

### ***Ender's Game Reading and Assignment Schedule***

Please pay attention to what chapters you are responsible for reading each night. Though the schedule is subject to change, you should expect a reading quiz following each night's assignment.

#### **Reading Schedule**

| <b>DATE</b>             | <b>CHAPTERS</b>  | <b>DISCUSSION QUESTIONS</b>   |
|-------------------------|--|---|
| Monday, September 11    | Ch. 1 and 2  | Chapter 1<br>1. What problems does Ender face as a "third"?<br>Chapter 2<br>1. How is Peter described? (consider direct and indirect characterization)<br>2. Describe the "buggers" in detail. What conclusions can you make regarding them?  |
| Tuesday, September 12   | Ch. 3 and 4  | Chapter 3<br>1. Describe Valentine.<br>Chapter 4<br>1. How is Ender similar to and different than the other boys in his launch group?   |
| Wednesday, September 13 | Ch.5 and 6   | Chapter 5 and 6<br>1. Find one passage in each chapter and explain how it is relevant to the essential questions listed below.  |
| Thursday, September 14  | Ch.7   | Chapter 7<br>1. What do we learn about Ender in this chapter? How does his character develop?<br>2. What does Ender learn from others in this chapter? (Petra and Bonzo)  |
| Friday, September 15    | Ch.8   | Chapter 8<br>1. What does Ender learn from Dink Meeker? How does it help him?<br>2. How does Ender's attack tactics differ from other armies? What does it reveal about him and his leadership?   |
|                         |  |   |
| Monday, September 18    | Ch.9 This is a longer chapter. You will want to break it into two nights of reading. The midpoint of this chapter begins at "I'm careful, mom." There is a break in the text after | Chapter 9<br>1. How do people view Ender in this chapter? What do they base their opinions of him on?<br>2. Peter plans to change the world. How does he plan to do this and how does he manipulate Valentine to help him?<br>3. What do we learn about Peter and Valentine in this chapter? (consider direct and indirect characterization)<br>4. How has Ender gained the respect of everyone at Battle school? What has he lost? |

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|                         | this line.   |  |
| Tuesday, September 19   | Ch. 9  | <b>Continue Chapter 9</b>  |
| Wednesday, September 20 | Ch. 10   | Chapter 10 <ol style="list-style-type: none"> <li>1. What army is Ender given? Why is this significant?</li> <li>2. How does Ender treat Bean? How does it mirror his own experiences? How does it differ?</li> </ol>                    |
| Thursday, September 21  | Ch. 11   | Chapter 11 <ol style="list-style-type: none"> <li>1. What type of commander is Ender becoming?</li> <li>2. What rules do the teachers change in this chapter? Why?</li> </ol>  |
| Friday, September 22    | Ch. 12   | Chapter 12 <ol style="list-style-type: none"> <li>1. What is Ender's opinion of the teachers at Battle School? How does this compare to our own understanding of the role teachers play in the development of their students?</li> </ol> |
|                         |  |  |
| Monday, September 25    | Ch. 13 (through "She had talked Ender into going back into his training, and he wouldn't soon forgive her for that." There is a break in the text after this.) | Chapter 13 <ol style="list-style-type: none"> <li>1. Why does Ender hate himself?</li> <li>2. What does Graff share with Ender in this chapter? How does this information impact Ender?</li> </ol>                                       |
| Tuesday, September 26   | Ch. 13 (begins with "Ender came in the door..." to the end of the chapter  | Chapter 13 continued...<br><br>See questions above.  |
| Wednesday, September 27 | Ch. 14 (through "Ender didn't see what was funny about it.")   | Chapter 14 <ol style="list-style-type: none"> <li>1. Describe the simulator. What purpose does it serve in Ender's development as a leader?</li> <li>2. Why must Ender be isolated from his friends?</li> </ol>                          |
| Thursday, September 28  | Ch. 14 (begins with "They had changed the simulator.") to the end of the chapter   | Chapter 14 continued...<br><br>See questions above.  |
| Friday, September 29    | Ch. 15   | Chapter 15 <ol style="list-style-type: none"> <li>1. What happens to Ender, Peter, and Valentine at the end of the novel?</li> <li>2. Why does Ender refer to himself as the "Speaker for the Dead"?</li> </ol>                          |
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|----------------------|---------------|--|
| Monday, October 2    |               | Final Reading Test/ Assign Project<br><br>Project work.<br><br>Project work. |
| Tuesday, October 3   |               |  |
| Wednesday, October 4 |               |  |
| Thursday, October 5  | Lasallian Day |  |
| Friday, October 6    | Lasallian Day |  |
|                      |               |  |

### Annotation Guide

You will not have assigned study guide questions for this book. Instead, you will **color code your annotations** according to the following categories. Annotating does not just mean highlighting; you must highlight AND make a note on what you highlight. If you are using a paperback book, make note of your annotations on a sheet of paper or directly in your book.

- **PINK: React**
  - Note emotions you feel as you read
  - Describe a new perspective you may now have
  - Re-write, paraphrase, or summarize a particularly difficult passage or moment
- **BLUE: Question**
  - Literal (ex. define words or slang)
  - Interpretive (ex. question why an author may have used particular words or phrases; question the motivations of the characters)
  - Universal (ex: ask a larger question about human nature)
- **YELLOW: Predict**
  - Offer an analysis or interpretation of what is happening in the text
  - Note what you think will happen next in the text
- **GREEN: Connect**
  - Text-to-Self (i.e. make meaningful connections to your own life experiences)
  - Text-to-Text (e.g. make connections to other parts of the book; make connections to other texts you have read)
  - Text-to-Class (i.e. make connections to material discussed in other classes)
  - Text-to-World (i.e. connect to current events)
  - **Identify examples of direct and indirect characterization**
  - Identify and analyze examples of figurative language
  - Identify text that relates to the following essential questions:
    - What does it mean to be true to yourself?
    - What happens when a person does not accept the rules of the dominant culture?
    - What does it mean to be a kind, decent person?
    - What does it mean to be mature and immature? What does it mean to be grown up?
    - Why are people cruel to one another? How do people deal with seeing cruelty around them?

### Major Assessment

Your final assessment for this unit will be a project.

- Essay
- Board Game
- Double Entry Journal

### Double-Entry Journal

The purpose of keeping a dialectical journal is to allow you to enter into conversation with the author and text. Over the past few weeks, you have been required to annotate your text. The dialectical journal is similar to this process but will require you to think more about the text. Since you will be reading *Ender's Game* closely, you will need to continue annotating your text and begin recording your thoughts. The instructions below will help guide you through your entries.

| Ender's Game   |                 |  |
|--|-----------------|--|
| Passage  | Page or Chapter | Response   |
| <ul style="list-style-type: none"><li>• When looking for a passage to analyze, look for:<ul style="list-style-type: none"><li>○ Examples of figurative language</li><li>○ Examples of characterization</li><li>○ Evidence that supports or refutes an essential question</li><li>○ Answers to the study questions</li></ul></li><li>• All passages should be a direct quote from the text.</li></ul> |                 | <ul style="list-style-type: none"><li>• Your response should:<ul style="list-style-type: none"><li>○ Explain why an author may have used particular words or phrases; question the motivations of the characters</li><li>○ Offer an analysis or interpretation of what is happening in the text and how it relates to an essential question</li></ul></li></ul>  |
| <b>Sample:</b><br>"You might be having some idea of ganging up on me. You could probably beat me up pretty bad. But just remember what I do to people who try to hurt me. From then on you'd be wondering when I'd get you, and how bad it would be." He kicked Stilson in the face. Blood from his nose spattered the ground nearby. "It wouldn't be this bad," Ender said. "It would be worse."    | Page 6          | After his monitor is removed, Ender questions his identity. As a government authorized third child, Ender is consistently ostracized by his peers and brother, Peter. Knowing he has no legitimate place in society, and having failed basic training, Ender believes he is a target to his peers. This is reinforced by Stilson's badgering and instigating. In order to protect himself, Ender engages in a fight, severely injuring Stilson to prove the point that he must be cruel to others in order to protect himself. |