

Name (First and Last): _____

Under the Blood Red Sun Chapters 9-15

Select the definition that most nearly defines the given word:

1. bewildered
 - a. puzzled
 - b. fragments from an explosive device
 - c. the scientific study of matter, energy, and motion
2. bayonets
 - a. blades that can be attached to the end of a rifle and used for stabbing
 - b. without warning; suddenly
 - c. impatient; needing constant motion
3. antiaircraft
 - a. designed and used to destroy enemy aircraft
 - b. drew back in fear or disgust
 - c. the body of an airplane
4. pronunciation
 - a. a display showing how to do something
 - b. designed and used to destroy enemy aircraft
 - c. the way in which a word is said
5. jackhammers
 - a. the way in which a word is said
 - b. hand-held power tools used for splitting rock or cement
 - c. impatient; needing constant motion
6. droning
 - a. drew back in fear or disgust
 - b. making a low, humming sound
 - c. hand-held power tools used for splitting rock or cement
7. physics
 - a. fragments from an explosive device
 - b. the scientific study of matter, energy, and motion
 - c. the body of an airplane
8. demonstration
 - a. control of an area by military forces
 - b. a display showing how to do something
 - c. blades that can be attached to the end of a rifle and used for stabbing
9. martial law
 - a. making a low, humming sound
 - b. control of an area by military forces
 - c. drew back in fear or disgust

10. shrapnel
 - a. a state of uncontrolled behavior
 - b. fragments from an explosive device
 - c. without warning; suddenly
11. winced
 - a. made a pained expression
 - b. puzzled
 - c. showing no emotional control
12. cringed
 - a. a display showing how to do something
 - b. ones who are known slightly; contacts
 - c. drew back in fear or disgust
13. frenzy
 - a. showing no emotional control
 - b. a state of uncontrolled behavior
 - c. without warning; suddenly
14. frantically
 - a. control of an area by military forces
 - b. made a pained expression
 - c. showing no emotional control

Write in the letter that corresponds with each definition:

- | | |
|---|------------------|
| ___ 1. the way in which a word is said | A. acquaintances |
| ___ 2. hand-held power tools used for splitting rock or cement | B. pronunciation |
| ___ 3. without warning; suddenly | C. winced |
| ___ 4. showing no emotional control | D. frenzy |
| ___ 5. puzzled | E. bayonets |
| ___ 6. a display showing how to do something | F. martial law |
| ___ 7. a state of uncontrolled behavior | G. frantically |
| ___ 8. drew back in fear or disgust | H. cringed |
| ___ 9. ones who are known slightly; contacts | I. abruptly |
| ___ 10. blades that can be attached to the end of a rifle and used for stabbing | J. jackhammers |
| ___ 11. made a pained expression | K. bewildered |
| ___ 12. control of an area by military forces | L. demonstration |

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.

acquaintances

wincing

frantically

cringed

bewildered

	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. What was Tomi afraid they would wake up to?

2. What did Billy and Tomi see from the Banyan tree? What kind of planes flew over them?

3. Why was Mr. Wilson angry with Keet?

4. Why did Grampa wave the Japanese flag at the pilots?

5. What question did the soldiers ask? What did Billy tell them?

6. What did Tomi see Mama do for the first time?

7. What did Mama tell Tomi to do with the flag?

8. Why did they hear jackhammers?

9. What was special about the Butcher?

10. What did the soldiers make Tomi and Grampa do?

Chapter Summaries: Write a 2-3 sentence summary of each chapter:

Chapter 9 _____

Chapter 10 _____

Chapter 11 _____

Chapter 12 _____

Chapter 13 _____

Chapter 14 _____

Chapter 15 _____

