FRAME FOR ENDER’S GAME ESSAY

CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

The purpose of this assignment is to fulfill the Common Core Standard of analyzing how a complex character (Ender) develops over the course of a text, interacts with other characters (such as Bean, Graff, etc.), and develops the theme of leadership, integrating textual evidence (quotations) from the text.

You will write a coherent essay by establishing a claim (thesis) that conveys a clear perspective and tightly reasoned argument on the subject through supporting textual evidence, while maintaining an objective tone throughout the piece of writing. You will progress through the stages of the writing process (pre-writing, drafting, revising, editing/proofreading).

Students not achieving a passing grade of 70% or more on this assignment will be required to revise the essay until they achieve the Standard.

INSTRUCTIONS: Use this frame as a pre-writing strategy to help organize your essay before you begin your rough draft. You will be turning this in, along with your rough draft, and other steps in the writing process, so don’t lose it!

Without a claim (thesis), there is no essay. To simplify this assignment, the entire class will use the following claim as the controlling idea of their essays:

As the plot of the novel progresses, Ender Wiggin develops from an inexperienced child into an effective commander and leader through his interactions with other characters: (name of influential person), (name of influential person), and (name of influential person).
I. **Introduction**

A. Lead Sentence (grabs our attention; do not quote any outside texts):

B. Continuation of Lead (includes title, author, genre, etc.):

C. Objective summary of *Ender’s Game* that helps build background for the reader to understand your key points and arguments. You must include information about the three characters you listed in your claim:

1. 
2. 
3. 

II. As the plot of the novel progresses, Ender Wiggin develops from an inexperienced child into an effective commander and leader through his interactions with other characters: (name of influential person), (name of influential person) ____________________________, and (name of influential person) ____________________________.
III. **Body: Statement – Preparation – Quotation – Explanation**

Topic Sentence (related to first person in thesis statement and an aspect of leadership Ender learns from this person):

**Preparation** – Describe the context of the first quotation. What is happening in the scene? Who is speaking, and to whom?:

**Quotation** – Evidence (including MLA-style in-text citation):

**Explanation** – Commentary/Analysis (why this quotation is proof that Ender learned an aspect of leadership from this person):

**Transition** – a cause and effect statement that bridges the two quotations (“Ender later applies this knowledge when he becomes a commander by…”)

**Preparation** – Describe the context of the second quotation. What is happening in the scene? Who is speaking, and to whom?:

**Quotation** – Evidence (including MLA-style in-text citation):

**Explanation** – Commentary/Analysis (why this quotation is proof that Ender used what he learned from this character in order to become an effective commander):

Closing Statement – Wrap up the analysis:
IV. **Body: Statement – Preparation – Quotation – Explanation**

Topic Sentence (related to second person in thesis statement and an aspect of leadership Ender learns from this person):

**Preparation** – Describe the context of the third quotation. What is happening in the scene? Who is speaking, and to whom?:

**Quotation** – Evidence (including MLA-style in-text citation):

**Explanation** – Commentary/Analysis (why this quotation is proof that Ender learned an aspect of leadership from this person):

**Transition** – a cause and effect statement that bridges the two quotations (“Ender later applies this knowledge when he becomes a commander by…”)

**Preparation** – Describe the context of the fourth quotation. What is happening in the scene? Who is speaking, and to whom?:

**Quotation** – Evidence (including MLA-style in-text citation):

**Explanation** – Commentary/Analysis (why this quotation is proof that Ender used what he learned from this character in order to become an effective commander):

Closing Statement – Wrap up the analysis:
V. **Body: Statement – Preparation – Quotation – Explanation**

Topic Sentence (related to third person in thesis statement and an aspect of leadership Ender learns from this person):

**Preparation** – Describe the context of the fifth quotation. What is happening in the scene? Who is speaking, and to whom?:

**Quotation** – Evidence (including MLA-style in-text citation):

**Explanation** – Commentary/Analysis (why this quotation is proof that Ender learned an aspect of leadership from this person):

**Transition** – a cause and effect statement that bridges the two quotations (“Ender later applies this knowledge when he becomes a commander by…”)

**Preparation** – Describe the context of the sixth quotation. What is happening in the scene? Who is speaking, and to whom?:

**Quotation** – Evidence (including MLA-style in-text citation):

**Explanation** – Commentary/Analysis (why this quotation is proof that Ender used what he learned from this character in order to become an effective commander):

Closing Statement – Wrap up the analysis:
VI. **Conclusion**

Restated (but not “repeated”) Claim/Thesis Statement:

Refer to Statement/Evidence of First Part of Claim/Thesis:

Refer to Statement/Evidence of Second Part of Claim/Thesis:

Refer to Statement/Evidence of Third Part of Claim/Thesis:

Concluding Sentence That Makes a Universal Statement About the Theme of Leadership: