

Name (First and Last): _____

House of the Scorpion Chapters 26-31

Select the definition that most nearly defines the given word:

1. entice
 - a. shaking; trembling
 - b. performing or reciting on the spur of the moment
 - c. to attract by arousing hope or desire
2. sludge
 - a. beating, as with the fists
 - b. mud; ooze; slush
 - c. a deep cleft in the earth's surface; gorge
3. chasm
 - a. concealed; hid; withheld
 - b. a deep cleft in the earth's surface; gorge
 - c. disappointed; sad; discouraged
4. imperious
 - a. to attract by arousing hope or desire
 - b. moved like advancing waves
 - c. domineering in a snobbish manner; overbearing
5. improvising
 - a. disappointed; sad; discouraged
 - b. vast and deep; hollow
 - c. performing or reciting on the spur of the moment
6. curtly
 - a. bluntly; abruptly; sharply
 - b. a person who has the tastes and manners of the noble or upper class
 - c. moved like advancing waves
7. pummeling
 - a. beating, as with the fists
 - b. bluntly; abruptly; sharply
 - c. deep purplish-red
8. harbored
 - a. preoccupied; caught up; fascinated
 - b. concealed; hid; withheld
 - c. deep purplish-red

9. riveted
- preoccupied; caught up; fascinated
 - a deep cleft in the earth's surface; gorge
 - concealed; hid; withheld
10. surged
- vast and deep; hollow
 - moved like advancing waves
 - mud; ooze; slush
11. crimson
- disappointed; sad; discouraged
 - mud; ooze; slush
 - deep purplish-red
12. cavernous
- deep purplish-red
 - preoccupied; caught up; fascinated
 - vast and deep; hollow

Write in the letter that corresponds with each definition:

- | | | |
|----------|--|----------------|
| _____ 1 | beating, as with the fists | A. cavernous |
| _____ 2 | vast and deep; hollow | B. aristocrat |
| _____ 3 | disappointed; sad; discouraged | C. crimson |
| _____ 4 | bluntly; abruptly; sharply | D. harbored |
| _____ 5 | performing or reciting on the spur of the moment | E. pummeling |
| _____ 6 | a person who has the tastes and manners of the upper class | F. chasm |
| _____ 7 | concealed; hid; withheld | G. entice |
| _____ 8 | domineering in a snobbish manner; overbearing | H. sludge |
| _____ 9 | deep purplish-red | I. crestfallen |
| _____ 10 | to attract by arousing hope or desire | J. curtly |
| _____ 11 | a deep cleft in the earth's surface; gorge | K. improvising |
| _____ 12 | mud; ooze; slush | L. imperious |

Write a sentence with each of the following words. Make sure that your sentence shows your understanding of the word. Do NOT Change the form of the word.

aristocrat

harbored

pummeling

sludge

improvising

	Criteria			
	1	2	3	4
Topic Sentence / Main Idea	Student communicates and expresses main idea with limited effectiveness. Topic sentence (Introduction) is unclear and very weak.	Student communicates and expresses main idea with some effectiveness. Topic sentence (Introduction) is somehow clear and effective.	Student communicates and expresses main idea with considerable effectiveness. Topic sentence (Introduction) is clear and effective.	Student communicates and expresses main idea with a high degree of effectiveness. Topic sentence (Introduction) is very strong and very effective.
Supporting Detail Sentences (3 Body Sentences)	Supporting details (with evidence, examples, and descriptions) are unclear, not relevant to the text, and not related to the main idea. Student demonstrated limited understanding.	Supporting details (ex. evidence, examples, descriptions) are somehow clear, sometimes relevant to text, and sometimes related to the main idea. Student demonstrated some understanding.	Supporting details (ex. evidence, examples, descriptions) are effective, mostly relevant to text, complex, and are related to the main idea. Student demonstrated considerable understanding.	Supporting details (ex. evidence, examples, descriptions) are consistently specific, relevant to text, complex, often insightful, and closely related to the main idea. Student demonstrated thorough understanding.
Conclusion / Closing Sentence	Closing sentence is very weak, unclear and incorrectly placed, and is not restated in the topic sentence and the main idea and is unsuccessful in resolving /summarizing text. Student demonstrated limited understanding.	Closing sentence is unclear and incorrectly placed, and is somehow restated in the topic sentence and the main idea, and is somehow successful in resolving /summarizing text. Student demonstrated some understanding.	Closing sentence is strong, clearly restated in the topic sentence and the main idea, and is sometimes successful in resolving/summarizing text. Student demonstrated considerable understanding.	Closing sentence is very strong, very clearly restated in the topic sentence and the main idea, and is successful in resolving / summarizing text. Student demonstrated thorough understanding.
Transitions	Transitions are used to show the development from one idea to the next paragraphing with limited effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with some effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with considerable effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with a high degree of effectiveness.
Use of conventions : (grammar, spelling, punctuation, and terminology)	Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness [major spelling/grammar errors (3 and more errors)]	Uses conventions, vocabulary, and terminology of the discipline with some effectiveness [some spelling/grammar errors (2 errors)]	Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness [few spelling/grammar errors (1 error)]	Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness (no spelling/grammar errors)

[illegible]

Short Answer:

1. On the night following Matt's caning, why did Jorge resent Matt and make preparations to whip Fidelito?

2. At the end of the shrimp farm, what did Matt and Chacho discover filling in a deep gorge?
3. List two reasons why the border guards felt Matt would be a suitable worker for the plankton factory in San Luis.)

4. What bedtime ritual did Fidelito perform each night and how did the other boys respond to him?

5. After Matt announced he'd done nothing wrong worthy of a confession, what did Jorge tell the boys to do?

6. Where were the caned boys taken after their beatings?

7. What caused Matt to give in and confess to false wrongdoings?

8. Why did Matt want to form friendly relations with Ton-Ton?

9. What name did the border guards use when speaking of Matt's homeland, Opium?

10. What happened to Fidelito during the hovercraft ride to San Luis?

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