

7-2012

## “Give me the Game”: A Study of Card’s Ender’s Game [11th grade]

J Kat Aylesworth  
Trinity University

Follow this and additional works at: [http://digitalcommons.trinity.edu/educ\\_understandings](http://digitalcommons.trinity.edu/educ_understandings)



Part of the [Education Commons](#)

---

### Repository Citation

Aylesworth, J Kat, “Give me the Game”: A Study of Card’s Ender’s Game [11th grade] (2012). *Understanding by Design: Complete Collection*. 202.

[http://digitalcommons.trinity.edu/educ\\_understandings/202](http://digitalcommons.trinity.edu/educ_understandings/202)

This Instructional Material is brought to you for free and open access by the Understanding by Design at Digital Commons @ Trinity. For more information about this unie, please contact the author(s): . For information about the series, including permissions, please contact the administrator: [jcostanz@trinity.edu](mailto:jcostanz@trinity.edu).

# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: "Give me the Game": A Study of Card's *Ender's Game*

Grade Level: 11<sup>th</sup> Grade

Subject/Topic Area(s): English III

Designed By: J. Kat Aylesworth

Time Frame: 25 days-63 minute classes

School District: Baltimore City Public Schools System (BCPSS)

School: New Era Academy

School Address and Phone: 2700 Seamon Ave, Baltimore, MD 21224 443-984-2415

**Brief Summary of Unit** (Including curricular context and unit goals):

This unit was designed to be the second unit of the school year which means that the students will have had ample practice with the structure of a paragraph and the overall structure of a paper but will need a lot of work on organizing ideas, building writing stamina, and analyzing textual evidence.

This unit places heavy emphasis on analyzing not only the text but the concept of games and game play in the real world and the rules which govern our society.

Students will polish their skills of writing a formal essay while learning about human interaction and manipulation through Orson Scott Card's famous sci-fi novel, *Ender's Game*.

**"Give me the Game": A Study of Card's *Ender's Game***

## Stage 1 – Desired Results

|   |  |   |
|---|--|---|
| <p>CCSS.W.11-12.1 W.11-12.1<br/>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.W.11.12.4<br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CCSS.W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.RL.11-12.1<br/>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.L.11-12.2.<br/>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> | <b>Transfer</b>  |   |
|   | <p><i>Students will independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• write a literary analysis paper reflecting on a theme in Orson Scott Card's <i>Ender Game</i></li> <li>• create a board game which focuses on a real life 'game' students must play</li> </ul>   |   |
|   | <b>Meaning</b>   |   |
|   | <p><b>Understandings</b><br/><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• life is made up of a series of 'games' with unstated rules</li> <li>• games teach valuable lessons in a controlled setting</li> <li>• you have to know the rules before you can break them</li> <li>• knowledge and learning lead to decency which is the founding blocks of humanity</li> <li>• compassion can be more powerful than ruthlessness.</li> </ul>   | <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What are the games that we play on a daily basis?</li> <li>• What do we, as a society, teach younger generations through our games?</li> <li>• What are the unspoken rules that we live by?</li> <li>• What role does manipulation play in human interactions?</li> <li>• Who writes the rules for the games that we play as a society?</li> <li>• As individuals, what powers do we have over those games?</li> </ul> |
| <b>Acquisition</b>  |  |   |
| <p><b>Knowledge</b><br/><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• the correct form to write an analytical paper</li> <li>• the historical significance of Cold War relations between the United States and Russia</li> <li>• plot, characters, themes, and setting of <i>Ender's Game</i></li> </ul>  | <p><b>Skills</b><br/><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• write a thesis statement</li> <li>• write organized paragraphs</li> <li>• cite in-text quotation in MLA</li> <li>• format a literary analysis paper</li> <li>• write a meaningful conclusion</li> <li>• find and correct many of their own mistakes</li> <li>• identify a 'game' and unspoken rules within their own lives</li> <li>• the games, both intended and unintended, in their own lives</li> <li>• identify the rules of their personal games.</li> </ul> |   |

## Stage 2 – Evidence

|             |                   |  |
|-------------|-------------------|--|
| <b>CODE</b> | <b>Evaluative</b> |  |
|-------------|-------------------|--|



|     |   |  |
|-----|---|--|
| A/M | <ul style="list-style-type: none"> <li>Go over literature circle expectations</li> </ul> <p><b>Day Three</b></p> <ul style="list-style-type: none"> <li>Students read chapters one and two and prepare for literature circles</li> <li>Answer chapter questions and reader's responses</li> </ul> | Chapter questions<br>Reader's response journals                    |
| M   | <p><b>Day Four</b></p> <ul style="list-style-type: none"> <li>Literature circle over chapters one and two</li> <li>Circles share out their findings and possible themes that they have identified thus far</li> </ul>   | Literature circles<br>Class share-out                              |
| A/M | <p><b>Day Five</b></p> <ul style="list-style-type: none"> <li>Students read chapters three and four and prepare for small group discussion</li> <li>Answer chapter questions and reader's responses</li> </ul>  | Chapter questions<br>Reader's response journals                    |
| M   | <p><b>Day Six</b></p> <ul style="list-style-type: none"> <li>Small group discussion using "Roll 'em" Protocol –covering teacher selected conversation topics</li> <li>Reading quiz over chapters one through four</li> </ul>  | Small group discussion<br>Reading quiz                             |
| A/M | <p><b>Day Seven</b></p> <ul style="list-style-type: none"> <li>Students read chapters five and six and prepare for literature circle</li> <li>Answer chapter questions and reader's responses</li> </ul>  | Chapter questions<br>Reader's response journals                    |
| M   | <p><b>Day Eight</b></p> <ul style="list-style-type: none"> <li>Literature circle over chapters five and six</li> <li>Circles share out their findings and possible themes that they have identified thus far</li> </ul>   | Literature circles<br>Class share-out                              |
| A/M | <p><b>Day Nine</b></p> <ul style="list-style-type: none"> <li>Students read chapters seven and eight</li> <li>Answer chapter questions and reader's responses</li> </ul>  | Chapter questions<br>Reader's response journals                    |
| M   | <p><b>Day Ten</b></p> <ul style="list-style-type: none"> <li>Class discussion (small group with share out using Pick-a-Stick protocol) over the first eight chapters with focus on teacher assigned topics</li> <li>Reading quiz</li> </ul>   | Small group discussion<br>Reading quiz                             |
| A/M | <p><b>Day Eleven</b></p> <ul style="list-style-type: none"> <li>Read chapter nine</li> <li>Assign chapter nine writing project</li> </ul>   | Chapter questions<br>Reader's response journals                    |
| A/M | <p><b>Day Twelve</b></p> <ul style="list-style-type: none"> <li>Review project assignment</li> <li>Read chapters ten and eleven and prepare for literature circles</li> <li>Answer chapter questions and reader's responses</li> </ul>  | Writing project<br>Chapter questions<br>Reader's response journals |
| M/T | <p><b>Day Thirteen</b></p> <ul style="list-style-type: none"> <li>Literature circle over chapters ten and eleven</li> <li>Circles share out their findings and themes development</li> <li>Chapter nine projects due</li> </ul>   | Literature circles<br>Class share-out<br>Writing project           |
| A/M | <p><b>Day Fourteen</b></p> <ul style="list-style-type: none"> <li>Students read chapters twelve and thirteen</li> <li>Answer chapter questions and reader's responses</li> </ul>  | Chapter questions<br>Reader's response journals                    |

|       |  |   |
|-------|--|---|
| M/T   | <b>Day Fifteen</b> <ul style="list-style-type: none"> <li>• Reading quiz</li> <li>• Groups divide up characters and each member creates a biopoem for a different character</li> </ul>   | Reading quiz<br>Biopoem   |
| A/M/T | <b>Day Sixteen</b> <ul style="list-style-type: none"> <li>• Students finish book</li> <li>• Answer chapter questions and reader's responses</li> <li>• Assign game project</li> </ul>  | Chapter questions<br>Reader's response journals<br>Game project |
| M/T   | <b>Day Seventeen</b> <ul style="list-style-type: none"> <li>• Class discussion (small group with share out using Numbered Heads protocol) over the first eight chapters with focus on teacher assigned topics</li> <li>• Address questions or concerns about final project</li> <li>• Assign final paper</li> </ul>              | Small group discussion<br>Analytical paper                      |
| T     | <b>Day Eighteen</b> <ul style="list-style-type: none"> <li>• Work on paper outline</li> <li>• Brainstorm game topics, obstacles, and different rules (spoken and non-spoken)</li> </ul> <b>Day Nineteen-Twenty-three</b> <ul style="list-style-type: none"> <li>• Cushion Days</li> <li>• Assign interactive homework</li> </ul> |   |
| M/T   | <b>Day Twenty-five</b> <ul style="list-style-type: none"> <li>• Students turn in final papers</li> <li>• Students bring in games and whole class plays them and evaluates them using the Rules of the Game Peer Evaluation Sheet.</li> </ul>   | Analytical paper<br>Game project<br>Assess others' work         |

Summary and directions for protocols can be found at

[http://notebook.lausd.net/pls/pt/docs/PAGE/CA\\_LAUDS/LAUDSNET/ABOUT\\_US/INITIATIVES/AEMP/CAG\\_HOME/PROFESSIONAL%20DEVELOPMENT/GLC%20%20PROTOCOLS.PDF](http://notebook.lausd.net/pls/pt/docs/PAGE/CA_LAUDS/LAUDSNET/ABOUT_US/INITIATIVES/AEMP/CAG_HOME/PROFESSIONAL%20DEVELOPMENT/GLC%20%20PROTOCOLS.PDF)



## *Ender's Game* Chapter 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 behavior 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? What does it tell us about Ender?

### **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. What does the game know? 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? What makes you think that? Include textual evidence.

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.

Questions adapted from *Novel Study* Kelly Drury and Paula Demencuik

[https://docs.google.com/viewer?a=v&q=cache:0azitmRAvI0J:https://www.stf.sk.ca/portal.jsp?Sy3uQUnbK9L2RmSZs02CjV/LfyjbyjsxiVLkwcq/aNM%3DF+%22ender's+game%22+activities&hl=en&gl=us&pid=bl&srcid=ADGEESi2vV5SrjGGoWdBx9Z84KA11qUNJ0M5fwyyrtZhDZGZBcfMZpnw\\_vQLIQFLofWEVV MJAz0j3Sx4b1sTmW4GjvkvorYYD6wqmvJME7JV\\_j\\_dnw7tc9ICw71qTq9Svd1YpLcWcl&sig=AHIEtbSK5h\\_Dqxi1PaqwRFfmQSDA1GqNnQ&pli=1](https://docs.google.com/viewer?a=v&q=cache:0azitmRAvI0J:https://www.stf.sk.ca/portal.jsp?Sy3uQUnbK9L2RmSZs02CjV/LfyjbyjsxiVLkwcq/aNM%3DF+%22ender's+game%22+activities&hl=en&gl=us&pid=bl&srcid=ADGEESi2vV5SrjGGoWdBx9Z84KA11qUNJ0M5fwyyrtZhDZGZBcfMZpnw_vQLIQFLofWEVV MJAz0j3Sx4b1sTmW4GjvkvorYYD6wqmvJME7JV_j_dnw7tc9ICw71qTq9Svd1YpLcWcl&sig=AHIEtbSK5h_Dqxi1PaqwRFfmQSDA1GqNnQ&pli=1)

## Biopoem

### *Ender's Game*

#### Purpose of the Strategy

This strategy encourages character analysis. Students are able to express themselves in a creative writing style, while still interacting on a fairly sophisticated level with the text.

#### Directions

Step 1: After reading far enough in the book where students could describe several characters, assign them a "Biopoem". This activity could be used as an after activity or an activity exclusive of a specific reading assignment.

Step 2: Tell the students that they can choose any character from *Ender's Game* and write a Biopoem for him or her, using the following format. Put these directions on an overhead.

Line 1 Write the character's first name

Line 2 List four traits that describe the character

Line 3 Write "Relative of \_\_\_\_\_" (fill in the blank)

Line 4 "Lover of \_\_\_\_\_" (list 3 items)

Line 5 "Who feels \_\_\_\_\_" (list 3 items)

Line 6 "Who needs \_\_\_\_\_" (list 3 items)

Line 7 "Who fears \_\_\_\_\_" (list 3 items)

Line 8 "Who gives \_\_\_\_\_" (list 3 items)

Line 9 "Who would like to see \_\_\_\_\_" (list 3 items)

Line 10 "Resident of \_\_\_\_\_" (fill in the blank)

Line 11 Write the character's last name

Step 3: Show students the example below as a model.

#### Assessment

Students do not need to necessarily follow the format exactly, but they should include enough detail about the character to show that they have thought about that character's attributes. Look for responses that indicate deeper analysis, rather than simple repetition of surface details.

#### Bean

Inventive, pint-sized, curious, underage

Relative of no one but Ender's jeesh

Lover of battle, his leader, and playing with null-g

Who feels courage, intensity, and indignation

Who needs an opportunity, some rope, and a smaller flash suit

Who fears premature leadership, failure, and Ender's breakdown

Who gives a listening ear, the victorious nudge, and a humiliating example

Who would like to see the ocean, the other side of the universe, and victory

Resident of Battle school

No name but Bean

Created by Tiffany Stoddard 2006 *Ender's Game*

## ***Ender's Game* Chapter 9 Project**

### **The Task**

- Choose one of the following topics.
- Complete a well-written, properly formatted letter or article.
- Minimum length is 250 words.
  - One page typed, and double spaced, size 12 font,

### **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
- Character voice
- Mechanics
  - Grammar
  - Spelling
  - Punctuation
  - Language use
  - Vocabulary



### Possible Themes in *Ender's Game*

- 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.
- Societal pressure on youth



Rules of the Game Board Game  
Performance Task for *Ender's Game*  
Due \_\_\_\_\_

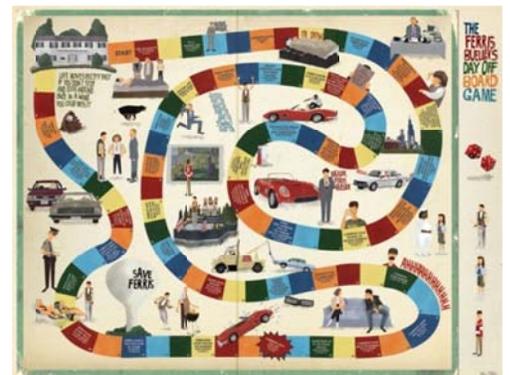


1. Pick a situation from your own life with obstacles, spoken rules, and unspoken rules.

2. Create a playable board game with the following:

3. Have family members play your game and complete the **Interactive Homework** sheet.

4. Make changes to your project based on their feedback.



Name: \_\_\_\_\_

*Ender's Game*- Rules of the Game Board Game Rubric

\_\_\_\_\_/20 Follows the theme of the situation

The situation is clearly identified.

The game title reflects the situation and is clearly visible.

All color and design choices tie into the situation.

All obstacles, rule cards, and opportunity spots clearly relate to the theme.

\_\_\_\_\_/20 Meets all the requirements

A board with

At least **40** squares on the board (only half of which can be blank),

At least **5** Rule Violation squares,

At least **10** Rule Violation (5 spoken rules and 5 unspoken rules) cards (see card template),

At least **5** obstacle spots which each detailing a specific obstacle ,

At least **5** opportunity spots each detailing a positive aspect of the situation

Playing pieces for the correct number of players, and

A dice or a spinner and

A rule sheet

\_\_\_\_\_/15 Has obstacle spots, opportunity spots, spoken rule cards, and unspoken rule cards

\_\_\_\_\_/15 Playable-The game has a clear goal; it is easy to determine a winner; the rules are clear; and all needed parts are included).

\_\_\_\_\_/10 Creativity-The game shows thought and insight into the games that we play on a daily basis.

\_\_\_\_\_/20 Professionalism-Care and attention was clearly shown in the creating of the game. There are few to no mistakes. Everything is carefully proofread and there is a level of polish to the final product.

\_\_\_\_\_/100 Total

Notes

Student's Name: \_\_\_\_\_

*Ender's Game: Interactive Homework*

Dear Family Partner:

We are learning about the 'games' we play in real life, and I need your help in order to complete this assignment. I hope you enjoy this activity with me. This assignment is due \_\_\_\_\_.

Sincerely,

\_\_\_\_\_  
Student's signature

**To be completed by the student before playing the game**

1. What is the name of the board game you created?
2. What is the real life situation you selected for your project? Why did you pick this subject matter?
3. Summarize the concept of games in real life for your family partner. Make sure that they understand the concept.

**To be completed by family partner before playing the game**

1. Do you have any personal experience with the topic your student has selected? If so, what was it?
2. Go over your student's answer to question three above. Describe an example of an instance in your own life where you had to play. What were some of the rules of that game? What did you have to do in order to be successful?

**To be completed by family partner after playing the game**

1. What did you think of the game?
2. Were the rules well written and easy to follow?
3. What did you like about it?
4. What could be done to improve the final product?

**To be completed by student after playing the game**

1. After playing the game, what flaws do you see to be fixed? Name two things that you are going to fix before turning in your final product.
2. Describe what it was like to play your completed game with someone.

Dear Family Partner,  
Please give me your reactions to your child's work on this activity. Write YES or NO for each statement.

- \_\_\_\_\_ 1. My student understood the homework and was able to complete it.  
\_\_\_\_\_ 2. My student and I enjoyed the activity.  
\_\_\_\_\_ 3. This assignment helped me know what my child is learning in English.

Any other comments

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
Date \_\_\_\_\_

Name: \_\_\_\_\_

### Rules of the Game-Peer Evaluation Sheet

#### Game One

1. Whose game did you play? \_\_\_\_\_
2. What was the situation of the game? \_\_\_\_\_
3. What did you have to do to win the game?
4. On a scale of 1-5 (5 being perfect; 1 being you had no clue what was going on), how easy was it understand the game and to play the game?
5. Name two things you liked about the game.
6. Name one thing you would like to improve about the game.
7. Overall, on a scale of 1-100, what grade would you give this game? Justify your choice.

#### Game Two

1. Whose game did you play? \_\_\_\_\_
2. What was the situation of the game? \_\_\_\_\_
3. What did you have to do to win the game?
4. On a scale of 1-5 (5 being perfect; 1 being you had no clue what was going on), how easy was it understand the game and to play the game?
5. Name two things you liked about the game.
6. Name one thing you would like to improve about the game.
7. Overall, on a scale of 1-100, what grade would you give this game? Justify your choice.

**Your assignment is to decide what the most important theme of *Ender's Game* is and then prove to your readers that your reasons are true by using textual evidence. You will do this in a five paragraph theme paper.**

Theme Paper Guide Sheet

**Essay format (matches your OUTLINE):**

Paragraph 1, Introduction

- a. **Grabber:** Something that grabs the reader's attention, such as a quote or vivid recalling of a scene from the book.
- b. **Context:** Orient the reader to the author, book and the storyline.
- c. **Thesis:** What theme was most important in this book and what did it help readers understand about the deeper meaning of the book?

**(example thesis: An analysis of the theme of love in Bang! makes the reader understand why Mann's father feels he needs to take drastic measures to help his son survive in a challenging world.)**

3 Body Paragraphs: In EVERY paragraph, include:

- a. **Topic sentence:** Describes one way why your theme proves your thesis and provides the focus for this paragraph:

**Mann's father is devastated by the death of his youngest son Jason, and this causes him incredible pain.**

- b. **Summary:** Describe what happened by summarizing what happened that you stated in your topic sentence. Begin tying it to your thesis.

**There is no reason for Jason to be murdered. The violence is senseless, and it is no one's fault. Jason is only a little boy and he does not deserve to die just because of some random neighborhood violence. Mann's father, however, thinks he was to blame. His love for Jason is so deep that it causes him to rethink how he raises his sons.**

- c. **Quote I** Provide a brief quote that relates to the scene you are describing.

**"I went too easy on my boys. I treated them like little baby sissy boys. Look where that got Jason. No, I have to prepare my only son left for this world by making him be a real man" (Flake, 110).**

- d. **Analyze the quote** This is where you make inferences, draw conclusions, and really show some critical thinking about your theme and what it teaches readers.

**Mann's father feels he has to take drastic measures to protect Mann, his only remaining son. He loved Mann and Jason differently before Jason dies. He is much more affectionate and loving. There is no anger about him – nothing like what readers see after the tragedy. It is clear that Mann's father feels he needs to reevaluate the way he loves Mann. Just because it ends up being hard on Mann does not mean he loves him any less. He just feels like he could not bear losing another son.**

- e. **Quote II** Provide a brief quote that relates to a different scene that also ties into the focus of this paragraph.

- f. **Analyze the quote** This is where you make inferences, draw conclusions, and really show some critical thinking about your theme and what it teaches readers.

- g. **Transition**-summarize the broader point and refer back to the overall topic of this paragraph

**Conclusion:** End with a thoughtful message to your reader. Connect your ideas to something new and different. End with something the book taught you. Remember not to say, "I think..." you are not part of this essay!

Name: \_\_\_\_\_

**Essay Outline Format for *Ender's Game***

Directions: use this in a way that will help you best for your theme essay.

Grabber:

Background Commentary about *Ender's Game*:

Thesis: Theme Statement:

I. Body Paragraph #1

Topic Sentence:

Summary

Quote (Card, \_\_\_\_\_)

Analysis

Quote (Card, \_\_\_\_\_)

Analysis

Transition sentence

II. Body Paragraph #2

Topic Sentence:

Summary

Quote (Card, \_\_\_\_\_)

Analysis

Quote (Card, \_\_\_\_\_)

Analysis

Transition Sentence

III. Body Paragraph #3

Topic Sentence:

Summary

Quote (Card, \_\_\_\_\_)

Analysis

Quote (Card, \_\_\_\_\_)

Analysis

Transition Sentence

IV. Conclusion

Summarize your thesis and main arguments:

Ending with an insight or something thoughtful about the book and what it teaches about life:

Student Name: \_\_\_\_\_

Total: \_\_\_\_\_/100 Content  
 \_\_\_\_\_/100 Mechanics  
 \_\_\_\_\_/200 Total

### Analytical Essay Writing Rubric

|                                       | Excellent  | Good  | Fair   | Poor   |
|---------------------------------------|--|---|--|--|
| <b>Introduction<br/>10 points</b>     | Introduction specifically introduces the work, genre, and author; addresses the topic directly; and has a clear thesis statement.  | Introduction refers to the work, genre, and author; addresses the topic; and has a thesis statement.          | Introduction makes some reference to the work, genre, and author; attempts to address the topic; and has a vague thesis statement. | Introduction makes little reference to the work, genre, and author; poorly addresses the topic; and has an unclear thesis statement. |
| <b>Body Paragraphs<br/>10 points</b>  | Body paragraphs contain a clear topic sentence, support the thesis, and are exceptionally well organized with concluding sentence. | Body paragraphs have topic and concluding sentences, support the thesis, and are fairly well organized.       | Body paragraphs support the thesis, attempt to address the topic, and are fairly well organized.                                   | Body paragraphs do not sufficiently support the thesis and are not organized.  |
| <b>Conclusion<br/>10 points</b>       | Conclusion clearly restates the thesis, reinforces the major points and makes a broader statement about the topic.                 | Conclusion sums up the thesis and reinforces it well.   | Conclusion does fully sum up thesis but does not reinforce the thesis.   | Conclusion sums up the thesis poorly with little or no reinforcement.  |
| <b>Quotations<br/>30 points</b>       | Quotations are fully woven in and correctly cited in MLA format.   | Quotations are partially woven in and are correctly cited in MLA format.                                      | Quotations are present but are not woven in. Some effort at citation has been made.  | Quotations are not woven in or cited.  |
| <b>Analysis<br/>30 points</b>         | Quotations are specific, sufficient, and significant; they are clearly explained, and connected directly to the thesis.            | Quotations are specific, sufficient, reasonably well explained, and correctly cited; they support the thesis. | Quotations and explanations are fair and/or insufficient; they provide some support to the thesis.                                 | Quotations and explanations are unclear and insufficient; they provide little support to the thesis.                                 |
| <b>Meets Guidelines<br/>10 points</b> | There are 5 paragraphs, at least 750 words, and at least 6 direct quotations from the novel.                                       | There are 5 paragraphs, close to 750 words, and 5 direct quotations from the novel.                           | There are 5 paragraphs, over 500 words, and 3 direct quotations.   | There are less than 5 paragraphs, close to 500 words, and less than 3 direct quotations.   |

Adapted from Watertown High School <http://www.watertown.k12.ma.us/dept/ela/pdf/EngDeptWritRubric.pdf>