

Name (First and Last): _____

House of the Scorpion Chapters 32-38

Select the definition that most nearly defines the given word:

1. floundered
 - a. cruelty; meanness; brutality
 - b. inflicting a punishment in return for a wrongdoing
 - c. made clumsy attempts to move
2. resilient
 - a. spring back; recovering
 - b. ornamental work consisting of interlacing parts
 - c. urging or making an urgent appeal
3. exhorting
 - a. tropical American fruit having reddish or pinkish flesh
 - b. urging or making an urgent appeal
 - c. caused or brought about
4. guavas
 - a. in an unyielding or determined manner
 - b. cruelty; meanness; brutality
 - c. tropical American fruit having reddish or pinkish flesh
5. flitted
 - a. a colorless to yellowish oily liquid obtained by the destructive distillation of wood tar, especially from the wood of a beech
 - b. inflicting a punishment in return for a wrongdoing
 - c. moved lightly and swiftly
6. relentlessly
 - a. in an unyielding or determined manner
 - b. tropical American fruit having reddish or pinkish flesh
 - c. a colorless to yellowish oily liquid obtained by the destructive distillation of wood tar, especially from the wood of a beech
7. avenging
 - a. inflicting a punishment in return for a wrongdoing
 - b. ornamental work consisting of interlacing parts
 - c. spring back; recovering
8. creosote
 - a. made clumsy attempts to move
 - b. a colorless to yellowish oily liquid obtained by the destructive distillation of wood tar, especially from the wood of a beech
 - c. positioned in readiness for combat

9. deployed
- positioned in readiness for combat
 - inflicting a punishment in return for a wrongdoing
 - a feeling of happiness or well-being
10. wreaked
- urging or making an urgent appeal
 - caused or brought about
 - ornamental work consisting of interlacing parts
11. encrusted
- moved lightly and swiftly
 - made clumsy attempts to move
 - covered or coated as if with a crust
12. euphoria
- moved by muscular control
 - positioned in readiness for combat
 - a feeling of happiness or well-being

Match each definition with a word:

- | | | |
|----------|---|----------------|
| _____ 1 | a colorless to yellowish oily liquid | A. floundered |
| _____ 2 | ornamental work consisting of interlacing parts | B. flitted |
| _____ 3 | inflicting a punishment in return for a wrongdoing | C. avenging |
| _____ 4 | positioned in readiness for combat | D. deployed |
| _____ 5 | spring back; recovering | E. exhorting |
| _____ 6 | moved lightly and swiftly | F. guavas |
| _____ 7 | caused or brought about | G. wreaked |
| _____ 8 | cruelty; meanness; brutality | H. flexed |
| _____ 9 | urging or making an urgent appeal | I. creosote |
| _____ 10 | made clumsy attempts to move | J. brutishness |
| _____ 11 | moved by muscular control | K. resilient |
| _____ 12 | tropical American fruit having reddish or pinkish flesh | L. fretwork |

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.

floundered

deployed

wreaked

flexed

brutishness

	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. Who was officially the new ruler of Opium?

2. Who came to Chacho's rescue and how did he arrive?

3. Who came to Matt's rescue and provided him with an inhaler?

4. Why did María and her mother feel Matt could enter Opium and investigate the situation when no one else could?

5. Where in San Luis did Guapo take Matt and Fidelito in his hovercraft?

6. What creatures lived in the depths of the boneyard?

7. Why were María and her mother concerned about Opium?

8. Why didn't Daft Donald drink the wine like everyone else?

9. Besides Chacho, list 5 people who were in Chacho's hospital room when Matt and Fidelito arrived.

10. Why did Matt cry once he escaped the boneyard?

[illegible]