

The Outsiders Chapters 5-7

Select the definition that most nearly defines the given word:

1. heater
 - A. slang word for a gun
 - B. slang word for a sissy or wimp
 - C. the killing of a human being by another
2. outcast
 - A. not hopeful
 - B. one that is cast out by society
 - C. degree of excellence
3. palomino
 - A. a golden or cream-colored horse with a white tail
 - B. dazed or stunned
 - C. in a begging manner
4. complicated
 - A. feeling or expressing anger
 - B. a golden or cream-colored horse with a white tail
 - C. elaborate or intricate
5. juvenile delinquents
 - A. confusion or jumble
 - B. hearted-with little enthusiasm
 - C. young persons who behave illegally
6. indignant
 - A. in a bitter, angry manner
 - B. disconnected or not interested
 - C. feeling or expressing anger
7. manslaughter
 - A. removed from one place and resettled in another
 - B. strong, well-developed muscles
 - C. the killing of a human being by another
8. transplanted
 - A. live coals or cinders
 - B. bunches, clusters, or clumps
 - C. removed from one place and resettled in another
9. detached
 - A. not hopeful
 - B. one that is cast out by society
 - C. disconnected or not interested

10. tufts
A. degree of excellence
B. bunches, clusters, or clumps
C. live coals or cinders
11. pansy
A. daring acts or bold deeds
B. slang word for a sissy or wimp
C. bunches, clusters, or clumps
12. embers
A. feeling or expressing anger
B. elaborate or intricate
C. live coals or cinders
13. bleak
A. dazed or stunned
B. not hopeful
C. the killing of a human being by another

Match each definition with a word:

- | | |
|--|----------------|
| _____ 1 one that is cast out by society | A tufts |
| _____ 2 the killing of a human being by another | B sullenly |
| _____ 3 feeling or expressing anger | C transplanted |
| _____ 4 strong, well-developed muscles | D complicated |
| _____ 5 degree of excellence | E palomino |
| _____ 6 slang word for a sissy or wimp | F bewilderment |
| _____ 7 in a begging manner | G imploringly |
| _____ 8 disconnected or not interested | H quality |
| _____ 9 confusion or jumble | I outcast |
| _____ 10 bunches, clusters, or clumps | J detached |
| _____ 11 in a manner showing unwillingness or carefulness | K pansy |
| _____ 12 elaborate or intricate | L peroxide |
| _____ 13 slang word for a gun | M manslaughter |
| _____ 14 removed from one place and resettled in another | N bleak |
| _____ 15 a bleaching agent | O embers |
| _____ 16 in a bitter, angry manner | P indignant |
| _____ 17 a golden or cream-colored horse with a white tail | Q heater |
| _____ 18 not hopeful | R brawn |
| _____ 19 live coals or cinders | S reluctantly |

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

bewilderment - bleak

brawn - complicated

embers - imploringly

indignant - manslaughter

Short Answer:

1. What did Ponyboy do on his first morning back home?

2. What was Johnny's signal to let Ponyboy know it was he, his friend, approaching the church door?

3. What had protected Ponyboy from severe back burns?

4. Why had a teacher and children come to Jay Mountain?

5. Who wrote the letter that Dally brought for Ponyboy?

6. Why didn't Johnny bleach his hair too?

7. Who looked after Ponyboy after his brothers went to work?

8. Where did Two-bit and Ponyboy go after finishing their chores?

9. Why did Cherry volunteer for such a position?

10. What had happened to the church while the three Greasers went to the Dairy Queen?

	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]

Chapter Summaries: Write a 4 – 6 sentence summary of each chapter.

Chapter 5 _____

Chapter 6 _____

Chapter 7 _____
