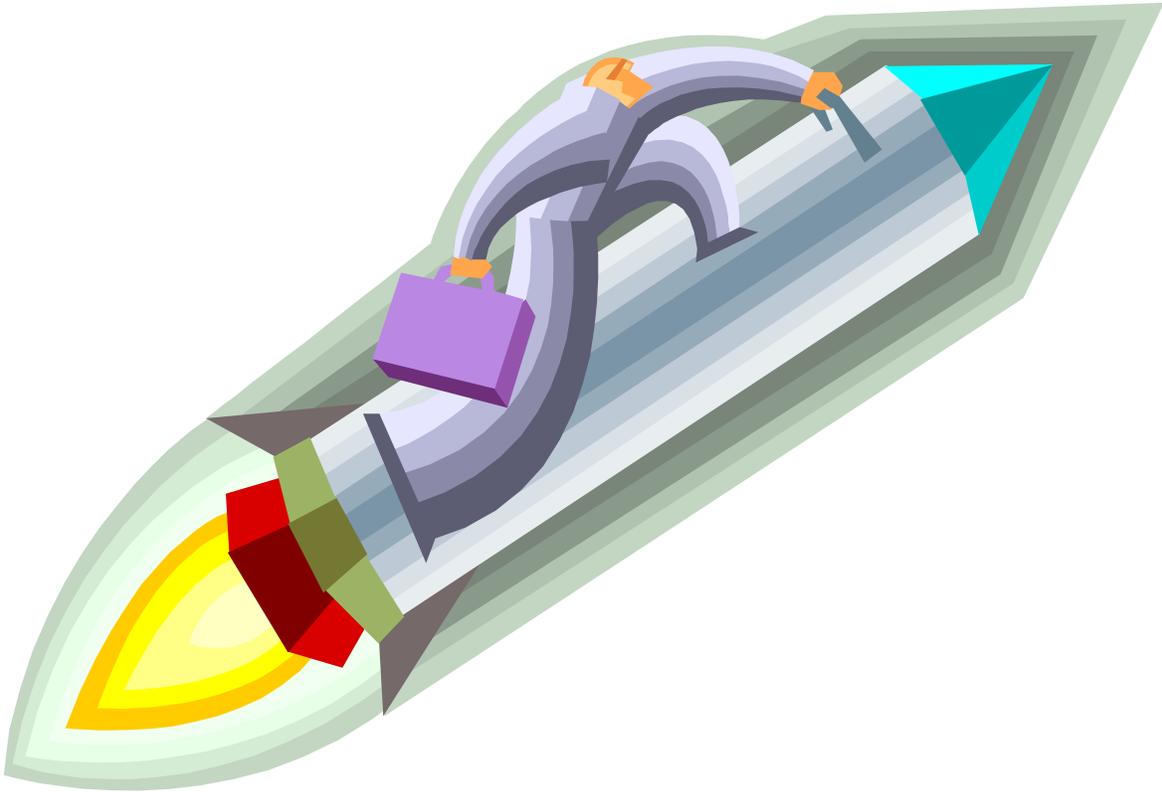


# ***Ender's Game***

Orson Scott Card



## **English Language Arts A10 The Unknown and Challenges**

**Novel Study  
By Kelly Drury and Paula Demencuik**

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2002

S101.9

**Teaching Materials  
from the  
Stewart Resources Centre**



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## **Unit Concept**

Life is full of many unknown possibilities and challenges. The better individuals understand themselves, their worlds, and others, the better they will be able to face those challenges. This unit looks at many challenging issues, both the unknown ones faced by Ender, and the universal challenges faced by all people.

This novel study unit is a good bridge between the English Language Arts A10 themes of the unknown and challenges. It is intended as a whole class novel study, but the students may be given the opportunity to work ahead and then complete other work, as agreed upon by the student and the class teacher. Students must keep up with the timeline, and complete the questions, quizzes, and assignments on the assigned due dates.

Opportunity is provided for dialogue surrounding key issues and themes as presented in the chapter discussion questions. Teachers are also provided with perception checks and guiding chapter questions to further promote student learning. The writing opportunities include letter writing skills and reflective essays, which attempt to extend understanding. This unit is meant to facilitate students in extending learnings from the novel and making generalized conclusions about modern society.

## **Timeframe**

The suggested time frame for this unit is between 17 and 20 hours to complete the readings, questions, quizzes, projects, exam, and final project. Teachers are encouraged to adapt the unit and timeline as required to best meet the various needs of their students.

## Foundational Objectives

The foundational objectives will help students to:

### 1. Speak

- recognize that talk is an important tool for communicating, thinking, and learning,
- practise the behaviours of effective speakers, and
- speak fluently and confidently in a variety of situations for a variety of purposes and audiences.

### Listen

- recognize listening as an active, constructive process,
- practise the behaviours of effective listeners, and
- listen effectively in a variety of situations for a variety of purposes.

### Write

- recognize writing as a constructive and recursive process,
- practise the behaviours of effective writers, and
- write fluently and confidently for a variety of purposes and audiences.

### Read

- recognize reading as an active, constructive process,
- practise the behaviours of effective, strategic readers, and
- read a variety of texts for a variety of purposes.

### Represent and View

- create appropriate non-verbal aids and visual images to enhance communication, and
- recognize non-verbal aids and visual representations as tools for communicating and learning.

Source: Saskatchewan Education. *English Language Arts : A Curriculum Guide for Secondary Level ELA A10, B10, ELA 20, ELA A30, B30* (1999).

## **Common Essential Learnings**

### **Communication (C)**

- Students use language as a tool for learning and communicating.
- Students listen, speak, read, write, view, and represent with competence and confidence.
- Students extend their language repertoires.
- Students communicate in various formats for various audiences and purposes.
- Students use the language to think, read, write, discuss, and learn about life, literature, and language itself.

### **Numeracy (N)**

- Students read, interpret, and communicate facts and figures through reports, charts, and graphs.
- Students recognize and create organizational patterns to communicate quantitative information.

### **Critical and Creative Thinking (CCT)**

- Students use language as an instrument of thought.
- Students think reflectively, critically, and creatively.
- Students generate and evaluate ideas, processes, and products.
- Students listen, read, and view analytically and critically.
- Students make and justify decisions.
- Students pose questions and seek clarification.

### **Personal and Social Values and Skills (PSVS)**

- Students learn to interact, co-operate, and collaborate.
- Students understand the importance of social responsibility and personal integrity in the use of language.
- Students recognize how stereotypical views can lead to prejudicial attitudes and discriminatory practices.
- Students understand self and society more completely.
- Students realize that literature enriches and broadens the experiences of life, including one's personal and social understanding and responsibilities.

### **Technological Literacy (TL)**

- Students understand that technology is a tool to facilitate language learning and communication.
- Students examine how technology shapes and is shaped by their lives, society, and the environment.

### **Independent Learning (IL)**

- Students learn knowledge, skills, and attitudes necessary to become lifelong learners.
- Students learn to use a variety of resources to assist their learning.
- Students learn to plan, monitor, and evaluate their own learning.

Source: Saskatchewan Education. *English Language Arts : A Curriculum Guide for Secondary Level ELA A10, B10, ELA 20, ELA A30, B30* (1999).

Chapter	Objectives	Discussion/Activities
<b>Novel Study</b>	<ul style="list-style-type: none"> <li>• Write fluently and confidently for a variety of purposes and audiences:               <ul style="list-style-type: none"> <li>- reflect, clarify, and explore ideas,</li> <li>- express understanding,</li> <li>- describe, narrate, inform, and persuade, and</li> <li>- express self.</li> </ul> </li> <li>• Recognize reading as an active process which requires readers to:               <ul style="list-style-type: none"> <li>- make connections,</li> <li>- find meaning,</li> <li>- make and confirm predictions,</li> <li>- make and confirm inferences, and</li> <li>- reflect and evaluate.</li> </ul> </li> <li>• Respond personally, critically, and creatively.</li> <li>• Recognize the characteristics of a novel.</li> <li>• Differentiate fact from opinion.</li> <li>• Skim, scan, and read closely for required information.</li> <li>• Identify the author's purpose, tone, point of view, and theme.</li> <li>• Relate literary experience to personal experience.</li> <li>• Read an increasingly wide range of material for personal enjoyment and extension of experiences.</li> <li>• Explore human experiences and values reflected in texts.</li> <li>• Test ideas and values against ideas in text.</li> <li>• Read to stimulate the imagination.</li> <li>• Assess an author's ideas and techniques.</li> <li>• Make and defend an informed critical response.</li> <li>• Develop and articulate defensible points of view on individual, community, national, or world issues reflected in texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Read assigned chapters according to class timeline.</li> <li>• Complete assigned chapter questions, individually.</li> <li>• Participate in class discussion of chapter questions, and teacher directed questions.</li> </ul>

Chapter	Objectives	Discussion/Activities
<b>Intro</b>	<ul style="list-style-type: none"> <li>• Explore human experiences and values reflected in texts.</li> <li>• Speak to share thoughts, opinions, and feelings.</li> <li>• Organize information, thoughts, and opinions in an appropriate format.</li> <li>• Speak to inform and persuade.</li> <li>• Explain and defend personal point of view to others.</li> <li>• Analyze and evaluate.</li> <li>• Respond personally, critically, and empathetically.</li> </ul>	<ul style="list-style-type: none"> <li>• See introductory activity assignment.</li> <li>• Discuss quotes.</li> <li>• Explain assignment.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• To understand family relationships and their effects.</li> <li>• To compare/contrast characters from the novel to today's personal experiences.</li> <li>• To understand the characters and their motivations.</li> <li>• To identify the writer's techniques for keeping reader interest and developing realistic characters.</li> </ul>	<ul style="list-style-type: none"> <li>• How are lies more dependable than the truth?</li> <li>• Discuss government control of family planning decisions.</li> <li>• Compare and contrast the three children in this chapter to children of today.</li> <li>• Discuss Ender's actions in the fight with Stilson.</li> <li>• Discuss the relationship between Ender and Peter.</li> <li>• What are the "grabbers" that make you want to keep reading?</li> <li>• What makes the characters interesting?</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• To understand the importance of titles and the author's purposes.</li> <li>• To focus on the author's writing style to determine purpose and effect.</li> <li>• To look at the dynamics between characters.</li> <li>• To use contextual clues to predict future events and actions.</li> <li>• To understand the characters and the author's ability to create realistic characters.</li> </ul>	<ul style="list-style-type: none"> <li>• In a book with the main character's name in the title, why is the second chapter about his brother?</li> <li>• What is the significance of "the government" speaking at the start of every chapter?</li> <li>• Discuss Valentine's role between Ender and Peter?</li> <li>• Predict Valentine's future role?</li> <li>• Discuss Ender's ability to be empathetic towards the Buggers.</li> </ul>

Chapter	Objectives	Discussion/Activities
3	<ul style="list-style-type: none"> <li>• To relate issues from the novel to personal experience and opinions.</li> <li>• To discuss the role of government in family.</li> <li>• To understand the concept of duty both in the novel and in real life.</li> </ul>	<ul style="list-style-type: none"> <li>• Ender’s parents could choose the sex of their second child. What are the implications of genetic engineering?</li> <li>• Discuss the relationship between Ender, his family, and the government.</li> <li>• Discuss the role of “duty” in people’s lives.</li> </ul>
4	<ul style="list-style-type: none"> <li>• To understand the concept of heroism.</li> <li>• To characterize a hero.</li> <li>• To understand society’s expectations of people, both in the novel and in real life.</li> <li>• To understand the dynamics of competitive relationships.</li> <li>• To understand Darwin’s theory applied to today.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the idea of heroes.</li> <li>• Who is a hero?</li> <li>• What do we expect from our heroes?</li> <li>• Why do people hate those who excel and receive praise?</li> <li>• Discuss “survival of the fittest”.</li> </ul>
5	<ul style="list-style-type: none"> <li>• To discuss different character actions and the effects on the main character.</li> <li>• To discuss the issue of bullying.</li> <li>• To examine the writer’s techniques regarding realism.</li> <li>• To understand what makes characters seem real and how they are “given life”.</li> <li>• To understand the dynamics of different class structures and the effects on the people.</li> <li>• To understand how and why class structures are developed and sustained.</li> </ul>	<ul style="list-style-type: none"> <li>• Why can Ender have friends but not parents?</li> <li>• Why does Ender have to be isolated?</li> <li>• Why do people bully? Why do others follow bullies?</li> <li>• Does the story seem realistic? Do the characters seem realistic? Why or why not?</li> <li>• Why does Ender take on the older boys on the computer games?</li> <li>• Why is unacceptable to be defeated by someone “lower” than you?</li> <li>• Why is younger considered lower?</li> </ul>
6	<ul style="list-style-type: none"> <li>• To discuss the controversial issue of the effects of video games on children and teenagers.</li> <li>• To examine human nature, specifically the instinct of survival versus the immorality of murder.</li> <li>• To understand the lasting effects other people can have on us.</li> </ul>	<ul style="list-style-type: none"> <li>• What do today’s video games teach children? What is harmful? What is beneficial?</li> <li>• What is the point of having to choose between your own death, and killing someone else?</li> <li>• What do we learn about Ender from the last paragraph of this chapter?</li> </ul>

Chapter	Objectives	Discussion/Activities
7	<ul style="list-style-type: none"> <li>• To examine the idea of “normalcy”.</li> <li>• To examine characters on the novel.</li> <li>• To characterize a good leader using both the novel and persona experiences.</li> <li>• To understand the concept of pride.</li> <li>• To predict future events and actions.</li> <li>• To understand what is really important to the main character.</li> </ul>	<ul style="list-style-type: none"> <li>• Are there “normal” children?</li> <li>• What is “strange” about Ender and his friends?</li> <li>• What makes a good leader?</li> <li>• Why do the children turn into vicious wolves attacking Ender?</li> <li>• Why does Bonzo hate Ender’s kindness so much?</li> <li>• Will anything become of Bonzo’s hatred for Ender?</li> <li>• What does Ender think of valuable possessions?</li> </ul>
8	<ul style="list-style-type: none"> <li>• To discuss children’s attitudes towards games and situations.</li> <li>• To understand how and why prejudice develops and is sustained.</li> <li>• To examine the problems and benefits of schools.</li> <li>• To examine people’s listening skills and empathy for others.</li> </ul>	<ul style="list-style-type: none"> <li>• Do children play games fairly?</li> <li>• What are anti-Semites?</li> <li>• Where does their hatred come from?</li> <li>• Why do racism and prejudice continue to thrive?</li> <li>• Does school destroy children like Battle School does in the novel?</li> <li>• Do we hear what people say?</li> <li>• Do we understand what they mean?</li> </ul>
9	<ul style="list-style-type: none"> <li>• To understand the literary device of a character foil.</li> <li>• To examine the effects other people have on those close to them.</li> <li>• To examine how people view each other.</li> <li>• To discuss the idea of control.</li> <li>• To discuss the complex issues between parents and children.</li> <li>• To understand what ties people together and what tears them apart.</li> </ul>	<ul style="list-style-type: none"> <li>• What is significant about Peter and his actions?</li> <li>• Why is Peter so dangerous?</li> <li>• Why does Valentine prefer him to others?</li> <li>• What does it mean to have control?</li> <li>• Can control be a gift?</li> <li>• Can parents be manipulated?</li> <li>• Why does Peter believe the world will self-destruct after the threat of the Buggers is over?</li> <li>• Do people need crises to connect them to others?</li> </ul>

Chapter	Objectives	Discussion/Activities
10	<ul style="list-style-type: none"> <li>• To discuss why people do as has been done to them.</li> <li>• To understand how vicious cycles can continue with behaviours.</li> <li>• To discuss the possible solutions to these cycles, and to discuss possible benefits to these cycles.</li> <li>• To characterize a good soldier using both the novel and real life.</li> <li>• To understand how an author can create a real person with words.</li> <li>• To discuss feelings of empathy for literary characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the quote: “Is it some law of human nature that you inevitably become whatever your first commander was?”</li> <li>• Is this true of parenting?</li> <li>• Are people destined to repeat past behaviours and experiences?</li> <li>• How can we “break the cycle”?</li> <li>• What makes a good soldier?</li> <li>• What events and traits make you feel like you know Ender?</li> <li>• How do you feel about Ender?</li> </ul>
11	<ul style="list-style-type: none"> <li>• To discuss man’s motivations and intelligence when dealing with situations.</li> <li>• To discuss issues involving parents and children in both academics and extra-curricular activities.</li> <li>• To understand the human nature behind the treatment of those who excel.</li> <li>• To understand human emotions and reactions to different situations.</li> <li>• To make predictions.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss this quote: “But I fear that I also underestimate the stupidity of the rest of mankind. Are we absolutely sure that we <i>ought</i> to win this war?”</li> <li>• What ways do adults push children? Is it for the child’s good or for the adult’s? Why?</li> <li>• Why did they not cheer for Ender?</li> <li>• Ender embarrasses Bonzo after their battle. Why? What will happen between Ender and Bonzo?</li> </ul>
12	<ul style="list-style-type: none"> <li>• To discuss the idea of trust.</li> <li>• To determine how and why trust develops.</li> <li>• To discuss the concept of honour.</li> <li>• To understand the thoughts of children and compare/contrast them to what adults think children think.</li> <li>• To discuss how motives behind actions affect the intent and the outcome.</li> <li>• To examine the concept of a home.</li> </ul>	<ul style="list-style-type: none"> <li>• How had Ender developed trust in his army in only 4 weeks?</li> <li>• What does it mean to “fight with honour”?</li> <li>• Why does Bean not understand the question: “What do you want to be when you grow up?”</li> <li>• Discuss this quote: “Ender Wiggin isn’t a killer. He just wins - thoroughly.”</li> <li>• What makes a place home?</li> </ul>

Chapter	Objectives	Discussion/Activities
13	<ul style="list-style-type: none"> <li>• To discuss the idea of a parent’s knowledge of children’s activities.</li> <li>• To examine what makes a person who they are.</li> <li>• To understand a character’s motivations for different actions.</li> <li>• To understand the concept of meta-cognition and a person’s understanding of himself/ herself.</li> <li>• To discuss the concept of empathy.</li> <li>• To examine different types of intelligence and the benefits and problems of each.</li> <li>• To discover the meaning and importance of different types of technology.</li> <li>• To discuss the idea of aliens and their possible actions and motivations.</li> </ul>	<ul style="list-style-type: none"> <li>• Do Valentine’s parents know what is going on?</li> <li>• Are we “what we remember”?</li> <li>• Discuss Ender’s thoughts, understandings, and action when dealing with an enemy. Why is he so troubled?</li> <li>• How has Peter become like Ender, and vice versa?</li> <li>• Discuss the paragraph: “The moment when I truly understand my enemy, understand him well enough to defeat him...” (p.238)</li> <li>• Valentine says that the curse of the Wiggin children is intelligence. Is intelligence a curse?</li> <li>• What is the purpose of the ansible? Why is it important?</li> <li>• Is it possible the Buggers will not attack?</li> </ul>
14	<ul style="list-style-type: none"> <li>• To understand the complexity of characters and real people.</li> <li>• To discuss the idea of teaching in various settings.</li> <li>• To examine the capabilities of characters and people.</li> <li>• To discuss the concept of a hero.</li> <li>• To find information in the text and pull out the emotions involved.</li> <li>• To discuss the irony in the novel and in real life.</li> <li>• To discuss societal roles.</li> <li>• To discuss what constitutes a crime and who has to decide.</li> <li>• To examine the phrase: “The ends justify the means.”</li> </ul>	<ul style="list-style-type: none"> <li>• Why is Graff suddenly so concerned about Ender’s well being?</li> <li>• Did Mazer Rackham really ever teach Ender anything? Who did?</li> <li>• Why was it important to fight with his friends?</li> <li>• Was Ender too young to do what was expected of him? Emotionally?</li> <li>• Is Ender a hero?</li> <li>• What does Ender learn about the Buggers?</li> <li>• Why is it ironic that Petra thinks they will have to go to school on earth?</li> <li>• What are they prepared to do? What should they be doing?</li> <li>• Are Mazer and Graff guilty of a crime? What is it?</li> </ul>

<b>Chapter</b>	<b>Objectives</b>	<b>Discussion/Activities</b>
<b>15</b>	<ul style="list-style-type: none"> <li>• To use personal experiences to examine societal roles.</li> <li>• To discuss the difference between murder and self-defence, and the emotions and motivations involved.</li> <li>• To understand the concept of using people for our own purposes.</li> <li>• To examine a character's motivations.</li> <li>• To discuss the importance of communication.</li> <li>• To discuss the importance of understanding.</li> <li>• To discuss possible solutions to end racism and prejudice.</li> <li>• To examine symbols and their uses.</li> </ul>	<ul style="list-style-type: none"> <li>• What roles are teenagers expected to fill in today's society?</li> <li>• Do you think Ender was guilty of murder in the deaths of Stilson and Bonzo?</li> <li>• How was Ender a pawn? In what game?</li> <li>• Why does Ender take a child with him to explore for a new colony?</li> <li>• What do we learn about communication and understanding?</li> <li>• How can we end racism and prejudice?</li> <li>• Why is the cocoon a symbol of peace?</li> </ul>
<b>After the Novel</b>	<ul style="list-style-type: none"> <li>• To work with others to brainstorm ideas for a specific topic.</li> <li>• To share ideas with different group members.</li> <li>• To discuss themes and evidence to prove those themes.</li> <li>• To predict future events.</li> <li>• To understand the author's purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm possible themes.</li> <li>• Jigsaw more possible themes.</li> <li>• Class discussion of themes, with examples from the novel that prove the themes.</li> <li>• What do the last lines predict? What are the possibilities?</li> </ul>

# ***Ender's Game***

(Student Materials)

Orson Scott Card

## Novel Study Timeline

For this novel, you need to complete the assigned daily readings and questions, as well as keep a list of characters and important events. Be sure to understand the relationships developed through the novel.

### Day 1

- Introductory Activity
- Discussion
- Work Time

### Day 2

- Presentation of opinions
- Chapter 1 (7)
- Chapter 2 (7)

### Day 3

- Chapter 3 (11)
- Chapter 4 (10)

### Day 4

- Chapters 1-3 Quiz
- Chapter 5 (17)
- Chapter 6 (11)

### Day 5

- Chapters 4-6 Quiz
- Chapter 7 (30)

### Day 6

- Chapter 8 (22)

### Day 7

- Chapters 7-8 Quiz
- Chapter 9 (34)
- Chapter 9 Project
- Work Time

### Day 8

- Chapter 10 (18)

### Day 9

- Chapter 11 (26)

### Day 10

- Chapter 9 Project due today
- Chapter 12 (27)

### Day 11

- Chapters 10-12 Quiz
- Chapter 13 (27)

### Day 12

- Chapter 14 (49)

### Day 13

- Chapter 15 (27)

### Day 14

- Chapters 13-15 Quiz
- Introduction to Final Project

### Day 15

- Work on project
- Study for exam

### Day 16

- Work on project
- Study for exam

### Day 17

- Ender's Game Exam (~70 marks)

### Day 18 (Optional)

- Work on project

### Day 19 (Optional)

- Work on project

Project Due : \_\_\_\_\_

- (85 marks)

## Novel Study Questions

### Chapter 1 – Third

1. What attitude motivates the adults to lie to Ender?
2. Explain what it seems to mean for Ender to be born a "Third". Show whether this is a negative or positive fact to:
  - his parents,
  - his brother, Peter,
  - his sister, Valentine, and
  - his classmates.

### Chapter 2 – Peter

1. Was Peter joking when he threatened Ender and Valentine? Support your answer with evidence from the novel.
2. Why is Peter's behaviour at the end of the chapter so completely different from the rest of the chapter?
3. How do you feel about each of these characters (Ender, Valentine, Peter)? What did the author do to help create these feelings? Give examples.

### Chapter 3 – Graff

1. What did Graff mean about evolution working against girls? (p.24)
2. Ender is leaving to learn how to fight a war, yet he takes Graff's hand. Why does Orson Scott Card (OSC) include this action?

### Chapter 4 – Launch

1. Explain the meaning of the following statement: "Individual human beings are tools that the others use to help us all survive."
2. Explain the following quote: "Isolate him enough that he remains creative - otherwise he'll adopt the system here and we'll lose him." Your answer should include the terms: isolation, creative, adopt, lose.
3. Did Ender mean to break the other boy's arm? What does this incident tell us about Ender? Is it acceptable to do despicable things for survival? Why or why not?

### Chapter 5 – Games

1. Ender works hard to express his feelings in private and not show homesickness in front of any other person. Is it healthy for him or not? What is positive and what is negative about showing feelings? What is positive and what is negative about not showing feelings?

2. How did Ender beat Bernard? Is this an unusual solution to his problem?
3. List the different coping mechanisms (ways of dealing with difficulties) Ender shows. For each one describe whether the overall result of each is helpful or harmful to Ender.

### **Chapter 6 – The Giant’s Drink**

1. What is the purpose of the "Giant's" Game? How should Ender evaluate his success at this game? Is he a murderer?

### **Chapter 7 – Salamander**

1. What did Alai say to Ender? Why is the exchange between Alai and Ender so important?
2. What is the "just living" mentioned in this chapter? Is it true that Ender has never done this? What does Ender want out of life? How would you feel if you were he?
3. How did Petra help Ender? How is Petra’s friendship a hindrance to Ender?
4. What does Ender learn about leadership and tactics from Bonzo?

### **Chapter 8 – Rat**

1. Graff says, “Ender Wiggin is ten times smarter and stronger than I am.” Explain what this quote means.
2. What is significant about the quote: “So teach me.” “So learn.”
3. Why is Ender’s response to an attack so significant?
4. What did the scene with the snake and Peter’s reflection represent?
5. How does the game know?
6. Discuss the importance of the last paragraph of this chapter.

### **Chapter 9 – Locke and Demosthenes**

1. There is a real battle, internally and unspoken, between Peter and Valentine. Who is manipulating whom? Who really has the power?
2. Why is Ender still angry?

### **Chapter 10 – Dragon**

1. What kind of leader was Ender? Why was he this kind of leader?
2. What did Ender do to Bean, and why?

3. What does the word Salaam mean?
4. What is important about the end of this chapter? Was Ender's reaction a mistake by the Battle School teachers, or was it the reaction they wanted?

### **Chapter 11 – Veni Vidi Vici**

1. How does the computer know Ender so well? Does it really?
2. Explain this quote: "Yes. That's the worst that could happen. I can't lose any games. Because if I lose *any--*" (page 198)
3. Why are the teachers pushing Ender so hard?
4. Discuss the importance of the last two sentences of the chapter.
5. "Veni vidi vici" means, "I came; I saw; I conquered." Why is this an appropriate chapter title?

### **Chapter 12 – Bonzo**

1. How did Ender provoke Bonzo?
2. Who was Stilson? Why was Ender thinking of him?
3. Why does Ender still expect help from the teachers?
4. Did you know Stilson and Bonzo were dead? Find the specific clues in this chapter about the deaths.
5. Was Ender justified? Why did they not tell him of the deaths?

### **Chapter 13 – Valentine**

1. "Perhaps it is impossible to wear an identity without becoming what you pretend to be." Explain what this quote means. State an example of this idea.
2. Is it a natural, "good" instinct for humans to be killers? (survival of the fittest)
3. Discuss the conversation between Ender and Valentine on the raft. What does Ender reveal about himself and his enemies?
4. Discuss Valentine's conflicting thoughts about her brothers. How have Peter and Ender's roles shifted? How does Valentine feel about each?
5. Discuss Graff's statements about why the war with the Buggers was inevitable.

### **Chapter 14 – Ender’s Teacher**

1. What disturbs Ender about Eros? How does Ender figure out the truth about Eros?
2. Describe how Mazer is going to be the only teacher Ender has ever had?
3. Why had Mazer been dishonest with Ender? Do you think Ender could have handled the truth?
4. Have they pushed the children too far? Was it worth it?
5. Is genocide, or in the case of *Ender’s Game* where an entire alien race is annihilated, xenocide, ever justified? Was the xenocide of the Buggers inevitable? Why?

### **Chapter 15 – Speaker for the Dead**

1. Valentine said, “Nobody controls his own life, Ender. The best you can do is choose to fill the roles given to you by good people, by people who love you.” After what has happened in Ender’s life, what would he think of this statement?
2. Ender listens to the evidence about the deaths of Stilson and Bonzo. What is Ender’s opinion about the deaths?
3. Why did Valentine make sure that Ender could never return to earth?
4. What is ironic about Valentine’s statement about Peter saving millions of lives?
5. What knowledge did Ender gain that enabled him to write *The Hive-Queen*? Give specific details.
6. Why does Ender publish the book using the pseudonym “Speaker for the Dead” and not his own name?

### **After the Novel**

1. Brainstorm a list of at least 5 possible themes for this novel.
2. Write an effective character sketch of Ender.

## Themes

This novel fits into both English A10 themes of “The Unknown” and “Challenges”. There are several more themes that are discussed in this novel.

- Lack of communication leads to problems.
- Human nature is to destroy that which we do not understand.
- Survival of the fittest.
- Humans have a competitive nature.
- People dislike those who excel.
- Adults have strange attitudes towards children.
- Ignorance is bliss.
- People wear identities and unconsciously become them.
- People have a killer instinct when threatened.
- The enemy is the only real teacher.
- Heroes come in all sizes.
- The logic behind censorship.
- The reasons for genetic engineering.

## Perception Check Chapters 1 – 3

*Note: These questions were developed by Ryk Stanton (2002) Ender's Game Reading Check Quizzes. Originally available at [http://members.aol.com.\\_hta/lrsaacpromfryk/EG-quizzes.html](http://members.aol.com._hta/lrsaacpromfryk/EG-quizzes.html) but this URL is no longer operational.*

1. What did the doctor remove from Ender's neck?
  - a) monitoring device
  - b) freckles
  - c) a second head
  - d) hairy warts
  
2. How old is Ender?
  - a) 6
  - b) 16
  - c) 21
  - d) 31
  
3. Stilson makes fun of Ender by calling him
  - a) Brainiac
  - b) Superfly
  - c) Twinkletoes
  - d) Third
  
4. Ender's brother is named
  - a) Peter
  - b) Valentine
  - c) Graff
  - d) Stilson
  
5. What game does Peter want Ender to play with him?
  - a) Cops and Robbers
  - b) Heroes and Villains
  - c) Buggers and Astronauts
  - d) Marmaduke and Casper
  
6. At the end of chapter two, Peter unexpectedly
  - a) begins to cry
  - b) apologizes to Ender
  - c) threatens to kill Ender and Valentine
  - d) runs away from home
  
7. The leader of Battle School is
  - a) Valentine
  - b) Bernard
  - c) Graff
  - d) Alai

8. Ender thinks that Colonel Graff has come to his house to
  - a) deliver a pizza
  - b) invite him to enter Battle School
  - c) punish him for fighting with Stilson
  - d) go on a date with Valentine
  
9. "I.F." stands for
  - a) International Fleet
  - b) Imaginary Friend
  - c) Ipso Facto
  - d) Intelligence Factor
  
10. What are "buggers"?
  - a) aliens
  - b) listening devices
  - c) annoying relatives
  - d) food items

## Perception Check 4 – 6

1. Whose arm gets broken on the voyage from Earth to Battle School?
  - a) Ender's
  - b) Graff's
  - c) Bernard's
  - d) Shen's
2. When Graff tells the other Launchies that Ender is the best in their launch, the other boys
  - a) applaud
  - b) salute him
  - c) dislike him
  - d) gang up to attack him.
3. Who is the launchies' "mom"?
  - a) Ender
  - b) Dap
  - c) Bernard
  - d) Alai
4. Bernard and his friends pick on Shen because
  - a) he is crippled
  - b) he wiggles his butt when he walks
  - c) he scores lowest on a math test
  - d) he is the first to be "iced"
5. In the battle rooms there is no
  - a) gravity
  - b) light
  - c) sound
  - d) oxygen
6. Guns in the battle rooms shoot
  - a) bullets
  - b) blanks
  - c) paintballs
  - d) light
7. The person that Ender first teams up in the battle room with is
  - a) Alai
  - b) Shen
  - c) Bernard
  - d) Anderson

8. Why can't Ender originally beat the Giant?
  - a) The giant is too big
  - b) Whatever Ender chooses is always wrong
  - c) Ender has not received his password to the Giant's castle
  - d) The Giant is immortal
  
9. Ender eventually beats the Giant by
  - a) turning himself invisible
  - b) typing in the special password that Shen gave him
  - c) attacking the Giant's eye
  - d) kicking over a glass of acid
  
10. What does Ender do after he defeats the Giant?
  - a) He calls his friends over to see his monitor
  - b) He registers his high score with the school's database
  - c) He turns off his computer and thinks about how violent he has become
  - d) He writes a letter to his sister

## Perception Check Chapters 7 – 8

1. Where in the computer game does Ender go after he beats the Giant?
  - a) back to the beginning
  - b) to fairyland
  - c) to the winner's circle
  - d) to steal the Giant's golden harp
  
2. Who teaches Ender to shoot his weapon more effectively?
  - a) Alai
  - b) Bonzo
  - c) Graff
  - d) Petra
  
3. The leader of Salamander Army is
  - a) Ender
  - b) Bonzo
  - c) Petra
  - d) Shen
  
4. Bonzo tells Ender
  - a) that he is not allowed to draw his weapon in the battle room
  - b) that he reminds him of Peter
  - c) that Petra will help him learn self-defence
  - d) that Mazer Rackham is his father.
  
5. With whom does Ender practice maneuvers in the battle room?
  - a) Salamander Army
  - b) Graff and Anderson
  - c) the kids in his original launchie group
  - d) Bonzo
  
6. Before Ender is transferred to Rat Army, he
  - a) is struck by Bonzo
  - b) meets Rose de Nose
  - c) receives a letter from his sister, Valentine
  - d) leads an important mission for Salamander Army.
  
7. Dink Meeker tells Ender that he believes
  - a) that the buggers were defeated in the second wave of attacks
  - b) that he wants to become commander of his own army
  - c) that he has been doing Rose de Nose's homework
  - d) that Ender will be iced after the next battle.

8. What position does Ender suggest for fighting in the battle room?
  - a) Feet first, knees folded
  - b) somersaulting up to the ceiling
  - c) Head first, arms extended to both sides
  - d) head turned to the left, gun clenched in the right hand
  
9. What happens to a soldier when he is shot in the battle room?
  - a) his suit freezes up and he is unable to fight
  - b) he is knocked unconscious
  - c) he must leave the room immediately
  - d) he must surrender his gun to the other army's commander
  
10. What image does Ender see looking back at him from the mirror in the computer game?
  - a) his own
  - b) a dragon
  - c) Peter
  - d) a bugger

## Perception Check Chapters 10 – 12

1. Ender is given command of
  - a) Werewolf Army
  - b) Dragon Army
  - c) Unicorn Army
  - d) Snake Army
  
2. The enemy's gate is always
  - a) to the left
  - b) to the right
  - c) up
  - d) down
  
3. The smallest soldier in Ender's army is
  - a) Crazy Tom
  - b) Hot Soup
  - c) Bean
  - d) Carn Carby
  
4. Which army is the first to beat Ender's?
  - a) Salamander
  - b) Leopard
  - c) Donkey
  - d) No army ever beats Ender's
  
5. The commander who led earth's defence during the second wave of buggler attacks was named
  - a) Andrew Wiggin
  - b) Hiram Graff
  - c) Mazer Rackham
  - d) Oedipus Rex
  
6. Ender asks Bean to
  - a) think of things he hasn't thought of yet
  - b) do his homework
  - c) lead the A toon of soldiers
  - d) find propaganda videos of the second invasion
  
7. Petra warns Ender that
  - a) some boys want to kill him
  - b) Phoenix Army will defeat him
  - c) he is going to be expelled from Battle School
  - d) his light gun has been stolen

8. Where do Ender and Bonzo have their final fight?
  - a) in the mess hall
  - b) in the battle room
  - c) in the hallway
  - d) in the shower
  
9. How does the fight between Ender and Bonzo end?
  - a) the teachers break them up
  - b) Ender wins
  - c) Bonzo wins
  - d) Ender and Bonzo are both knocked out
  
10. Ender's fight with Bonzo ends very similar to
  - a) the second bugger invasion
  - b) the computer game
  - c) Ender's fight with Stilson
  - d) the propaganda videos Ender watched

## Perception Check Chapter 13 – 15

1. What person does Peter compare himself to?
  - a) Napoleon
  - b) Alexander the Great
  - c) Peter the Great
  - d) Attila the Hun
2. Who takes Valentine to see Ender?
  - a) Graff
  - b) Anderson
  - c) Mazer
  - d) Peter
3. Where do Ender and Valentine speak?
  - a) The beach
  - b) A dock
  - c) A boat
  - d) A raft
4. Who is Ender's new teacher?
  - a) Graff
  - b) Anderson
  - c) Mazer
  - d) Peter
5. Who is "the only teacher"?
  - a) The enemy
  - b) Adults
  - c) Yourself
  - d) Your friends
6. What is the common name for the Molecular Detachment Device?
  - a) Surgeon
  - b) Teacher
  - c) Doctor
  - d) Lawyer
7. How does Ender react when he discovers the truth about the simulator?
  - a) Celebrates
  - b) Sleeps
  - c) Cries
  - d) Goes to Disneyland

8. What pseudonym does Ender use for his book about the Buggers?
  - a) Ender
  - b) Xenocide King
  - c) Hegemon
  - d) Speaker for the Dead
  
9. What does Ender discover behind the mirror at the castle?
  - a) Cocoon
  - b) Treasure
  - c) Snake
  - d) Bigger
  
10. Who becomes Hegemon?
  - a) Ender
  - b) Peter
  - c) Valentine
  - d) Graff

## Introductory Activity

### Topic

Orson Scott Card states:

*“children are a perpetual, self-renewing, underclass, helpless to escape from the decisions of adults until they become adults themselves.”*

*“I felt like a person all along – the same person that I am today. I never felt that my emotions and desires were somehow less real than an adult’s emotions or desires.”*

### Procedure

- After listening to the class discussion of these quotes, complete a personal response to the above statements, using the following questions as guidelines:
  1. Do you agree with both statements? Why? Why not?
  2. Do today’s teens feel the same way? Give examples.
- Your response should be approximately 250 words (1/2 page handwritten; full page typed and double spaced.)
- You will then present your response to the class.

### Evaluation

- Content - 10 marks
  - Ideas and understanding
  - Insight
- Presentation - 10 marks
  - Voice
  - Manner
  - Physical
  - Language

## Chapter 9 Project

### The Task

- Choose one of the following topics.
- Complete a well-written, properly formatted letter or article.
- Maximum length is 250 words.
  - One page typed, and double spaced, size 10 font, *OR*
  - approximately half a page handwritten/ printed.

### The Topics

- Valentine's unedited letter to Ender.
- Ender's unedited response to Valentine's edited letter.
- Ender's edited response to Valentine's edited letter.
- Valentine's column (as Demosthenes) on the child laws on Earth.
- Peter's response (as Locke) to Valentine's column.

### Evaluation

- Proper letter/article format
- Content/Ideas/Insight
- Cohesion to novel ideas and characters
- Mechanics
  - Grammar
  - Spelling
  - Punctuation
  - Language use
  - Vocabulary

## **Final Project ~ Newsletter**

### **Newsletter Title (5 points)**

This title must be created in some way from the title of the book or the theme of the book.

### **Advertisements (15 points)**

Insert three advertisements for people, places, and/or things from your book. The following are suggestions, but be creative and remember to consider the setting of the novel:

Person - advertise a service that a person is offering.

Place - advertise a place for travel or a piece of real estate that is for sale.

Thing - advertise an item that is for sale or for rent.

### **News Stories (30 points)**

The newsletter must have two news stories about the different challenges that occurred in your book. These should be creative, detailed, and accurate, but please don't write another novel either!

### **Obituaries (20 points)**

The newsletter must have two obituaries (character summaries/sketches-that discuss the character, his/her life, accomplishments, qualities, etc.) about characters in the book. Check a paper to see what obituaries look like, but remember that these should be creative, detailed, and accurate to the novel. You can write an obituary for a character that died after the novel ended as well.

### **Writing Process (10 points)**

Prewriting, and a revised and edited rough draft. The final copy and headline on the articles should be error free.

### **Vital Information (5 points)**

Be sure to insert the book title (2 points), author's name (2 points), and your name (1 point) on the newsletter in a location of your choice. I suggest that you include them in some creative way rather than just adding them on at the end. You will not get credit if you just write this information on the newsletter when you hand it in.

*This assignment is best done on a computer (for the final copy). There are programs on the library computers that will create professional-looking newsletters, even allowing for pictures. I will try to get computer time, but cannot guarantee how much computer time you will have. This assignment needs to be done well, on your own time. If no computers are available, try your best to create an assignment that looks like a newsletter. Remember to hand in your rough copies!*

## Newsletter ~ Evaluation

### Evaluation Guide

Newsletter Title	/5
Advertisements	/15
News Stories	/30
Obituaries	/20
Book Title	/2
Author's Name	/2
Your Name	/1
Writing Process	/10
<hr/>	
<b>TOTAL</b>	<b>/85</b>

### Comments

A separate spelling grade will be assigned for the newsletter. Five points will be deducted from the spelling grade for each misspelled word.

<b>Spelling</b>	<b>/15</b>
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*Note: These URLs are no longer current as of August 2002.*