrenreich’s or anyone else’s—relate to food costs, and to the author’s assertion that our “wages are too low and rents too high.”
  
9. What is the “money taboo”—and why and how does it function, as Ehrenreich puts it, “most effectively among the lowest-paid people”?
  
10. Why does Ehrenreich refer to low-wage workers, at the close of her book, as “the major philanthropists of our society”?