CCSS Middle School English 8B

This is the **First** semester of the **8th Grade English** course designed to provide each student with a clear path to achieving the California Common Core State Standards for English Language Arts and Literacy. Emphasis will be placed on the ability of the student to make meaning and reach understanding of complex texts and ideas. This will be accomplished by reading and responding to texts producing original texts, participating in collaborative discussions with the teacher, doing research and delivering presentations, and answering second and third tier Depth of Knowledge questions.

Work Expectations: In order to successfully complete this course, students are expected to be working a total of 10 hours per week or 2 hours per day.

Standards
Material covered in this instructional guide aligns with the Common Core State Standards (CCSS). The English Language Arts CCSS consist of Career and College Ready (CCR) anchor standards and grade-specific content standards. To view each of the standards for the categories listed above in detail; download the California Common Core State Standards for English Language Arts from http://www.cde.ca.gov/re/cc/.

Anchor Standards:
•   Career and College Ready Anchor Standards for Reading
•   Career and College Ready Anchor Standards for Writing
•   Career and College Ready Anchor Standards for Speaking and Listening
•   Career and College Ready Anchor Standards for Language

Texts and Websites
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Career and College Readiness Anchor Standards for Reading (Grades 6-12)

Key Ideas and Details:
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:
- Read and comprehend complex literary and informational texts independently and proficiently.

Career and College Readiness Anchor Standards for Writing (Grades 6-12)

Text Types and Purposes:
- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Students may access the textbook companion site, Achieve3000, and Edgenuity/MyPath software programs that assist with reading comprehension skills through Schoology.

Grade Distribution:
- Weekly Assignments =70% (Writing = 70%, comprehension questions, vocabulary, and grammar = 30%)
- Performance Assessments = 30%.
- Your teacher use the following standard grading rubric for completeness and accuracy: A=90-100%, B=80-89%, C=70-79%, D=60-69%, and F<60%.

Supplementary Resources for Relearning and Differentiation (available through Savvas App)

- ELD Support:
  - o Accessible Leveled Text (summarized versions of the readings with explanations)
  - o Audio reading in multiple languages
  - o English Language Support Lessons
- Advanced Learners –
  - o Extension Questions
  - o Independent Learning additional texts
  - o Conventions (additional lessons/mini lessons/interactive lessons)
  - o Literary Device (additional lessons/mini lessons/interactive lessons)
  - o Novel Correlations/Trade Books
- Struggling Readers:
  - o Accessible Leveled Text (summarized versions of the readings with explanations)
  - o Audio reading
  - o English Language Support Lessons
  - o Conventions (additional lessons/mini lessons/interactive lessons)
  - o Literary Device (additional lessons/mini lessons/interactive lessons)
- All Readers:
  - o Audio Reading
  - o Word Study additional lessons
  - o Conventions (additional lessons/mini lessons/interactive lessons)
  - o Literary Device (additional lessons/mini lessons/interactive lessons)

Each Reading follows the same pattern – students complete all activities for each reading (in order), unless otherwise directed by your teacher. Short summaries of each activity are following (readings vary with some activities):

- **Assignment 1**
  - o **Unit Introduction:** Word Network/Vocabulary and Summary
  - o **Concept Vocabulary:** Introduce the vocabulary words in the selection
  - o **First Read:** During the First Read, students will read to notice details, annotate the text as they read, make connections beyond the text, and respond by writing a brief summary of the selection. There is a First Read guide with focus questions (digital version can be typed on).
  - o **Comprehension Check:** short answer comprehension questions
  - o **Research:** Students are asked to choose something from the reading to research to clarify and explore
- **Assignment 2**
  - o **Close Read (second read):** students respond to questions (annotate/question/conclude) directly in their digital or print Student Edition (example provided).
  - o **Analyze the Text**: Short answer questions with evidence cited.
- **Assignment 3**
  - o **Analyze Craft and Structure**: Literary device lesson
  - o **Concept Vocabulary**: A closer look at vocabulary words and word study
- **Assignment 4**
  - o **Conventions**: grammar/mechanics practice
  - o **Selection Test** is available online digitally or print forms
- **Assignment 5** (teacher discretion)
  - o **Writing to Sources**: Includes one or more writing assignments associated with the reading and an evidence log leading to the Performance Assessment.
  - o **Speaking and Listening:** Includes one or more speaking and listening (presentation type) assignments associated with the reading and an evidence log leading to the Performance Assessment.
- **Performance Task/Performance Assessment**
  - o Performance Task is a final writing/speaking project based on the readings
  - o Performance Assessment is a final writing/speaking project based on the Essential Question

Optional Novel (teacher discretion) – One correlated novel chosen from a list of optional offered by Savvas. See myPerspective+ for more options.

*Multicultural Selection

| **Week 1** – Unit 3 What Matters |
| Essential Question: When is it right to take a stand? |
| • Optional: Novel reading
• Achieve 3000: Levelset assessment
• Achieve3000: Complete two 5-step lesson articles
• Unit 3 Introduction: "Freedom of the Press?" pgs. 254-260
• Reading #1: *"Barrington Irving, Pilot and Educator" pgs. 264-275 |

| **Week 2** – Unit 3 What Matters |
| Essential Question: When is it right to take a stand? |

- Optional: Novel reading
- Achieve3000: Complete two 5-step lesson articles
- Reading #2 "Three Cheers for the Nanny State" pgs. 276-285
- Reading #3 "Ban the Ban! Soda's a Problem but..." pgs. 286-296

| **Week 3** – Unit 3 What Matters |
| Essential Question: When is it right to take a stand? |

- Optional: Novel reading
- Achieve3000: Complete two 5-step lesson articles
- Performance Task: Write an Argument pgs. 296-301. Follow and complete all steps of the Performance Task.

| **Week 4** – Unit 4 Human Intelligence |
| Essential Question: In what different ways can people be intelligent? |

Optional: Novel reading
Achieve3000: Complete two 5-step lesson articles
- Unit 4 Introduction: "The Human Brain" pgs. 340-346
- Reading #1: "Flowers for Algernon" pgs. 350-383

| **Week 5** – Unit 4 Human Intelligence |
| Essential Question: In what different ways can people be intelligent? |

- Optional: Novel reading
- Achieve3000: Complete two 5-step lesson articles
- Reading #2: "*from* Flowers for Algernon" pgs. 384-389
- Performance Task: Write an informative speech pgs. 390-395 Follow and complete all steps of the Performance Task.

| **Week 6** – Unit 4 Human Intelligence |
| Essential Question: In what different ways can people be intelligent? |

- Optional: Novel reading
- Achieve3000: Complete two 5-step lesson articles
- Reading #3: "from Blue Nines and Red Words pgs. 400-411

| **Week 7** – Unit 5 Invention |
| Essential Question: Are inventions realized through inspiration or perspiration? |

- Optional: Novel reading
- Achieve3000: Complete two 5-step lesson articles
- Unit 5 Introduction: "Inspiration is Overrated" pgs. 438-444
- Reading #1: "Uncle Marco" pgs. 448-463

| **Week 7** – Unit 5 Invention |
| Essential Question: Are inventions realized through inspiration or perspiration? |

- Optional: Novel reading
- Achieve3000: Complete two 5-step lesson articles
- Reading #2 "To Fly" pgs. 464-477

Week 8 – Unit 5 Invention Essential Question: Are inventions realized through inspiration or perspiration?
- Optional: Novel reading   - Achieve3000: Complete two 5-step lesson articles   - Performance Task: Write an Argument pgs. 478-395. Follow and complete all steps of the Performance Task.
Week 9 – Unit 5 Invention Essential Question: Are inventions realized through inspiration or perspiration?
- Optional: Novel reading   - Achieve3000: Complete two 5-step lesson articles   - Reading #3 "Nikola Tesla: The Greatest Inventor of All?" pgs. 488-493
Week 10 – Culminating Project
Confer with your teacher about your final project Novel Study (*see attached Book Report Activities Guide) -OR- Final Culminating Project (*see attached Culminating Project Activities Guide)

Suggested Novel Reading: Ender Games by Orson Scott Card (see attached for student materials)

Not Your Grandma's Book Report
(10 Creative Ways to Respond to Literature)

I. Design and Make Your Own Tee Shirt
1. Illustrate a scene or character from the book on a t-shirt.
2. Write a short summary of the scene and explain why it is important to the story.
3. If you choose to illustrate a character, write a description of the character and why he or she is important to the story.

II. Book Mobile (from items related to the story)
1. Select 10 items that represent people, places, events, or other parts of the book and hang them from a hanger using string or yarn.
2. Write a key that explains each object and why you chose it.

III. "WANTED" Posters (for two characters in the book)
1. Choose two characters from the book for which you will make posters.
2. Research sample wanted posters.
3. Information to include in your poster:
4. The "crime,"
5. Physical description
6. Where the character was last seen
7. Reward amount.

IV. Design a New Cover Jacket (for the book)
1. Front cover: Draw and color an illustration for the book.
2. Inside front flap: Write descriptions of the main characters.
3. Inside back flap: Write a description of the setting and a short summary of the book.
4. Back cover: Write five (5) to ten (10) quotes from the book that are important to understanding the story.

V. Create a Collage (to represent the book)
1. Your collage should include at least ten (10) photos or illustrations.
2. Write a key describing each item on the collage.

VI. Create a Graphic Novel (Comic Book) Version (of your book)
1. Use 8 ½ x 11 inch paper or 8 ½ x 11 inch paper (folded in half) to create your graphic novel
2. Illustrations should be colored pencil/ink

VII. Letter to the Author
1. Write a letter to the author that explains your reaction to her/his book.
2. Your letter must include:
    o All elements of a friendly letter (date, greeting, body, closing, & signature).
    o Your opinion of the book and reasons for your opinion
    o The character in the book you are most like and why
    o Your favorite part of the book
    o At least two (2) questions you have about the book
    o Include your home or school address in the letter.
    o Include an addressed envelope with your return address & the author's address. (Check the back of the book or author's Web site for author's address. You may also send the letter directly to the publisher, which should be on the copyright page of the book.

VIII. Interview with a Character
1. Pretend you are a journalist interviewing a character in your book. Write ten (10) questions to ask the character.
2. Then answer each question as you think the character would respond.

IX. Illustrated Timeline
1. Choose at ten (10) important events from the story.
2. Write a description of each event.
3. Draw a color illustration for each event.
4. The events must be in the order in which they occurred in the book.

X. Create a CD Album Cover (with liner notes)
1. Create an album/CD cover for your book (research CD cases) and include the book title somewhere in your design.
2. In your liner notes (research liner notes) select ten (10) song titles that represent characters, events, or settings in the book.
3. Below the song titles, write a short summary of the book

Culminating Project Activities

Review one (1) of your fictional works from this semester's assigned readings and then choose from one (1) of the following projects:

I. <u>Letter of Advice</u>

> 1. Write a letter to one of the characters giving advice about the main conflict in the story

II. <u>New Day – You Write It!</u>

> 1. Re-write a scene from the story, giving it a new ending

III. <u>Character Play List</u>

> 1. Create a music play list for a character in the story.
> 2. The play list must have no fewer than four (4) songs and you must explain for choices of music for this character.

IV. <u>Social Media Profile</u>

> 1. Create an online media (instagram/Facebook/Snapchat/Tik Tok/Twitter/YouTube) profile for one (1) character in one of the stories

V. <u>Acrostic Character Poem</u>

> 1. Write an acrostic poem for a character in one of your readings from the text Units or from your independent novel.
> 2. Write your character's name down vertically.
> 3. Brainstorm words or phrases that describe your character.
> 4. Place your brainstormed words or phrases on the lines that begin with the letters of your character's name.
> 5. Fill in the rest of the lines to create a poem.

Here is an example:

She's a lover of fun and fantasy

Curious about her world

Outs wrongdoers handily

Uneasy with anything 'girled'

The epitome of equality and gallantry

VI. <u>Character Rap</u>

> 1. Write a rap song about a character in one of your readings
> 2. Your rap must have at least three (3) stanzas

VII. Reading Movie Poster

> 1. Create a movie poster for one of the stories.
> 2. The poster must include: i) the author, ii) film title, iii) film slogan, one (1) film star you've chosen to portray the main character, and iv) the director - YOURSELF

Ender's Game
Orson Scott Card

ABOUT THE AUTHOR

Orson Scott Card was born in Richland, Washington, and grew up in various cities in the American West. He is from a Mormon family (he is a great-great-grandson of Brigham Young) and has remained a member of the Church of Latter-Day Saints all his life. He served a two-year term of missionary service in Brazil in the early '70s; the Brazilian cities he visited then often appear in his work. Card also served for a time as an associate editor of *Ensign*, a magazine of the Church of Latter-Day Saints.

Card began his writing career with a series of plays and musical comedies in the 1960s and 1970s; he also ran his own theater company, operating out of The Castle, an outdoor amphitheater in Provo, Utah. Eventually, the company was shut down due to mounting debts. It was in this period that Card turned to writing fiction.

The novelette version of *Ender's Game* was only Orson Scott Card's second published work. It came out in *Analog* magazine in 1977 to immediate acclaim. After being expanded into novel form, *Ender's Game* won both the Hugo and the Nebula Awards for science fiction. The sequel, *Speaker for the Dead*, also won the Hugo and the Nebula. Since then, Card has written three other books in what is known as the Ender Quintet and two other series of books (*The Ender's Shadow* series and *The Formic Wars* series) that take place in the same world.

Although he is best known for his science fiction, Card has written in many other genres, including fantasy, historical fiction, and religious fiction. He has also co-authored a manga series, *Laddertop*, with his daughter Emily Card.

Card is also known for his public political positions, some of which have drawn controversy. This led to a boycott of the film version of *Ender's Game* when it was released in 2013.

BACKGROUND

Card has cited Isaac Asimov's *Foundation* series as an inspiration, as well as *Army of the Potomac*, a three-volume history of the Civil War. In keeping with these origins, *Ender's Game*, with its Battle School setting, is suggested reading for various military organizations—including the United States Marine Corps.

What put *Ender's Game* on the Corps' reading list is the novel's in-depth examination of ethics and military strategy. Card's protagonist, Ender is basically tricked into initiating the genocide of an alien race. This raises the thorny question of whether such an action might be justifiable when the existence of your own species is threatened. This complex novel offers no clear answer.

Among the author's other influences was having his own nearly 6-year-old son around as he wrote it. As Card put it, "it amused me when critics claimed that 'kids don't talk like' the kids in Battle School."

QUICK GUIDE

As you read *Ender's Game*, keep the following literary elements in mind:

- IRONY occurs when there is an incongruity between one idea and another, often creating a kind of humor—as when someone makes a speech about the evils of hunger while enjoying a good meal.

- CHARACTERIZATION is the way in which a writer reveals information about a character. In **direct characterization**, a writer makes direct statements about a character's appearance, personality, and actions. In **indirect characterization**, a writer suggests information about a character through what the character says and does or what other characters say about him or her.

- SYMBOL is a literary device in which an object or image stands for a deeper concept.
- CONFLICT is a struggle between opposing forces in a narrative. **External** conflict occurs between characters or between a character and a larger force, such as nature or society. **Internal conflict** occurs within a character who faces opposing ideas, feelings, or choices.
- FORESHADOWING happens when the author uses a words or phrases to hint at something that will come later—which may be explicit, or something the reader only discovers when that event unfolds.

VOCABULARY

1. **supine** *adj.* lying flat on one's back
2. **mirth** *n.* laughter, amusement
3. **flotilla** *n.* a fleet of ships
4. **evade** *v.* avoid, dodge
5. **opaque** *adj.* not able to be seen through; not transparent
6. **desiccated** *adj.* dried up
7. **raucous** *adj.* loud and harsh
8. **evade** *v.* dodge, hide, as in running from something
9. **gall** *n.* nerve, impertinence
10. **magnanimous** *adj.* generous, especially toward someone weaker than oneself
11. **puerile** *adj.* childish
12. **nonchalance** *n.* casualness, carelessness
13. **interpose** *v.* place between one thing and another
14. **pseudonym** *n.* an assumed name
15. **discreet** *adj.* cautious or reserved in one's speech and actions
16. **treason** *n.* betrayal, especially against one's own country
17. **invulnerable** *adj.* not able to be harmed
18. **ineptitude** *n.* lack of ability, incompetence
19. **impromptu** *adj.* spontaneous, off the top of one's head
20. **coddle** *v.* pamper, treat with too much softness

CHAPTERS 1–5

Discussion Questions

1. Ender breaks the "rules of manly warfare" by kicking Stilson while he is on the ground. How does this work as **indirect characterization** of Ender?
2. What **irony** is created by the fact that Ender assumes that once his monitor is removed, he will be more accepted?
3. What is **foreshadowed** by Ender's conclusion, after his beating Stilson, that he is "just like Peter"?
4. Peter threatens to kill Ender and Valentine but then apologizes to Ender. What does this suggest about Peter's personality?
5. What is the **irony** in the fact that Peter shows his humanity only when commiserating with Ender about not being chosen by the International Fleet?
6. When he is asked to leave his family, what is Ender's **internal conflict**?
7. As he enters the shuttle, Ender immediately notices that it's built to function with an up and a down. How is this **indirect characterization** of Ender?
8. On the shuttle, Graff singles out Ender and praises him in front of the other boys. Why is Ender upset by this?
9. What are the **external conflicts** in Ender's arrival at Battle School?
10. How does Ender turn Bernard's own bullying against him to both weaken Bernard and make friends with Shen?

WRITING ACTIVITY If you had to choose between being the greatest genius in the world or having friends, which would you choose? Why?

CHAPTERS 6–10
Discussion Questions

1. What is the giant in the Giant's Drink game a **symbol** of?

2. Why do you think Alai is willing to become friends with Ender, even though this will make Bernard angry?

3. In the computer game, what are the wolf-children **symbols** of?

4. Why do you think Petra wants to befriend Ender?

5. How does Ender's action in arranging informal training sessions work as a form of **indirect characterization**?

6. What does Ender mean when he says he wants to keep practicing with the launchies because "From you I can learn what nobody knows"?

7. When Dink tells Ender "if the buggers were coming back to get us, they'd be here. They aren't invading again," how is this an example of **foreshadowing**?

8. When Peter cries in front of Val, she believes it is a real weakness. But how is he still manipulating Val?

9. Why is it an example of **irony** that Val's and Peter's and Ender's father admires Demosthenes?

10. Why does becoming a commander make Ender even more isolated?

WRITING ACTIVITY As commanders, Bonzo is too strict and proud; Rose the Nose is too weak and sloppy. Which is worse?

CHAPTERS 11–15
Discussion Questions

1. Ender's Dragon Army has to fight a battle every day, and the rules keep changing to disadvantage them. Why do the teachers give Ender's army this punishing schedule?

2. Why is Ender studying the videos of previous bugger wars even though, as Graff tells him "all of our strategies have been edited out"?

3. How did Ender's fight with Stilson in Chapter One **foreshadow** his fight with Bonzo? How did it **foreshadow** his final battle against the buggers?

4. Ender says of Bonzo, "He fought with honor… I didn't fight with honor. I fought to win." What is the **irony** in this statement?

5. In posing as Demosthenes, Valentine finds herself sympathizing with his positions and stops being afraid of becoming him. How does this fit with the novel's themes about good and evil?

6. When Ender is on Earth and wants to give up fighting, what makes him decide to go back?

7. How did Mazer Rackham defeat the Second Invasion of the buggers?

8. Exhausted from battles, Ender dreams that he is the buried giant from the Giant's Drink game and that he becomes a "home for buggers." How does this serve as both a **symbol** and **foreshadowing**?

9. Why did the adults lie to Ender about the fact that the battles were real?

10. What promise does Ender make to the bugger queen at the end?

WRITING ACTIVITY If you were Ender, would you feel guilty at the end of the war? Why or why not?

PULLING IT ALL TOGETHER

WRITING ACTIVITY All of the kids at Battle School are gifted, but we see many of them making what seem to be obvious mistakes. In what ways can people be both intelligent and foolish at the same time?

PANEL DISCUSSION All wars are tragedies, which result in death and misery. Under what circumstances is it justifiable to go to war?

SENSITIVE ISSUES

Card says that the slang spoken by the students at Battle School imitates "the pidgin English of uneducated people" and some students may find this offensive. There is also kid-on-kid violence that may prove disturbing to some, even in the context of training for war.

EDITABLE TEST

You may administer the accompanying test in two ways:

- Create an assignment online
- Print it out and distribute

You may customize the test to suit your needs by modifying questions and answer spaces as necessary.

TRADE BOOK TEST

Ender's Game
Orson Scott Card

A. Thinking About *Ender's Game*

Choose the best answer.

1. Why is Ender called "Third"?

☐ a. He's third-smartest in his school.

☐ b. He's the third child in his family.

☐ c. He's the third choice for Battle School.

☐ d. He's the third tallest of his siblings.

2. The person Ender loves most is

☐ a. his sister Valentine

☐ b. his girlfriend

☐ c. his mother

☐ d. Colonel Graff

3. On the shuttle ride to Battle School, Ender defends himself by

☐ a. breaking Bean's arm

☐ b. defeating Graff in an argument

☐ c. brilliantly insulting Peter

☐ d. breaking Bernard's arm

4. Who writes the character of Demosthenes?

☐ a. Peter

☐ b. Mazer Rackham

☐ c. Ender

☐ d. Valentine

5. How does Ender defeat the giant in the Giant's Drink game?

☐ a. He attacks its eye.

☐ b. He gets it to drink poison.

☐ c. He confuses it.

☐ d. He snares it in a trap.

6. Which word best describes Bonzo's character?

☐ a. goofy

☐ b. proud

☐ c. kindly

☐ d. sloppy

7. How does Mazer Rackham defeat the buggers in the Second Invasion?

☐ a. by tricking them into killing each other

☐ b. by using the Dr. Device

☐ c. by destroying their home planet

☐ d. by killing their queen

Name:	Date:

8. Which army is Ender the commander of?
- ☐ a. Salamander Army
- ☐ b. Dragon Army
- ☐ c. Rabbit Army
- ☐ d. Centipede Army

9. What does Ender do after defeating the Third Invasion?
- ☐ a. He has a deep sleep.
- ☐ b. He admits he loves Petra.
- ☐ c. He cries quietly.
- ☐ d. He destroys the computer.

10. Why does Ender leave Earth?
- ☐ a. to travel and rest
- ☐ b. to get revenge on the human race
- ☐ c. to be with Valentine
- ☐ d. to find a home for the bugger queen

B. Recognizing Literary Elements and Techniques

Answer each question below with the best term from the following list: *irony, conflict, symbol, foreshadowing, characterization.*

11. What literary element is represented by the giant in the Giant's Drink game?

_____

12. When Ender struggles to decide whether to go to Command School, this is an example of which literary element?

_____

13. What literary element comes into play when Ender dreams of becoming the giant and turning into a "home for buggers"?

_____

14. When Ender is glad that monitor has been removed, but it actually makes him less safe, this is an example of which literary element?

_____

15. When we learn that Peter tortures squirrels, this is an example of which literary element?

_____

Name:	**Date:**

C. Essay Questions

Write your answers in the space provided. Continue on another page if necessary.

16. Write a brief essay about why being a genius might make other people hate you, drawing on Ender's experience and citing examples of things he does that bring on the dislike of his peers.

17. How does Ender's character compare to Valentine's? To Peter's? Why is Ender the one who is chosen to be the commander? Write a brief essay answering these questions and synthesizing them into an explanation of what makes a good commander.

18. *Ender's Game* is mainly concerned with the qualities that make a good leader. Write an essay about whether you agree with Orson Scott Card's assumption that a leader must be willing to be brutal and cruel in order to be effective.