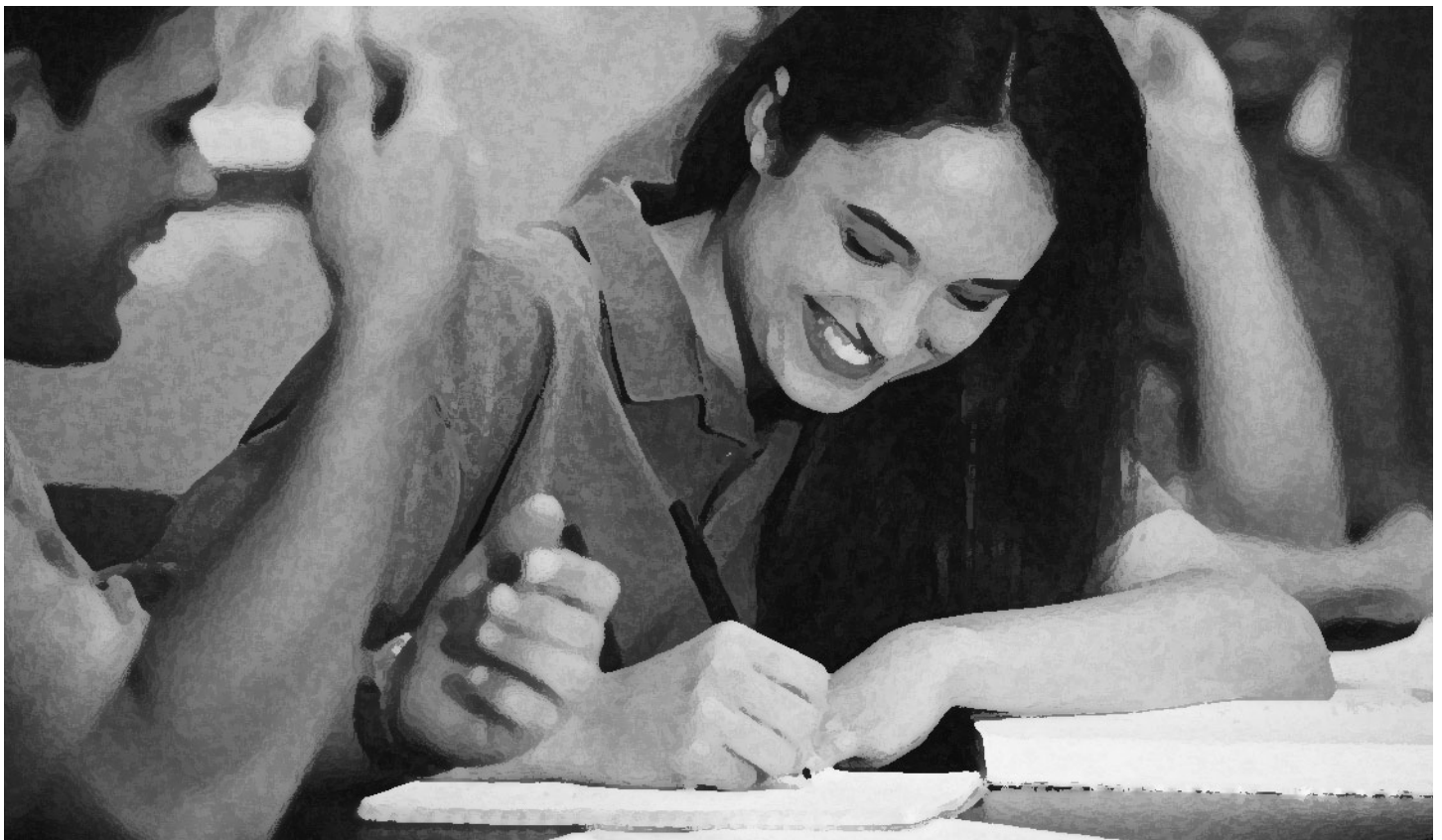


PRESTWICK HOUSE

# Activity Pack

## ENDER'S GAME

BY ORSON SCOTT CARD



Copyright © 2005 by Prestwick House, Inc., P.O. Box 658, Clayton, DE 19938. 1-800-932-4593. [www.prestwickhouse.com](http://www.prestwickhouse.com) Permission to use this unit for classroom use is extended to purchaser for his or her personal use. This material, in whole or part, may not be copied for resale.

Reorder No. 205072

ISBN-13 978-1-60389-222-3

Written by: Eva Richardson

## Table of Contents

<b>Pre-Reading</b>	
Outlining . . . . .	4
Plot and Theme . . . . .	6
Background Information . . . . .	8
<b>Chapters 1-2</b>	
Characterization . . . . .	10
Reading for Detail . . . . .	14
Theme . . . . .	16
<b>Chapter 3</b>	
Research . . . . .	24
Daily Writing . . . . .	30
<b>Chapter 4</b>	
Visual Interpretation . . . . .	32
<b>Chapter 5</b>	
Figurative Language . . . . .	34
<b>Chapter 6</b>	
Conceptual Thinking . . . . .	38
<b>Chapter 7</b>	
Research/Allusion/Interpretation . . . . .	46
<b>Chapters 5-8</b>	
Characterization/Inference . . . . .	52
<b>Chapter 9</b>	
Research/Allusion . . . . .	58
<b>Chapter 1-10</b>	
Interpretation/Inference . . . . .	64
<b>Chapter 11</b>	
Letter Writing . . . . .	72
<b>Chapter 12</b>	
Characterization . . . . .	74
<b>Chapter 13</b>	
Style . . . . .	80

<b>Chapter 14</b>	
Reading for Detail .....	.86
<b>Chapters 14-15</b>	
Newspaper .....	.88
<b>Chapter 15</b>	
Projection .....	.90
<b>Wrap-Up</b>	
Allusions/Inference .....	.92
Theme .....	.94
Researching .....	.96
Topics for Discussion .....	.98
Speeches .....	.100
<b>Appendix</b>	
Terms and Definitions .....	.102
Small Group Learning .....	.103
Directions for a Debate .....	.108
Newspaper .....	.109

## Pre-Reading

## Outlining

**Objective:** Creating group visions of a futuristic society

**Activity**

*Note to Teacher: Separate students into pairs or small groups for this activity.*

*Ender's Game* is a novel that takes place at an undetermined time in the future. While many events in the text resemble events that could happen in your own life, most events clearly refer to a futuristic world.

Take a few moments to consider how you envision life in a futuristic society. Collect several concrete ideas, then describe your own futuristic vision in a few paragraphs.

Consider the following possibilities when outlining your vision of the future:

1. Do you envision a world that is fifty, one hundred, five hundred, one thousand, or more years in the future?
2. Does your vision include ideas for your own country, for other countries, for the entire world, and for other planets?
3. Do you include political, social, technological, and religious details?
4. Do you envision changes in fashion, family relations, and lifestyle?

Be prepared to share your vision with the rest of the class.

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

Date: \_\_\_\_\_

**Pre-Reading****Outlining****Objective:** Creating group visions of a futuristic society**Activity**

*Ender's Game* is a novel that takes place at an undetermined time in the future. While many events in the text resemble events that could happen in your own life, most events clearly refer to a futuristic world.

Take a few moments to consider how you envision life in a futuristic society. Collect several concrete ideas, then describe your own futuristic vision in a few paragraphs.

Consider the following possibilities when outlining your vision of the future:

1. Do you envision a world that is fifty, one hundred, five hundred, one thousand, or more years in the future?
2. Does your vision include ideas for your own country, for other countries, for the entire world, and for other planets?
3. Do you include political, social, technological, and religious details?
4. Do you envision changes in fashion, family relations, and lifestyle?

Be prepared to share your vision with the rest of the class.

## Pre-Reading

## Plot and Theme

**Objective:** Anticipating events and themes of the text

**Activity**

The appearance of a book – including the cover design, the title, the summary, and the reviews on the back – can often help readers predict what central themes and ideas they will encounter in the text.

Take a close look at your edition of *Ender's Game*. Carefully study the cover and the back of your book, paying very close attention to every image, to the title, and to every piece of written information you can find.

In two or three paragraphs, outline and describe your expectations of *Ender's Game*. Address the six questions below in your writing.

1. What characters do you expect to encounter in the text?
2. What do you expect the world of *Ender's Game* to look like?
3. What do you expect will be major themes of the text?
4. What do you think the title refers to?
5. What in particular are you looking forward to reading when you study the cover of the book?
6. What aspects of the book do you think you will be most interested in?

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

Date: \_\_\_\_\_

**Pre-Reading****Plot and Theme****Objective:** Anticipating events and themes of the text**Activity**

The appearance of a book – including the cover design, the title, the summary, and the reviews on the back – can often help readers predict what central themes and ideas they will encounter in the text.

Take a close look at your edition of *Ender's Game*. Carefully study the cover and the back of your book, paying very close attention to every image, to the title, and to every piece of written information you can find.

In two or three paragraphs, outline and describe your expectations of *Ender's Game*. Address the six questions below in your writing.

1. What characters do you expect to encounter in the text?
2. What do you expect the world of *Ender's Game* to look like?
3. What do you expect will be major themes of the text?
4. What do you think the title refers to?
5. What in particular are you looking forward to reading when you study the cover of the book?
6. What aspects of the book do you think you will be most interested in?

## Pre-Reading

## Background Information

**Objective:** Researching information about the author

**Activity**

Orson Scott Card is one of the most prolific and successful writers in the science fiction genre.

Imagine you are the editor of a **Science Fiction Encyclopedia**, and you have been asked to write a biographical entry for Orson Scott Card. Use the Internet or other reference sources to gather information about the life and work of Orson Scott Card. Then write a short biographical sketch on the author that provides as much information as possible to readers of your science fiction encyclopedia.

The biographical sketch should include the following information:

- Important dates and facts relevant to the author's life
- Facts about his professional life and career
- Examples of his most significant works
- Important accomplishments and/or awards



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

Date: \_\_\_\_\_

## Pre-Reading

### Background Information

**Objective:** Researching information about the author

#### Activity

Orson Scott Card is one of the most prolific and successful writers in the science fiction genre.

Imagine you are the editor of a **Science Fiction Encyclopedia**, and you have been asked to write a biographical entry for Orson Scott Card. Use the Internet or other reference sources to gather information about the life and work of Orson Scott Card. Then write a short biographical sketch on the author that provides as much information as possible to readers of your science fiction encyclopedia.

The biographical sketch should include the following information:

- Important dates and facts relevant to the author's life
- Facts about his professional life and career
- Examples of his most significant works
- Important accomplishments and/or awards

## Chapters 1-2

## Characterization

**Objective:** Recognizing character traits

**Activity**

Paying attention to the descriptions of a major character is always essential for understanding the novel as a whole. The more information you can collect about a character early in the text, the easier it will be for you not only to predict the character's future behavior and actions, but also to understand events that happen later in the novel.

In the first two chapters of *Ender's Game*, the author introduces not only his main character, Andrew Wiggin – or Ender – but also Ender's older brother Peter. The relationship between Ender and Peter is crucial for the development of the plot.

Study chapters 1 and 2 and search for information on Peter's family background and age, his physical appearance, and his behavior and personality. At the same time, gather information that relates to Peter's future actions and/or goals in life.

Record your findings in the following **Peter's Character Chart**. Be prepared to share your completed chart with the rest of the class.

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

Date: \_\_\_\_\_

**Chapters 1-2****Characterization****Objective:** Recognizing character traits**Activity**

Paying attention to the descriptions of a major character is always essential for understanding the novel as a whole. The more information you can collect about a character early in the text, the easier it will be for you not only to predict the character's future behavior and actions, but also to understand events that happen later in the novel.

In the first two chapters of *Ender's Game*, the author introduces not only his main character, Andrew Wiggin – or Ender – but also Ender's older brother Peter. The relationship between Ender and Peter is crucial for the development of the plot.

Study chapters 1 and 2 and search for information on Peter's family background and age, his physical appearance, and his behavior and personality. At the same time, gather information that relates to Peter's future actions and/or goals in life.

Record your findings in the following **Peter's Character Chart**. Be prepared to share your completed chart with the rest of the class.

**PETER'S CHARACTER CHART**

<p>Peter's family background</p>	<ul style="list-style-type: none"> <li>• <i>ten years old</i></li> <li>• <i>middle child: one brother, one sister</i></li> </ul>
<p>Peter's physical appearance</p>	<ul style="list-style-type: none"> <li>• <i>beautiful</i></li> <li>• <i>dark, thick, tousled hair</i></li> <li>• <i>face like Alexander the Great</i></li> </ul>
<p>Peter's behavior/ personality</p>	<ul style="list-style-type: none"> <li>• <i>dangerous</i></li> <li>• <i>angry</i></li> <li>• <i>hateful</i></li> <li>• <i>threatening</i></li> <li>• <i>violent – a murderer at heart</i></li> <li>• <i>easily bored</i></li> </ul>
<p>Peter's future actions/goals in life</p>	<ul style="list-style-type: none"> <li>• <i>Peter will never leave Ender alone</i></li> <li>• <i>threatens to kill Ender and Valentine in the future – a murderer at heart</i></li> <li>• <i>wants to be in government one day</i></li> </ul>

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

Date: \_\_\_\_\_

**PETER'S CHARACTER CHART**

Peter's family background	
Peter's physical appearance	
Peter's behavior/ personality	
Peter's future actions/goals in life	

## Chapter 1-2

## Reading for Detail

Objective: Reading for detail

## Activity

When we meet Ender at the beginning of the first chapter, he faces an important turning point in his life. Ender has worn a monitor on the back of his neck for six years, and now a doctor is removing the monitor. "Now he's like us," says Ender's sister Valentine, who wore a monitor until she was three years old. (Pg. 10) A close look at the first two chapters reveals that the monitor is a device used by the government to screen certain children for their "usefulness." Ender notices immediate changes in his life after losing the monitor, and he considers the advantages and disadvantages of living without the monitor.

Study chapters 1 and 2 to determine the meaning and significance of the monitor. Use the information you find in the chapters to complete the following sentences:

1. At night, Ender will not miss his monitor, because he can roll over in bed on his back and the monitor won't press against his neck.
2. Ender hopes that Peter won't hate him anymore, because he will see that Ender is now just a normal kid like Peter himself.
3. The doctor tells Ender that removing the monitor does not hurt, but when Ender has to undergo the removal procedure, he feels a sudden pain, stabbing him like a needle. He moves his body violently. He hits his head on the bed and clenches his hands. A nurse must hold him down because the pain is so overwhelming that Ender falls off the examining table.
4. The doctor explains that removing the monitor is extremely dangerous, because there is a risk that the procedure could harm Ender's brain.
5. After losing the monitor, Ender feels less protected, because the government cannot observe his actions anymore, and they cannot send anyone in case Ender is in danger.
6. Ender believes that he has become more like Peter after losing the monitor, because he immediately gets into a serious fight with Stilson and other children.

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

Date: \_\_\_\_\_

**Chapter 1-2****Reading for Detail**

Objective: Reading for detail

**Activity**

When we meet Ender at the beginning of the first chapter, he faces an important turning point in his life. Ender has worn a monitor on the back of his neck for six years, and now a doctor is removing the monitor. "Now he's like us," says Ender's sister Valentine, who wore a monitor until she was three years old. (Pg. 10) A close look at the first two chapters reveals that the monitor is a device used by the government to screen certain children for their "usefulness." Ender notices immediate changes in his life after losing the monitor, and he considers the advantages and disadvantages of living without the monitor.

Study chapters 1 and 2 to determine the meaning and significance of the monitor. Use the information you find in the chapters to complete the following sentences:

1. At night, Ender will not miss his monitor, because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Ender hopes that Peter won't hate him anymore, because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. The doctor tells Ender that removing the monitor does not hurt, but when Ender has to undergo the removal procedure, he \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. The doctor explains that removing the monitor is extremely dangerous, because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. After losing the monitor, Ender feels less protected, because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Ender believes that he has become more like Peter after losing the monitor, because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Chapters 1-2

## Theme

**Objective:** Understanding the significance of thematic ideas  
Relating textual themes to life

## Activity I

When Ender returns to his classroom after losing his monitor, the following message appears on his desk:

## THIRD

In the world of *Ender's Game*, the government dictates that each family is only permitted to have two children. Only under special circumstances does the government allow the birth of a third child. The third child is commonly called "the Third," a name that sets these children apart from their peers. Thirds who cannot live up to the expectations set for them by the government become outcasts, because they are considered useless, and their failures to fulfill their designated purposes disgrace their families. When Ender loses the monitor, he believes that he has not passed the government's test. His classmates and parents likewise believe that Ender is a failure. (Pg. 5)

When Ender sees the message on his desk, he understands that it has been sent by one of his classmates and that it is meant to ridicule and insult him. In his mind, Ender responds to the other children:

It was not *his* fault he was a Third. It was the government's idea, they were the ones who authorized it – how else could a Third like Ender have got into school? And now the monitor was gone. The experiment entitled Andrew Wiggin hadn't worked out after all. (Pg. 5)

When Ender returns home, he senses resentment from his parents for having lost the monitor, and for being a Third:

Mother came home and commiserated with Ender about the monitor. Father came home and kept saying it was such a wonderful surprise, they had such fantastic children that the government told them to have three, and now the government didn't want to take any of them after all, so here they were with three, they still had a Third... until Ender wanted to scream at him, I know I'm a Third, I know it, if you want I'll go away so you don't have to be embarrassed in front of everybody, I'm sorry I lost the monitor and now you have three kids and no obvious explanation, so inconvenient for you, I'm sorry sorry sorry. (Pgs. 14-15)



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

Date: \_\_\_\_\_

## Chapters 1-2

## Theme

Objective: Understanding the significance of thematic ideas  
Relating textual themes to life

## Activity I

When Ender returns to his classroom after losing his monitor, the following message appears on his desk:

## THIRD

In the world of *Ender's Game*, the government dictates that each family is only permitted to have two children. Only under special circumstances does the government allow the birth of a third child. The third child is commonly called "the Third," a name that sets these children apart from their peers. Thirds who cannot live up to the expectations set for them by the government become outcasts, because they are considered useless, and their failures to fulfill their designated purposes disgrace their families. When Ender loses the monitor, he believes that he has not passed the government's test. His classmates and parents likewise believe that Ender is a failure. (Pg. 5)

When Ender sees the message on his desk, he understands that it has been sent by one of his classmates and that it is meant to ridicule and insult him. In his mind, Ender responds to the other children:

It was not *his* fault he was a Third. It was the government's idea, they were the ones who authorized it – how else could a Third like Ender have got into school? And now the monitor was gone. The experiment entitled Andrew Wiggin hadn't worked out after all. (Pg. 5)

When Ender returns home, he senses resentment from his parents for having lost the monitor, and for being a Third:

Mother came home and commiserated with Ender about the monitor. Father came home and kept saying it was such a wonderful surprise, they had such fantastic children that the government told them to have three, and now the government didn't want to take any of them after all, so here they were with three, they still had a Third... until Ender wanted to scream at him, I know I'm a Third, I know it, if you want I'll go away so you don't have to be embarrassed in front of everybody, I'm sorry I lost the monitor and now you have three kids and no obvious explanation, so inconvenient for you, I'm sorry sorry sorry. (Pgs. 14-15)

Take a poll in class to find out what it means to each member of the class to have older or younger brothers and sisters, to be an only child, to be from a large family, to be the firstborn, second-born, or third-born, and so on. Then collect the challenges, advantages, disadvantages, etc. that can come with the individual role a child plays within his or her family depending on the family situation. Add your findings to the following **Challenges, Advantages, and Disadvantages in Sibling Relations Chart**.

First, determine the number of siblings each class member has:

**Classroom Sibling Distribution**

Number of students who are the only child in the family	
Number of students with one sibling	
Number of students with two siblings	
Number of students with three siblings	
Number of students with four siblings	
Number of students with more than four siblings	

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

Date: \_\_\_\_\_

Take a poll in class to find out what it means to each member of the class to have older or younger brothers and sisters, to be an only child, to be from a large family, to be the firstborn, second-born, or third-born, and so on. Then collect the challenges, advantages, disadvantages, etc. that can come with the individual role a child plays within his or her family depending on the family situation. Add your findings to the following **Challenges, Advantages, and Disadvantages in Sibling Relations Chart**.

First, determine the number of siblings each class member has:

### Classroom Sibling Distribution

Number of students who are the only child in the family	
Number of students with one sibling	
Number of students with two siblings	
Number of students with three siblings	
Number of students with four siblings	
Number of students with more than four siblings	

Divide the class into small groups.

Now, fill in the following chart by discussing and collecting the experiences of other students in your group. When you have collected your answers, compare your findings with the other groups in your class.

**Challenges, Advantages, and Disadvantages in Sibling Relations Chart**

	Challenges	Advantages	Disadvantages
only child			
youngest child			
middle child			
oldest child			
first-, second-, third-born, etc.			
from a large family			
add your own specific category			
add your own specific category			

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

Date: \_\_\_\_\_

Now, fill in the following chart by discussing and collecting the experiences of other students in your group. When you have collected your answers, compare your findings with the other groups in your class.

### Challenges, Advantages, and Disadvantages in Sibling Relations Chart

	Challenges	Advantages	Disadvantages
only child			
youngest child			
middle child			
oldest child			
first-, second-, third-born, etc.			
from a large family			
add your own specific category			
add your own specific category			

## Activity II

In *Ender's Game*, the title "Third" becomes a vicious slur used by the other children to ridicule, insult, and threaten Ender. In fact, Ender is subject to a large amount of swearing and offensive language.

Record all the slurs and insults used against Ender in the first two chapters:

- *bugger-lover*
- *Third-turd*
- *birdie-Thirdie*
- *turd face*
- *fart*
- *little bastard*
- *bugger-wugger*

Now, take a moment to consider how these words affect Ender. Remember that he has just lost his monitor and that he considers himself to be a failure, because he is afraid that he has not passed the government test and has been deemed useless.

What slurs and insults have you been faced with in your life? Have you ever been in a situation when you failed at something – a test, maybe – or were especially vulnerable, and other children were insensitive to your feelings and hurt you? Have you ever used insults without considering how they might affect others? Take a moment to collect your memories and write a short essay or poem in which you reflect on your experiences with insults that may have been hurtful to you or to someone else.

This activity could be one that you would not have to share with the class, unless you strongly believe that people might benefit from your views on name-calling and insults.

*Note to Teacher: This activity has some risks with less mature classes. However, it may actually allow some students to express their feelings about insulting language and bullying. Handled properly, it gives students the option to not reveal what they write and may yield enormous benefits.*

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

Date: \_\_\_\_\_

**Activity II**

In *Ender's Game*, the title "Third" becomes a vicious slur used by the other children to ridicule, insult, and threaten Ender. In fact, Ender is subject to a large amount of swearing and offensive language.

Record all the slurs and insults used against Ender in the first two chapters:

Now, take a moment to consider how these words affect Ender. Remember that he has just lost his monitor and that he considers himself to be a failure, because he is afraid that he has not passed the government test and has been deemed useless.

What slurs and insults have you been faced with in your life? Have you ever been in a situation when you failed at something – a test, maybe – or were especially vulnerable, and other children were insensitive to your feelings and hurt you? Have you ever used insults without considering how they might affect others? Take a moment to collect your memories and write a short essay or poem in which you reflect on your experiences with insults that may have been hurtful to you or to someone else.

This activity could be one that you would not have to share with the class, unless you strongly believe that people might benefit from your views on name-calling and insults.

## Chapter 3

## Research

**Objective:** Researching issues relevant to the novel

## Activity I

In the world of *Ender's Game*, religious and spiritual beliefs and practices and social and cultural values are determined and regulated by the government. Noncompliance with the rules created by the government is punished or sanctioned. Every family is allowed to have no more than two children, unless a Third is authorized by the government. Likewise, certain religious and spiritual beliefs and practices are considered acts of noncompliance.

When Ender meets Colonel Graff, he learns a lot about the family background and about the religious beliefs of his father and his mother:

“They were born religious, you know. Your father was baptized with the name John Paul Wieczorek. Catholic. The seventh of nine children.”  
Nine children. That was unthinkable. Criminal.

“Yes, well, people do strange things for religion. You know the sanctions, Ender – they were not as harsh then, but still not easy. Only the first two children had a free education. Taxes steadily rose with each new child. Your father turned sixteen and invoked the Noncomplying Families Act to separate himself from his family. He changed his name, renounced his religion, and vowed never to have more than the allotted two children. He meant it. All the shame and persecution he went through as a child—he vowed no child of his would go through it. Do you understand?”

“He didn't want me.”

“Well, no one *wants* a Third anymore. You can't expect them to be glad. But your father and mother are a special case. They both renounced their religions—your mother was a Mormon—but in fact their feelings are still ambiguous.” (Pg.22)

Ender's parents have renounced their religious beliefs, because they did not want to be considered non-compliant by their government. They were afraid of the public shame and persecution that comes with adhering to religious beliefs. Yet, both Ender's father and his mother still feel, in their hearts, that they should continue to practice their religions. In secrecy, they preserve their faith, although they feel guilty about their actions.

History teaches us about numerous historical or biblical figures that were faced with similar situations. They found themselves surrounded by a society that did not accept their religious or spiritual beliefs and practices. Some of them were punished or sanctioned, much like Ender's parents, while others stood up and fought for their beliefs, no matter what the consequences. Over the course of history, a number of religious/spiritual groups have also been discriminated against because of their beliefs and practices, or their noncompliance with the religious ideas of the majority.

Use the internet or other reference sources to research information on the following historical/biblical figures and historical conflicts centering around religious and spiritual practices: the Huguenots, the conflict between the Roman Catholics and the Protestants in Northern Ireland, the Salem Witch Hunt of 1692, and one of your own choosing. Use your research to fill in the following **Religious/Spiritual Practices—Noncompliance Chart**.



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

Date: \_\_\_\_\_

## Chapter 3

### Research

**Objective:** Researching issues relevant to the novel

#### Activity I

In the world of *Ender's Game*, religious and spiritual beliefs and practices and social and cultural values are determined and regulated by the government. Noncompliance with the rules created by the government is punished or sanctioned. Every family is allowed to have no more than two children, unless a Third is authorized by the government. Likewise, certain religious and spiritual beliefs and practices are considered acts of noncompliance.

When Ender meets Colonel Graff, he learns a lot about the family background and about the religious beliefs of his father and his mother:

“They were born religious, you know. Your father was baptized with the name John Paul Wieczorek. Catholic. The seventh of nine children.”  
Nine children. That was unthinkable. Criminal.

“Yes, well, people do strange things for religion. You know the sanctions, Ender – they were not as harsh then, but still not easy. Only the first two children had a free education. Taxes steadily rose with each new child. Your father turned sixteen and invoked the Noncomplying Families Act to separate himself from his family. He changed his name, renounced his religion, and vowed never to have more than the allotted two children. He meant it. All the shame and persecution he went through as a child—he vowed no child of his would go through it. Do you understand?”

“He didn't want me.”

“Well, no one *wants* a Third anymore. You can't expect them to be glad. But your father and mother are a special case. They both renounced their religions—your mother was a Mormon—but in fact their feelings are still ambiguous.” (Pg.22)

Ender's parents have renounced their religious beliefs, because they did not want to be considered non-compliant by their government. They were afraid of the public shame and persecution that comes with adhering to religious beliefs. Yet, both Ender's father and his mother still feel, in their hearts, that they should continue to practice their religions. In secrecy, they preserve their faith, although they feel guilty about their actions.

History teaches us about numerous historical or biblical figures that were faced with similar situations. They found themselves surrounded by a society that did not accept their religious or spiritual beliefs and practices. Some of them were punished or sanctioned, much like Ender's parents, while others stood up and fought for their beliefs, no matter what the consequences. Over the course of history, a number of religious/spiritual groups have also been discriminated against because of their beliefs and practices, or their noncompliance with the religious ideas of the majority.

Use the internet or other reference sources to research information on the following historical/biblical figures and historical conflicts centering around religious and spiritual practices: the Huguenots, the conflict between the Roman Catholics and the Protestants in Northern Ireland, the Salem Witch Hunt of 1692, and one of your own choosing. Use your research to fill in the following **Religious/Spiritual Practices—Noncompliance Chart**.

**Religious/Spiritual Practices - Noncompliance Chart**

<p><b>Figure or Conflict</b></p>	<p>Describe the religious beliefs/practices of the historical/biblical figure or the conflict and explain why religious beliefs were noncompliant.</p>	<p>Describe the consequences of noncompliance for the historical/biblical figures. Explain the ultimate fate of the figures or the outcome of the conflicts.</p>
<p><b>the Huguenots</b></p>	<p><i>French Protestants were commonly called "Huguenots" between 1560-1629. King Francis I, Charles IX of France, and subsequent Kings persecuted the Huguenots because of religious beliefs.</i></p>	<p><i>The Huguenots fought bitterly against the French Catholics with help from England, Switzerland, and Germany. Thousands of Huguenots fled from France to England, Germany, and the American colonies. The Huguenots and all religious groups gained religious freedom in France late in the nineteenth century.</i></p>
<p><b>Roman Catholics vs. Protestants in Northern Ireland</b></p>	<p><i>Catholic versus Protestant beliefs</i></p>	<p><i>Division between Protestants and Catholics: Protestants in Northern Ireland want to join the United Kingdom, while Catholics in Northern and Southern Ireland desire a united Catholic Ireland, independent of British rule.</i></p>
<p><b>Salem Witch Hunt</b></p>	<p><i>The Salem Witch Trial took place between 1692-1693 in Massachusetts. Puritan (Protestant) settlers believed that the "witches" worshipped the devil.</i></p>	<p><i>Many people, even those who did not practice witchcraft, were persecuted and sentenced to death at the Salem witch trials.</i></p>
<p><b>Historical/biblical figure of your own choice</b></p>		

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

Date: \_\_\_\_\_

**Religious/Spiritual Practices - Noncompliance Chart**

<b>Figure or Conflict</b>	<b>Describe the religious beliefs/practices of the historical/biblical figure or the conflict and explain why religious beliefs were noncompliant.</b>	<b>Describe the consequences of noncompliance for the historical/biblical figures. Explain the ultimate fate of the figures or the outcome of the conflicts.</b>
<b>the Huguenots</b>		
<b>Roman Catholics vs. Protestants in Northern Ireland</b>		
<b>Salem Witch Hunt</b>		
<b>Historical/biblical figure of your own choice</b>		

## Activity II

Conduct a classroom poll in order to find out where each member of the class stands on the following issues:

1. Should the government interfere with people's religious beliefs? Yes \_\_\_ No \_\_\_
2. Should the government prohibit religion in general? Yes \_\_\_ No \_\_\_
3. Should the government allow some religions and forbid others? Yes \_\_\_ No \_\_\_
4. Should people be persecuted/punished for their religious beliefs and practices? Yes \_\_\_ No \_\_\_
4. Should people secretly practice religion even if the government prohibits religions? Yes \_\_\_ No \_\_\_
5. Should people openly defy the government and practice religion, no matter what the consequences? Yes \_\_\_ No \_\_\_

*Select any number of the above issues and divide the class into two teams for each issue according to the results of the poll. Allow both teams to debate selected issues.*

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

Date: \_\_\_\_\_

**Activity II**

Conduct a classroom poll in order to find out where each member of the class stands on the following issues:

1. Should the government interfere with people's religious beliefs? Yes \_\_\_ No \_\_\_
2. Should the government prohibit religion in general? Yes \_\_\_ No \_\_\_
3. Should the government allow some religions and forbid others? Yes \_\_\_ No \_\_\_
4. Should people be persecuted/punished for their religious beliefs and practices? Yes \_\_\_ No \_\_\_
4. Should people secretly practice religion even if the government prohibits religions? Yes \_\_\_ No \_\_\_
5. Should people openly defy the government and practice religion, no matter what the consequences? Yes \_\_\_ No \_\_\_

## Chapter 3

## Diary Writing

**Objective:** Identifying, describing, and characterizing relationships between characters

**Activity**

When Colonel Graff visits the Wiggin household, he invites Ender to join the Battle School in the Belt. He explains to Ender that the future of the world may depend on him, if he successfully completes his battle training. He also informs Ender that he will not be able to visit his family while he is at Battle School. In fact, Ender will not be allowed to visit his family until he is sixteen years old – ten years in the future!

When Ender leaves his home to follow Colonel Graff to Battle School, each member of his family says farewell:

“Kill some buggers for me!” Peter shouted.

“I love you, Andrew!” Mother called.

“We’ll write to you!” Father said.

And as he got into the car that waited silently in the corridor, he heard Valentine’s anguished cry. “Come back to me! I love you forever!”

(Pg. 26)

Imagine yourself in the situation of Ender’s family. All of his family members know that they will not be able to see Ender for ten years. They also know that Ender will never be part of their family again, the way he used to be. Ender is now fulfilling the role the government has chosen for him. On the other hand, Ender’s parents are relieved to learn that Ender did not fail the government’s test. He has not become an embarrassing Third.

Choose one of the characters that comprise Ender’s family – his mother, his father, Peter, or Valentine – and write a diary entry from the point of view of your chosen character. Take all the information about Ender’s family and about the Battle School you have learned in the third chapter into consideration as you write your diary entry. You also must consider the farewell each family member has given Ender. How do the individual members of Ender’s family express their feelings and thoughts at the end of this eventful day? What are their fears, hopes, and thoughts?

**DIARY ENTRY – Evening**

Dear Diary,

Today, Ender was taken to Battle School...

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

Date: \_\_\_\_\_

### Chapter 3

#### Diary Writing

**Objective:** Identifying, describing, and characterizing relationships between characters

#### Activity

When Colonel Graff visits the Wiggin household, he invites Ender to join the Battle School in the Belt. He explains to Ender that the future of the world may depend on him, if he successfully completes his battle training. He also informs Ender that he will not be able to visit his family while he is at Battle School. In fact, Ender will not be allowed to visit his family until he is sixteen years old – ten years in the future!

When Ender leaves his home to follow Colonel Graff to Battle School, each member of his family says farewell:

“Kill some buggers for me!” Peter shouted.

“I love you, Andrew!” Mother called.

“We’ll write to you!” Father said.

And as he got into the car that waited silently in the corridor, he heard Valentine’s anguished cry. “Come back to me! I love you forever!”

(Pg. 26)

Imagine yourself in the situation of Ender’s family. All of his family members know that they will not be able to see Ender for ten years. They also know that Ender will never be part of their family again, the way he used to be. Ender is now fulfilling the role the government has chosen for him. On the other hand, Ender’s parents are relieved to learn that Ender did not fail the government’s test. He has not become an embarrassing Third.

Choose one of the characters that comprise Ender’s family – his mother, his father, Peter, or Valentine – and write a diary entry from the point of view of your chosen character. Take all the information about Ender’s family and about the Battle School you have learned in the third chapter into consideration as you write your diary entry. You also must consider the farewell each family member has given Ender. How do the individual members of Ender’s family express their feelings and thoughts at the end of this eventful day? What are their fears, hopes, and thoughts?

#### DIARY ENTRY – Evening

Dear Diary,

Today, Ender was taken to Battle School...

## Chapter 4

## Visual Interpretation

**Objective:** Creating visuals to extend the meaning of the text

**Activity**

After Ender leaves his family, he joins Colonel Graff and leaves earth to begin his training at Battle School. In chapter 4, Ender boards the spaceship that will take him to Battle School. This chapter, entitled "Launch," marks the transition between Ender's childhood as a Third on earth and his road toward becoming a starship commander. Ender "launches" into a new stage of his life – and the new world he encounters is very different from the world he is familiar with.

Some of the features of the new world Ender is encountering are as unfamiliar to Ender as they are to you.

Study chapter 4 carefully and note all descriptive passages of the spaceship that launches Ender and others to the Battle School. As you review the chapter, pay special attention to the following passages:

They say that weightlessness can cause disorientation, especially in children, whose sense of direction isn't yet secure. (Pg. 28)

They had dressed him in a uniform, all in a single piece; it felt funny not to have a belt cinched around his waist. He felt baggy and naked, dressed like that. There were TV cameras going, perched like animals on the shoulders of crouching, prowling men. The men moved slowly, catlike, so the camera motion would be smooth. (Pg. 28)

He walked he short bridge to the door in the shuttle. He noticed that the wall to his right was carpeted like a floor. That was where the disorientation began. The moment he thought of the wall as a floor, he began to feel like he was walking on a wall. He got to the ladder, and noticed that the vertical surface behind it was also carpeted. I am climbing up the floor. Hand over hand, step by step. (Pg. 29)

He found himself gripping the seat tightly, even though gravity pulled him firmly against it. (Pgs. 29-30)

Ender carefully found the straps, figured out how they fit together to hold him at crotch, waist, and shoulders. He imagined the ship dangling upside down on the undersurface of the Earth, the giant fingers of gravity holding them firmly in place.

Graff looked at them all with contempt. "Scumbrains, that's what we've got in this launch. Pinheaded little morons. Only one of you had the brains to realize that in null gravity directions are whatever you conceive them to be." (Pg. 31)

Taking all the information provided in the chapter and in the preceding quotes, create a sketch or painting depicting your vision of Ender's launch. Be as specific as you can in outlining the physical descriptions of Ender's new world. Be prepared to share your illustration with the rest of the class.

*Note to Teacher: This activity can be done in small groups, if some students show reluctance about drawing.*



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

Date: \_\_\_\_\_

## Chapter 4

### Visual Interpretation

**Objective:** Creating visuals to extend the meaning of the text

#### Activity

After Ender leaves his family, he joins Colonel Graff and leaves earth to begin his training at Battle School. In chapter 4, Ender boards the spaceship that will take him to Battle School. This chapter, entitled "Launch," marks the transition between Ender's childhood as a Third on earth and his road toward becoming a starship commander. Ender "launches" into a new stage of his life – and the new world he encounters is very different from the world he is familiar with.

Some of the features of the new world Ender is encountering are as unfamiliar to Ender as they are to you.

Study chapter 4 carefully and note all descriptive passages of the spaceship that launches Ender and others to the Battle School. As you review the chapter, pay special attention to the following passages:

They say that weightlessness can cause disorientation, especially in children, whose sense of direction isn't yet secure. (Pg. 28)

They had dressed him in a uniform, all in a single piece; it felt funny not to have a belt cinched around his waist. He felt baggy and naked, dressed like that. There were TV cameras going, perched like animals on the shoulders of crouching, prowling men. The men moved slowly, catlike, so the camera motion would be smooth. (Pg. 28)

He walked the short bridge to the door in the shuttle. He noticed that the wall to his right was carpeted like a floor. That was where the disorientation began. The moment he thought of the wall as a floor, he began to feel like he was walking on a wall. He got to the ladder, and noticed that the vertical surface behind it was also carpeted. I am climbing up the floor. Hand over hand, step by step. (Pg. 29)

He found himself gripping the seat tightly, even though gravity pulled him firmly against it. (Pgs. 29-30)

Ender carefully found the straps, figured out how they fit together to hold him at crotch, waist, and shoulders. He imagined the ship dangling upside down on the undersurface of the Earth, the giant fingers of gravity holding them firmly in place.

Graff looked at them all with contempt. "Scumbrains, that's what we've got in this launch. Pinheaded little morons. Only one of you had the brains to realize that in null gravity directions are whatever you conceive them to be." (Pg. 31)

Taking all the information provided in the chapter and in the preceding quotes, create a sketch or painting depicting your vision of Ender's launch. Be as specific as you can in outlining the physical descriptions of Ender's new world. Be prepared to share your illustration with the rest of the class.

## Chapter 5

## Figurative Language

**Objective:** Recognizing literary devices and understanding how figurative language creates meaning

## Activity

Writers often use figurative language to communicate complex, abstract ideas to the reader or to enable the reader to visualize an idea in the text. Figurative language includes literary devices such as simile, personification, metaphor, and alliteration. To complete the figurative language chart, read each example of figurative language in the first column. Then identify the device Card is using in the second column.

Familiarize yourself with some of the commonly used literary devices by studying the following list of devices taken from chapter five. You can also consult the **Terms and Definitions** section provided at the end of the Activity Pack for better understanding. Assign one or more literary devices to each of the following examples. Tip: the **Figurative Language Chart** only contains examples of the following literary devices: metaphor, simile, alliteration, assonance, repetition, personification, and imagery.

Look through the chapter on your own and try to find a few additional examples of figurative language. Add them to the chart.

## Figurative Language Chart

Example of Figurative Language	Literary Device
Me? I'm nothing. I'm a fart in the air conditioning. (Pg. 42)	Metaphor
His lips formed Valentine's name. He could hear her voice laughing in the distance, just down the hall. He could see Mother passing his door, looking in to be sure he was all right. He could hear Father laughing at the video. (Pg. 44)	<i>Anaphora</i>
"A new flock of dwarfs just came aboard," said another boy. (Pg. 46)	<i>Metaphor</i>
They should be able to tell from Bernard himself that he was a snake. (Pg. 48)	<i>Metaphor</i>
You Launchies are all alike: Minds like space. Nothing there. (Pg. 43)	<i>Simile</i>
But the ache was there, thick in his throat and the front of his face, hot in his chest and in his eyes. (Pg. 44).	<i>Alliteration</i>
Like all the other boys, he was watching Bernard and his cronies laugh and joke, making fun of the math teacher, who often stopped in midsentence and looked around as if he had been let off a bus at the wrong stop and didn't know where he was. (Pg. 49)	<i>Imagery</i>
additional examples	

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

Date: \_\_\_\_\_

**Chapter 5**

**Figurative Language**

**Objective:** Recognizing literary devices and understanding how figurative language creates meaning

**Activity**

Writers often use figurative language to communicate complex, abstract ideas to the reader or to enable the reader to visualize an idea in the text. Figurative language includes literary devices such as simile, personification, metaphor, and alliteration. To complete the figurative language chart, read each example of figurative language in the first column. Then identify the device Card is using in the second column.

Familiarize yourself with some of the commonly used literary devices by studying the following list of devices taken from chapter five. You can also consult the **Terms and Definitions** section provided at the end of the Activity Pack for better understanding. Assign one or more literary devices to each of the following examples. Tip: the **Figurative Language Chart** only contains examples of the following literary devices: metaphor, simile, alliteration, assonance, repetition, personification, and imagery.

Look through the chapter on your own and try to find a few additional examples of figurative language. Add them to the chart.

**Figurative Language Chart**

Example of Figurative Language	Literary Device
Me? I'm nothing. I'm a fart in the air conditioning. (Pg. 42)	Metaphor
His lips formed Valentine's name. He could hear her voice laughing in the distance, just down the hall. He could see Mother passing his door, looking in to be sure he was all right. He could hear Father laughing at the video. (Pg. 44)	
"A new flock of dwarfs just came aboard," said another boy. (Pg. 46)	
They should be able to tell from Bernard himself that he was a snake. (Pg. 48)	
You Launchies are all alike: Minds like space. Nothing there. (Pg. 43)	
But the ache was there, thick in his throat and the front of his face, hot in his chest and in his eyes. (Pg. 44).	
Like all the other boys, he was watching Bernard and his cronies laugh and joke, making fun of the math teacher, who often stopped in midsentence and looked around as if he had been let off a bus at the wrong stop and didn't know where he was. (Pg. 49)	
additional examples	

The literary devices you have just identified help to illustrate textual meaning or a particular idea.

On the following chart, **Figurative Language Explained**, list all literary terms you have identified in the preceding chart. Explain what idea or meaning is conveyed through the use of the literary device. The first example has been completed for you.

*Student answers may vary, depending on individual understandings of the text.*

**Figurative Language Explained**

Words/passages that contain the literary device	Which literary device is used?	Idea/ Meaning conveyed through figurative language
a fart in the air conditioning	metaphor	Mick explains that his role in Battle School is meaningless. He will be forgotten without leaving behind a legacy.
He felt a sob rise in his throat...	<i>personification</i>	<i>The sob rises "on its own" in Ender's throat. Ender involuntarily feels like crying. He cannot control his tears.</i>
He could hear her voice laughing in the distance, just down the hall. He could see Mother passing his door, looking in to be sure he was all right. He could hear Father laughing at the video.	<i>anaphora</i>	<i>The repetitive use of "he could" emphasizes Ender's longing for his family.</i>
a new flock of dwarfs	<i>metaphor</i>	<i>The Launchies are viewed as "dwarfs" by the older children. Launchies are small because they are young and scorned because they are inexperienced.</i>
he was a snake	<i>metaphor</i>	<i>Bernard is likened to a snake, because he acts deceitful and secretive. He is mean and schemes against other boys.</i>
minds like space	<i>simile</i>	<i>Mick compares the minds of the Launchies to space, because the Launchies are inexperienced, and their minds are empty and without knowledge of the Battle School.</i>
the ache was there, thick in his throat	alliteration	<i>The alliteration does not emphasize anything. It is simply a repeated sound.</i>
looked around as if he had been let off a bus at the wrong stop and didn't know where he was	<i>imagery</i>	<i>The math teacher is described in visual terms and likened to a man who is lost at a bus stop. The description helps readers to create a visual image of the math teacher's demeanor.</i>

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

Date: \_\_\_\_\_

The literary devices you have just identified help to illustrate textual meaning or a particular idea.

On the following chart, **Figurative Language Explained**, list all literary terms you have identified in the preceding chart. Explain what idea or meaning is conveyed through the use of the literary device. The first example has been completed for you.

**Figurative Language Explained**

Words/passages that contain the literary device	Which literary device is used?	Idea/ Meaning conveyed through figurative language
a fart in the air conditioning	metaphor	Mick explains that his role in Battle School is meaningless. He will be forgotten without leaving behind a legacy.
He felt a sob rise in his throat...		
He could hear her voice laughing in the distance, just down the hall. He could see Mother passing his door, looking in to be sure he was all right. He could hear Father laughing at the video.		
a new flock of dwarfs		
he was a snake		
minds like space		
the ache was there, thick in his throat	alliteration	
looked around as if he had been let off a bus at the wrong stop and didn't know where he was		

## Chapter 6

## Conceptual Thinking

**Objective:** Relating literature to life  
Creating a visual to extend the meaning of the text

## Activity I

By chapter 6, Ender has already been introduced to several of the games he will play throughout the book. Ender has played against older boys in the game room, and he has played his first game with the other Launchies in the Battle Room.

During Free Play, Ender and the other boys are encouraged to play quietly at their desks. Ender plays a strategic computer game that is probably very similar to some of the games you are familiar with. He controls a figure on the screen of his desk that represents him in the game. On the screen, Ender must maneuver his playing figure through an imaginary landscape in which he encounters a number of creatures and faces several challenges.

At first, Ender is unable to pass the first round. The Giant he encounters repeatedly defeats Ender in a guessing game, and Ender has to start the game over again and again. However, at the end of the chapter – after several attempts – Ender manages to defeat the Giant and enter the second level of the computer game.

Ender's computer game resembles some of the turn-based strategy games popular today. In order to clearly envision and understand the playing platform of the first level of the game, sketch a picture that **outlines the landscape** Ender passes through and **demonstrates the chronological order of events in the game**. Be sure to include any landmarks, events, and creatures described in the chapter in your drawing.

To prepare complete the following **The Giant Game – Level 1 Chart** and add all information you need in order to begin your sketch. A few examples have been collected for you.

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

Date: \_\_\_\_\_

## Chapter 6

### Conceptual Thinking

**Objective:** Relating literature to life  
Creating a visual to extend the meaning of the text

#### Activity I

By chapter 6, Ender has already been introduced to several of the games he will play throughout the book. Ender has played against older boys in the game room, and he has played his first game with the other Launchies in the Battle Room.

During Free Play, Ender and the other boys are encouraged to play quietly at their desks. Ender plays a strategic computer game that is probably very similar to some of the games you are familiar with. He controls a figure on the screen of his desk that represents him in the game. On the screen, Ender must maneuver his playing figure through an imaginary landscape in which he encounters a number of creatures and faces several challenges.

At first, Ender is unable to pass the first round. The Giant he encounters repeatedly defeats Ender in a guessing game, and Ender has to start the game over again and again. However, at the end of the chapter – after several attempts – Ender manages to defeat the Giant and enter the second level of the computer game.

Ender's computer game resembles some of the turn-based strategy games popular today. In order to clearly envision and understand the playing platform of the first level of the game, sketch a picture that **outlines the landscape** Ender passes through and **demonstrates the chronological order of events in the game**. Be sure to include any landmarks, events, and creatures described in the chapter in your drawing.

To prepare complete the following **The Giant Game – Level 1 Chart** and add all information you need in order to begin your sketch. A few examples have been collected for you.

**The Giant Game – Level 1 Chart**

Ender as a boy  
Ender as a bear  
Ender as a mouse with long, delicate hands  
furniture  
the mousehole  
*the small bridge leading into a garden*  
*ducks and mosquitoes*  
*Ender as a fish*  
*the rolling hills*  
landslides  
*ore oozing from a rockpile*  
*the rising bread dough*  
*Ender jumping from the top of the bread onto a table*  
*giant loaf of bread* *giant stick of butter*  
*Giant looking at Ender and threatening to bite his head off*  
*the guessing game*  
*Ender kicking the Giant's face and destroying his eye*  
*Ender climbing into the Giant's eyehole*  
*the Giant dying and falling to the ground*  
the bat  
Fairyland



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

Date: \_\_\_\_\_

**The Giant Game – Level 1 Chart**

Ender as a boy  
Ender as a bear  
Ender as a mouse with long, delicate hands  
furniture  
the mousehole

Now use the notes you have taken on events, creatures, and landmarks in the first level of the game to sketch a picture of Ender's exploration of the first level of the Giant Game:

**Sketch of the Giant Game – Level 1  
Landscape, Creatures, and Chronology**

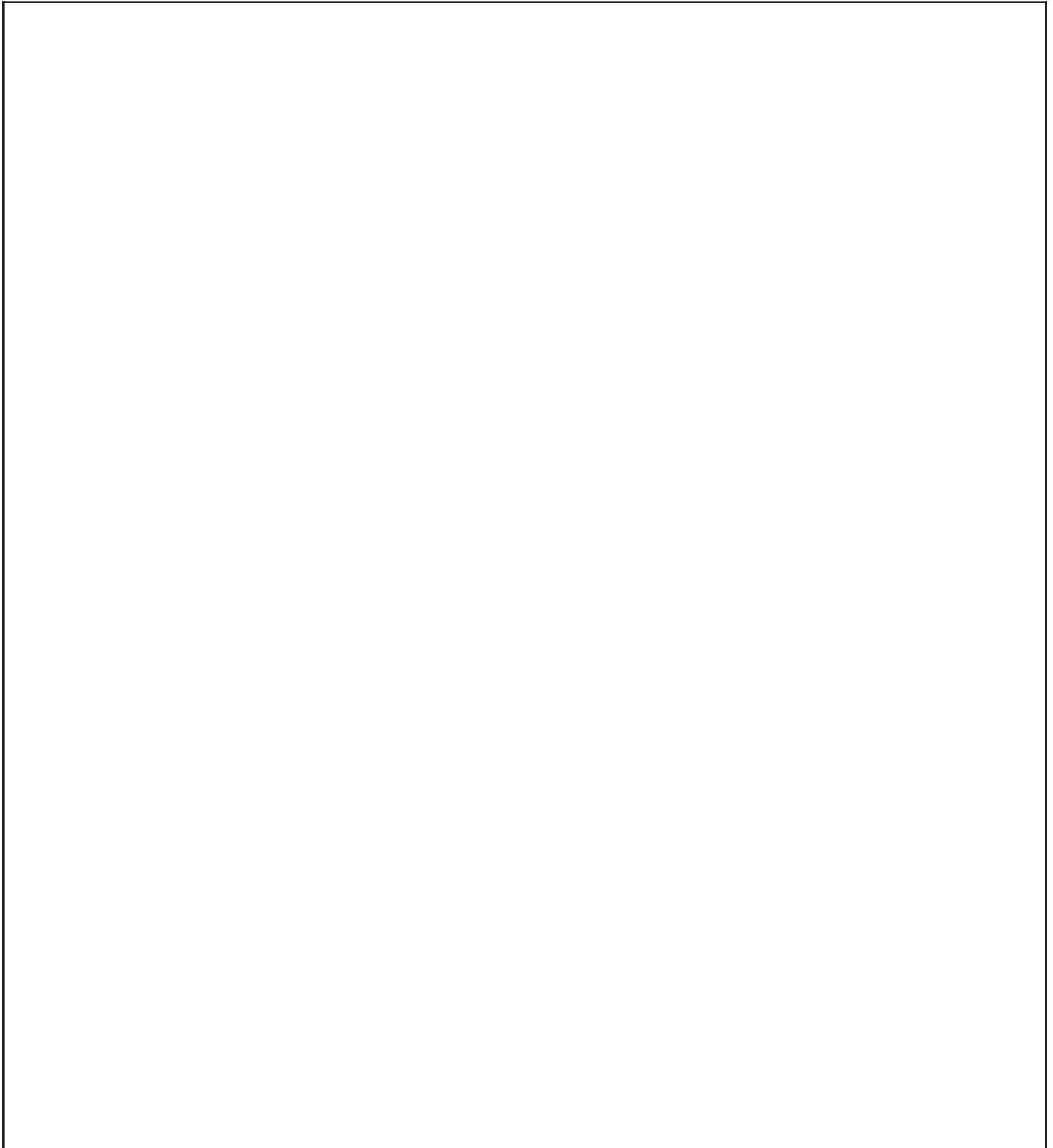
A large, empty rectangular box with a thin black border, intended for a student to draw a sketch of the first level of the Giant Game, including landscape, creatures, and chronology.

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

Date: \_\_\_\_\_

Now use the notes you have taken on events, creatures, and landmarks in the first level of the game to sketch a picture of Ender's exploration of the first level of the Giant Game:

**Sketch of the Giant Game – Level 1  
Landscape, Creatures, and Chronology**

A large, empty rectangular box with a thin black border, intended for a student to draw a sketch of the first level of the Giant Game, including landscape, creatures, and chronology.

**Activity II**

Since not all children may be familiar with computer games, it is a good idea to divide the class into small groups for this activity.

Alternatively, children can be placed in groups so that some children, who are not familiar with computer games, can complete Activity I and then provide their chart to the other children in their group, who are familiar with computer games, and who then complete Activity II.

In your group, consider and discuss some of the computer games you are familiar with. Do you know any strategic games that are similar to the game Ender has to play and that require you to explore a landscape, complete certain tasks, and defeat other creatures?

Choose one or two games you are familiar with and compare them to the Giant Game. Add your findings to the following **Computer Game Comparison Chart**.

Students' answers will vary depending on the game chosen. If you are in a computer classroom, students may want to bring their games to class and demonstrate the similarities between their games and the Giant Game to the other students.

**Computer Game Comparison Chart**

	Ender's Game	Your Game
<b>Title of Game</b>	The Giant Game	
<b>Landscapes</b>	<i>mousehole rolling hills bridge etc.</i>	
<b>Creatures</b>	<i>giant fish etc.</i>	
<b>Challenges</b>	<i>climb the rolling hills the guessing game etc.</i>	
<b>Fights</b>		
<b>Other similarities</b>		

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

Date: \_\_\_\_\_

**Activity II**

In your group, consider and discuss some of the computer games you are familiar with. Do you know any strategic games that are similar to the game Ender has to play and that require you to explore a landscape, complete certain tasks, and defeat other creatures?

Choose one or two games you are familiar with and compare them to the Giant Game. Add your findings to the following **Computer Game Comparison Chart**.

**Computer Game Comparison Chart**

	Ender's Game	Your Game
Title of Game	The Giant Game	
Landscapes		
Creatures		
Challenges		
Fights		
Other similarities		

## Chapter 7

Research  
Allusion  
Interpretation

**Objective:** Researching allusions made in the text  
Understanding how allusions create meaning within the text

**Activity**

At the beginning of each chapter, the author dedicates a few lines to the conversations between the adults in Ender's world. Most of these passages feature Colonel Graff and Major Anderson discussing Ender's fate and debating the challenges Ender must face and the risks that are involved. The adults must be careful, because Ender is young and valuable; it is important not to damage his psyche irreparably.

On pages 66-67, Colonel Graff and Major Anderson have the following conversation:

“Does it ever seem to you that these boys aren't children? I look at what they do, the way they talk, and they don't seem like little kids.”

“They're the most brilliant children in the world, each in his own way.”

“But shouldn't they still act like children?” They aren't *normal*. They act like – history. Napoleon and Wellington. Caesar and Brutus.”

Often, writers use allusions to compare characters within the text to other literary or historical figures in order to illustrate certain characteristics, events, or actions. The allusions to Napoleon and Wellington as well as to Caesar and Brutus are important, because they help to demonstrate how intense and serious the children's training is. These allusions also serve to emphasize the language of war that is used throughout the text. Ender and the other children attend Battle School in order to be commanders and aid in the fight against the Buggers. Fully comprehending Card's allusions to these historical figures will help you can develop a more precise image of the world Ender and the other children live in.

Both Napoleon and Wellington and Caesar and Brutus were notorious adversaries in history. Use the Internet or other reference sources to research these four historical figures. Add your findings to the following chart by answering the questions provided for you. Be prepared to discuss the significance of Card's allusions in class.

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

Date: \_\_\_\_\_

## Chapter 7

Research  
Allusion  
Interpretation

**Objective:**    Researching allusions made in the text  
                    Understanding how allusions create meaning within the text

## Activity

At the beginning of each chapter, the author dedicates a few lines to the conversations between the adults in Ender's world. Most of these passages feature Colonel Graff and Major Anderson discussing Ender's fate and debating the challenges Ender must face and the risks that are involved. The adults must be careful, because Ender is young and valuable; it is important not to damage his psyche irreparably.

On pages 66-67, Colonel Graff and Major Anderson have the following conversation:

“Does it ever seem to you that these boys aren't children? I look at what they do, the way they talk, and they don't seem like little kids.”

“They're the most brilliant children in the world, each in his own way.”

“But shouldn't they still act like children?” They aren't *normal*. They act like – history. Napoleon and Wellington. Caesar and Brutus.”

Often, writers use allusions to compare characters within the text to other literary or historical figures in order to illustrate certain characteristics, events, or actions. The allusions to Napoleon and Wellington as well as to Caesar and Brutus are important, because they help to demonstrate how intense and serious the children's training is. These allusions also serve to emphasize the language of war that is used throughout the text. Ender and the other children attend Battle School in order to be commanders and aid in the fight against the Buggers. Fully comprehending Card's allusions to these historical figures will help you can develop a more precise image of the world Ender and the other children live in.

Both Napoleon and Wellington and Caesar and Brutus were notorious adversaries in history. Use the Internet or other reference sources to research these four historical figures. Add your findings to the following chart by answering the questions provided for you. Be prepared to discuss the significance of Card's allusions in class.

**Napoleon and Wellington**

their full names and titles, birth/death dates, countries of origin	
their political, professional, social, and/or cultural significance	
their greatest achievements	
their relationship	
their importance as figures of war	
other interesting details	



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

Date: \_\_\_\_\_

**Napoleon and Wellington**

their full names and titles, birth/death dates, countries of origin	
their political, professional, social, and/or cultural significance	
their greatest achievements	
their relationship	
their importance as figures of war	
other interesting details	

**Caesar and Brutus**

their full names and titles, birth/death dates, countries of origin	
their political, professional, social, and/or cultural significance	
their greatest achievements	
their relationship	
their importance as figures of war	
other interesting details	

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

Date: \_\_\_\_\_

**Caesar and Brutus**

their full names and titles, birth/death dates, countries of origin	
their political, professional, social, and/or cultural significance	
their greatest achievements	
their relationship	
their importance as figures of war	
other interesting details	

## Chapters 5-8

Characterization  
Inference

**Objective:** Inferring details from the text  
Recognizing the thematic significance of character descriptions

## Activity I

The world of *Ender's Game* is a futuristic world. All countries are part of the International Fleet (I.F.). The I.F. trains children like Ender in an effort to create an army strong enough to counter the next attack of the Buggers, commonly referred to as the Third Invasion.

At Battle School, Ender meets other students and hears about other commanders and soldiers from all over the world. Ender must try to cooperate with people from various backgrounds.

Review chapters 5 through 8 and gather information about the characters and their countries of origin. Complete the following **International Characters Chart**. If the text does not reveal the country of origin for a character, try to infer the country of origin from other descriptions or from the character's names. One character's chart entry is provided as an example. Add a few additional key words and phrases that describe the characters.

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

Date: \_\_\_\_\_

**Chapters 5-8****Characterization  
Inference**

**Objective:**    Inferring details from the text  
                    Recognizing the thematic significance of character descriptions

**Activity I**

The world of *Ender's Game* is a futuristic world. All countries are part of the International Fleet (I.F). The I.F. trains children like Ender in an effort to create an army strong enough to counter the next attack of the Buggers, commonly referred to as the Third Invasion.

At Battle School, Ender meets other students and hears about other commanders and soldiers from all over the world. Ender must try to cooperate with people from various backgrounds.

Review chapters 5 through 8 and gather information about the characters and their countries of origin. Complete the following **International Characters Chart**. If the text does not reveal the country of origin for a character, try to infer the country of origin from other descriptions or from the character's names. One character's chart entry is provided as an example. Add a few additional key words and phrases that describe the characters.

**International Characters Chart**

Character	Country of Origin	Character Description
Bernard	France	arrogant violent leads group of children against Ender
Alai	<i>possibly Middle East</i>	<i>shares secret phrase, "Salaam" with Ender</i> <i>friendly to Ender</i> <i>fair</i> <i>bridges differences between Ender and Bernard</i>
Bonzo Madrid	Spain	<i>believes in "Spanish honor"</i> <i>ineffective commander</i>
Petra Arkanian	<i>possibly Eastern Europe</i>	<i>teaches Ender advanced strategies</i>
"Rose the Nose" - Rosen	Israel	<i>Jewish</i> <i>reckless</i> <i>scared of the dark</i>
Dink Meeker	Netherlands	<i>excellent toon leader</i> <i>refused several times to become a commander</i>
Mazer Rackham	New Zealand	<i>half-Maori</i> <i>saved the world as commander in the second invasion</i>

*Note to Teacher: While some students may see these racial designations as stereotypical or insulting, they are necessary for the full depiction of the characters.*

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

Date: \_\_\_\_\_

**International Characters Chart**

Character	Country of Origin	Character Description
Bernard	France	arrogant violent leads group of children against Ender
Alai		
Bonzo Madrid		
Petra Arkanian		
"Rose the Nose" - Rosen		
Dink Meeker		
Mazer Rackham		

**Activity II**

You probably know and interact with children and adults from different countries and backgrounds. Do you have children in your classroom, school, neighborhood, or your family who come from different countries? Maybe you know children who have unfamiliar names, but you do not know where they come from.

Write a 2-page journal entry describing your own experience with children and adults from different countries and cultural backgrounds. Keep the following questions in mind as you write your entry:

1. What is your relationship with the children or adults you know who come from different countries and cultural backgrounds?
2. What do you know about the countries of origin or the cultural backgrounds of these people?
3. How did you learn what you know about these countries and cultures?
4. What are the advantages of being in a classroom, neighborhood, or family where children and adults from different countries or cultural backgrounds interact?
5. What are the disadvantages of being in a classroom, neighborhood, or family where children and adults from different countries or cultural backgrounds interact?
6. What are the challenges of interacting with people from different countries or cultures?
7. How do you approach people from different countries or cultures?
8. What is your overall experience with people from different countries or cultures?



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

Date: \_\_\_\_\_

**Activity II**

You probably know and interact with children and adults from different countries and backgrounds. Do you have children in your classroom, school, neighborhood, or your family who come from different countries? Maybe you know children who have unfamiliar names, but you do not know where they come from.

Write a 2-page journal entry describing your own experience with children and adults from different countries and cultural backgrounds. Keep the following questions in mind as you write your entry:

1. What is your relationship with the children or adults you know who come from different countries and cultural backgrounds?
2. What do you know about the countries of origin or the cultural backgrounds of these people?
3. How did you learn what you know about these countries and cultures?
4. What are the advantages of being in a classroom, neighborhood, or family where children and adults from different countries or cultural backgrounds interact?
5. What are the disadvantages of being in a classroom, neighborhood, or family where children and adults from different countries or cultural backgrounds interact?
6. What are the challenges of interacting with people from different countries or cultures?
7. How do you approach people from different countries or cultures?
8. What is your overall experience with people from different countries or cultures?

## Chapter 9

Research  
Allusion

**Objective:** Researching and understanding allusions

## Activity I

Even though Ender's brother Peter is only twelve years old, he is extremely concerned about the future of the world. He shares his political views with his sister Valentine, because he is hoping to receive her help in his attempts to influence and shape future political decisions:

“Val, it was bound to happen. Right now there's a vast international fleet and army in existence, with North American hegemony. When the bugger wars are over, all that power will vanish, because it's all built on fear of the buggers. And suddenly we'll look around and discover that all the old alliances are gone, dead and gone, except one, the Warsaw Pact. And it'll be the dollar against five million lasers.” (Pg. 126)

Peter describes a picture of the world that is reminiscent of the time of the Cold War during the 1980s. What Peter refers to as the “Second Warsaw Pact” is a historic reference to the Warsaw Pact, while the “International League” appears to be a reference to NATO. According to Peter, the world may well return to a state similar to the Cold War once the buggers have been defeated.

*Divide the class into three groups.*

In your small group, use the Internet or other reference sources to research these historic references that are important for understanding the plot of *Ender's Game*:

1. The Cold War
2. The Warsaw Pact
3. NATO

Fill in the following **Historic References Chart** with your findings. Be prepared to share your findings with the rest of the class.

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

Date: \_\_\_\_\_

## Chapter 9

Research  
Allusion

Objective: Researching and understanding allusions

## Activity I

Even though Ender's brother Peter is only twelve years old, he is extremely concerned about the future of the world. He shares his political views with his sister Valentine, because he is hoping to receive her help in his attempts to influence and shape future political decisions:

“Val, it was bound to happen. Right now there's a vast international fleet and army in existence, with North American hegemony. When the bugger wars are over, all that power will vanish, because it's all built on fear of the buggers. And suddenly we'll look around and discover that all the old alliances are gone, dead and gone, except one, the Warsaw Pact. And it'll be the dollar against five million lasers.” (Pg. 126)

Peter describes a picture of the world that is reminiscent of the time of the Cold War during the 1980s. What Peter refers to as the “Second Warsaw Pact” is a historic reference to the Warsaw Pact, while the “International League” appears to be a reference to NATO. According to Peter, the world may well return to a state similar to the Cold War once the buggers have been defeated.

In your small group, use the Internet or other reference sources to research these historic references that are important for understanding the plot of *Ender's Game*:

1. The Cold War
2. The Warsaw Pact
3. NATO

Fill in the following **Historic References Chart** with your findings. Be prepared to share your findings with the rest of the class.

**Historic References Chart I**

The Cold War	The Warsaw Pact	North Atlantic Treaty Organization
<p><i>The Cold War is a term used to describe the relationship between the United States and its western allies against the USSR and other communist countries after the end of the second world war. The Cold War began in the 1940s and lasted until the 1980s, when the communist regimes in many Eastern European countries came to an end. Arms races and competition between the United States and the USSR were at the heart of the Cold War.</i></p>	<p><i>The Warsaw Pact was signed on May 14, 1955, between eight European communist nations. Initially, the pact was designed to prevent the admission of the federal republic of Germany to NATO. These countries were: Albania, Bulgaria, Czechoslovakia, German Democratic Republic, Hungary, Poland, Romania, and the Union of Soviet Socialist Republics (USSR). The pact was dissolved in 1991 after the communist regimes in numerous European countries had come to an end.</i></p>	<p><i>Defense alliance: members agree to protect other member states in case of a third-party attack. The treaty was signed April 4, 1949. NATO was formed by 9 nations on April 4, 1949. It was created to keep the peace between previous enemies as well as deter Soviet or Communist aggression in Western Europe. The original signatories were: Belgium, Canada, Denmark, France, Iceland, Italy, Luxembourg, Netherlands, Norway, Portugal, United Kingdom, and the United States.</i></p>

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

Date: \_\_\_\_\_

**Historic References Chart I**

The Cold War	The Warsaw Pact	North Atlantic Treaty Organization

**Activity II**

Peter is certain that the world will return to a state resembling the Cold War once the buggers have been defeated. He is determined to change the course of events in order to direct humankind, and he is counting on Valentine's help in order to change the political future of the world:

“I've been studying history,” Peter said. “I've been learning things about patterns in human behavior. There are times when the world is rearranging itself, and at times like that, the right words can change the world. Think what Pericles did in Athens, and Demosthenes.” (Pg. 128)

Peter believes that the work of influential people can change the world, and he is convinced that he is the right person to change his world after the buggers have been defeated. In order to influence political thinking on a global scale, Peter and Valentine create the online identities of “Locke” and “Demosthenes.” Using these anonymous identities, Peter and Valentine begin to infiltrate the political forums online with their ideas.

Using the Internet or other reference sources, gather information on the historic figures Locke and Demosthenes. Complete the **Historic References Chart II**; then answer the questions that follow it. Keep the following questions in mind as you research the two figures:

1. When did Locke and Demosthenes live?
2. What were the accomplishments of Locke and Demosthenes?
3. How did Locke and Demosthenes change the world?

**Historic References Chart II**

Locke	Demosthenes
<p><i>1632-1704 England</i></p> <p><i>Locke's "Essay Concerning Human Understanding" (1690) outlines his idea of empiricism: Locke valued experience in the pursuit of knowledge over speculation. He was a forerunner of the Age of Enlightenment.</i></p>	<p><i>384-322 BC, Greece</i></p> <p><i>Great orator</i></p> <p><i>Spoke against the threat of King Philip II of Macedonia</i></p> <p><i>Continually warned against the power of Macedonia and preached preparedness for the Athenians</i></p>

1. In a paragraph, name the historic figure you would choose as your alias. Make your choice a person whose political achievements you admire. Why would you choose this figure?
  
2. Do you, like peter, believe that one or two people's opinions can influence the behavior of the entire world? Explain your answer in a paragraph.

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

Date: \_\_\_\_\_

**Activity II**

Peter is certain that the world will return to a state resembling the Cold War once the buggers have been defeated. He is determined to change the course of events in order to direct humankind, and he is counting on Valentine's help in order to change the political future of the world:

“I've been studying history,” Peter said. “I've been learning things about patterns in human behavior. There are times when the world is rearranging itself, and at times like that, the right words can change the world. Think what Pericles did in Athens, and Demosthenes.” (Pg. 128)

Peter believes that the work of influential people can change the world, and he is convinced that he is the right person to change his world after the buggers have been defeated. In order to influence political thinking on a global scale, Peter and Valentine create the online identities of “Locke” and “Demosthenes.” Using these anonymous identities, Peter and Valentine begin to infiltrate the political forums online with their ideas.

Using the Internet or other reference sources, gather information on the historic figures Locke and Demosthenes. Complete the **Historic References Chart II**; then answer the questions that follow it. Keep the following questions in mind as you research the two figures:

1. When did Locke and Demosthenes live?
2. What were the accomplishments of Locke and Demosthenes?
3. How did Locke and Demosthenes change the world?

**Historic References Chart II**

Locke	Demosthenes

1. In a paragraph, name the historic figure you would choose as your alias. Make your choice a person whose political achievements you admire. Why would you choose this figure?
  
2. Do you, like Peter, believe that one or two people's opinions can influence the behavior of the entire world? Explain your answer in a paragraph.

## Chapter 1-10

Interpretation  
Inference

**Objective:** Relating literature to life

**Activity**

Adults play an interesting role in *Ender's Game*. At the beginning of every chapter, Colonel Graff and other commanders discuss the fate of the children in the story. Their plans determine what happens to Ender, Valentine, and others. From the beginning, however, it is clear that the adults are depending on the children. They need Ender to succeed in Battle School so that he can lead the International Fleet in the fight against the buggers. Ender's daily life is very different from the lives of other children. He acts and speaks like an adult, not like a young child. Peter and Valentine also act like adults when they participate in serious political online forums as Locke and Demosthenes.

At the beginning of chapter 10, Colonel Graff discusses Ender's progress with a high-ranking major. He explains that it is time to promote Ender to be the commander of his own army:

"Now?"

"I suppose so."

"It has to be an order, Colonel Graff. Armies don't move because a commander says 'I suppose it's time to attack.'"

"I'm not a commander. I'm a teacher of little children."

"Colonel, sir, I admit I was on you, I admit I was a pain in the ass, but it worked, everything worked just like you wanted it to. The last few weeks Ender's even been, been—"

"Happy."

"Content. He's doing well. His mind is keen, his play is excellent. Young as he is, we've never had a boy better prepared for command. Usually they go at eleven, but at nine and a half he's top flight." (Pg. 154)

Although Ender does not resist his promotion to commanding officer of Dragon army, he grows increasingly suspicious of the decisions made by the adults. Card writes:

...from that day forward they could never hurt him deep enough to make him cry again. Ender was certain of that.

And with that anger, he decided he was strong enough to defeat them—the teachers, his enemies. (Pg. 172)

- I. Compare the role of adults in Ender's life to the role of adults in your own life. Complete the following two questionnaires. Study all previous chapters to gather information about Ender's relationship to the adults in his life. Be honest and frank about your own experiences.



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

Date: \_\_\_\_\_

## Chapter 1-10

Interpretation  
Inference

Objective: Relating literature to life

## Activity

Adults play an interesting role in *Ender's Game*. At the beginning of every chapter, Colonel Graff and other commanders discuss the fate of the children in the story. Their plans determine what happens to Ender, Valentine, and others. From the beginning, however, it is clear that the adults are depending on the children. They need Ender to succeed in Battle School so that he can lead the International Fleet in the fight against the buggers. Ender's daily life is very different from the lives of other children. He acts and speaks like an adult, not like a young child. Peter and Valentine also act like adults when they participate in serious political online forums as Locke and Demosthenes.

At the beginning of chapter 10, Colonel Graff discusses Ender's progress with a high-ranking major. He explains that it is time to promote Ender to be the commander of his own army:

"Now?"

"I suppose so."

"It has to be an order, Colonel Graff. Armies don't move because a commander says 'I suppose it's time to attack.'"

"I'm not a commander. I'm a teacher of little children."

"Colonel, sir, I admit I was on you, I admit I was a pain in the ass, but it worked, everything worked just like you wanted it to. The last few weeks Ender's even been, been—"

"Happy."

"Content. He's doing well. His mind is keen, his play is excellent. Young as he is, we've never had a boy better prepared for command. Usually they go at eleven, but at nine and a half he's top flight." (Pg. 154)

Although Ender does not resist his promotion to commanding officer of Dragon army, he grows increasingly suspicious of the decisions made by the adults. Card writes:

...from that day forward they could never hurt him deep enough to make him cry again. Ender was certain of that.

And with that anger, he decided he was strong enough to defeat them—the teachers, his enemies. (Pg. 172)

- I. Compare the role of adults in Ender's life to the role of adults in your own life. Complete the following two questionnaires. Study all previous chapters to gather information about Ender's relationship to the adults in his life. Be honest and frank about your own experiences.

**Role of Adults Questionnaire – Your Life**

On a scale of one to five, with five being the highest ranking, rate the ways in which the adults in your life fulfill their roles in the following areas. Be sure to include specific examples that illustrate specific ways in which the adults in your life perform (or fail to perform) the following functions.

**Your Life**

Functions	Specific Example(s)	Ranking
Adults teach you how to live on your own one day.		
Adults provide emotional support.		
Adults provide food and shelter.		
Adults offer spiritual guidance.		
Adults help you learn to socialize with others.		
Adults provide for formal education or training.		
Adults encourage you to pursue any dreams you may have.		

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

Date: \_\_\_\_\_

**Role of Adults Questionnaire – Your Life**

On a scale of one to five, with five being the highest ranking, rate the ways in which the adults in your life fulfill their roles in the following areas. Be sure to include specific examples that illustrate specific ways in which the adults in your life perform (or fail to perform) the following functions.

**Your Life**

Functions	Specific Example(s)	Ranking
Adults teach you how to live on your own one day.		
Adults provide emotional support.		
Adults provide food and shelter.		
Adults offer spiritual guidance.		
Adults help you learn to socialize with others.		
Adults provide for formal education or training.		
Adults encourage you to pursue any dreams you may have.		

**Role of Adults Questionnaire – Ender's Life**

On a scale of one to five, with five being the highest ranking, rate the ways in which the adults in Ender's life fulfill their roles in the following areas. Be sure to include specific examples that illustrate specific ways in which the adults in Ender's life perform (or fail to perform) the following functions.

*Rankings, answers, and examples for Ender's life may vary.*

**Ender's Life**

<b>Functions</b>	<b>Specific Example(s)</b>	<b>Ranking</b>
<b>Adults teach him how to live on his own one day</b>	<i>Ender is an independent child. Adults force him to take care of himself.</i>	3
<b>Adults provide emotional support.</b>	<i>Ender does not receive emotional support. Adults do not show any affection.</i>	1
<b>Adults provide food and shelter.</b>	<i>Ender receives food and shelter.</i>	5
<b>Adults offer spiritual guidance.</b>	<i>Religion and spirituality are not encouraged or practiced.</i>	1
<b>Adults help him learn to socialize with others.</b>	<i>Adults do not encourage Ender to socialize with others. Ender is isolated by Colonel Graff. As soon as Ender makes friends, he is moved to another army.</i>	1
<b>Adults provide for formal education or training.</b>	<i>Ender receives a thorough education and battle training</i>	5
<b>Adults encourage him to pursue any dreams he may have.</b>	<i>Ender has no true choice. He must attend Battle School if he does not want to the I.F. to lose to the buggers. However, he himself decides to follow Colonel Graff to Battle School.</i>	2

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

Date: \_\_\_\_\_

**Role of Adults Questionnaire – Ender's Life**

On a scale of one to five, with five being the highest ranking, rate the ways in which the adults in Ender's life fulfill their roles in the following areas. Be sure to include specific examples that illustrate specific ways in which the adults in Ender's life perform (or fail to perform) the following functions.

**Ender's Life**

Functions	Specific Example(s)	Ranking
Adults teach him how to live on his own one day		
Adults provide emotional support.		
Adults provide food and shelter.		
Adults offer spiritual guidance.		
Adults help him learn to socialize with others.		
Adults provide for formal education or training.		
Adults encourage him to pursue any dreams he may have.		

## II.

*Divide class into pairs. Each pair should choose one question for discussion.*

In pairs, choose one of the following statements and discuss **whether you agree or disagree** with the statement and **why or why not**. Take notes and share the results of your discussion with the rest of the class.

1. Ender is correct to consider the adults his enemies.
2. Ender is ready to be a commander.
3. Colonel Graff is expecting too much of Ender.
4. Ender's accomplishments are extremely unrealistic for a boy his age.
5. Ender must honor his responsibility to the world and become a great commander.
6. Ender should refuse to fight against Alai and his other friends.
7. Ender is like most other kids of his age.
8. Ender should listen to and trust Colonel Graff completely.

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

Date: \_\_\_\_\_

**II.**

In pairs, choose one of the following statements and discuss **whether you agree or disagree** with the statement and **why or why not**. Take notes and share the results of your discussion with the rest of the class.

1. Ender is correct to consider the adults his enemies.
2. Ender is ready to be a commander.
3. Colonel Graff is expecting too much of Ender.
4. Ender's accomplishments are extremely unrealistic for a boy his age.
5. Ender must honor his responsibility to the world and become a great commander.
6. Ender should refuse to fight against Alai and his other friends.
7. Ender is like most other kids of his age.
8. Ender should listen to and trust Colonel Graff completely.

## Chapter 11

## Letter Writing

**Objective:** Writing to the protagonist

**Activity**

Chapter 11 describes how other children try to turn Ender into an outcast. He is smart and successful, and others are envious of his accomplishments.

If you were in Ender's shoes, how would you act to minimize others' resentment? Would you try to win their affection and approval, or would you ignore them in the hopes that they would ignore you? Write a letter to Ender giving him your advice on how to act in such a tricky situation. Make your letter at least a page long, and give Ender at least two practical suggestions that might make his life at Battle School easier.

*Possible characters are Malcolm in the Middle, Lisa Simpson, Bobby Hill from King of the Hill, main character in Princess Diaries, Harry Potter, etc.*



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

Date: \_\_\_\_\_

**Chapter 11****Letter Writing****Objective:** Writing to the protagonist**Activity**

Chapter 11 describes how other children try to turn Ender into an outcast. He is smart and successful, and others are envious of his accomplishments.

If you were in Ender's shoes, how would you act to minimize others' resentment? Would you try to win their affection and approval, or would you ignore them in the hopes that they would ignore you? Write a letter to Ender giving him your advice on how to act in such a tricky situation. Make your letter at least a page long, and give Ender at least two practical suggestions that might make his life at Battle School easier.

## Chapter 12

## Characterization

**Objective:** Tracing the development of characters

## Activity I

In chapter 12, Ender's second major physical confrontation takes place. Ender is challenged to a fight by Bonzo and other boys. In many ways, the fight that ensues between Ender and Bonzo in the bathroom closely resembles the fight between Ender and Stilson at the beginning of the book.

Review the fight scenes in chapters 12 and 1 very carefully. Consider the similarities and the differences between the two fights, then fill in the following **Fight Chart**. You should give brief information or direct quotations from the chapters to support your answers.

*The chart offers a few examples. There are other quotes and passages from the text that will work.*

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

Date: \_\_\_\_\_

**Chapter 12****Characterization****Objective:** Tracing the development of characters**Activity I**

In chapter 12, Ender's second major physical confrontation takes place. Ender is challenged to a fight by Bonzo and other boys. In many ways, the fight that ensues between Ender and Bonzo in the bathroom closely resembles the fight between Ender and Stilson at the beginning of the book.

Review the fight scenes in chapters 12 and 1 very carefully. Consider the similarities and the differences between the two fights, then fill in the following **Fight Chart**. You should give brief information or direct quotations from the chapters to support your answers.

**Fight Chart**

	<b>Ender vs. Stilson</b>	<b>Ender vs. Bonzo</b>
<b>How and why does the fight start?</b>	<i>Ender has just lost his monitor. The other boys now feel superior, because no adults are supervising Ender. They are looking down on him and teasing him for being a Third.</i>	<i>Bonzo, like the other boys, is tired of seeing Ender win every single game he plays. Bonzo wants to force Ender to lose a game. He wants to end Ender's career at Battle School by defeating him or killing him.</i>
<b>Is the fight fought honorably and fairly?</b>	<i>Stilson gangs up on Ender with a group of other boys. He is not fair and has no sense of honor.</i>	<i>Bonzo gangs up on Ender with a group of other boys, but he decides to fight Ender by himself. He has a sense of honor and fights fairly, one on one.</i>
<b>Who hits first?</b>	<i>Ender hits Stilson in an unexpected moment.</i>	<i>Bonzo hits Ender first. Ender wants to mislead him into thinking victory will be easy.</i>
<b>How do the adults get involved in the fight?</b>	<i>There are no adults present.</i>	<i>There are no adults present: "Where are the teachers? thought Ender. Don't they realize that the first contact between us in this fight might be the end of it?" (Pg. 210)</i>
<b>Does Ender's opponent take the fight seriously?</b>	<i>"It didn't occur to him that Stilson didn't take a fight like this seriously." (Pg. 7)</i>	<i>Bonzo is extremely serious about the fight. He wants to kill Ender.</i>
<b>Who wins the fight?</b>	<i>Ender wins the fight.</i>	<i>Ender wins the fight.</i>
<b>What happens to the defeated boy?</b>	<i>Stilson dies, but Ender (and the reader) only learns about Stilson's death later in the book.</i>	<i>Bonzo dies, but Ender does not know about it.</i>

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

Date: \_\_\_\_\_

**Fight Chart**

	<b>Ender vs. Stilson</b>	<b>Ender vs. Bonzo</b>
How and why does the fight start?		
Is the fight fought honorably and fairly?		
Who hits first?		
How do the adults get involved in the fight?		
Does Ender's opponent take the fight seriously?		
Who wins the fight?		
What happens to the defeated boy?		

**Activity II**

Imagine that you are Ender, and you have just won the fight against Bonzo. You are angry, because the adults at Battle School have not interfered and prevented the fight

As Ender, write a one-page letter to Colonel Graff, explaining how the fight happened, describing your reaction to the incident, and voicing your frustration about the adults' failure to intervene. You might start like this.

Dear Colonel Graff,

By now, I am sure you have been informed of the incident that happened in the bathroom this afternoon between myself and Bonzo...

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

Date: \_\_\_\_\_

**Activity II**

Imagine that you are Ender, and you have just won the fight against Bonzo. You are angry, because the adults at Battle School have not interfered and prevented the fight

As Ender, write a one-page letter to Colonel Graff, explaining how the fight happened, describing your reaction to the incident, and voicing your frustration about the adults' failure to intervene. You might start like this.

Dear Colonel Graff,

By now, I am sure you have been informed of the incident that happened in the bathroom this afternoon between myself and Bonzo...

## Chapter 13

## Style

**Objective:** Understanding the concepts of style and recognizing the elements that characterize it

In general, the two elements that constitute a writer's style are diction (word choice) and the structure and length of sentences.

This outline provides a general overview which will help you recognize, understand, and interpret a writer's particular style.

## The Elements of Style

## I. Diction

- A. Type of language used – tone
  - 1. Standard English – formal
  - 2. Standard English – informal
  - 3. Dialect
- B. Vocabulary – level of difficulty
  - 1. Concrete words—words that have specific meanings; words that refer to things that are usually familiar and easily recognizable. The more concrete words a writer uses, the easier to understand the writing will be for the reader.
  - 2. Abstract words—the use of words that create sensory impressions, that refer to concepts. A large number of abstract words usually results in a higher level of difficulty, unfamiliarity, and originality.
- C. Imagery
  - 1. Use of descriptive nouns and words
  - 2. Evocation of connotations and associated meanings
  - 3. Figurative language, such as metaphor, simile, personification, etc.
- D. Tone—the writer's attitude toward characters, themes, and the reader.

## II. Sentences

- A. Length (number of words in one sentence)
- B. Types of sentences
  - 1. Simple
  - 2. Complex
  - 3. Compound
  - 4. Compound-complex
- C. Form
  - 1. Dialogue
  - 2. Narrative
- D. Rhetorical Devices
  - 1. Literary devices, such as metaphor, simile, oxymoron, irony, hyperbole, etc. make the writing more complex and more poetic.
  - 2. Rhetorical questions.



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

Date: \_\_\_\_\_

## Chapter 13

### Style

**Objective:** Understanding the concepts of style and recognizing the elements that characterize it

In general, the two elements that constitute a writer's style are diction (word choice) and the structure and length of sentences.

This outline provides a general overview which will help you recognize, understand, and interpret a writer's particular style.

### The Elements of Style

#### I. Diction

- A. Type of language used – tone
  - 1. Standard English – formal
  - 2. Standard English – informal
  - 3. Dialect
- B. Vocabulary – level of difficulty
  - 1. Concrete words—words that have specific meanings; words that refer to things that are usually familiar and easily recognizable. The more concrete words a writer uses, the easier to understand the writing will be for the reader.
  - 2. Abstract words—the use of words that create sensory impressions, that refer to concepts. A large number of abstract words usually results in a higher level of difficulty, unfamiliarity, and originality.
- C. Imagery
  - 1. Use of descriptive nouns and words
  - 2. Evocation of connotations and associated meanings
  - 3. Figurative language, such as metaphor, simile, personification, etc.
- D. Tone—the writer's attitude toward characters, themes, and the reader.

#### II. Sentences

- A. Length (number of words in one sentence)
- B. Types of sentences
  - 1. Simple
  - 2. Complex
  - 3. Compound
  - 4. Compound-complex
- C. Form
  - 1. Dialogue
  - 2. Narrative
- D. Rhetorical Devices
  - 1. Literary devices, such as metaphor, simile, oxymoron, irony, hyperbole, etc. make the writing more complex and more poetic.
  - 2. Rhetorical questions.

## Activity

Read the following passage from chapter 13, in which Valentine and Ender meet again for the first time since Ender was taken away to Battle School. Study the writer's style using the guidelines provided in the preceding style overview. Then fill out the **Style Chart** on the following page.

Ender didn't wave when she walked down the hill toward him, didn't smile when she stepped onto the floating boat slip. But she knew that he was glad to see her, knew it because of the way his eyes never left her face.

"You're bigger than I remembered," she said stupidly.

"You too," he said. "I also remembered that you were beautiful."

"Memory does play tricks on us."

"No. Your face is the same, but I don't remember what beautiful means anymore. Come on. Let's go out into the lake."

She looked at the small raft with misgivings.

"Don't stand up on it, that's all," he said. He got on by crawling, spiderlike, on toes and fingers. "It's the first thing I built with my own hands since you and I used to build with blocks. Peter-proof buildings."

She laughed. They used to take pleasure in building things that would stand up even when a lot of the obvious supports had been removed. Peter, in turn, liked to remove a block here or there, so the structure would be fragile enough that the next person to touch it would knock it down. Peter was an ass, but he did provide some focus to their childhood.

"Peter's changed," she said.

"Let's not talk about him," said Ender.

"All right."

(Pg. 234)

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

Date: \_\_\_\_\_

**Activity**

Read the following passage from chapter 13, in which Valentine and Ender meet again for the first time since Ender was taken away to Battle School. Study the writer's style using the guidelines provided in the preceding style overview. Then fill out the **Style Chart** on the following page.

Ender didn't wave when she walked down the hill toward him, didn't smile when she stepped onto the floating boat slip. But she knew that he was glad to see her, knew it because of the way his eyes never left her face.

"You're bigger than I remembered," she said stupidly.

"You too," he said. "I also remembered that you were beautiful."

"Memory does play tricks on us."

"No. Your face is the same, but I don't remember what beautiful means anymore. Come on. Let's go out into the lake."

She looked at the small raft with misgivings.

"Don't stand up on it, that's all," he said. He got on by crawling, spiderlike, on toes and fingers. "It's the first thing I built with my own hands since you and I used to build with blocks. Peter-proof buildings."

She laughed. They used to take pleasure in building things that would stand up even when a lot of the obvious supports had been removed. Peter, in turn, liked to remove a block here or there, so the structure would be fragile enough that the next person to touch it would knock it down. Peter was an ass, but he did provide some focus to their childhood.

"Peter's changed," she said.

"Let's not talk about him," said Ender.

"All right."

(Pg. 234)

## Style Chart

**Diction****Type of Language**

*Standard English*

**Vocabulary Level**

*easy, informal*

**Imagery**

*simile: "spiderlike"*

*Alliteration: "Peter-proof buildings"*

**Tone**

*maturing, sentimental, disillusioned*

**Sentences****Length**

*mostly short sentences*

**Type**

*simple and complex*

**Form**

*mixture of narrative and dialogue*

**Rhetorical Devices**

*simile, alliteration, and others, but usually used sparingly*

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

Date: \_\_\_\_\_

**Style Chart**

**Diction**

Type of Language

Vocabulary Level

Imagery

**Tone**

**Sentences**

Length

Type

Form

**Rhetorical Devices**

## Chapter 14

## Reading for Detail

**Objective:** Comparing the Buggers' and Earth's military advantages

**Activity**

In Command School, Ender meets Mazer Rackham, who becomes his teacher and mentor. Through Mazer Rackham, Ender learns many details about the last two bugger invasions and about the identity of the buggers:

“The buggers are *bugs*. They're like ants and bees. A queen, the workers. That was maybe a hundred million years ago, but that's how they started, that kind of pattern.” (Pg. 268)

With the help of Mazer Rackham, Ender learns to use this new information to his advantage. By comparing the buggers to bees, Ender will be able to better assess the fighting situation.

Study chapter 14 and gather information about the buggers. What advantages and disadvantages do the buggers have due to their resemblance to bees, and what advantages and disadvantages does earth have in fighting the buggers? Fill in the following **Buggers vs. Earth Chart** with your findings.

*Student answers can vary. The chart only presents a few examples, but chapter 14 offers a wealth of information on the buggers and on Ender's fleet.*

**Buggers vs. Earth Chart**

Advantages for the Buggers	<i>excellent hive mentality</i> <i>much greater numbers</i>
Disadvantages for the Buggers	<i>can only focus on a few things at a time</i>
Advantages for Earth	<i>superior weaponry; Dr. Device</i> <i>comparable speed</i> <i>widely available intelligence</i>
Disadvantages for Earth	<i>knows he will be outnumbered</i> <i>the buggers will quickly learn to understand Ender's strategies</i>

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

Date: \_\_\_\_\_

**Chapter 14**

**Reading for Detail**

**Objective:** Comparing the Buggers' and Earth's military advantages

**Activity**

In Command School, Ender meets Mazer Rackham, who becomes his teacher and mentor. Through Mazer Rackham, Ender learns many details about the last two bugger invasions and about the identity of the buggers:

“The buggers are *bugs*. They're like ants and bees. A queen, the workers. That was maybe a hundred million years ago, but that's how they started, that kind of pattern.” (Pg. 268)

With the help of Mazer Rackham, Ender learns to use this new information to his advantage. By comparing the buggers to bees, Ender will be able to better assess the fighting situation.

Study chapter 14 and gather information about the buggers. What advantages and disadvantages do the buggers have due to their resemblance to bees, and what advantages and disadvantages does earth have in fighting the buggers? Fill in the following **Buggers vs. Earth Chart** with your findings.

**Buggers vs. Earth Chart**

Advantages for the Buggers	
Disadvantages for the Buggers	
Advantages for Earth	
Disadvantages for Earth	

## Chapters 14-15

## Newspaper

**Objective:** Create a newspaper

**Activity**

*Note to Teacher: students should be split up into small groups.*

Imagine the following scenario:

You are students in Battle School who were accepted a week after Ender Wiggin was taken away to Command School. You have heard all about Ender's success at Battle School, about his undefeated Dragon Army, and about the expectations Ender must now face as a commander.

In Battle School, you have been appointed editors of the Battle School's newspaper, "I.F. News – Battle School Edition." After Ender's overwhelming success against the buggers in the third invasion, you are asked to write a front-page article for the newspaper that describes and comments on Ender's victory, an opinion piece on whether the adults were fair in using Ender, and a political cartoon that addresses these recent events.

Review chapters 14 and 15 carefully; then create your newspaper. Include one feature of your own devising—for example, an advice column or letter to the editor about Battle School life. Be prepared to present your newspaper to the rest of the class. Write a vivid description of the third invasion and add your own commentary about Ender's success. Remember that you must write the article from the point of view of a child in Battle School.



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

Date: \_\_\_\_\_

**Chapters 14-15****Newspaper****Objective:** Create a newspaper**Activity**

Imagine the following scenario:

You are students in Battle School who were accepted a week after Ender Wiggin was taken away to Command School. You have heard all about Ender's success at Battle School, about his undefeated Dragon Army, and about the expectations Ender must now face as a commander.

In Battle School, you have been appointed editors of the Battle School's newspaper, "I.F. News – Battle School Edition." After Ender's overwhelming success against the buggers in the third invasion, you are asked to write a front-page article for the newspaper that describes and comments on Ender's victory, an opinion piece on whether the adults were fair in using Ender, and a political cartoon that addresses these recent events.

Review chapters 14 and 15 carefully; then create your newspaper. Include one feature of your own devising—for example, an advice column or letter to the editor about Battle School life. Be prepared to present your newspaper to the rest of the class. Write a vivid description of the third invasion and add your own commentary about Ender's success. Remember that you must write the article from the point of view of a child in Battle School.

**Chapter 15****Projection**

**Objective:** Projecting outcomes beyond the text

**Activity**

After his victory over the buggers, Ender remains on Eros. With Valentine, he establishes a new colony for humans, while Peter remains on earth and ultimately becomes Hegemon. Choose one of the following characters and write two to three descriptive paragraphs on the life of the chosen character after the Third Invasion. What will your character accomplish? Will your character marry and/or have children? You decide.

Be prepared to share your descriptive paragraphs in class.

**Ender Wiggin**

**Valentine Wiggin**

**Peter Wiggin**

**Colonel Graff**

**The Buggers**

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

Date: \_\_\_\_\_

**Chapter 15****Projection****Objective:** Projecting outcomes beyond the text**Activity**

After his victory over the buggers, Ender remains on Eros. With Valentine, he establishes a new colony for humans, while Peter remains on earth and ultimately becomes Hegemon. Choose one of the following characters and write two to three descriptive paragraphs on the life of the chosen character after the Third Invasion. What will your character accomplish? Will your character marry and/or have children? You decide.

Be prepared to share your descriptive paragraphs in class.

**Ender Wiggin****Valentine Wiggin****Peter Wiggin****Colonel Graff****The Buggers**

## Wrap-Up

Allusions  
Inference

**Objective:** Recognizing and interpreting allusions in the text

## Activity

Writers often use allusions in order to provide readers with references to figures, events, or themes outside of the text. Allusions can enable readers to infer meaning from a certain word or phrase in the text. Names often function as powerful allusions within a text. As a reader, you should always ask yourself why the author chose a certain name for a character, and what information you can infer about the character by looking at his or her name.

Take a moment to consider the possible significance of the names **Ender**, **Valentine**, and **Peter**.

You may use the Internet or another reference source to research the names of the three characters, if necessary. Ask yourself: what comes to mind when I read these three names and think about their meaning? What meanings might readers associate with a name like "Valentine," for example? What significance could the name "Ender" hold in regard to the text?

Record your findings and discuss them in class.

*Students' answers may vary. Students should certainly recognize Valentine's name as a reference to Saint Valentine as well as a reference to love and affection in general. Ender's first name could possibly allude to the "end" of the bugger wars. It's a good idea to get students to research the etymology or associated meanings of all three names.*

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

Date: \_\_\_\_\_

**Wrap-Up****Allusions  
Inference****Objective:** Recognizing and interpreting allusions in the text**Activity**

Writers often use allusions in order to provide readers with references to figures, events, or themes outside of the text. Allusions can enable readers to infer meaning from a certain word or phrase in the text. Names often function as powerful allusions within a text. As a reader, you should always ask yourself why the author chose a certain name for a character, and what information you can infer about the character by looking at his or her name.

Take a moment to consider the possible significance of the names **Ender**, **Valentine**, and **Peter**.

You may use the Internet or another reference source to research the names of the three characters, if necessary. Ask yourself: what comes to mind when I read these three names and think about their meaning? What meanings might readers associate with a name like "Valentine," for example? What significance could the name "Ender" hold in regard to the text?

Record your findings and discuss them in class.

## Wrap-Up

### Theme

**Objective:** Reconsidering notions of a futuristic world

### Activity

*Note to Teacher: Have students form the same groups they did for the earlier activity.*

At the beginning of the Activity Pack, you and your group were asked to create an image of your personal vision of the future. You wrote or sketched an outline describing how you envision a futuristic world.

After reading Ender's adventures, consider how your vision of a futuristic society has changed. Have you learned anything while reading the book? Have you gained new insights and ideas?

As a group, Reconsider your earlier vision and make changes accordingly. Present both your earlier and your new vision to the rest of class and explain how and why you made the changes you did.

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

Date: \_\_\_\_\_

## Wrap-Up

### Theme

**Objective:** Reconsidering notions of a futuristic world

### Activity

At the beginning of the Activity Pack, you and your group were asked to create an image of your personal vision of the future. You wrote or sketched an outline describing how you envision a futuristic world.

After reading Ender's adventures, consider how your vision of a futuristic society has changed. Have you learned anything while reading the book? Have you gained new insights and ideas?

As a group, Reconsider your earlier vision and make changes accordingly. Present both your earlier and your new vision to the rest of class and explain how and why you made the changes you did.

## Wrap-Up

## Researching

**Objective:** Considering the book's sequels

**Activity**

After the great success of *Ender's Game*, Orson Scott Card has written several sequels to the novel. Some of these sequels are:

- *Speaker for the Dead*
- *Xenocide*
- *Children of the Mind*
- *Ender's Shadow*
- *Shadow of the Hegemon*
- *Shadow Puppets*
- *First Meetings*

*Divide the class into small groups.*

Each group will be assigned one of the sequels listed above. Using the Internet or other reference sources research your selected book title and present a 3-minute summary of its plot and contents to the class.



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

Date: \_\_\_\_\_

**Wrap-Up****Researching****Objective:** Considering the book's sequels**Activity**

After the great success of *Ender's Game*, Orson Scott Card has written several sequels to the novel. Some of these sequels are:

- *Speaker for the Dead*
- *Xenocide*
- *Children of the Mind*
- *Ender's Shadow*
- *Shadow of the Hegemon*
- *Shadow Puppets*
- *First Meetings*

Each group will be assigned one of the sequels listed above. Using the Internet or other reference sources research your selected book title and present a 3-minute summary of its plot and contents to the class.

## Wrap-Up

## TOPICS FOR DISCUSSION

1. *Ender's Game* is an unrealistic novel, because children are portrayed in unrealistic ways. In reality, no child could ever accomplish what Ender has accomplished.
2. Ender is an average kid. He has to go through many of the same experiences other children have to go through.
3. *Ender's Game* is a novel written only for boys. The author does not leave enough room to tell interesting stories about the female characters.
4. Peter Wiggin is an extremely cruel character. He has violent and murderous tendencies and should end up in jail.
5. Ender is a hero, because he saves the world without willingly killing any enemies.
6. This novel is about the relationship between children and adults. It paints a troubling picture of the way adults treat children.
7. Ender has been deceived by the adults in his life. If he had known that he is fighting the buggers in a real battle, Ender would never have consented to lead the army.
8. It is very likely that Ender will help the bugger queen to regenerate her species.
9. Ender was right to write *Speaker for the Dead*. Every human being should read the book.
10. Ender and Valentine will live to build a peaceful world.

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

Date: \_\_\_\_\_

### Wrap-Up

#### TOPICS FOR DISCUSSION

1. *Ender's Game* is an unrealistic novel, because children are portrayed in unrealistic ways. In reality, no child could ever accomplish what Ender has accomplished.
2. Ender is an average kid. He has to go through many of the same experiences other children have to go through.
3. *Ender's Game* is a novel written only for boys. The author does not leave enough room to tell interesting stories about the female characters.
4. Peter Wiggin is an extremely cruel character. He has violent and murderous tendencies and should end up in jail.
5. Ender is a hero, because he saves the world without willingly killing any enemies.
6. This novel is about the relationship between children and adults. It paints a troubling picture of the way adults treat children.
7. Ender has been deceived by the adults in his life. If he had known that he is fighting the buggers in a real battle, Ender would never have consented to lead the army.
8. It is very likely that Ender will help the bugger queen to regenerate her species.
9. Ender was right to write *Speaker for the Dead*. Every human being should read the book.
10. Ender and Valentine will live to build a peaceful world.

## Wrap-Up

## Speeches

Objective: Responding to literature

## Activity

*Note to Teacher: Conduct a drawing for the numbers of the topics listed below.*

Each of you will be assigned one of the following topics, and will write and deliver a three-minute speech on yours to the class. Be sure to elaborate on your thoughts and be as specific as possible. It's a good idea to refer to specific reasons and examples in the text.

## Topics for Short Impromptu Speeches on the Text

1. I can easily imagine myself in \_\_\_\_\_'s shoes, because \_\_\_\_\_.
2. Of all the characters in the book, I would probably get along best with \_\_\_\_\_, because \_\_\_\_\_.
3. The character I could never get along with is \_\_\_\_\_, because \_\_\_\_\_.
4. If I could meet Ender, I would ask him \_\_\_\_\_.
5. If I could meet Valentine, I would ask her \_\_\_\_\_.
6. If I could meet Peter, I would ask him \_\_\_\_\_.
7. If I could meet Colonel Graff, I would ask him \_\_\_\_\_.
8. I believe/do not believe that Ender is a hero, because \_\_\_\_\_.
9. The most confusing aspect of the book was \_\_\_\_\_.
10. The adults in the book are unrealistic, because \_\_\_\_\_.
11. According to the novel, we can only be victorious as humans if \_\_\_\_\_.
12. While reading the novel, I was offended by \_\_\_\_\_.
13. The moral concept the novel emphasizes most is \_\_\_\_\_.
14. The novel warns us that \_\_\_\_\_.
15. I would/would not like to attend Battle School, because \_\_\_\_\_.
16. The theme that interests me most in the book is \_\_\_\_\_.
17. Ender and Valentine have a great relationship, because \_\_\_\_\_.
18. Ender's best friend in the story was \_\_\_\_\_, because \_\_\_\_\_.
19. Bean resembles Ender in many ways, because \_\_\_\_\_.
20. Ender should/should not be punished for killing Stilson and Bonzo, because \_\_\_\_\_.
21. Ender should/should not have returned to earth after the Third Invasion, because \_\_\_\_\_.
22. Peter is/is not the most powerful character in the story, because \_\_\_\_\_.
23. Valentine is/is not a hero, because \_\_\_\_\_.
24. If I could ask Orson Scott Card one question, I would ask \_\_\_\_\_.
25. The novel demonstrates that children \_\_\_\_\_.
26. The novel demonstrates that adults \_\_\_\_\_.
27. The novel teaches about war that \_\_\_\_\_.
28. Having read this novel, I will be more aware of \_\_\_\_\_.
29. Having read this novel, I am afraid of \_\_\_\_\_.
30. The novel predicts \_\_\_\_\_.

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

Date: \_\_\_\_\_

## Wrap-Up

## Speeches

Objective: Responding to literature

## Activity

Each of you will be assigned one of the following topics, and will write and deliver a three-minute speech on yours to the class. Be sure to elaborate on your thoughts and be as specific as possible. It's a good idea to refer to specific reasons and examples in the text.

## Topics for Short Impromptu Speeches on the Text

1. I can easily imagine myself in \_\_\_\_\_'s shoes, because \_\_\_\_\_.
2. Of all the characters in the book, I would probably get along best with \_\_\_\_\_, because \_\_\_\_\_.
3. The character I could never get along with is \_\_\_\_\_, because \_\_\_\_\_.
4. If I could meet Ender, I would ask him \_\_\_\_\_.
5. If I could meet Valentine, I would ask her \_\_\_\_\_.
6. If I could meet Peter, I would ask him \_\_\_\_\_.
7. If I could meet Colonel Graff, I would ask him \_\_\_\_\_.
8. I believe/do not believe that Ender is a hero, because \_\_\_\_\_.
9. The most confusing aspect of the book was \_\_\_\_\_.
10. The adults in the book are unrealistic, because \_\_\_\_\_.
11. According to the novel, we can only be victorious as humans if \_\_\_\_\_.
12. While reading the novel, I was offended by \_\_\_\_\_.
13. The moral concept the novel emphasizes most is \_\_\_\_\_.
14. The novel warns us that \_\_\_\_\_.
15. I would/would not like to attend Battle School, because \_\_\_\_\_.
16. The theme that interests me most in the book is \_\_\_\_\_.
17. Ender and Valentine have a great relationship, because \_\_\_\_\_.
18. Ender's best friend in the story was \_\_\_\_\_, because \_\_\_\_\_.
19. Bean resembles Ender in many ways, because \_\_\_\_\_.
20. Ender should/should not be punished for killing Stilson and Bonzo, because \_\_\_\_\_.
21. Ender should/should not have returned to earth after the Third Invasion, because \_\_\_\_\_.
22. Peter is/is not the most powerful character in the story, because \_\_\_\_\_.
23. Valentine is/is not a hero, because \_\_\_\_\_.
24. If I could ask Orson Scott Card one question, I would ask \_\_\_\_\_.
25. The novel demonstrates that children \_\_\_\_\_.
26. The novel demonstrates that adults \_\_\_\_\_.
27. The novel teaches about war that \_\_\_\_\_.
28. Having read this novel, I will be more aware of \_\_\_\_\_.
29. Having read this novel, I am afraid of \_\_\_\_\_.
30. The novel predicts \_\_\_\_\_.

# Appendix

## Terms and Definitions

*Allusion* - a reference to a person, place, poem, book, event, etc., which is not part of the story, that the author expects the reader will recognize. **Example:** In *The Glass Menagerie*, Tom speaks of “Chamberlain’s umbrella,” a reference to British Prime Minister Neville Chamberlain.

*Anaphora* - repetition of a word or group of words within a short section of writing. **Example:** “A time to be born, and a time to die; a time to plant, and a time to pluck up that which is planted.”—Ecclesiastes 3:2

*Characterization* - the methods, incidents, speech, etc., an author uses to reveal the people in the book. Characterization is depicted by what the person says, what others say, and by his or her actions.

*Imagery* - the use of words to evoke impressions and meanings that are more than just the basic, accepted definitions of the words themselves. **Example:** The quotation, “Get thee to a nunnery,” from *Hamlet* implies that Ophelia must regain her purity and chastity and does not simply mean that she needs to go to a convent.

*Metaphor* - a comparison of two things that are basically dissimilar in which one is described in terms of the other. **Example:** The moon, a haunting lantern, shone through the clouds.

*Personification* - a figure of speech in which an object, abstract idea, or animal is given human characteristics. **Examples:** The wall did its best to keep out the invaders.  
“Because I could not stop for Death,  
He kindly stopped for me.”  
—Emily Dickinson

*Plot* - the pattern of events in a literary work; what happens.

*Protagonist* - the central or main character in a story around whom the plot centers. **Examples:** Hester Prynne in *The Scarlet Letter*; David Copperfield in *David Copperfield*.

*Simile* - a comparison between two different things using either *like* or *as*. **Examples:** I am as hungry as a horse. The huge trees broke like twigs during the hurricane.

*Theme* - the central or dominant idea behind the story; the most important aspect that emerges from how the book treats its subject. Sometimes theme is easy to see, but, at other times, it may be more difficult. Theme is usually expressed indirectly, as an element the reader must figure out. It is a universal statement about humanity, rather than a simple statement dealing with plot or characters in the story. Themes are generally hinted at through different methods: a phrase or quotation that introduces the novel, a recurring element in the book, or an observation made that is reinforced through plot, dialogue, or characters. It must be emphasized that not all works of literature have themes in them. **Example:** In a story about a man who is diagnosed with cancer and, through medicine and will-power, returns to his former occupation, the theme might be: “Real courage is demonstrated through internal bravery and perseverance.” In a poem about a flower that grows, blooms, and dies, the theme might be: “Youth fades, and death comes to all.”

## SMALL GROUP LEARNING

*Small Group Learning is defined as two to five students working together for a common goal. For it to be successful, three basic elements must be present.*

1. **SOCIAL SKILLS IN GROUP WORK:** Most students, unless they are taught the appropriate skills, do not participate as effectively as they might in small group work. Like any other skill, those needed for group work must be identified, practiced, and reinforced. To this end, we have included a Social Skills Behavior Checklist which we will ask you to use to rate your group. At this time, please read the related objectives listed below.

### *Social-Behavioral Objectives*

1. Everyone is addressed by his or her first name.
2. Everyone speaks quietly in order not to disturb other groups.
3. No one ever uses put-downs or name calling.
4. Everyone is always physically and mentally part of the group. The following are prohibited and may result in the group's grade being lowered:
  - A. Putting one's head down on the desk.
  - B. Reading or working on unrelated items.
  - C. Moving about the room or talking to members of other groups.
5. Everyone is encouraged to participate and does participate.
6. Everyone offers praise and encouragement.
7. Everyone recognizes that on some points of opinion two equally valid points of view can be supported.
8. Everyone also recognizes, however, that the worth of an idea (opinion) depends on the strength of the facts that support it.

### *Social-Intellectual Objectives*

9. Ideas are discussed aloud.
10. Ideas are summarized.
11. Clarification is asked for and received.
12. Explanations are given until everyone understands.
13. Ideas, not people, are criticized.
14. Difficult ideas are paraphrased.
15. Multiple points of view are examined.
16. Work is organized within available time and available resources.
17. Questions are asked and answered satisfactorily.
18. Ideas are examined, elaborated on, and pulled together.
19. Reasons and rationale are asked for and provided.
20. Conclusions are challenged with new information.
21. Ideas are created in brainstorming.

2. **POSITIVE INTERDEPENDENCE:** Critical to successful *group work* is the realization on the part of the students “that we are all in this together; we either sink or swim as a group.” In terms of this unit, it may mean that everyone in the group will share the group grade on the project, whether it is an “A” or an “F”
3. **INDIVIDUAL ACCOUNTABILITY:** The bottom line of any teaching method is, of course, how well the students have mastered the objectives being taught. Therefore, you must understand that the small group process, while it is more fun than other methods, is serious business. At the conclusion of this unit, a test may be used to evaluate how well each individual has mastered the objectives. As a consequence, the student who slacks off in the group or in his homework not only lets the group down, but also hurts him or herself.



## PROCEDURES FOR SMALL GROUP WORK

*As well as mastery of content and concepts, grades will be based on the demonstration of the following skills.*

1. **Linguistic-Intellectual Skills** – These skills are fostered when students examine ideas from multiple points of view and critically probe for strengths and weaknesses.
2. **Group Social Skills** – Before anything else can be mastered, the small group must function effectively as a learning unit, which makes the mastery of these skills the first priority.

### **Linguistic-Intellectual Skills to be Demonstrated**

### **Examples of these skills in action**

#### *Explaining*

It seems to me...  
One way of looking at it...  
How does everyone feel about...  
The idea that...

#### *Encouraging*

What's your idea?  
I didn't think of that.  
Good idea!  
That helps.  
Good; go on with that thought.

#### *Clarifying*

Let's put it this way...  
Perhaps if we draw a chart...  
It may mean that...  
How does this sound...  
Where does this lead us?

#### *Elaborating*

That's right and it also may include...  
Another instance of that is when...  
A point we might also include...

#### *Qualifying*

I agree with your premise, but...  
I see it leading somewhere else...  
That is one reason, but it may also...  
I agree with the examples, but I come to a different conclusion.  
Does that conclusion hold up in every instance?

#### *Questioning*

Why do you say that?  
What is the proof for that conclusion?  
Is that a valid generalization?  
How did you reach that point?

#### *Disagreeing*

It seems to me there could be a different reason.  
But looking at it from his point of view...  
We may be jumping to a conclusion without looking at all the facts.  
Here's another way of looking at it...

## SMALL GROUP EVALUATION SHEET

<b>Social-Behavioral Skills in our group</b>	<b>Poor</b>	<b>Good</b>			
1. Everyone is addressed by his or her first name.	1	2	3	4	5
2. Everyone speaks quietly. (If one group gets loud, other groups get louder to hear each other.)	1	2	3	4	5
3. No one ever uses put-downs or name calling.	1	2	3	4	5
4. Everyone is always physically and mentally part of the group.	1	2	3	4	5
5. Everyone is encouraged to and does participate.	1	2	3	4	5
6. Everyone offers praise and encouragement.	1	2	3	4	5
7. Everyone recognizes that on some opinions, two equally valid points of view can be supported.	1	2	3	4	5
8. Everyone also recognizes, however, that the worth of an idea (opinion) depends on the strength of the facts that support it.	1	2	3	4	5

### Social-Intellectual Skills in our group

9. Ideas are examined and discussed aloud.	1	2	3	4	5
10. Ideas are summarized.	1	2	3	4	5
11. Clarification is asked for and received.	1	2	3	4	5
12. Explanations are given until everyone understands.	1	2	3	4	5
13. Ideas, not people, are criticized.	1	2	3	4	5
14. Difficult ideas are paraphrased.	1	2	3	4	5
15. Multiple points of view are examined.	1	2	3	4	5
16. Work is organized within available time and available resources.	1	2	3	4	5
17. Questions are asked and answered satisfactorily.	1	2	3	4	5
18. Ideas are examined, elaborated on, and pulled together.	1	2	3	4	5
19. Reasons and rationales are asked for and provided.	1	2	3	4	5
20. Conclusions are challenged with new information.	1	2	3	4	5
21. Ideas are created in brainstorming.	1	2	3	4	5

Total Score \_\_\_\_\_

## STUDENT ROLES IN GROUP DISCUSSIONS

1. **Reader:** The reader's job is to read the questions aloud and to be sure everyone knows the meaning of unfamiliar words and understands the questions.
2. **Recorder:** The recorder takes notes and is responsible for writing down the group's final answers.
3. **Timer and Voice Monitor:** The timer and voice monitor is responsible for reminding individuals when they get too loud and for keeping track of the time. Because of a concern for finishing the project on time, the monitor will be the one to get the students back on task when they stray or get bogged down on one point.
4. **Checker and Encourager:** This person's chief responsibility is to encourage all members to contribute, to compliment when appropriate, and to remind everyone of the necessity of avoiding name calling and/or put-downs.

## Directions for a Debate

1. The speakers representing the opposing groups should state the position and arguments of the group.
2. After both groups have presented their viewpoints, students of each group should discuss how they could refute the arguments of the opposing groups.
3. The speakers of each group should present their position again, including their points to refute the opposing group.
4. The class can vote for the most convincing argument.

## Newspaper

**News Article** - This is an accurate and objective reporting of an event. News articles should include the “Five W’s”: What, When, Where, Who, and Why. A good newspaper writer usually can include all the necessary information in the first paragraph of the article. This is done so that readers can understand what the article is about simply by reading one paragraph and then deciding if they want to read further to get more detailed information.

The next paragraphs in the news article expand on the Five W’s of the first paragraph.

Example:

Last night at 10 PM, a train from Philadelphia, PA to Pittsburgh slid off the tracks near Johnstown. No injuries were reported, but the train had been carrying flammable materials. A spokesperson for the Pennsylvania Railroad, Mr. Robert Graves, said that while there was no evidence of sabotage, “that possibility is being looked into by police.” This is the second derailing on this route in two years.

The rest of the article would expand upon and give background and further information on the accident.

**Editorial** - This is a piece in which the writer gives opinions about an issue. A possible solution may be suggested. The requirements of the Five W’s and absolute, unbiased accuracy are not adhered to as strictly as they are in a news article.

Example:

How many train wrecks will we have before the government steps in? Will it take a fatality before trains in our state are made safer? Should explosives, poisonous materials, and hazardous wastes continue to be shipped with only minor considerations to safety? This newspaper’s opinion is a firm and resounding “No!” If the Federal Transportation Commission does not recognize its own failings and correct the problems, it will be our local politicians’ job to re-route trains carrying potentially dangerous cargoes away from our communities.

**Human-Interest Story** - This type differs from the previous two because it has a different overall intent. As in a news article, the intent is to inform the reader of facts, but in the human-interest story, writers add the element of appealing to the readers' sympathies. Answering the Five W's is usually adhered to, but not as strictly as in the news article. Frequent topics of human-interest stories are animals, heroic deeds, strange occurrences of fate, money, etc.

Example:

Huddled among the broken railroad cars and destroyed contents of yesterday's train derailment near us, sat someone's lost puppy. Police found it early this morning after hearing whimpering from inside one of the cars. The poor dog's leg had been severed in the accident, and it was trapped by rubble. Had another hour elapsed, it probably would have died, says a local veterinarian, who treated the mixed-breed, black-and-white dog. According to the vet, Stumpy, as the dog is now called, has received more than twenty requests for adoption since his lucky rescue was accomplished.

**Headline** – This is a short heading over an article, which is set in large type, and which gives an indication of the subject of the article. Headlines are short and are designed to catch the readers' interest. All important words in the headline should be capitalized. Each article in a newspaper contains a headline. The wording of headlines is very important. If they say too much, readers may skip reading the article; if they are too vague, the subject may not interest the reader. Simple words such as *a*, *and*, *the* are frequently left out of headlines.

Examples:

Train Jumps Tracks; Second in Two Years

Two Train Wrecks Are Too Many

Injured Puppy Found in Train Debris

# The Perfect Balance Between Cost and Quality for Classic Paperbacks

WITH ALL OF THE DIFFERENT EDITIONS of classics available, what makes *Prestwick House Literary Touchstone Classics™* better?

Our editions were designed by former teachers with the needs of teachers and students in mind. Because we've struggled to stretch tight budgets and had to deal with the deficiencies of cheaply made paperbacks, we've produced high-quality trade editions at remarkably low prices. As a result, our editions have it all.

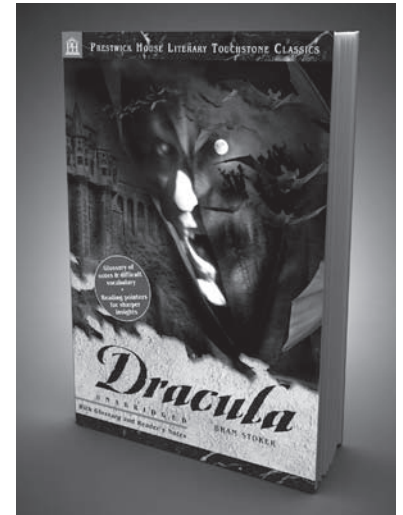
**Value Pricing** – With our extraordinary Educators' Discount, you get these books at **50% or more off the list price.**

**Reading Pointers for Sharper Insights** – Concise notes that encourage students to question and consider points of plot, theme, characterization, and style, etc.

**Glossary and Vocabulary** – An A-to-Z glossary makes sure that your students won't get lost in difficult allusions or archaic vocabulary and concepts.

**Sturdy Bindings and High-Quality Paper** – High-quality construction ensures these editions hold up to heavy, repeated use.

**Strategies for Understanding Shakespeare** – Each *Shakespeare Literary Touchstone Classic™* contains line numbers, margin notes, and a guide to understanding Shakespeare's language, as well as key strategies for getting the most from the plays.



## Special Introductory Discount for Educators only – At Least 50% Off!

New titles are constantly being added; call or visit our website for current listing.

	Retail Price	Intro. Discount
200053..... <i>Adventures of Huckleberry Finn</i> - Twain TU RJ AT AP	\$4.99	\$2.49
200473..... <i>Adventures of Tom Sawyer, The</i> - Twain TU RJ AT	\$4.99	\$2.49
202116..... <i>Alice's Adventure in Wonderland</i> - Carroll TU RJ	\$3.99	\$1.99
202118..... <i>Antigone</i> - Sophocles TU RJ AT	\$3.99	\$1.99
200141..... <i>Awakening, The</i> - Chopin TU RJ AT AP	\$3.99	\$1.99
202111..... <i>Beowulf</i> - Roberts (ed.) TU	\$3.99	\$1.99
204866..... <i>Best of Poe, The: The Tell-Tale Heart, The Raven, The Cask of Amontillado, and 30 Others</i> - Poe	\$4.99	\$2.49
200150..... <i>Call of the Wild, The</i> - London TU RJ AT	\$3.99	\$1.99
200348..... <i>Canterbury Tales</i> - Chaucer TU	\$3.99	\$1.99
200179..... <i>Christmas Carol, A</i> - Dickens TU RJ AT	\$3.99	\$1.99
201198..... <i>Crime and Punishment</i> - Dostoyevsky TU	\$6.99	\$3.49
200694..... <i>Doll's House, A</i> - Ibsen TU RJ AT	\$3.99	\$1.99
200190..... <i>Dr. Jekyll and Mr. Hyde</i> - Stevenson TU RJ AT	\$3.99	\$1.99

202113..... <i>Dracula</i> - Stoker TU RJ	\$5.99	\$2.99
200166..... <i>Ethan Frome</i> - Wharton TU RJ AT	\$3.99	\$1.99
200054..... <i>Frankenstein</i> - Shelley TU RJ AT AP	\$4.99	\$1.99
202112..... <i>Great Expectations</i> - Dickens TU RJ AT AP	\$5.99	\$2.99
202108..... <i>Gulliver's Travels</i> - Swift TU	\$4.99	\$2.49
200091..... <i>Hamlet</i> - Shakespeare TU RJ AT AP	\$3.99	\$1.99
200074..... <i>Heart of Darkness</i> - Conrad TU RJ AT	\$3.99	\$1.99
202117..... <i>Hound of the Baskervilles, The</i> - Doyle TU RJ AT	\$3.99	\$1.99
200147..... <i>Importance of Being Earnest, The</i> - Wilde TU RJ AT	\$3.99	\$1.99
301414..... <i>Invisible Man, The</i> - Wells TU RJ	\$3.99	\$1.99
202115..... <i>Jane Eyre</i> - Brontë TU RJ	\$6.99	\$3.49
200146..... <i>Julius Caesar</i> - Shakespeare TU RJ AT	\$3.99	\$1.99
201817..... <i>Jungle, The</i> - Sinclair TU RJ AT	\$5.99	\$2.99
200125..... <i>Macbeth</i> - Shakespeare TU RJ AT AP	\$3.99	\$1.99
204864..... <i>Medea</i> - Euripides TU	\$3.99	\$1.99
200133..... <i>Metamorphosis, The</i> - Kafka TU RJ	\$3.99	\$1.99
200081..... <i>Midsummer Night's Dream, A</i> - Shakespeare TU RJ AT	\$3.99	\$1.99
202123..... <i>Much Ado About Nothing</i> - Shakespeare TU RJ AT	\$3.99	\$1.99
301391..... <i>My Antonia</i> - Cather TU RJ	\$3.99	\$1.99
200079..... <i>Narrative of the Life of Frederick Douglass</i> - Douglass TU RJ AT	\$3.99	\$1.99
301269..... <i>Odyssey, The</i> - Butler (trans.) TU RJ AT	\$4.99	\$2.49
200564..... <i>Oedipus Rex</i> - Sophocles TU	\$3.99	\$1.99
200095..... <i>Othello</i> - Shakespeare TU RJ AT AP	\$3.99	\$1.99
202121..... <i>Picture of Dorian Gray, The</i> - Wilde TU RJ	\$4.99	\$2.49
200368..... <i>Pride and Prejudice</i> - Austen TU RJ AT	\$4.99	\$2.49
202114..... <i>Prince, The</i> - Machavelli TU	\$3.99	\$1.99
200791..... <i>Pygmalion</i> - Shaw TU	\$3.99	\$1.99
200102..... <i>Red Badge of Courage, The</i> - Crane TU RJ AT	\$3.99	\$1.99
200193..... <i>Romeo and Juliet</i> - Shakespeare TU RJ AT	\$3.99	\$0.99
200132..... <i>Scarlet Letter, The</i> - Hawthorne TU AT AP	\$4.99	\$2.49
202119..... <i>Siddhartha</i> - Hesse TU RJ AT	\$3.99	\$1.99
204863..... <i>Silas Marner</i> - Eliot TU RJ AT	\$3.99	\$1.99
200251..... <i>Tale of Two Cities, A</i> - Dickens AT AP	\$5.99	\$2.99
200231..... <i>Taming of the Shrew, The</i> - Shakespeare TU RJ AT	\$3.99	\$1.99
204865..... <i>Time Machine, The</i> - Wells TU RJ AT	\$3.99	\$1.99
202120..... <i>Treasure Island</i> - Stevenson TU RJ	\$4.99	\$2.49
301420..... <i>War of the Worlds</i> - Wells TU RJ	\$3.99	\$1.99
202122..... <i>Wuthering Heights</i> - Brontë TU AT	\$5.99	\$2.99

TU Teaching Units RJ Response Journals AP Activity Pack AT AP Teaching Units



PRESTWICK HOUSE, INC.

"Everything for the English Classroom!"

P.O. Box 658 • Clayton, DE 19938 • (800) 932-4593 • (888) 718-9333 • [www.prestwickhouse.com](http://www.prestwickhouse.com)



# Order Form

Call 1-800-932-4593 Fax 1-888-718-9333

Prestwick House, Inc.  
P.O. Box 658  
Clayton, DE 19938

**Bill To:  Home  School**

School:
Name:
Address:
City, State, Zip:
Phone: _____ Email: _____

**Ship To:  Home  School**

School:
Name:
Address:
City, State, Zip:
Phone: _____ Email: _____

ITEM NO	TITLE	QUANTITY	X	PRICE	=	TOTAL

**Method of Payment (Choose one)**

Check or Money Order Enclosed       Purchase Order Enclosed  
 We accept purchase orders and authorized orders charged to institutions. Personal orders not on a credit card must be accompanied by a check.

Visa    MasterCard    Discover Card    American Express

Signature \_\_\_\_\_

Telephone # \_\_\_\_\_ Exp. Date \_\_\_\_\_

Credit Card # \_\_\_\_\_

Subtotal	\$
Shipping 12% S&H (\$6.00 minimum)	\$
<b>Total</b>	<b>\$</b>

**Shipping & Handling**  
For orders of \$50.00 or less, please add \$6.00 for shipping and handling charges. For orders from \$50.01 to \$799.99 add 12%. For orders of \$800.00 and more, add 10%

**Delivery Service**  
Most orders are shipped FedEx and you can expect delivery within 7-10 working days. Items in stock are usually shipped within one working day of receiving your order.

**Expedited Delivery**  
for expedited delivery ask about the following options:  
• Overnight Air  
• 2nd day air  
• 3 Day Select

Because charges for air delivery are based on weight and distance, heavy packages can be expensive to ship air freight. Typographic and photographic errors are subject to revision. Prestwick House is the sole source of all proprietary materials listed in this catalogue. Please be sure to include a street address. FedEx ground/UPS will not deliver to a P.O. Box.