

ENDER'S

ORSON SCOTT CARD

GAME

Novel Guide

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# ENDER'S GAME

## NOVEL GUIDE

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# ENDER'S GAME

## NOVEL GUIDE

### Introduction to the Novel and Rationale for Instruction:

Of all the novels that are likely considered by middle school and high school teachers to be taught in the Language Arts and English class of the world, Orson Scott Card's dystopian science fiction novel *Ender's Game* is not prominently included on the list. But maybe it should be.

*Ender's Game* is the story of a young child raised in a not so distant future where the Earth has been divided into several international governing bodies that have been suffering from an interstellar war with an alien race known as the Buggers. The young child is Ender Wiggin, a boy authorized for birth by a government agency in hopes that he will have the mixed demeanor and capabilities of his power-hungry older brother Peter and his protective and sweet older sister Valentine and their combined intelligence. The government desires him to become the perfect Battle Commander so that he can lead the human fleet of starships to victory in the impending Third Invasion of the Bugger Wars. Ender is removed from his landside home and moved to the Battle School, an orbiting satellite training facility for children identified to become soldiers in the International Fleet. Here he goes through a grueling four years of training, studying, and development to become not only one of the greatest military strategists of all time, but quite possibly the only hope for survival of the human race.

In a less text specific summary, the novel is the story of a young boy thrown into the systematic expectations of an adult world which he struggles to understand, while at the same time struggling to find himself, discover what it is that he values, and fights to realize that there are things worth fighting for, the greatest of those - love, family, and the good. Involving many aspects of individual and character development, the story explores the concepts of sibling rivalry, inferiority, punishment, bullying, intelligence, protection, self-defense, isolation, depression, and personal development. As a social and political commentary, the story exposes the issues of all-encompassing government control, the manipulative abilities and opportunities associated with power, the conflicts between nations, the responsibility of the individual, the state, and the world as a whole, and the consequences of war. As just a regular story about a kid, offering events that every child can not only relate to but can experience a desire to live and a hope for the future, the story explores the aches and pains of just being a kid through the characters' desires to just be normal. It is the story of a boy who has a chance to change the future, and he takes that chance, and becomes immortalized forever. These are the woes and the dreams of the child, of the adolescent, of the people we are trying to help our children become.

Most importantly this novel should be taught in schools because it takes these woes and dreams that can be felt by all readers and turns them into something that can be easily accessible and constructively analyzed by many different levels of students in a productive way that will help them proceed on their journey as developing readers of literary texts, and experiencers of the human world. The novel is written from a perspective that allows the reader to explore deep into the motivations and emotions of the characters, while still being reliable enough for the reader to come to their own decisions. The novel is void of the emotional experiences so wrought in many modern young adult novels that bring only rifts of understanding though gender and social constructs. The characters in the novel,

due to their age, intelligence, and responsibility, are androgynous figures leaving sexual tensions, preferences, and the emotional and maturity stigmas associated by the wayside. This enables students an even playing field in their interpretations of the novels, a more developed or experienced student does not have a perceived or real advantage over other students in their understanding, thus providing a class of students the opportunity for a unified and equal experience of the novel, a rather rare and exciting opportunity. Most importantly, the novel is about the story of children, between the ages of six and eleven, thus placing the reader in a position of care and simple authority over the characters at the novels onset. This sets the reader off guard enough to allow them to empathize with the children until the moment the power turns, that they realize it is not the children that they are taking care of, but rather it is the characters that are taking care of and teaching them. The novel explores the vulnerability and the raw emotion of its characters in order to entice the reader into the game, to play with their own emotions and experiences.

There are many more reasons for reading, teaching, and experiencing this novel, more scholarly ones at that. As teachers we are supposed to be preparing our students for their future, whatever particular future that turns out to be. In order to prepare them we are supposed to provide them with the resources and the guidebook for how to handle that future, from relationships, to friends, to hardships, to failure, to success. They likely will not remember the things we said specifically, or any of the lesson plans and projects we assigned, but they will remember the characters in the novels they read with us. It is our responsibility to provide them with characters that are worth remembering and who can help their future, because it will be those characters alone, and whispers of our words, that the students are left with when they are out there on their own.

This sentiment is repeated over and over in the scholarly literature that abounds surrounding the responsibility of the teacher and the purpose for teaching literature. In Jago's *With Rigor for All*, she defends the teaching of depressing books for they are the stories that "expressed within many seemingly downbeat narratives are themes of enduring love and the resilience of the human spirit" and that it is these stories that "help young people prepare for the ills they are almost sure to face in their own lives." (Jago 4) Children need to know about the ills that are out there, the feelings that may come from a broken heart, the pain of being told what to do, or losing yourself in a limitless depression, and when they get there they need to know that they are not the only ones, that they are not alone, that someone has been here before and has made it out the other side, alive, and the better for it. By choosing stories that have such ills, that have such struggles, gives our students a context for their decisions and provides them with a justification for their actions. Thus selecting a novel such as this and providing as Blau says a "disciplined instruction in literature" which we have scaffolded and secured, "can powerfully influence our students' capacity to negotiate, interpret, and evaluate all the events of their lives, from the most ordinary to the most momentous." (Blau 2003) By teaching a novel such as *Ender's Game*, that is just as accessible and applicable as it is complex, students can be provided with the tools to understand that life is not always a clear interpretation, and one way or another we have to figure out what to do, how to live this life.

Jago continues that literature that makes the reader think, feel, and experiences, utilizes the creativity of the individual to "make comprehensible the myriad ways in which human beings meet the infinite possibilities that life offers." (Jago 48) Additionally, she explains that literature does several specific things that enable readers to understand the way they develop. Through *Ender's Game* the reader experiences the depth of character that is provided by the experiences and authenticity of the characters themselves. In accordance with Jago's analysis, this novel develops the "ability to understand the needs and hopes of others," "the ability to see how our actions affect other

people's lives," as well as "teaches readers about many ways of approaching one's life," "help readers make sound choices based upon learning from how characters behave at critical moments," and "invites readers to examine their own personalities and problems objectively" (Jago 49) by providing them with a reliable and personal understanding of the experience of another so similar to themselves.

By approaching the teaching of *Ender's Game* through the focus of the experience and development of Ender as the main character, as presented through the novel's point of view, tone, theme, setting, and inter-character relationships, the novel can be used to provide students with a deeper understanding of themselves as well as a way to find their own place in our world. Alfie Kohn explained that the theory of constructivism says that "people of all ages are active meaning makers, creating theories about themselves, the world, and the books they read, and that it is the teacher's job to facilitate that encounter." (Jago 56) By providing such a deep and personal insight into the development of character through an oscillating but reliable narrative point of view, the novel lends itself perfectly to a focused study of character within a text and a simultaneous exploration of the development of the character of the individual as he interacts with the real world.

When we really come down to it and think about what it truly means to understand someone, to understand ourselves, we must know what it means to understand character. In their book *Fresh Takes on Teaching Literary Elements*, Smith and Wilhelm stress the importance of applying what we know about people in our daily lives to how we understand characters in a book, and then applying what we understand about analyzing characters in a book back to our interactions with others in the real world. They reference Wayne Booth and how he "talks about how literary characters can affect a reader's character. He notes that stories typically center on the characters' efforts to face moral choices." (Smith & Wilhelm 21) He continues that "In tracing those efforts, we readers stretch our own capacities for thinking about how life should be lived." (Smith & Wilhelm 21) *Ender's Game* is a novel that provides teachers and students alike a plethora of choices, a cornucopia of resources waiting to be moved to the toolbox of character resources, of stories and characters that teach us, just as much as they learn with us, from a perspective and a genre that is often left untouched by the conventional literature teachers' lesson plans.

It is through this perspective, and as some would have it, through this lens of Character that I propose the study of Orson Scott Card's novel *Ender's Game* to enter the realm of adolescent literary understanding. This novel is a stage for the youthful understanding of change and first grapples with the struggles of an uncertain future through a perspective that allows students to examine "the internal motivations of literary characters" and enables them to "investigate the psychology of a character...to figure out the meaning of a text." (Appleman & Graves 78) By engaging students in this novel, through this perspective, students will learn something about who they are, something about what they value, something about where they want to go in life, and something about how they want to get there. They will learn these things as they explore the novel in alliance with the struggles, victories, and changes of Ender, as he grows so will they. As teachers, it is our responsibility to give our students the resources they need to understand themselves; we must provide them with the tools to dig, to find out, so that they can grow.

Essential Questions for this Novel Guide on Orson Scott Card's *Ender's Game*:

What makes me who I am?

Do I want to be the person that I am?

How can I become the person that I want to be?

**PACING GUIDE:  
SIX WEEKS IN  
THE GAME**

**ENDER'S GAME  
NOVEL GUIDE**

<b>Essential Questions, Text Section, Resources</b>	<b>Common Core Guiding Standards</b>	<b>Reading Strategies, Reading Skills</b>	<b>Literary Analysis Skills, Writing Practice</b>	<b>Weekly Student Created Products</b>
<p>Week One: Defining Character Chapters I-III, <i>Ender's Game</i> What makes me who I am?</p>	<p><a href="#">RL.9-10.3.</a> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>Organizational Patterns Inferences Drawing Conclusions Connect to Text Visualize Information</p>	<p>Analyzing Setting Analyzing Author's Tone Analyzing Characters Writing Creatively Writing Analytically</p>	<p>Scaffolded Reading Experience: Pre, During and Post Reading Activity Set</p>
<p>Week Two: Setting and Character Chapters IV-VI, <i>Ender's Game</i> What makes me who I am?</p>	<p><a href="#">RL.9-10.5.</a> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  <a href="#">RL.9-10.6.</a> Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Organizational Patterns Inferences Drawing Conclusions Connect to Text Visualize Information Author's Purpose</p>	<p>Analyzing Characters Interpret Point of View Interpret Organization of Text Interpret Setting Interpret Time in Text Analyzing Point of View Symbolism</p>	<p>Setting Guide for the Battle School and for Fairyland</p>
<p>Week Three: Writing and Character Chapters VII-IX, <i>Ender's Game</i> Do I want to be the person that I am?</p>	<p><a href="#">RL.9-10.4.</a> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p>	<p>Structure Awareness Text Interaction Understanding of Word Choice Inferences Drawing Conclusions Connection to Text</p>	<p>Analyzing Characters Tone and Mood through Text Connotative Meaning Figurative Meaning Understanding Allusion Word Choice in Writing</p>	<p>Publishing Project of Ender's Log Activity</p>



Essential Questions, Text Section, Resources	Common Core Guiding Standards	Reading Strategies, Reading Skills	Literary Analysis Skills, Writing Practice	Weekly Student Created Products
<p>Week Four:</p> <p>Conflict and Character</p> <p>Chapters X-XII, <i>Ender's Game</i></p> <p>Do I want to be the person that I am?</p>	<p><a href="#">RL.9-10.5</a>. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>Author's Purpose</p> <p>Organizational Patterns</p> <p>Applying to the World</p> <p>Connecting to the Text</p>	<p>Analyzing Characters</p> <p>Writing Creatively</p> <p>Writing Analytically</p>	<p>Conflict Guide and Personal Conflict Narratives</p> <p>Publishing Project of Ender's Log Activity</p>
<p>Week Five:</p> <p>Theme and Character</p> <p>Chapters XIII-XV, <i>Ender's Game</i></p> <p>How can I become the person that I want to be?</p>	<p><a href="#">RL.11-12.2</a>. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>Applying Theme to Life</p> <p>Connecting to Text</p> <p>Author's Purpose</p> <p>Organizational Patterns</p>	<p>Analyzing Characters</p> <p>Interpreting Theme</p> <p>Writing Creatively</p> <p>Writing Analytically</p> <p>Symbolism</p>	<p>Battle Map of either the Battle Room or of the Command School Simulator</p> <p>Theme Map Investigation of Themes in the Novel</p> <p>Setting Guide</p>
<p>Week Six: Final Projects</p> <p>Character and Me/World/Us</p> <p>Complete Novel, <i>Ender's Game</i></p> <p>What makes me who I am? Do I want to be the person that I am?</p> <p>How can I become the person that I want to be?</p>	<p><a href="#">W.9-10.10</a>. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><a href="#">W.9-10.4</a>. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Applying Theme to Life</p> <p>Connecting to Text</p> <p>Author's Purpose</p>	<p>Applying Theme</p> <p>Making Characters Real</p> <p>Writing Creatively</p> <p>Writing Analytically</p> <p>Universal Theme</p> <p>Symbolism</p>	<p>Choice projects including group elements and independent elements including options such as Comics, Journals, Extended Ending, Character Timeline, Character Maps, Play Version Script and Performance, etc.</p>

Rationale for Organization of Unit Schedule and Pacing Guide: This Unit Schedule and Pacing Guide is centered around the idea that units should be organized around a central theme that offers students a scaffolded reading experience and immersive understanding of the works involved. Additionally, this plan is organized around the belief that it is through reading and the characters met that readers learn things about how to live their own lives. Thus a reading experience should be relevant, applicable, and readily understood by all students, while containing elements of study that enhance and stimulate the students mentally, physically, and emotionally, as they explore who they are themselves through the text. This plan is intended for use with mature ninth to eleventh grade students who are independent and collaborative workers, through sixty minute sessions.

**UNIT SCHEDULE:  
SIX WEEKS IN  
THE GAME**

**ENDER'S GAME  
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<p>Day 1: Defining Character</p> <p>Introduce the Novel— Pre Reading Activity “The Future”, Students Create their Own Images of Future</p>	<p>Day 2: C. I-III “Third”</p> <p>Read aloud as a Group, During Reading Activity Character Board</p>	<p>Day 3: “Peter”</p> <p>Read aloud as a Group, During Reading Activity Character Board</p>	<p>Day 4: “Graff”</p> <p>Read aloud as a Group, During Reading Activity Character Board</p>	<p>Day 5:</p> <p>Post Reading Activity Ender’s Log</p>
<p>Day 6: Setting and Character</p> <p>Prep Vocabulary Activity</p>	<p>Day 7: C. IV “Launch”</p> <p>During Reading Setting Guide Activity</p>	<p>Day 8: C.V “Games”</p> <p>During Reading Setting Guide Activity</p>	<p>Day 9: C.VI “The Giant’s Drink”</p> <p>During Reading Setting Guide Activity</p>	<p>Day 10:</p> <p>Post Reading Setting Guide Activity , Post Reading Activity Ender’s Log</p>
<p>Day 11: Writing and Character</p> <p>C. VII “Salamander”</p> <p>Prep Vocabulary Activity</p>	<p>Day 12:</p> <p>Post Reading Activity Ender’s Log</p>	<p>Day 13: C.VIII “Rat”</p> <p>Post Reading Activity Ender’s Log</p>	<p>Day 14: C.IX “Locke and Demosthenes”</p>	<p>Day 15:</p> <p>Vocabulary Quiz Sample</p>
<p>Day 16: Conflict and Character</p> <p>C.X “Dragon”</p> <p>Prep Vocabulary Activity</p> <p>During Reading Conflict Guide</p>	<p>Day 17: C.XI “Veni Vidi Vici”</p> <p>During Reading Conflict Guide</p> <p>Post Reading Activity Ender’s Log</p>	<p>Day 18: C.XII “Bonzo”</p> <p>During Reading Conflict Guide</p> <p>Personal Conflict Narratives</p>	<p>Day 19:</p> <p>Mastery Test Sample</p> <p>Personal Conflict Narratives Share</p>	<p>Day 20: C.XIII “Valentine”</p> <p>Post Reading Activity Ender’s Log</p>
<p>Day 21: Theme and Character</p> <p>C.XIV “Ender’s Teacher”</p> <p>Prep Vocabulary Activity</p> <p>Post Reading Activity Ender’s Log</p>	<p>Day 22: C.XV “Speaker for the Dead”</p> <p>Read aloud as a Group, REACTIONS</p> <p>Post Reading Activity Ender’s Log</p>	<p>Day 23:</p> <p>Complete Tracking Analysis of Themes, Discuss those themes and their application to reality</p>	<p>Day 24:</p> <p>Movie, Analyze for Contrasts to the Novel as related to Characters and Theme</p>	<p>Day 25:</p> <p>Movie, Analyze for Contrasts to the Novel as related to Characters and Theme, Explain Final Project</p>
<p>Day 26:</p> <p>Choice Projects: Comics, Journals, Extended Ending, Character Timeline, Character Maps, Play Version Script and Performance</p>	<p>Day 27:</p> <p>Work on Projects</p>	<p>Day 28:</p> <p>Work on Projects</p>	<p>Day 29:</p> <p>Work on Projects</p>	<p>Day 30:</p> <p>Present Projects and Group Sharing of Projects Museum Style</p>



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## NOVEL GUIDE

### Chapter I. Third

The novel begins when Ender is at the doctor's office to get his monitor, a device that keeps watch over him and monitors his neurological, physical, and emotional responses to everything that happens in his life, removed at the age of six. Ender then returns to school and experiences the sensation that something is missing. Ender explains that now he is just like everyone else except that he is a Third. As he is leaving school, a group of boys led by a bully named Stilson confronts Ender now that his monitor has been removed. Stilson attempts to beat up Ender but Ender takes him down with a few quick blows. Leaving the boy on the ground, Ender tells the others that if they try anything with him he will leave them in worse condition. Ender then leaves and cries for he is afraid that he is just like his violent brother.

### Characters, listed in order of appearance

Ender Wiggin - Given name, Andrew Wiggin - The main character of the novel. Ender is a six year old boy who was authorized for birth by the International Fleet, the presiding government agency. He was authorized as a Third child in a regime that conventionally only allows families to have two children. Ender was selected for enrollment at the officer training Battle School in hopes that he will become the next Battle Commander and defeat the interstellar threat known as the buggers once and for all.

Doctor - The doctor removes Ender's monitor at the age of six.

Nurse - The nurse assists in the removal of Ender's monitor at the age of six.

Miss Pumphrey - Miss Pumphrey is Ender's school teacher. She directs other students to leave Ender alone and instructs the students in arithmetic.

Stilson - Stilson is a classmate and bully of Ender. When Ender's monitor is removed, Stilson aggravates Ender in a confrontation which leads to a fight. In this fight Ender beats Stilson vehemently in order to prevent any further attacks to his person in the future.

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### Chapter II. Peter

Ender returns home and his older siblings Peter and Valentine are introduced. Peter mockingly threatens Ender because his monitor has been removed saying that now there is no one to protect him. Peter then torments Valentine and Ender with death threats and a malicious plot to kill them that no one will ever suspect. Peter then makes Ender play “buggers and astronauts” and violently beats up Ender in the game. Valentine threatens to tell their parents, to which Peter counters that they would never believe her. Later their parents come home overjoyed that they are going to be able to keep their son and that the government does not want him after all.

### Characters, listed in order of appearance

Valentine Wiggin - Ender's older sister and the middle child of the Wiggin family. Valentine is described as a sweet, intelligent, and caring girl who act as the mediator of aggression between Ender and their older brother Peter. She protects Ender from Peter. The novel also states that she loves Ender more than anything else in the world and that she is the only thing Ender will truly miss when he attends Battle School.

Peter Wiggin - Ender's older brother and the eldest child of the Wiggin family. Peter is described as an aggressive, angry, murder. However, this side is only known to Ender and Valentine. Others describe him as a beautiful, handsome, and intelligent child. Peter acts aggressively toward Ender because he is jealous of the fact that Ender kept his monitor longer than he did and because Ender was selected for Battle School.

Mother - The mother of the Wiggin children. It is identified that she was born in Utah and raised a Mormon. She renounced her religion for compliance with the international agreements.

Father - The father of the Wiggin children. It is identified that he was born to a family of nine children, baptized John Paul Wiczorek, and raised a Catholic. He renounced his religion, Polish ancestry, and family in order to protect his future children from the persecution he suffered as a child. He however baptized all three of his children in secret.

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### Chapter III. Graff

The next morning the Wiggin family's breakfast is interrupted by the arrival of Colonel Hyrum Graff, the commanding officer of the International Fleet's Battle School. Graff comes to ask Ender why he fought Stilson the way that he did. Ender explained that it was because he wanted Stilson and his friends never to hurt him again. Graff then announces to the family that Ender has passed their examinations and has been selected to go to the Battle School and become a soldier. Ender agrees to go to the Battle School and leaves with Graff.

### Characters, listed in order of appearance

Colonel Hyrum Graff - Colonel Graff is the Administrator of the Battle School. He is the officer that retrieves Ender from his family on Earth and escorts him to the Battle School. He acts secretly as Ender's friend and mentor but simultaneously as the creative manipulative force in Ender's development into an officer at the school, doing everything he can to bend, break, and mold Ender physically, emotionally, and mentally.

Mazer Rackham - The previous Battle Commander who defeated the buggers during the previous Interstellar War some 50 years prior to the present time of the novel. He is best known for defeating an enemy fleet that was twice his fleet's size and eliminating the bugger threat for the time being. He eventually becomes Ender's mentor at the Command School.

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### Chapter IV. Launch

Ender leaves Earth with his Launch Group for the Battle School after an enormous parade praising the courage of the young children at their departure. While on the way to the Battle School Ender begins to understand the manipulation of gravity, which he finds very funny. When Graff asks the other boys if they understand what Ender thinks is so funny, he chastises them for their ignorance and praises Ender for being the only boy worth anything on this Launch. This immediately sets Ender apart from the other boys which they resent just as much as Ender does. A boy taunts and hits Ender in the head and in retaliation Ender tries to grab his arm to stop him. The null gravity plays a trick on him and Ender winds up launching the boy through the shuttle and breaking his arm. Ender confronts Graff and Graff explains that he is now humanity's tool and humanity needs him for its survival. Ender disembarks and enters the Battle School.

### Characters, listed in order of appearance

Major Anderson - Anderson is one of the officers in command of the school. He is the one responsible for organizing and manipulating the games of the Battle Room. He later becomes the Administrator of the Battle School.

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### Chapter V. Games

Ender begins his schooling in isolation as the other members of his launch both fear and hate him out of jealousy. Ender spends his time focusing on his studies and trying to stay out of the other students' way. Eventually Bernard, the boy whose arm Ender broke, forms a gang of boys that act as rivals to Ender and try hard to torment him in little ways. Ender is too wise to play this game and instead counters their torment indirectly in order to break up Bernard's power over all the boys. Ender breaks into the computer system and programs a taunt of Bernard to appear on everyone's desks. This undermines Bernard's authority as all of the boys laugh at him. This also wins Ender his first friend at the Battle School, Shen.

### Characters, listed in order of appearance

Dap - Dap is the supervisor of Ender's Launch group in their barracks. He acts as their friend and mentor in a protective and motherly way. He tells the boys that he is the only person at the Battle School that will protect them and help them. The boys all call him "Mom."

Mick - Mick is the first student that speaks to Ender at the Battle School in a friendly way. He is a boy from a much older launch group and warns Ender that he must make friends and do anything he can to become a leader so that he will be successful in Battle School.

Bernard - Bernard is a French boy in the same Launch group as Ender at the Battle School. He is an arrogant and rude bully who quickly gathered other impressionable boys in their Launch to his side with a gang like mentality through manipulative flattery. He quickly became Ender's enemy after Ender accidentally broke Bernard's arm in self-defense on their shuttle ride to the Battle School.

Shen - Ender's first friend from his Launch group at the Battle School. Shen is bullied by Bernard and Ender secretly retaliates against Bernard through his computer coding skills on Shen's behalf. This action breaks Bernard's power over the launch group and brings Shen and Ender together in alliance and friendship.

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### Chapter VI. The Giant's Drink

For the first time, the launch group is able to enter the Battle Room, a room in which they experience null gravity and compete in mock battles. It is the game of the Battle School and all of the students are broken up into teams of competing armies. In this first experience there, Ender and another student Alai figure out how to use their weapons and suits before any of the other boys. They then team up with Bernard and Shen to freeze all of the other boys. This forms an alliance between the boys and Alai becomes the bridge between Bernard's group and Ender's group in their launch. During his free time, Ender plays the fantasy game for the first time, a computer game that he will return to throughout the novel. At this point he reaches a guessing game with a Giant. In the game he always guesses wrong and then dies. Frustrated, Ender attacks the Giant in the eye and digs out his insides, which kills the Giant. The game tells Ender he has come to Fairyland. He turns off his machine and remorsefully thinks that he is just like Peter.

### Characters, listed in order of appearance

Alai - Bernard's best friend and bridge between the division of Bernard's group and Ender's group in their Launch. Ender and Alai became friends in the Launch's first time in the Battle Room when they learned to use their suits and equipment faster than the others and learned how to maneuver together. Alai was voted the Launch Leader and unified the Launch.



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### Chapter VII. Salamander

Ender progresses through his training as a launchy very quickly and surpasses the skills of all the other boys in his launch group. He is then transferred to his first competing army in the Battle Room, Salamander Army, with commander Bonzo Madrid. Bonzo is a ruthless and proud boy with a high demand for respect and obedience. He refuses to let Ender participate in any of the trainings or battles he has while Ender is in his army. He insists that Ender is a waste of space and his only use is to be traded as soon as possible. While in this position, Ender does nothing but observe Bonzo so that he may defeat him in the future. Ender makes another friend, a girl named Petra Arkanian, who teaches him how to shoot. Due to his obedience of his commander, Ender becomes the top of the Soldier Efficiency list because he survives battle without any injury. In the next battle, Ender ignores Bonzo's orders and while everyone else on the team is disabled, Ender disables the remaining opponents making the battle a tie. Furious, Bonzo trades him to another team. In this section of the novel, Ender plays the computer game and makes it to an area called "The End of the World." Additionally, Ender begins holding practice sessions for his launch mates during his free time so that they may learn the skills he is learning from the older students as well.

### Characters, listed in order of appearance

**Bonzo Madrid** - Madrid is the commander of Salamander Army. Ender is transferred to his army from his launch group before he turns seven. Madrid sees him as a waste of time and resents Ender's membership in his army. He is determined to get Ender traded and refuses to let him participate in any trainings. Ender learns much about strategy from observing Madrid on the sidelines.

**Petra Arkanian** - Petra is the only girl in Salamander Army. She is known for her skill as a shooter. She becomes Ender's only friend during his time in Salamander Army and she teaches him how to shoot in their own practice sessions. Later a member of Ender's Command School fleet.

**Pol Slattery** - Slattery is the commander of Leopard Army. During a battle between Leopard Army and Salamander Army, Ender disobeyed the orders of his commander Bonzo, fired on Slattery's men when he was the only Salamander who was not disabled, and caused Slattery's army to lose the battle. Later a member of Ender's Command School fleet.

# ENDER'S GAME

## NOVEL GUIDE

### Chapter VIII. Rat

Ender is transferred to Rat Army under the command of Rose de Nose, a slovenly and rude commander who allows his soldiers to run themselves as long as they win. Here he meets Dink Meeker who, as it turns out, specifically requested Ender to be transferred to his platoon. Ender is incorporated into the platoon and becomes an integral member of the team and he learns much. Ender invents the feet-first attack for the Battle Room and helps his army to victory several times using this method. After an argument with Rose, Ender also invents the immediate launch attack which changes the way all armies are forced to play the game. Dink and Ender become close friends and Dink confides in Ender information that begins to make him question their real purpose in the Battle School. Dink explains to Ender that the real enemy is the teachers, not the other students, and they are just there to be made into a game. Eventually, because of Ender's successes at so young an age, and his leadership role with the other launchies, a group of older boys attack the launchies during their free time practice sessions in the Battle Room. Several of the boys are injured in null gravity and the launchies win the fight, which only heightens the hostile tensions. While playing the computer game, Ender finds a mirror that reflects Peter's face instead of his own. Terrorized by the image, Ender smashes the mirror and tiny snakes kill him in the game. Ender again fears that he is the same as Peter, no matter what he tries to do.

### Characters, listed in order of appearance

Rose de Nose - Rose is the commander of Rat Army. He is identified as Jewish, immature, and a controlling commander. He assigns Ender to Dink Meeker's platoon.

Dink Meeker - Dink is Ender's platoon leader in Rat Army. He specifically requested Ender and acts as a friend and mentor to Ender. Dink teaches Ender to think about the Battle School as a part of something greater, and to remember that there is a world outside of the Battle School. Later a member of Ender's Command School fleet.

# ENDER'S GAME

## NOVEL GUIDE

### Chapter IX. Locke and Demosthenes

The novel returns for the first time to Earth and the happenings with Valentine and Peter. Peter convinces Valentine to assist him in the foundation of a plot to eventually take over the world because he believes that even though they are children, they are among the most intelligent people in the world. In order to do this, the two devise a plot where they take on virtual personas of opposing political philosophers who they name Locke and Demosthenes.

Over time the two personas gain an enormous following and become two of the most influential political and philosophical participants of their time. The children gain access to international secrets and begin to understand what is going on in the world in addition to the International Fleet concerns with the buggers. Valentine feels guilty for their manipulations, but Peter continues to assure her it is necessary for the peace of the human race. Meanwhile, Ender comes to struggle with his motivation to continue at the Battle School. Colonel Graff comes to visit Valentine at school to talk to her about Ender and Peter. She yells at him that Graff that Ender is nothing like Peter. Graff the makes her write a letter to Ender in order to motivate him and remind him what is worth fighting for. Angry at herself, Valentine publishes an article as Demosthenes praising the title of Third. When Ender receives the letter he is angry that they made Valentine write to him, but ultimately Graff's trick works, because Ender loves Valentine so dearly.

### Characters, listed in order of appearance

Major Imbu - Imbu is one of the officers of the Battle School responsible for designing Ender's training and experience.

Dr. Lineberry - Lineberry is the principal of Valentine's and Peter's school. It is in her office that Valentine meets with Colonel Graff. It is also in her office that she receives a letter from the International Fleet commending her service.

# ENDER'S GAME

## NOVEL GUIDE

### Chapter X. Dragon

Ender is promoted and becomes the commander of Dragon Army. He is the youngest to be promoted to commander of his own army in the history of the Battle School at the age of nine. His army consists of over a half of a class of launchies, and a group of mediocre veteran older boys. He is not surprised by this and expects it as just another way for the officers of the Battle School to test him. Ender begins his army's practice in a harsh and powerful way, setting the expectation for excellence at the very beginning. He seems to pick on the youngest and smallest boy Bean because he reminds Ender so much of himself, but promises the boy that he will become a platoon leader if he proves himself worthy. After becoming commander, Ender experiences the fear and isolation that the officers intended him to feel, he worries that he has lost his friends, Alai, Shen, Petra, Dink, forever.

### Characters, listed in order of appearance

Bean - Bean is the smallest but brightest launchy in Ender's Dragon Army. He is described as small, sarcastic, and sharp, and Ender takes a special liking to the boy because Bean reminds Ender so much of himself when he first arrived at the Battle School. Later a member of Ender's Command School fleet.

# ENDER'S GAME

## NOVEL GUIDE

### Chapter XI. Veni Vidi Vici

After only three weeks practicing as a team, Dragon Army is summoned to its first battle, months ahead of the regular schedule. Ender and his team perform brilliantly and defeat the enemy. Ender's team is then given an outrageous schedule of battles, fighting in the Battle Room day after day, then twice a day, and then at any time. While the officers try to break Ender down, Ender's team meets success after success eventually pushing Ender to anger. He defeats Bonzo and Salamander Army where everything had been set up for his army to lose. Ender then publicly embarrasses Bonzo by having Bean tell what he should have done in order to win the battle. Ender screams at Major Anderson and reveals his fury at the unfairness of the games. That night, Ender makes Bean in charge of a special platoon force that will create solutions to problems never seen before, in order to prepare the team for anything that might be thrown at them by the officers of the Battle School.

### Characters, listed in order of appearance

Carn Carnby - The twelve year old commander of Rabbit Army. Ender's first game in the Battle Room as commander of Dragon Army was fought against Carn's army. Carn is described as mature and respectful by Ender because he accepts defeat gracefully and congratulates Ender on victory. Later a member of Ender's Command School fleet.

Crazy Tom - A platoon leader in Ender's Dragon Army. Later a member of Ender's Command School fleet.

Hot Soup - A platoon leader in Ender's Dragon Army. Later a member of Ender's Command School fleet.

Fly Molo - A platoon leader in Ender's Dragon Army. Later a member of Ender's Command School fleet.

# ENDER'S GAME

## NOVEL GUIDE

### Chapter XII. Bonzo

As Ender continues to win battle after battle, the jealousy of the older boys, especially that of Bonzo, turns into rage. As a plot to kill Ender is spun, Dink and Petra warn him never to be alone. The officers of the school continue to change the rules of the Battle Room, every time Ender and the Dragon Army comes out the victor. Eventually, after another battle won, and a combination of exhaustion and victory, Ender finds himself in the shower alone. Bonzo, Bernard, and a band of other cronies enter and challenge him to a fight. Ender taunts Bonzo into taking him on alone. They grapple and Ender destroys him, letting the light fly from his eyes. Ender later confides in tears to Dink, who came to try and save him, that he never wanted to hurt anyone, he just wants them to leave him alone. After this fight, Ender wakes up on his bed to a notice of another evening battle - this time against two armies. Instead of preparing his team for battle he simply directs Bean's platoon to perform the ritual that ends the game. After this, Ender in fury exclaims that the game is over and he will never play again. That night Bean comes to Ender's room to tell him that he and every other platoon leader have been transferred to their own armies. Ender is not surprised and says that he will never play again. At that moment Graff comes to Ender's room to give Ender his own orders, a set of transfer papers, papers to Command School at the age of ten, six years earlier than any other soldier. Ender leaves on a shuttle with Graff, Anderson, and Pace to dock landside in Florida. It is revealed that Bonzo died after his fight with Ender, and that Stilson had died as well.

### Characters, listed in order of appearance

General Pace - Pace is a commanding American officer in the International Fleet and is involved with Enders graduation from Battle School and transfer to Command School. He first arrives at the Battle School to investigate on the behalf of Ender's sanity as the Chief of I.F. Military Police.

William Bee - Bee is the commander of Griffin Army.

Talo Momoe - Momoe is the commander of Tiger Army.



# ENDER'S GAME

## NOVEL GUIDE

### Chapter XIII. Valentine

Ender spends two and a half months lying on the side of a lake in North Carolina, as he refuses to go on with his training because he no longer sees the point of it all. Graff goes to pick up Valentine from school and convinces her that she has to try and help not just Ender, but help all of humanity, because if Ender does not go on they never have a chance of surviving the next invasion of the buggers. Valentine goes to the lake and tells Ender of all of her and Peter's plans and influence that they have gained on the nets. She convinces him that he is nothing like Peter and that he never will be. She reminds him that the point of everything is to save the people he loves and the people who love him and that the Earth is a beautiful place that is worth suffering to protect. Valentine leaves and Ender returns to Graff and agrees to go. They leave immediately for an Interstellar Launch port and begin their several month-long journey to Eros. While travelling Ender has Graff teach him everything he knows about the buggers in hopes of finding a way to destroy them. Ender and Graff conclude that the whole reason for the wars is that they two sides can not communicate to each other, and that, regardless of this, they want to be on the side that survives when the war comes.

### Characters, listed in order of appearance

Tug Captain - The captain of the starship that takes Graff and Ender to Eros and the Interstellar Fleet Command Station.

# ENDER'S GAME

## NOVEL GUIDE

### Chapter XIV. Ender's Teacher

Ender arrives on Eros and comes to hate it immediately because it feels alien and cramped. He learns his lessons at the Command School quickly and plays its version of the Battle Room, a Battle Command Simulator, constantly. After a year he asks Graff if that is all there is, if things ever get any harder. The next day Ender begins his training with Mazer Rackham, and is reunited with his friends as they have become his command leaders in his battle fleet simulator. Day after day, week after week, the students fight through simulator after simulator. Ender becomes exhausted, sleeping after every battle, until Mazer wakes him for the next. Until, one day, Mazer tells him that this will be the final test, if he wins this battle he will be finished with his training, the only difference is that this battle will be around a planet, and that a group of officers including Graff and Anderson will watch the battle. The battle begins and his fleet is surrounded on all sides by thousands of enemy starships, Ender decides to go for all or nothing and send his fleet in to drop nuclear weapons onto the planet. The planet and all the enemies are destroyed and cheers rise up in the room. Mazer reveals that Ender has never been playing against him but that he has been fighting the buggers the whole time, and that he has won, the buggers are destroyed. Ender is devastated because he never wanted to kill anyone, and angry that he was lied to. Ender passes into an exhaustion where he sleeps through the five day League War as the competitive forces on Earth vie for power after the end of the bugger threat. His friends are reunited on Eros with him and they all rejoice in the end of the struggles and the thought that now they may just get to be children.

### Characters, listed in order of appearance

Admiral Chamrajnagar - The Admiral is in charge of the Interstellar Fleet Command Station. He is not only one of the highest ranking officers but he is also responsible for organizing Ender's training at Command School and preparing him for his position as Battle Commander of the Interstellar Fleet in the Third Invasion of the war with the buggers.

# ENDER'S GAME

## NOVEL GUIDE

### Chapter XIV. Speaker for the Dead

The novel comes to a close with Graff returning to Earth sitting at the lakeside and revealing that he has put an endless amount of money away for Ender if he ever returns to the Earth as well as the fact that he has been named the Minister of Colonization. The novel then turns to Ender on Eros where he has been named Admiral. He watches the trials of Graff and the other officers of the Battle School and watches as the world deems their actions necessary for the survival of humanity. He also watches the violent footage of the death of Stilson and Bonzo. As Ender's friends leave and return to praise on Earth, he wonders if he will ever get to leave Eros and return home. His question is answered with the arrival of Valentine. She tells him that Peter has become a peacemaker through his influence as Locke and the persuasion of the mob by his Demosthenes and is now a great power on the Earth. Valentine tells Ender that she has decided to go with the first colony and that she has come to ask him to go with her and become governor of the first colony. Valentine wants him to go so that she can be with the brother she loves. Ender agrees that he will go because he is the one who understands the buggers better than anyone else and that he is humanity's best chance at learning something from them and from their death. Ender and Valentine create a prosperous colony that thrives on the land and becomes a rich community, filled with the normalities of life that Ender never knew before. Ender is sent to find a place on the planet for another colony to develop. In his exploration he comes across a world that looks just like the Giant's Fairyland. As he explores to the end of the game and finds the tower, he moves the mirror. Behind the mirror is a baby bugger queen wrapped in silk. He understands immediately what he is supposed to do. Ender returns to the colony and writes the story of the buggers and publishes it as the Speaker for the Dead. This story is told throughout the entire galaxy and becomes a religion of sorts, every community with its Speaker for the Dead. Ender and Valentine travel among the colonies and Ender searched for a long time to find a place for the little baby queen to create her peace.

# ENDER'S GAME

## NOVEL GUIDE

### Hillocks' Taxonomy Questions: Chapters I-III. Third, Peter, Graff

Basic Stated Information: How old is Ender at the beginning of the novel?

- ◆ Answer is directly stated in the text, important to understanding the implications of themes of childhood.

Key Detail: What was "the monitor" and why did Ender have it?

- ◆ Answer instigates movement of the plot, is a twist of understanding, and initiates the conflicts of the novel.

Stated Relationship: Why was Ender's parents feelings toward him described as "ambiguous?" How did they show their feelings of ambiguity?

- ◆ Answer is directly stated and creates the relationship between society and Ender's self-perception through his family, and results in conflicts that move the plot. Also crucial to understanding the social setting.

Simple Implied Relationship: What are "the buggers" and why do all the characters have a negative attitude toward them?

- ◆ Answer requires an inferred relationship to be identified and is a simple connection to make, however it is not explicitly stated, but is important to understanding the social setting of the novel.

Complex Implied Relationship: Why did the Battle School not accept Ender's brother Peter or Ender's sister Valentine? How does this relate to Ender's own existence as a "Third?"

- ◆ Answer requires many details to be combined and inferences to be made. The relationships exist in the text and impact Ender's self-perception.

Author's Generalization: What does the author's tone reveal about the novel's opinions on government control over individual lives? How does this impact the attitudes of the Wiggins? What predictions can be made based on this tone?

- ◆ Answer requires students to involve themselves in the author's implications as to how the novel reflects the outside world. Written during the 1970's, this novel deals with concepts of war and government control.

Structural Generalization: The novel begins with a dialogue between two unidentified speakers. Each chapter of the entire novel begins with a similar dialogue between these characters and others that are eventually identified through name or through inference. Why is the novel structured this way? What does this dialogue passage offer the reader as they move through the novel?

- ◆ Answer requires an analysis of the structure and the impact it has on the interpretation by authority.

# ENDER'S GAME

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### Hillocks' Taxonomy Questions: Chapters IV-VI. Launch, Games, The Giant's Drink

Basic Stated Information: What does Ender repeatedly say about himself at many points in the reading?

- ◆ Answer is stated, repeated, and is essential to understanding many of Ender's internal conflicts.

Key Detail: What does Ender realize about "null gravity directions?" How is this understanding benefit him? How is this understanding used against him?

- ◆ Answer is important to the conflicts that the characters engage in and that drive the plot at the Battle School.

Stated Relationship: What does Ender thank Peter for teaching him? Why does Ender thank Peter?

- ◆ Answer is stated in the text but requires the combination of information from different parts of a chapter.

Simple Implied Relationship: The unidentified speakers at the beginning of each chapter repeatedly reference their intention to isolate Ender. One speaker states that Ender "can never come to believe that anybody will ever help him out, ever. If he once think there's an easy way out, he's wrecked." The speaker then continues "He can have friends. It's parents he can't have." Why does the speaker mean by this? How do you think this will impact Ender's training in the Battle School?

- ◆ Answer is not explicitly stated but requires the application of their own experience and to use clues from the text.

Complex Implied Relationship: When the boys reach the Battle School they are ripped of all physical reminders of home. They all wear identical new clothes, they all inhabit the same identical space, do all of their work together, and have no contact with anyone outside of the Battle School. However, the boys all remember what it was like to be at home. Throughout this section of the novel, Ender repeatedly has exchanges with other boys that remind them of home. Identify and analyze at least two of these exchanges and explain how these interactions impact the emotional stability of the boys at the Battle School.

- ◆ Answer requires the analysis and synthesis of information from many aspects of the text and their relationship.

Author's Generalization: What does the novel's representation of "Fairyland" and the way that Ender gets to "Fairyland" in the Free Play Computer Game reveal about the author's interpretation of childhood?

- ◆ Answer requires students to involve themselves in the author's implications as to how the novel reflects the outside world and a student's own experience and understanding of childhood.

Structural Generalization: The majority of the main text of the novel is written from the point of view of a predominantly omniscient but distanced narrator who relates the thoughts and feelings of Ender through the third person mixed with single sentences of Ender's voice in the first person. Additionally, several times the narrator relates information that is unknown to Ender and draws direct attention to the fact that Ender could now know or understand the information. For example, in Chapter Four "Launch" the narrator says "He didn't know that it would be censored out of the tape if he did, for the boys soaring out to Battle School were all supposed to be heroes. They weren't supposed to miss anybody. Ender didn't know about the censorship, but he knew that running to the cameras would be wrong." What does this structural change indicate about Ender's understanding of what he has gotten himself into? What purpose does this structural change serve in the reader's understanding of Ender's character?

# ENDER'S GAME

## NOVEL GUIDE

### Hillocks' Taxonomy Questions: Chapters VII-IX. Salamander, Rat, Locke and Demosthenes

Basic Stated Information: What did Dink say that the officers of the Battle School have done to Ender?

- ◆ Answer is directly stated in the text, important to understanding the implications of authority in the novel.

Key Detail: Who are Locke and Demosthenes and what are they doing in "the nets?"

- ◆ Answer is essential for understanding the impact the children have in the novel and how childhood is undermined.

Stated Relationship: Why does Dink Meeker request Ender for his platoon in Rat Army?

- ◆ Answer is stated in the text but requires the synthesis of information from multiple sources in the text.

Simple Implied Relationship: Ender experiences a spiritual moment with Alai and discusses possible meanings of the kiss and the word "Salaam." He then relates a story of his mother praying over him while he was very young. What is the significance of these actions? What is the significance of Ender's interpretation of these actions?

- ◆ Answer is not explicitly stated, and require application of student experiences with religion and the relationship between the characters.

Complex Implied Relationship: In Chapter Eight "Rat", Ender reaches a point in his Free Play Game that is called "The End of the World." In this place, he sees a mirror with an image of Peter that reflects back to him whenever he looks into the mirror. He tries to break the mirror, but just like with the Giant, everything he tries causes him to die. In Chapter Nine "Locke and Demosthenes," Peter exposes his innermost feelings and reveals signs of weakness to Valentine. Valentine is then required to assist Colonel Graff with Ender and she repeatedly explains that Ender is not like Peter. Graff then requires her to write Ender a letter. Analyze and explain the emotional, physical, and mental impact the experience with the mirror Peter and Valentine's letter has on Ender in these two chapters of the novel.

Author's Generalization: After Ender is transferred to Salamander Army he returns to his Free Play Game and explores Fairyland. His machine is then shut off and he is directed to report to his new commander. He then reflects on what the game meant by "THE END OF THE WORLD" and relates his hopes of what happens there. He says that maybe "I can go to one of the villages and become one of the little boys working and playing there, with nothing to kill and nothing to kill me, just living there." He then acknowledges that he "could not imagine what 'just living' might actually be. He has never done it in his life. But he wanted to do it anyway." In these passages, what does the author imply that "just living" truly is. Give at least two examples from the text that support your interpretation of what the author means by this.

Structural Generalization: Chapter Nine "Locke and Demosthenes," the novel returns to the landside world of Peter and Valentine for the first time since Ender was taken to the Battle School. The chapter explores what had been going on with Valentine and Peter and their actions over the course of seven months, splits to return to what had been happening with Ender during this time, and then closes with a single moment of Valentine's. Why does the author take this time to return to the events of Peter and Valentine? Why is this significant?



# ENDER'S GAME

## NOVEL GUIDE

### Hillocks' Taxonomy Questions: Chapters X-XII. Dragon, Veni Vidi Vici, Bonzo

Basic Stated Information: What does Ender assign Bean to do and why does he specifically choose Bean for this assignment?

- ◆ Answer is directly stated in the text, important to understanding the implications of themes of childhood.

Key Detail: Why is Dragon Army being assigned to so many battles?

- ◆ Answer is important to the conflicts that the characters engage in and that drive the plot at the Battle School.

Stated Relationship: Why does Ender treat Bean the way that he does on his first day as the commander of Dragon Army?

- ◆ Answer is stated but requires interpretation of Ender's revealed self perception and his perception of Bean.

Simple Implied Relationship: When Ender becomes commander, Graff puts him in command of Dragon Army, an army that had been disbanded due to superstitions four years earlier. Graff says that it is being revived now because "We had a lot of extra uniforms to use up." What inferences can you make about why Dragon Army is actually being revived?

- ◆ Answer requires relationship inferences to be made between Graff's internal motivations and stated reasons.

Complex Implied Relationship: At the end of Chapter Twelve "Bonzo" Colonel Anderson says "Let's leave it at this: they didn't get him to Command School a day too soon. And maybe a couple of years too late." He also reveals some other important information that has been hidden from Ender for the last several years. Explain what is about to happen to Ender and why it is about to happen. What is it that Colonel Anderson and the other officers are expecting to happen and what is Ender's role? Use evidence from the text to support your inferences and conclusions.

Author's Generalization: Throughout the novel the actions of the different generals, commanders, and other soldiers are discussed and compared. When Ender becomes commander of Dragon Army he compares himself to many of the other soldiers and commanders of the Battle School. Through the use of these juxtapositions and open comparisons, what is the author saying constitutes a good commander? What is the author's message about what makes up a good leader?

Structural Generalization: In Chapter Twelve "Bonzo," Ender's fight with Stilson is compared to his fight with Bonzo. In a way, the fight with Stilson was relived through the fight with Bonzo. This is supported by the structure and language used to present the fights to the reader. Analyze this juxtaposition of the two fights and offer an explanation using details from the novel to support your conclusions. Retrieve details from the text from both Chapter Twelve and from Chapter One.

# ENDER'S GAME

## NOVEL GUIDE

### Hillocks' Taxonomy Questions: Chapters XIII-XV. Valentine, Ender's Teacher,

#### Speaker for the Dead

Basic Stated Information: What do Ender and Graff conclude is the reason for the war with the buggers?

- ◆ Answer is directly stated in the text and is important for understanding the reasons for Ender's internal conflicts as the novel comes to a close.

Key Detail: What convinces Ender to leave the lake and return to Command School? How does this convince him?

- ◆ Answer is essential to the continued movement of the plot and the understanding of the reasons for the continued development of the novel's theme of childhood development in society.

Stated Relationship: How is it possible for Mazer Rackham to be the teacher of Ender at the Command School?

- ◆ Answer is directly stated in the text, but requires information to be synthesized from two parts of the novel.

Simple Implied Relationship: Summarize the events of Chapter Fourteen "Ender's Teacher." Then think about how those events relate to the title of the chapter. Who really was Ender's teacher and how did this affect Ender? Offer an analysis supported with evidence from the text.

- ◆ Answer requires students to reference their own knowledge and experience and apply it by making inferences about what they understand a teacher to be.

Complex Implied Relationship: In Chapter Thirteen "Valentine," an extended metaphor is used to relate that Peter and Ender are "two sides of the same coin" and that Valentine is "the metal in between." Explore this metaphor and offer an interpretation of its meaning to the characters themselves and the world they are creating for themselves.

- ◆ Answer requires information to be inferred from different parts of the text and analyzed through the use of figurative language.

Author's Generalization: As the novel comes to a close, Ender and Valentine meet again, and eventually move on to colonize what is left of the bugger worlds together. The final chapter of the novel is titled "Speaker for the Dead." In this chapter Ender realizes how he is connected to the buggers and how the buggers are connected to the human race. Explain what it is that Ender realizes and offer a conclusion based on textual analysis what the author of the novel means by this title for Ender, for humanity, and for the dead.

Structural Generalization: At the beginning of every chapter of the novel a dialogue between officers of the International Fleet such as Graff, Anderson, Imbu, and Pace is presented, each revealing insight into the manipulation of Ender's life that foreshadows the novel's events. Many of these passages repeat the opinion that "they are only children," "that he must believe no one will ever help him," "that no one could believe that children" have done such things. The final chapter is the only one which does not set this dialogue aside and which uses the same narrative perspective as the rest of the novel to relate the events of Graff and Anderson. Explain the significance of this change in structure as it relates to the novel's representation of the power of childhood through the use and analysis of examples from the text.

# ENDER'S GAME

## NOVEL GUIDE

### Quizzes and Writing Prompts:

In this Novel Guide a set of sample quizzes and writing prompts are provided for reference and use. They were designed with the intention of being used for advanced high school or middle school students, and allow for varying interpretation, maturity, experience, and depth of understanding. They are as follows:

- ◆ Chapters 7-9 Vocabulary Quiz
  - ◆ This sample was designed with the idea that vocabulary study should not be about rote memorization, but rather about an understanding of the events of a novel and about the meaning of words as used in both writing and speech. Additionally, this vocabulary quiz explores the ways in which word choice impacts the tone, mood, and representation of place within a novel. This will require students to interpret, analyze, and apply their vocabulary study in a more memorable and relevant fashion than traditional vocabulary examination. However, it is necessary that the students become familiar with this form of vocabulary study and that the necessary scaffolding is put in place and removed accordingly to assure student success.
- ◆ Chapters 10-12 Battle School Exam
  - ◆ This sample was designed with the idea that comprehension of literature is not best represented by the answering of multiple choice, true false, or fill in the blank, test responses but rather through the representation of the synthesis of literary content in accordance with Bloom's Taxonomy. In this so called "Battle School Exam," students are first required to summarize the events of each of the chapters of this section of the novel thus fulfilling the Knowledge and Comprehension levels of the Taxonomy. Students are then required to explain changes in a character's development and explain the impacts of a conflict, questions which fulfill the Application and Analysis levels of the Taxonomy while offering the opportunity for a variety of responses at different levels of student interpretation and analysis. The final essay question requires students to operate at the Analysis, Synthesis, and Evaluation levels of the Taxonomy while still offering the opportunity for different levels of students to succeed in their own ways.
- ◆ Final Theme Essay Prompts
  - ◆ These essay prompts were designed to model the type of overarching thematic elements that students will experience while reading this novel. These prompts were designed to provide opportunity for students of different ability levels to succeed at their own level of interpretation, while still pushing them to higher levels of critical thinking. The prompts are provided on a single sheet to encourage choice among student response to increase involvement and ownership over the process. Each prompt involves a thematic and global theme that the students will be able to apply to their own life through insightful interpretations.

SOLDIER ID:

DATE OF ISSUE:

## ENDER'S GAME: CHAPTERS 7-9 VOCABULARY QUIZ

Define the following words using the definitions applicable to the novel.

1. Cope

2. Raucous

3. Attribute

Describe how the following words were used to impact either the tone of the novel, the mood of the novel, or a setting from the novel.

4. Hegemony

5. Paranoid

Use three of the following words to write your own creative piece using inspiration from the novel. This could be an anecdote about a character, an additional description of the setting of the novel, or a dialogue between characters about an event from the novel.

Maneuvering Slouched Persona Twisted Ashamed Psychoanalyze Melodramatic



**SOLDIER ID:**

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**ENDER'S GAME: CHAPTERS 10-12 BATTLE SCHOOL EXAM**

Respond to the following short answer questions using two to three complete sentences. Responses should reference the text directly as necessary, and provide complete, well constructed answers.

**1. Summarize Chapter 10 "Dragon."**

**2. Summarize Chapter 11 "Veni Vidi Vici."**

**3. Summarize Chapter 12 "Bonzo."**

**4. Explain the changes in Ender's character that occur during this portion of the novel.**

**5. Explain the reasons for the conflict between Bonzo and Ender including how it relates interpersonally, intrapersonally, and between the students of the Battle School as a whole.**

**Essay: Analyze the significance of the title of Chapter 11 “Veni Vidi Vici” as it applies to the events of Chapter 11 and Chapter 12. Explore your analysis as it effects Ender specifically, the students of the Battle School, or the officers of the Battle School.**

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## ENDER'S GAME: FINAL THEME ESSAY PROMPTS

**Choose one of the following essay prompts and complete a 5 to 7 page writing piece that analyzes the prompt in its entirety. Use this paper for brainstorming, notes, or an outline.**

In Chapter Thirteen, Valentine and Ender meet again for the first time since Ender left for the Battle School. This meeting is arranged by Graff and the International Fleet in order to persuade Ender to resume his studies and willingly proceed to Command School. At this meeting during a discussion between the two Valentine states "Maybe that's who you are, what you remember." Analyze Ender and Valentine's dialogue as it culminates in this quote, and how this discussion foreshadows the end of the novel and reveals one of the author's ultimate messages of the novel.

"Welcome to the human race. Nobody controls his own life, Ender. The best you can do is choose to fill the roles given you by good people, by people who love you. I didn't come here because I wanted to be a colonist. I came here because I've spent my whole life in the company of the brother that I hated. Now I want a chance to know the brother that I love, before it's too late, before we're not children anymore." In the final chapter of the novel, Valentine leaves Earth and comes to Ender at Eros to persuade him to become the Governor of the first colony. In this quote she reveals and supports several of the themes of the novel. Identify one theme that is represented in this quote and offer an analysis based on your interpretation of that theme as it relates to the novel as a whole.



# ENDER'S GAME

## NOVEL GUIDE

### NOVEL ANALYSIS OF KEY LITERARY ELEMENTS:

The following is a baseline analysis of the key literary elements presented in the novel, focusing on their relevance to revealing the essential questions of this novel guide and the development of character. The elements discussed here include Point of View, Character, Conflict, Setting, Theme, and Symbolism.

#### ◆ *Ender's Game* and Symbolism: Analysis of the Title

- ◆ While the meaning of the title of the novel may seem quite obvious at face value, as the story comes to completion is actually a symbolic representation of the author's message as it relates to the theme of the Degradation of Childhood by Society. As the obvious provides, Ender is the novel's main character and he is involved in the playing of several games over the course of the novel, including the Battle Room games and the Fairyland Computer Game at the Battle School and the Fleet Command Simulator at the Command School. He plays these games, explores their worlds, and defeats them all, never losing a single one. In the Fairyland Game he becomes the only person to ever defeat and reach the end of the game, he outsmarts every move it creates, even those created just for him. This fact becomes most significant because it reveals that it is never really about the actual games, all of these games revolve around Ender, they have all been created in order to find, identify, and develop Ender into the Battle Commander that will save the human race. By focusing so exclusively on Ender as a character and his viewpoint and development alone, Ender becomes the center of the novel's world, he is the everything, and without his mind and his survival there is nothing else. Additionally, Ender is able to take control of the adult world even though every chance the adults of the novel have to break him down and take his childhood away from him, they never completely succeed. He is isolated and his creativity goes into the games and the battles, but on the inside he cherishes those he loves and his desires to explore his world freely. By turning everything that is thrown at him into a game he turns the world of the novel back in on itself and comes out as his own person, with a dream and a future, a future that he can control. Just like our children struggle with these concepts of authority and ultimately rise to their own feet, so does Ender, in such a way that gives strength to innocence and praise to the perseverance of all.

#### ◆ Point of View: Third Person Omniscient and Mixed Dialogue

- ◆ The majority of this novel is written from the third person point of view through an omniscient narrator coupled with segments of separated mixed dialogue at the beginning of every chapter. While omniscient insight into all of the characters' thoughts, feelings, and actions, the narrative voice focuses on and explores more deeply those of Ender. The perspective makes it clearly apparent that the focus of the novel is on the development of Ender through the impacts other characters and events have on him. This is also enhanced by the noticeable separation of the introduction passage of every knowledge. Each novel begins with a passage written as a dialogue between two unidentified characters. The characters specifically

discuss and reference matters exclusively related to Ender and his actions or events surrounding his actions. This narrative point of view provides the reader with an exclusive understanding of the character of Ender through its exclusive characterization of him through language use, style, tone and content focus. There is only brief insight given to any of the other characters and it is always thoroughly related to Ender and how the other characters are related to developing Ender as a character.

◆ **Conflict: Layers of Conflict in the Search for Identity**

- ◆ Person versus Society—The novel begins with a definition of who Ender is in the context of his society. Ender is a Third. He is a child that was born through government authorization in hopes that he would become a military officer. In his society, families are only allowed, normally, to have two children. Ender was born because the government saw such elements of promise in each of his siblings that they believed he would become the perfect merger of the two. He identifies himself as an experiment and a government tool and struggles with his role in the society throughout the novel. Ender moves through acceptance, rejection, and understanding of his fate and inevitably comes to peace with his place in society.
- ◆ Person versus Person—The major plot movements of the novel are triggered by person versus person conflicts at key points in the novel. Ender's movements through the setting are triggered by conflicts that rise to physical altercations with his peers and ultimately his enemies. Each of these altercations involve jealousy on the part of the peer and Ender's personal drive to cause fear in the heart of his enemies to the point that they will never hurt him again, that they will leave him alone. Ender is confronted by a student at his school on Earth after his monitor is removed. Ender preemptively strikes and knocks him out and he dies from his injuries. Ender is then taken by Graff to the Battle School and Ender does not have to deal with the consequences of his actions, he successfully ended the nuisance. Ender is confronted by a set of jealous peers at the Battle School. This time he waits for the first strike but vehemently attacks once the fight begins and again this boy dies from his injuries. This time however, Ender suspects that he may have died because he notes that his eyes are dim at the end. Ender is then immediately transferred to Command School and again he does not have to face the consequences of his actions. It is evident through the actions of his administration that his ability for destruction is continuously cultivated in order to prepare him and ensure his ability to kill without consequence in the final conflict. In the final conflict Ender gives everything and destroys the planet of the enemy in what he thinks is a game, again the consequences and reality of his actions are hidden until his need for conflict destruction is no longer needed, once the bugger threat is eliminated.
- ◆ Person versus Self—Most of Ender's personal insight revolves around conflicts he has with himself. He is constantly analyzing his internal struggles with his friends, himself, his love for Valentine, his conflicting understanding of his responsibilities, roles, and the rules that govern him. Ender's most notable internal conflict that drives his actions, his responses to his actions, and his fears and motivations is his fear that he is just like his vicious older brother. He constantly revisits and reanalyzes this fear, never quite coming to a conclusion. Instead, the novel closes with his decision to rectify what he views as failures and injustice to the buggers and the boys that he killed by searching for a place for the baby queen of the buggers to grow and through his publishing of the story of the buggers as the Speaker for the Dead.

◆ **Setting: Not so distant Future, Earth, Battle School, Earth, Eros**

- ◆ In its simplest form, the setting of the novel moves through interactions between Ender and his family on

their Earth home in the not so distant future, his interactions in the Battle School with officers and other students over the course of four years, and then his interactions at the Command School with officers over the course of two years. The setting is a futuristic society that has been divided into different International and Interstellar Organizations and Federations of Countries. The technology of the society is far advanced and there are many space stations, satellites, and settlements outside of the Earth. The society is broken up into a somewhat militaristic system without religion, with restrictive family rules, a reverence for military regime, and a vast networked online network system.

- ◆ The setting of the novel in its physical sense is divided into seven parts, three complete settings, and four stratified dichotomies, which are structured in a symbolically significant way in order to reveal and explore the author's representation of the theme of the societal degradation of childhood. The novel begins with a conventional Earth setting of Ender's home and his school, where he engages with his family, especially Valentine, marking her as the character that most represents his childhood, or the things taken away from him, thus she completes Ender.
- ◆ Then Ender moves to the first dichotomy setting of the Battle School and the Fairyland Game. This setting juxtaposes Ender's real world with its conventionally adult and militaristic structure, where his creativity is harnessed through isolation, with the childhood he left behind of free imagination and individual will. The physical coldness of the setting, the temporal timelessness of the setting, and the isolation and control social system of the setting eventually drives Ender to a near break, where he refuses to go on. At this point he returns to Earth to lay on the shore of a North Carolinian lake and enjoy the beauty of nature as his only companion. Valentine meets with him again in this setting, harnessing and refocusing his aspirations, again completing his person and restoring his love for life. It is through this setting that he is able to carry on and proceed to the next stratified setting that pushes him even closer to the brink. In the second dichotomy setting, Ender goes to Command School on the planet Eros, a cramped and muted network of tunnels which compress him through their physical appearance and whose people he is isolated from every knowing thus heightening his compression, and another game, this time the Fleet Simulator, a computer program that allows Ender to control and manipulate entire fleets of starships against an enemy. The setting heightens his skills as a strategist and thus as an adult, while suffocating his child creativity by turning what begins as an intriguing game into a destructive event that kills his will and mind daily as the novel goes on. Eventually these two settings merge into a single descriptionless void where Ender toes the line between sleeping and the game mindlessly through his delirious exhaustion. At the end of it all, when he defeats the buggers, he sleeps for days, through another war, and is awakened by the reintroduction of societal setting into his life, thus symbolically allowing his character as a child to be restored through contact with his friends.
- ◆ The setting then offers a form of completion and a symbolic restoration of Ender with all the aspects of himself when Valentine comes to Eros to make him the Governor of the first colony. Together they leave to create a new world or Ender's design with all the simplicities of conventional social and physical life that he never had. This solidification of all settings into one, most importantly the revelation of the fact that the buggers had constructed a version of Ender's Fairyland in the real world in order to leave him a message, completes Ender's experience and gives him his childhood for the first time. His childhood desires and the degradation of his childhood is restored through the unification of Valentine, Fairyland, and a new home into one single realm of the setting.

# ENDER'S GAME

## NOVEL GUIDE

### Differentiated Novel Activities for Students of Multiple Intelligences:

In this Novel Guide a set of sample activities are provided for reference and use. These activities were designed to engage students of multiple intelligences and students of varying ability, background, and comprehension levels. The activities were designed specifically to engage the spatial, linguistic, interpersonal, intrapersonal, naturalistic, and existential intelligences. Additionally, the activities were all designed with the necessity of the differentiation of instruction in mind. Each activity is structured so that a teacher could modify instructions and product requirements for students with accommodation needs as well as modify instructions and product requirements for students with gifted creativity or higher level of cognitive processing than their peers. Each activity is also open ended enough that students can enhance the product in accordance with their own will, interest, and input without requiring alteration of the activity sheets from the teacher before use.

- ◆ Chapters I-III: Scaffolded Reading Experience Activity Set, Getting into NULLO
  - ◆ Science Fiction, as a genre, is rarely taught in schools, however it is exceedingly prevalent throughout much of modern popular culture. It is a genre that has moved from the seventies fringe into the mainstream of the new century, especially with the ever rising interest among the adolescent population in stories of the dystopian future. However familiar with the genre through video games, movies, T.V. shows, and commercials our students may be, they are most certainly quite less than familiar with the science and technology behind the worlds of these type of novels. *Ender's Game*, just as many others, can be understood without such background knowledge but with a Scaffolded Reading Experience as presented in *Reading Better, Reading Smarter*, can become an experience for young students as they enter a world that they never knew existed, but has been around them all along. This activity was designed as part of the opening week of the novel, where students are just beginning to lose their gravity attachments and is structured to enable them to immerse themselves in the world of the novel. (Appleman & Graves 2012)
  - ◆ Pre-Reading Activity, What the Future Holds: This activity is designed as a modified KWL chart where students brainstorm information related to what the future will be like, recording their interpretations in written and visual formats, thus activating and building their background knowledge. The chart allows space for the written recording of their ideas, an illustrated version of their illustration, constituting the "What I know" aspect of the chart, and then a "What I learned" aspect of the chart. This activity is for use with a teacher created slideshow of images of artist and filmmaker representations of the future from pop culture and other web sources. The teacher should create a slideshow of images of what people look like in the future, images of what the military forces look like in the future, and images of what structures look like in the future. After the students are given adequate time and discussion to complete the first two sections, the teacher will then show the students the compiled images. Student should then discuss the similarities and differences between what they anticipated and what others have created before them, thus acting as a method of preteaching concepts as well. Students would close this activity by synthesizing what they have learned about what the future would look like into a written summarization of what they think the future would be like, thus preparing them to being reading the novel and entering Ender's world. Addi-

tionally, this activity will engage students by giving them a sense of ownership over the material and increase their interest in the novel by accessing and validating their prior knowledge and familiarity with Science Fiction. This activity engages multiple intelligences by offering opportunities for writing, drawing, and analyzing, and it addresses a variety of levels of interpretation and thinking by requiring student application and synthesis of prior and gained knowledge.

- ◆ During Reading Activity, Character Board for Character Tracking: The first essential question that this unit plan considers is “What makes me who I am?” thus lending to an immediate and immersive study of what defines us as who we are and thus what makes a character who they are. In this activity students will follow the novel’s main character Ender and record information about his character. The Character Board is broken up into the following eight sections, Looks, Sees, Does, Goes, Acts, Makes, Loves, Thinks. As students begin the novel, read aloud by the teacher or with an audio recording to facilitate their later reading experience in accordance with *Reading Better, Reading Smarter*, students will engage with and externalize the text content by keeping track of these elements of character on this chart. This activity will act as a method of supported reading with the direction of focus being set to character development through the text. This activity was designed to be intentionally less rigorous but equally fulfilling than other lessons in order to keep student focus on the opening chapters of the novel, rather than additional material or questions, in order to heighten interest and attention on the work itself, thus setting the tone for the entire study of the novel. Additionally, it is assumed that this Character Board has been done at the onset of other novels and that the students have completed this chart in relation to themselves earlier in their year’s literary study. This activity can be used on its own as just a chart or can be coupled with an art project where students create a collage of the character or themselves based on the chart and saved, thus allowing them to compare and contrast characters throughout the novels of their year-long study.
- ◆ Post-Reading Activity, Ender’s Log: This activity is designed to be utilized throughout the study of the novel, however it is important that it is introduced at the beginning of the students’ reading. In this activity students will take on the point of view of Ender and write journal logs recording their emotions, feelings, events, reactions, and anything else as the story progresses. Students would be directed to write honestly and creatively, and immerse themselves entirely in the voice and character of Ender. This activity will provide students with the opportunity to internalize and externalize the elements of Ender as a character as well as explore their own character as they inevitably meet personal conflicting opinions and pressures of their own belief systems that rise in opposition to the decisions of Ender and the events of the novel. In accordance with *Reading Better, Reading Smarter*, students will be provided with a connected character exploration activity that aligns with the proceeding Pre and During reading activities based on character development. Additionally, students will discuss, write about, and connect with the text, as they explore the character of Ender through their own writing. The creative demands of this activity will push students over time as the activity is repeated at different key points in the novel, as well as enabling them to create a timeline and visual reminder of their improvements in writing ability. By providing students with a personal means of internalizing the text students will become more invested in the novel and the development of its characters as they begin to see their own similarities to Ender and follow the development of their own relationship with the text and its characters. This activity lends itself easily to modifications and differentiation due to the fact that various elements of writing levels, including figurative language, tone, purpose, and the writing process, can develop out of these activities into higher or lower level requirements and thinking levels or more formal levels of publication. This involves nearly all of the multiple intelligences because it allows the freedom for students to focus on what is important to them through the eyes of Ender, such as relationships, spaces, logical interpretations, and intrapersonal analysis.

- ◆ Chapters IV-VI: Physical, Temporal, Social, and Psychological Setting Guide Activity, During and Post Elements
  - ◆ This activity was designed specifically for Chapter IV-VI, when Ender first gets to the Battle School, where the majority of the details about the Battle School and its structure are revealed. For these chapters it is best to separate the activity guides into two sets, one for the real setting of the world of the novel and one for the setting described in the fantasy world of Fairyland in Ender's Free Play Game. This would be very beneficial for students to have later on in their studies as the Fairyland Game becomes an extended metaphor and symbolic representation of Ender's life and views on childhood. Additionally, this Fairyland Setting enters the plot at the end of this chapter selection and is always segmented off independently from the rest of the text in all succeeding chapters. At the end of the novel Ender discovers that Fairyland has become real, thus keeping track of these two settings independently throughout the students' novel study will set students up for success and prepare them for a more in depth analysis of the thematic and symbolic elements of the novel that are revealed through the setting. This activity can be used at any other point in the text as well, without modification to the activity sheets. The requirements of this activity are that it requires an accompanying lesson which addresses the elements of setting explored in the activity including the Physical, Temporal, Social, and Psychological elements of setting. This activity engages the spatial, linguistic, interpersonal, and intrapersonal intelligences specifically and requires multiple levels of thinking including basic stated information, identification of key details, synthesis of details, application of details, and written construction and justification of supported responses. This activity was designed with inspiration from Smith and Wilhelm's "Setting up the Story: The Importance and Power of Context" in which they identified the four dimensions of setting explored in this activity. (Smith & Wilhelm 2010) Additionally, the importance of this activity is justified through the work *Teaching Literature to Adolescents* in which they discuss the importance of identifying the context of a novel prior to its study for it is necessary for students to understand how to interpret the social world within a work in order to draw understanding and application of the work to their own lives. (Beach, Appleman, Hynds, & Wilhelm) It is essential that readers have the groundwork necessary for them to be able to enter the literature's world and operate as an informed and active participant in that world.
  
- ◆ Chapters VII-IX: Preteaching Vocabulary, Quizlet Vocabulary Cards
  - ◆ As it is explained in *Reading Better, Reading Smarter*, it is essential to preteach vocabulary in order to create a context for students to develop their understanding, fill the voids of which they do not know, and connect their prior knowledge of what they do know with the material they will next be engaging in. (Appleman & Graves 2012) This activity, while specifically designed for use with Chapter VII, can and should be modified for use with any and every chapter in which students will need additional knowledge of language and vocabulary in order to successfully interpret the text. This activity is necessary in order to provide students with the opportunity to achieve higher levels of conceptual understanding and interpretation within the novel and through other more complex activities. This activity was created using the Quizlet application online and is available at [http://quizlet.com/\\_6k7uv](http://quizlet.com/_6k7uv). There are many reasons why this activity was created through the use of an online system, the main reason being that it is one of the most engaging ways of studying vocabulary that is available. Students can access the tool from anywhere, it provides them with the means of printing the cards out in traditional vocabulary study style, it enables the teacher to provide students with the correct definitions in accordance with the text, and most importantly it provides students with five different ways of studying the vocabulary online using a variety of their intelligences. These methods include traditional spelling, memorizing, and self-testing options, as well as two

games called Scatter and Space Race which incorporates movement and competition. This type of vocabulary study would allow a class to compete for the success of their vocabulary study while enabling the teacher to monitor their progress and reteach or review as necessary. This activity also engages students with technology in an academic way that will excite and engage them simply through the interface and social impact possibilities.

◆ Chapters X-XII: Conflict Guide Activity

- ◆ In this section of the novel, all the action of the plot, the structural design, the revelation of the emotions of Ender, and the focus of the administrators of the school are all centered around the conflicts Ender is facing due to his success and the resulting jealousy of the other students of the school. This conflict rises to physical blows and culminates with the death of another student, unbeknownst to Ender. Thus arising to a point in the novel where the themes of the novel can start to be discussed as well as an analysis of the ways in which novels can impact students lives and relate to their prior experiences. In the text *The Literature Workshop: Teaching Texts and their Readers*, Blau discusses the powerful impact that literature can have on the lives of students, from the ways they interpret the world around them to the ways in which they make decisions in their lives. (Blau 2003) Most importantly he suggests that when students read we ask them to offer their own reactions to events and to identify the motives behind character actions in a text. When we ask them to do this not only are we asking them to respond to a character and an event in a story, but we are asking them to reveal something about themselves and about their own experiences. What we experience impacts the way we interpret the interactions and experiences of others. By acknowledging this connection, students are able to build meaning and understand the life value characters and works of literature can have in their lives.
- ◆ In this activity students will identify the different types of conflict that occur in this section of the novel including “Person versus Self,” “Person versus Society,” and “Person versus Person.” Students will write a summary of an example of each of these conflicts. Students will then write a short narrative of a time when they endured a similar conflict. Students will then read their narrative to a partner and together they will analyze the similarities of the conflicts and identify any knowledge they have gained from the text and apply it to those conflicts. A discussion guideline should accompany this activity for the last aspect. Thus this activity should be completed over a series of two or three days, some time for reading and identifying conflicts, time for writing student narratives of conflict, and the last for sharing and analyzing conflicts in partner groups. This activity was designed as an activity to scaffold students in preparation for the more daunting and challenging task of interpreting and applying the themes of the novel which they will explore during the next section of the novel. This activity works with the interactions of character conflict thus engaging the interpersonal and intrapersonal intelligences as well as the linguistic and logical. It is a high interest activity because it allows students to directly share their own experiences with conflict thus involving them personally in the character development in the text while they explore what makes them who they are as well. Additionally, this activity can be differentiated among varying levels of students through the examples modeled by the teacher and the discussion that leads up to this activity. This activity can be in depth and extremely personal, or milder and more cosmetic depending on the teacher’s method of introduction. It can be used as a during reading and as a post reading activity. Additionally, in order to prepare students for success with this activity, the teacher may need to reteach the types of conflict and how they relate to character interactions.



◆ Chapters XIII-XV: Theme Activities

- ◆ In this final section of the novel the major themes of the novel emerge and solidify in their entirety. In this novel the author creates different thematic representations through the characters of the novel. Two of the most notable themes that come full circle in this section of the novel is the theme of the place of children in society as a critique of what society does to the creativity of children. This theme is represented through Ender's discovery of Fairyland in the final chapter as well as through the symbolic representation of the Command School Simulator. It is suggested that at this point in the novel students explore this theme by creating a Theme Map, where they return in divided groups with specific sections of the novel to track all of the aspects of the story that are connected to this theme. This Theme Map can be used with any other of the novel's themes and it can be started at other points in the novel as the teacher sees fit. Another activity that could be used at this point in the novel is to return to the Setting Guide and create the setting of Eros in conjunction with the setting of the Command School Simulator. These two Setting Guides could be used in a comparative symbolic analysis of the further degradation of childhood as represented in the novel. These themes are complex and would need to be altered to fit the students that are being instructed. It is most important that when dealing with theme, appropriate and accessible theme elements and levels of those theme elements are analyzed and taught in order to maintain the goal of keeping literature relevant, applicable, and valuable to the students.

◆ Final Projects:

- ◆ It is suggested that the final project be a large scale Choice Project that incorporates the option of all of the different activity aspects and literary elements covered in this unit and novel guide. The options should include opportunities for independent and group work, incorporate all of the multiple intelligences, and account for necessary differentiation, scaffolding, modification, and accommodation needs of students. These are ideas for inspiration and should be adjusted to best serve the students and their interests. In the Pacing Guide an entire week has been set aside for the completion of these projects in order to provide the opportunity for depth, exploration, revision, and presentation of student work. Some suggested project options include but are not limited to the following:

- ◆ Comics or Graphic Novels
- ◆ Extended or Alternative Endings
- ◆ Written Version of Ender's Story as the Speaker for the Dead
- ◆ Self and Character Timelines
- ◆ Self and Character Development Maps
- ◆ Self and Character Conflict Analytical Essay
- ◆ Drama Script and Performance of Portion of the Novel
- ◆ Published Ender's Log Entries
- ◆ Novel Review and Theme Analysis Essay
- ◆ Novel Rewritten from Another Point of View or from Another Character

# ENDER'S GAME PRE-READING

What does a person from the not so distant future look like? What are they wearing? How do they do their hair? What color is it? What are their shoes like? What kind of material are their clothes made from?

Make a quick brainstorm of your answer to these questions. Then show what you see in the box to the right.

Check out what's on the board! What are some new things that you learned?

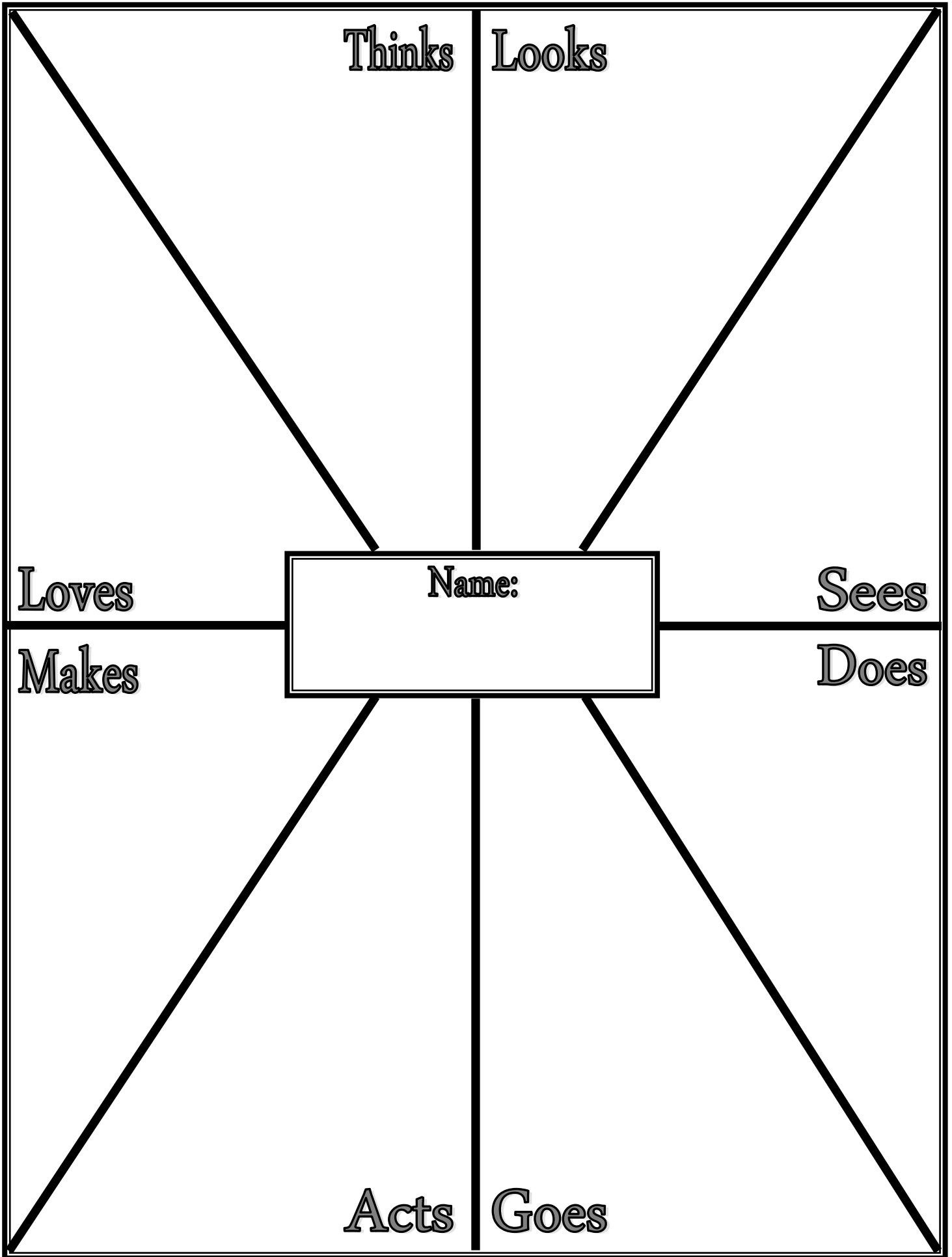
What about someone in the military? What do they look like? What are their uniforms like? What are their weapons like? What is their job? Do they even have weapons? Do they have helmets?

Make a quick brainstorm of your answer to these questions. Then show what you see in the box to the right.

Check out what's on the board! What are some new things that you learned?

<p>Where do these people live? Do they still live on Earth? How about on a space station or on another planet? What does the place they live in look like? What kind of structures are there? How does it work?</p> <p>Make a quick brainstorm of your answer to these questions. Then show what you see in the box to the right.</p>		<p>Check out what's on the board! What are some new things that you learned?</p>
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Now that you have a better understanding of what life might look like in the future, write a short interpretation of what you think life would be like in the future. What would you do? What would you do at school? How would you live? What would your parents do? What would you do for fun? What would being a kid be like there? Think about these questions as you begin your response.



Thinks

Looks

Loves

Name:

Sees

Makes

Does

Acts

Goes

**SOLDIER ID:**

**DATE OF ISSUE:**

**ENDER'S GAME: ENDER'S LOG, ENTRY NUMBER:**

Throughout our reading of the novel you will be completing log entries to record the experiences and feelings of Ender, written from his point of view. Imagine that you are Ender Wiggin. When you agreed to enter the Battle School with Colonel Graff, you also agreed to keep a log of everything that happens to you. In this agreement you swore to reveal your feelings honestly, include as many details and explanations as necessary, and above all else to tell the truth. In the Battle School there are not many opportunities for personal feelings to be discussed, thus it is your responsibility and a part of your training to record them here and self-analyze.

# ENDER'S GAME SETTING GUIDE

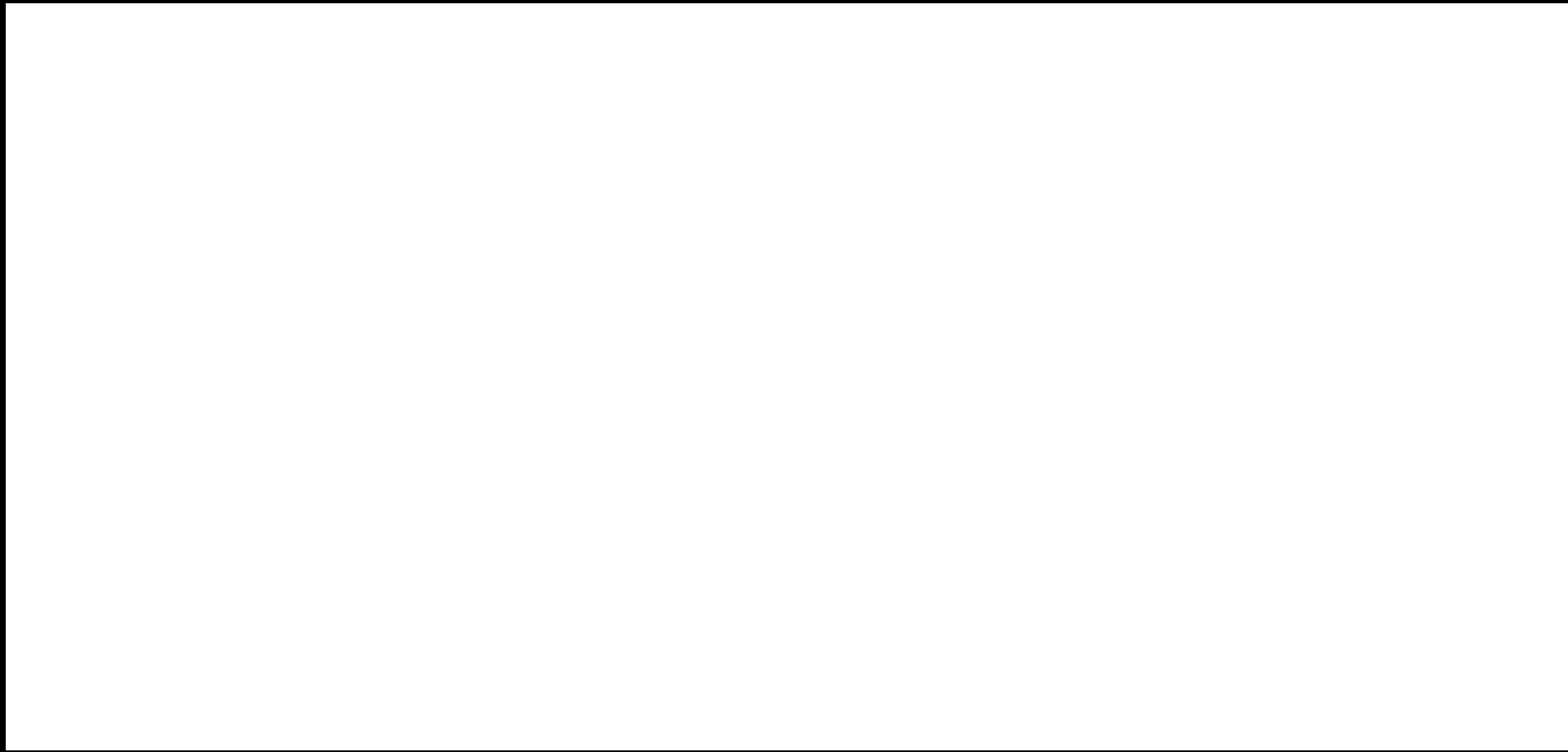
The setting of a novel defines what can happen within the world of the story. The setting does this by creating a reference guide for the reader about what the world physically looks like, what temporal space or time the world and its characters exist in, and what types of social and psychological interactions can take place between characters and within the world's society. The setting constructs the world of the novel as a place the reader can believe in.

**PHYSICAL SETTING:** Reference the text and list specific examples that reveal where the novel takes place, and what this place is like through the senses.

**TEMPORAL SETTING:** Reference the text and list specific examples that reveal when in time, and where in history the world of the novel takes place.

**SOCIAL/PSYCHOLOGICAL SETTING:** Reference the text and list specific examples that reveal what kind of social interactions take place in the world of the novel.

Now that you have gathered many details about the physical, temporal, and social setting of the novel, create an image which represents that setting in all three of those aspects in the box below. Include in your illustration elements which represent the physical appearance of the setting, the time of the setting, and the societal or psychological interactions that exists in the setting of the novel. In the smaller box at the bottom write a brief summary of your illustration that explains how your illustration represents the setting of the novel.



A smaller, empty rectangular box with a black border, intended for a student to write a brief summary of their illustration. The box is currently blank.



# ENDER'S GAME VOCABULARY

The following images are screenshots of the Preteaching Vocabulary Activity designed for Chapter XII of the novel. This Quizlet is available at <http://quizlet.com/6k7uv> and at <http://quizlet.com/11020999/enders-game-chapter-7-vocabulary-flash-cards/> and are associated with the username teachingdaisy.

**Share these flashcards**

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**About these flashcards**

Created by: teachingdaisy 17 mins ago

**Description:**

This is a set of flashcards for use as a sample for an Ender's Game Novel Guide for teachers. This set was designed to engage students through movement and their multiple intelligences in order to enhance the retention and comprehension of vocabulary terms.

**Access:**

Accessible by anyone, editable by teachingdaisy

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**Flashcards: Ender's Game Chapter 7 Vocabulary**

Both Sides

**contention**

the act of competing as for profit or a prize

1/10

**Study:**

**Play Games:**

**All 10 terms** *Double-click to edit terms*

**Terms** not English? **Definitions** not English?

- 

**Set Champions**

There are no high scores or champions for this set yet. Pick a study mode to be the first!

**verizon**

Always get our best price online, plus no annual contract.

**TV and Internet Starting at \$79<sup>99</sup>**

1 MONTH FOR 1 YEAR PLUS TAXES & FEES.

**Quizlet** TIME: 0:18.1 RECORD: [Progress]

Upgrade to Quizlet PLUS

Home My Dashboard My Friends & Groups Find Flashcards **Make Flashcards**

**Scatter: Ender's Game Chapter 7 Vocabulary** [← Back to Set Page](#) | Embed Code:

unpleasantly loud and harsh

gravity

maneuvers

a planned military movement; a skillful or clever move; to conduct oneself or move something skillfully

raucous

hesitated

an arrangement of people or things acting as a unit

the force of attraction between all masses in the universe

obligingly

sharply exact or accurate or delimited

the absence of the gravity, a space in which one experiences weightlessness

precise

waited a moment, due to feelings of uncertainty

in accommodation, to act in a willing fashion

formation

null gravity

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contention

the act of  
competing as for  
profit or a prize

formation

an arrangement of  
people or things  
acting as a unit

gravity

the force of  
attraction between  
all masses in the  
universe

hesitated

waited a moment,  
due to feelings of  
uncertainty

---

maneuvers

a planned military movement; a skillful or clever move; to conduct oneself or move something skillfully

---

null gravity

the absence of the gravity, a space in which one experiences weightlessness

---

obligingly

in accommodation, to act in a willing fashion

---

precise

sharply exact or accurate or delimited

---

---

raucous

unpleasantly  
loud and harsh

---

reorient

set or arrange in a  
new or different  
determinate  
position

---

# ENDER'S GAME CONFLICT GUIDE

Everyday we run into conflicts. We have problems with our friends, our parents, school, and a million other things. We have problems with ourselves. Significant or not, these conflicts impact who we are and develop us into the people we are today, and the people we become. For Ender, conflicts threaten him just as much as they strengthen him. The same happens to us. In this activity you will be recording a conflict of each of three types, Person versus Person, Person versus Self, and Person versus Society, that Ender endures in this section of the novel using the omniscient third person point of view. You will then write your own narrative of version of an experience you have had with a similar conflict of each type using the first person point of view.

Person versus Person: ENDER'S STORY

Person versus Person: YOUR STORY

Person versus Self: ENDER'S STORY

Person versus Self: YOUR STORY

Person versus Society: ENDER'S STORY

Person versus Society: YOUR STORY

# ENDER'S GAME

## NOVEL GUIDE

### ADDITIONAL RESOURCES

#### Supplemental Resources

IMDB for *Ender's Game* the movie, set for release March 15, 2013.

<http://www.imdb.com/title/tt1731141/>

The Producer's Blog for *Ender's Game* the movie, set for release March 15, 2013.

<http://endersgameblog.tumblr.com/>

This is an online radio show that interviewed Orson Scott Card in 2008. The interview is about the novels that follow *Ender's Game* and how those novels are related to and fit in with the first novel.

<http://theauthorhour.com/orson-scott-card/>

This is a video of an interview with Orson Scott Card exclusively about *Ender's Game*.

<http://www.youtube.com/watch?v=oMTpyh70m7w>

This is an introduction to the Marvel Comics version of *Ender's Game* as introduced by Orson Scott Card. It previews the first chapter of the novel.

[http://www.youtube.com/watch?v=2\\_sIGEjAuNo](http://www.youtube.com/watch?v=2_sIGEjAuNo)

*Ender's Game* was made into a graphic novel by Marvel Comics with the assistance of Orson Scott Card. The series progresses through the first and second novels and is pretty true to the novel. These are pretty easily available on eBay for a low cost.

[http://marvel.com/comic\\_books/issue/25035/enders\\_game\\_command\\_school\\_2009\\_1](http://marvel.com/comic_books/issue/25035/enders_game_command_school_2009_1)



## Teaching Resources

Additional resources for teachers online. This website has another Unit Plan, quizzes, anticipation guides, and other resources for teaching *Ender's Game*. This resource was not used in the development of this Novel Guide.

<http://www.webenglishteacher.com/card.html>

Orson Scott Card's personal website that relates to his novels and other publications. There are many transcriptions of interviews with the author as well. This website also includes a Writer's Workshop Forum where other young writers and authors share drafts of their work. Additionally, this website shares Writing Lessons from other teachers and authors.

<http://www.hatrack.com/>

There is an *Ender's Game* Spark Notes page. This should serve as a resource to prevent plagiarism and to be aware of as a teacher. This source does not provide entirely accurate information about the novel.

<http://www.sparknotes.com/lit/endersgame/>

There is also an *Ender's Game* Shmoop page that offers analysis and summaries of the text. This source should serve as a resource to prevent plagiarism and to be aware of as a teacher. This source is more accurate than the Spark Notes page and can serve as a guide.

<http://www.shmoop.com/enders-game/>

## Student Resources

Vocabulary flashcards for use with *Ender's Game*. Can be utilized as a study resource for students if the same words are used for vocabulary study in the classroom.

<http://quizlet.com/11020999/enders-game-chapter-7-vocabulary-flash-cards/>

# ENDER'S GAME

## NOVEL GUIDE

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