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Ender's Game
BY ORSON SCOTT CARD


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Name: _____

Date: _____

Pre-Reading**Plot and Theme**

Objective: Anticipating events and themes of the text

Activity

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

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

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

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

Name: _____

Date: _____

Chapter 3

Research

Objective: Researching issues relevant to the novel

Activity I

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

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

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

Nine children. That was unthinkable. Criminal.

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

“He didn't want me.”

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

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

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

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

Name: _____

Date: _____

Chapter 5

Figurative Language

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

Activity

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

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

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

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

Name: _____

Date: _____

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

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

Activity

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

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

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

Name: _____

Date: _____

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.