



 Prestwick House

Activity Pack

ENDER'S GAME

BY ORSON SCOTT CARD



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Written by Eva Richardson

Name: _____

Date: _____

Pre-Reading

Background Information

Objective: Researching information about the author

Activity

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

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

The biographical sketch should include the following information:

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

Name: _____

Date: _____

Chapter 3

Diary Writing

Objective: Identifying, describing, and characterizing relationships between characters

Activity

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

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

“Kill some buggers for me!” Peter shouted.

“I love you, Andrew!” Mother called.

“We’ll write to you!” Father said.

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

(Pg. 26)

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

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

DIARY ENTRY – Evening

Dear Diary,

Today, Ender was taken to Battle School...

Name: _____

Date: _____

Chapter 6

Conceptual Thinking

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

Activity I

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

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

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

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

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

Name: _____

Date: _____

Chapter 7

Research
Allusion
Interpretation

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

Activity

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

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

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

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

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

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

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

Name: _____

Date: _____

Chapter 9

Research
Allusion

Objective: Researching and understanding allusions

Activity I

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

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

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

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

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

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

Name: _____

Date: _____

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

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

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

Name: _____

Date: _____

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

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

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

Name: _____

Date: _____

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

Imagine the following scenario:

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

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

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

Name: _____

Date: _____

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

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

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

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

Record your findings and discuss them in class.