THE MAZE RUNNER
BY JAMES DASHNER

IF YOU AIN’T SCARED, YOU AIN’T HUMAN.

REMEMBER. SURVIVE. RUN.

Use this Survival Guide to help you navigate your way through the Maze of assignments. Remember to bring your Survival Guide and adhere to the Number One Rule—Always Finish the Questions and Tasks, unless you want to be Banished with a failing (Grieving) grade.

NAME: ________________________________________ #: __________
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due by</th>
<th>Grade</th>
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<tbody>
<tr>
<td><strong>Task 1.</strong> Hierarchy of Values Pyramid. Define each value, justify why you chose it, and give an example of the value being practiced in your society.</td>
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<tr>
<td><strong>Assignment 1.</strong> Read chapters 1-3, answer comprehension questions, and define vocabulary words.</td>
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<td><strong>Assignment 2.</strong> Read chapters 4-6, answer comprehension questions, and define vocabulary words.</td>
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<td><strong>Assignment 3.</strong> Read chapters 7-10, answer comprehension questions, and define vocabulary words.</td>
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<td><strong>Assignment 4.</strong> Read chapters 11-16 and answer comprehension questions.</td>
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<tr>
<td><strong>Task 2.</strong> Character Map. <strong>Task 3.</strong> Glade Map.</td>
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<tr>
<td><strong>QUIZ: CHAPTERS 1-16</strong></td>
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<td><strong>Assignment 5:</strong> Read chapters 17-20. <strong>Task 4.</strong> Fakebook Template for Thomas.</td>
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<td><strong>Assignment 6.</strong> Read chapters 21-24 and complete the questions.</td>
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<td><strong>Assignment 7.</strong> Read chapters 25-31, complete the vocabulary, and questions.</td>
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<td><strong>Task 5.</strong> Glade Flag and Motto.</td>
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<td><strong>QUIZ: CHAPTERS 17-31</strong></td>
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<td><strong>Assignment 8.</strong> Read chapters 32-34 and complete the questions.</td>
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<td><strong>Assignment 9.</strong> Read chapters 35-39 and complete the questions.</td>
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<tr>
<td><strong>Task 6.</strong> Character Description. Get into assigned groups and decide who is completing which part of the assignment. Complete your part of the Character Description task for your group.</td>
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<td><strong>Assignment 10.</strong> Read chapters 40-45, answer comprehension questions, and define vocabulary words.</td>
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<td><strong>QUIZ: CHAPTERS 32-45</strong></td>
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*The Maze Runner Survival Guide*
<table>
<thead>
<tr>
<th>Assignment 11:</th>
<th>Read chapters 46-48 and answer comprehension questions.</th>
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<tr>
<td>Assignment 12:</td>
<td>Read chapters 49-51, answer comprehension questions, and define vocabulary words.</td>
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<td>Assignment 13:</td>
<td>Read chapters 52-53.</td>
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<td>Task 7:</td>
<td>Group response question.</td>
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<td>Assignment 14:</td>
<td>Read chapters 54-56.</td>
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<td>Task 8:</td>
<td>Chapters 54-56 Timeline.</td>
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<td>Assignment 15:</td>
<td>Read chapters 57-59, define the vocabulary words, and answer the questions.</td>
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<td>Assignment 16:</td>
<td>Read chapters 60-Epilogue.</td>
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<td>Task 9:</td>
<td>Chapters 60-Epilogue Timeline.</td>
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<td>Task 10:</td>
<td>Essay Question.</td>
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<tr>
<td>Task 11:</td>
<td>Vocabulary Classification. Get into assigned groups and complete the group assignment.</td>
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**QUIZ: Whole Novel**
Task 1: Hierarchy of Values in Society

A hierarchy is a formally ranked group of items, people, or ideas. You find hierarchies all the time in the form of chains of command. For example, a person could explain the hierarchy of power (from least to greatest) within a school as follows:

students —> teachers and secretaries —> assistant principal —> principal

The same hierarchy visually represented would like this:

While it’s not necessarily your choice, as students you do have the least amount of power or control over matters such as punishment, rules, amounts of homework, and things of that nature. Above students are teachers and secretaries since those people are often seen as authority figures due to their age, education, and experience. Above that group is the assistant principal who is only below one person: the principal himself.

Now that you hopefully have a better understanding of what hierarchies are all about, here is your task: Create a hierarchy of values for a perfect society. You will choose the six most important ideas or values that a society should be built around. You will then rank those six values and put them in the form of a hierarchy pyramid.

Directions:
1. In a small group, discuss each of the values that are provided for you in the envelope.
2. Decide which six values will “make the cut” and be included in your pyramid.
3. Rank those values from least important to most important.
4. Draw your own six level hierarchy pyramid on a sheet of blank 11x17 paper. Write down the six values your group decided on from least to most important.
5. Lastly, discuss and write down your reasoning for why each value is important and why it is where it is within your hierarchy of values pyramid. Write the explanations next to each level of the pyramid. Each explanation should be at least three sentences, and each explanation should provide an example of how that value is important in society.
<table>
<thead>
<tr>
<th>Comfort</th>
<th>Responsibility</th>
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<tr>
<td>Cooperation</td>
<td>Trust</td>
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<td>Fairness</td>
<td>Safety</td>
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<td>Power</td>
<td>Freedom</td>
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<td>Justice</td>
<td>Respect</td>
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<td>Understanding</td>
<td>Determination</td>
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<td>Equality</td>
<td>Adaptability</td>
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<td>Individuality</td>
<td>Innovation</td>
</tr>
<tr>
<td>Competitiveness</td>
<td>Compassion</td>
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</table>
Part I: Chapters 1-16

Assignment I: Read Chapters 1-3

Vocabulary:

<table>
<thead>
<tr>
<th>WORD</th>
<th>PART OF SPEECH</th>
<th>DEFINITION</th>
<th>PICTURE OR SYMBOL</th>
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<tr>
<td>stale</td>
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<td>consumed</td>
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<td>ascent</td>
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<td>devoid</td>
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<td>bombarded</td>
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<td>lurch</td>
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<tr>
<td>piercing</td>
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<td></td>
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<td>dilapidated</td>
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<td>taunting</td>
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The following terms will be helpful in learning to understand the slang the Gladers use throughout the novel.

**Glader Slang:**
- **Klunk** - means "poop" or "crap."
- **Shank** - means "friend" or "fellow."
- **Shuck** - an expletive or curse word used to bring attention to one's annoyance or frustration.
- **Slim it** - means "calm down" or "shut it."
- **Slinthead** - a derogatory term used mostly by others when one makes a mistake that involves repercussions.
- **Greenbean/Greenie** - the newest arrival to the Glade.
- **Newbie** - a newcomer in the Glade. Can refer to a Greenie, or anyone else relatively new.
- **Good That** - said when a Glader agrees with someone or something.
- **Dong** - means "feces"; also used as a derogatory term.
- **Jacked** - describing a person who is messed up in the head.
- **Bloody** - commonly used as “bloody hell” by Newt. An expression of strong emotion.
Questions:

1. Where is Thomas at the beginning of the novel? (pg. 2)

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2. What words will Thomas never forget? Why? (pg. 4)

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3. What slang words do the boys keep using? What do you think they mean? (pg.6)

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4. What’s a Beetle Blade? (pg. 13)

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5. What does Thomas discover in the wooden building? (20)

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6. What surprising information does Gally share with Thomas? (pg. 18)

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7. The Maze Runner is often compared to The Hunger Games. What similarities and differences do you note at this point in the reading?

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The Maze Runner Survival Guide
## Assignment 2: Read Chapters 4-6

### Vocabulary:

<table>
<thead>
<tr>
<th>WORD</th>
<th>PART OF SPEECH</th>
<th>DEFINITION</th>
<th>PICTURE OR SYMBOL</th>
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</thead>
<tbody>
<tr>
<td>wedged</td>
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<tr>
<td>mammoth</td>
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<td></td>
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<td>trepidation</td>
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<td>suppress</td>
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<td>wincing</td>
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<td>epiphany</td>
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<td>appendages</td>
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<tr>
<td>bulbous</td>
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<td></td>
<td></td>
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<tr>
<td>eradicate</td>
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</tbody>
</table>
Questions:
1. How many doors are there to the Glade and what happens to them every evening? (pg. 28)
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_____________________________________________________________________

2. Why do you think Gally picks on Thomas? Do you consider Gally a bully? Explain. (pg. 32)
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_____________________________________________________________________
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3. What does Thomas mean when he says trying to remember “was like looking at an image through a foot of muddy water”? (pg. 33)
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4. What epiphany did Thomas have? (pg. 34)
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5. Describe a Griever. Based on your descriptions, draw a Griever. (pg. 38)
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6. According to Newt, what have all the boys been sent to the Glade for? (pg. 40)
_____________________________________________________________________
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The Maze Runner Survival Guide
Assignment 3: Read Chapters 7-10

Questions:
1. What’s the Box and why is it important? (pg. 42)

2. Based on the fact that the boys enter the Box with no memories and begin a new life, what do you think the Box symbolizes?

3. Why does the thought of the Glade having a graveyard disturb Thomas? (pg. 44)

4. What is the Number One Rule in the Glade? (pg. 46)

5. What does the alarm signify and why is everyone surprised? (pg. 48)

6. Why does the girl’s message cause fear and anxiety among the Gladers? (pg. 57)

7. Do you think the Glade was set up as a prison? List all of the reasons that support the belief that the Glade is a prison for wayward teens. List all of the reasons that refute the assumption that the Glade is a prison.

8. Who attacks Thomas and where was Thomas when the attack happened? (pg. 71)
Assignment 4: Read Chapters 11-16

Questions:
1. What does Ben accuse Thomas of? (pg. 73)
_____________________________________________________________________
_____________________________________________________________________

2. What happened to Ben after he attacked Thomas? (pg. 74)
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_____________________________________________________________________

3. Thomas’s first job is to work for the Slicers. What’s a Slicer and what are they in charge of? (pg. 78)
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_____________________________________________________________________

4. What did Minho find in the Maze and why is it significant? (pg. 84)
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5. List all of the reasons why Alby is suspicious of Thomas. (pg. 86)
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6. Do you think Ben’s punishment was justified? Explain your answer. (pg. 93-94)
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7. What is Newt concerned about? (pg. 107)
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8. Who is caught in the Maze when the doors to the Glade close? (pg. 112)
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The Maze Runner Survival Guide
9. Describe each group present in the Glade.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>Builders</td>
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<tr>
<td>Bricknicks</td>
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<tr>
<td>Sloppers</td>
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<td>Cooks</td>
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<td>Baggers</td>
<td></td>
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<td>Slicers</td>
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<tr>
<td>Map-Makers</td>
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<td>Med-Jacks</td>
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<td>Track-Hoes</td>
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<tr>
<td>Runners</td>
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<tr>
<td>Greenies</td>
<td></td>
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<tr>
<td>Keepers</td>
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</tbody>
</table>

10. Rank the groups into a five-layer hierarchy pyramid with the group with the most power on top and the group with the least power on the bottom. You will have to place some groups together in different layers.
- In the top layer, add who you think are the leaders of the Glade and why.
- On the side, explain the goal of the Glader society.
**TASK 2**: Describe the main characters and explain how they feel about the Glade.

<table>
<thead>
<tr>
<th>CHARACTER</th>
<th>DESCRIPTION</th>
<th>FEELINGS ABOUT THE GLADE</th>
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</thead>
<tbody>
<tr>
<td>THOMAS</td>
<td></td>
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<td>CHUCK</td>
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<td>ALBY</td>
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<td>MINHO</td>
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<td>NEWT</td>
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<td>GALLY</td>
<td></td>
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<td>BEN</td>
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<tr>
<td>FRYPAN</td>
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</table>
**TASK 3:**
Below, draw out a map of the Glade. Identify all of the major buildings and zones and write a caption describing what purpose they serve. Your map must be detailed, complete, and colorful.
Part 2: Chapters 17-31

Assignment 5: Read Chapters 17-20

Task 4:
Complete the Fakebook Template for Thomas, based on chapters 17-20, using the handouts provided.

Directions:

Page 1:
1. Draw a picture of Thomas.
2. Draw a picture of the Maze or the Glade, or both.
3. Identify a person, place or thing Thomas would want to search.
4. Complete the background information by listing his age, where he lives, his relationship status, his life goals, and his greatest fears.
5. Write a status comment for Thomas at the start of chapter 17. The comment must be 2-3 sentences long, written in the first person, and describe his feelings and/or thoughts.
6. List four main Activities that happened in chapters 1-16.

Page 2:
7. Identify another person, place or thing Thomas would want to search.
8. Fill out the Chapters 17-20 Main Events. Create a timeline of the main events that happens in chapters 17-20. List the chapter and page #, as well as a brief summary of the event. Make sure the events go in chronological order. The events should cover all four chapters of 17-20.
10. Write down your favorite quote from the novel so far (chapters 17-20). Explain why this is your favorite quote.
<table>
<thead>
<tr>
<th>Age:</th>
<th>Lives in:</th>
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<tbody>
<tr>
<td>Relationship Status:</td>
<td></td>
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<tr>
<td>Life Goals:</td>
<td></td>
</tr>
<tr>
<td>Greatest Fear(s):</td>
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</table>
## Chapters 17-20 Main Events:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Event</th>
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## Friends:

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## Favorite Quote from the Novel:

""
**Assignment 6: Read Chapters 21-24**

**Questions:**

1. How does Thomas outwit the Griever? (pg. 131)

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2. Explain how Minho and Thomas outsmart the four Grievers. (pg. 135)

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3. Read the two explanations of the Changing provided below.
   - People who go through the Changing are so upset because they remember their old life and they cannot have it back.
   - People who go through the Changing are so upset because they remember their old life and it’s no better than what they have now.

Which explanation do you think is more likely true? Explain your choice. (pg. 149)

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4. In the allegory of the Maze, what do you think the walls symbolize about life?

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5. What is one big rule Thomas has broken and the ethical dilemma that Newt now faces in regard to Thomas? (pg. 153)

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6. What justifications does Gally give for believing Thomas is a spy? (pg. 157)

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7. Do you think the other Keepers will agree to the recommendation made by Minho at the end of chapter 24? Explain your answer. (pg. 158)

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*The Maze Runner Survival Guide*
Assignment 7: Read Chapters 25-31

Vocabulary:

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<th>WORD</th>
<th>PART OF SPEECH</th>
<th>DEFINITION</th>
<th>PICTURE OR SYMBOL</th>
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<tr>
<td>adamantly</td>
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<td>interjected</td>
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<td>belligerence</td>
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<td>dumbfounded</td>
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<td>queasy</td>
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<td>entwined</td>
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Questions:
1. List the reasons Minho gives to defend his recommendation? (pg. 161)

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2. “Thomas thought about the Changing…would it be worth it to get stung by the Grievers, go through the horrible process, just to remember something?” Would you choose to go through the Changing to regain your memories? Explain your choice.

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3. What does the Gathering decide? (pg. 166)

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4. What happens when Alby tries to tell Thomas about the “outside”? (pg. 172-173)

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5. What does Tomas think the girl’s name is? (pg. 183)

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6. What do you think the girl speaking to Thomas in his head means at the end of chapter 28 when she says, “It was you and me, Tom. We did this to them. To us.”? How might that affect the rest of the book? Explain your answer. (pg. 184)

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7. What does Chuck say happened to Gally? (pg. 188)

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8. What does Thomas promise Chuck? (pg. 195)

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**TASK 5**: Create a flag and a motto for the Gladers and the society they have created in the novel. Explain both creations (the flag and the motto), providing an explanation of at least 3-4 sentences. Be sure to color your flag.

Motto: ________________________________________________________________

Explanation:
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The Maze Runner Survival Guide
**Assignment 8: Read Chapters 32-34**

**Questions:**

1. **Create a list of all the items necessary for a Runner to do their job.** (pg. 201-202)

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2. **Use Minho’s description and draw the Maze.** (pg. 206)

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3. **What does Minho teach Thomas to do so they don’t lose their way in the Maze?**
   What allusion does Minho make and how is it appropriate? (pg. 211)

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4. **What does Thomas suggest regarding the Grievers and where they go?** (pg. 213)

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5. **What do you think the words stamped into the stone of the walls might suggest about the world outside the maze?** What might it suggest about why the boys are in the Glade? (pg. 215)

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*The Maze Runner Survival Guide*
6. What does Thomas notice that is rather shocking? Provide a possible explanation for what has occurred. (pg. 218)

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7. How does Minho react to the major change in the Gladers’ environment? How do you think you would react if you were in Minho’s situation? Support your answer with at least one reason. (pg. 221)

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8. What do Thomas and Minho witness at the end of Chapter 34? Explain how that might be important to the Gladers. (pg. 223)

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The Maze Runner Survival Guide
**Assignment 9: Read Chapters 35-39**

**Questions:**

1. What do Thomas and Minho discover when they drop rocks over the edge of the cliff? (pg. 226)

_____________________________________________________________________

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2. What did Teresa tell Thomas when she woke up? (pg. 232)

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3. Teresa states she triggered The Ending. Explain what you think this means for the Gladers. (pg. 239)

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4. What does Alby decide should be done with Teresa? (pg. 240)

_____________________________________________________________________

5. Create six Effect Maps. Decide on the six most important events in chapters 38-39 and write them separately in the effect boxes (the first one has been done for you). Write in the immediate effects for each event from chapters 38-39. For example:

- **The doors to the Maze are not closing and there is no sunset.**
  - Minho and Thomas want to stay out in the Maze for a few days at a time.
  - They are hoping to find a way out or see if anything has changed.
TASK 6: Character Description

Directions: Along with your group members, you will be creating a detailed description of an important character in *The Maze Runner* so far. The characters to choose from are: THOMAS, ALBY, NEWT, TERESA, MINHO, GALLY, or CHUCK. I have provided an explanation of the different parts that will be required for your character description below.

**Character Trait & Three Quotes to Support**

- You will choose one adjective that best describes your group’s character. Your adjective should be a personality trait (not a physical trait), and you should think hard about the one word that best represents your character.
- You will then find three quotes to support your character trait. All three (3) quotes should come from a wide page range, so don’t just limit yourself to one or two chapters in the book. You should write down each of the quotes (word-for-word from the book) that support your character trait next to the bullet points provided. Be sure to include page numbers!

**Three Most Important Actions/Events & Why**

- Think about all the important events that have taken place so far in the novel. During which of those events did your group’s character play a part? You are to choose the three most important events, or actions your character performed. You should write those events or actions in the space provided, and thoroughly explain the importance of each event. Doing so will require at least 2 reasons why each event is so significant.

**Animal to Symbolize Character, Picture of Animal, & Why**

- Keeping in mind the trait that another group member came up with for the first requirement, you are to choose an animal that best symbolizes your group’s character and/or his importance to the book.
- After doing so, you are to write out the name of the animal that would best describe your character, draw the animal, and explain two reasons why that animal is the best symbolic representation of your character. Your image must also be colored.

**Acrostic Poem About Character**

- You are responsible for writing an acrostic poem that describes and represents your character. In order to do so, you will begin by writing the name of your group’s assigned character vertically (as shown on the individual assignment sheet all groups will receive).
- Once you have written the character’s name vertically, you are to write a short poem that describes or represents information about your group’s character. However, to do so, you must use the letters of the character’s name to begin each different line. Your acrostic poem should demonstrate depth of understanding, rather than relying on only physical attributes.

**Two Similes & Two Metaphors**

- Figurative language can be a very powerful tool. You are to come up with two (2) similes and two (2) metaphors for your group’s assigned character. Each of the similes and metaphors should focus on a different attribute of the character, and at least two of your creations must be non-physical descriptions that you generate. For example, you could create a simile or a metaphor to describe a character’s intelligence, friendliness, or how he is judgmental. Your similes and metaphors will be graded upon creativity as well as depth of thought.

After being placed in your groups, each of you will be responsible for choosing and completing a different task to describe your assigned character. You are expected to use teamwork and compromise in order to decide who will be responsible for each requirement. Once each part is completed, you will be pasting your group’s work on bulletin board paper that will be provided.
Character Trait & Support

(write character trait on above line)

Text Support / Quotes as Evidence

• ( ): 
  page # then quote word-for-word

• ( ): 
  page # then quote word-for-word

• ( ): 
  page # then quote word-for-word

The Maze Runner Survival Guide
I. Description of Action or Event

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Explanation of Importance

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

II. Description of Action or Event

________________________________________________________________________________________

________________________________________________________________________________________

Explanation of Importance

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
III. Description of Action or Event

Explanation of Importance
Animal Symbolism

(write the animal that best symbolizes character above)

Explanations of how the animal best represents your character

I.

II.
Acrostic Poem About Character
Two Similes & Two Metaphors

Simile #1
*Personality Trait or Physical Attribute Being Described:

*Simile:

Simile #2
*Personality Trait or Physical Attribute Being Described:

*Simile:

Metaphor #1
*Personality Trait or Physical Attribute Being Described:

*Metaphor:

Metaphor #2
*Personality Trait or Physical Attribute Being Described:

*Metaphor:
Assignment 10: Read Chapters 40-45

Vocabulary:

<table>
<thead>
<tr>
<th>WORD</th>
<th>PART OF SPEECH</th>
<th>DEFINITION</th>
<th>PICTURE OR SYMBOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>rebuke</td>
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<tr>
<td>gingerly</td>
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<td></td>
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<tr>
<td>glower</td>
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<td></td>
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<td>rummage</td>
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<td></td>
<td></td>
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<td>jittery</td>
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<td></td>
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<td>telepathy</td>
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<tr>
<td>impenetrable</td>
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<td></td>
<td></td>
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<tr>
<td>acrid</td>
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</tbody>
</table>
Questions:

1. Who, or what, do you think burned the Map trunks? Using the chapters we’ve read so far, explain why you think that person or thing would want to burn the trunks. (pg. 262)

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

2. What idea does Teresa suggest to explain how the Maze might be a “code”? (pg. 264)

_____________________________________________________________________
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3. What has actually happened to the maps? (pg. 270)

_____________________________________________________________________
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4. Imagine you’re Minho and Newt at the end of Chapter 41. List two emotions that you would likely be feeling, and explain each emotion. (pg. 271)

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5. When the maps are layered and compared what do they seem to form? (pg. 276)

_____________________________________________________________________
_____________________________________________________________________

6. What are the words the Gladers find from their analysis of the maps? (pg. 290)

_____________________________________________________________________
_____________________________________________________________________

7. What is Thomas’s plan? (pg. 291)

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_____________________________________________________________________

The Maze Runner Survival Guide
**Part 4: Chapters 46-Epilogue**

**Assignment II: Read Chapters 46-48**

**Vocabulary:**

<table>
<thead>
<tr>
<th>WORD</th>
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<tr>
<td>retaliate</td>
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<tr>
<td>interminable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jubilation</td>
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</tbody>
</table>

**Questions:**

1. Do you agree with Thomas’s choice to be stung by the Grievers? Explain your response. (pg. 296)

   ___________________________________________________________

   ___________________________________________________________

   ___________________________________________________________

2. How long did it take Thomas to go through the Change? (pg. 299)

   ___________________________________________________________

3. List the immediate effects Thomas went through the Change from chapter 48.

   ___________________________________________________________

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Assignment 12: Read Chapters 49-51

Vocabulary:

<table>
<thead>
<tr>
<th>WORD</th>
<th>PART OF SPEECH</th>
<th>DEFINITION</th>
<th>PICTURE OR SYMBOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>baffled</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>variable</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>horde</td>
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<tr>
<td>incredulous</td>
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</tbody>
</table>

Questions:

1. What does Thomas tell the Gladers about themselves, their lives, and/or the Creators? (pg. 303)

2. Imagine you were one of the boys listening to what Thomas says toward the end of chapter 49. How would you respond? Why would you respond in that way? (pg. 306)
3. What two surprising facts does Thomas tell the Gladers? (pg. 307-308) ________________________________________________________________________
______________________________________________________________________

4. If Thomas is correct about what he suggests at the end of chapter 50, what does it tell you about the Creators? Explain your answer. (pg. 309) ________________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

5. Who confesses to burning the Maps? What explanation does that character provide for deciding to burn the Maps? (pg. 312) ________________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

6. What does the Glade symbolize? ________________________________________________________________________
______________________________________________________________________

7. What plan does Thomas suggest to get around the Grievers as they escape? Why does he think it will work? (pg. 313-314) ________________________________________________________________________
______________________________________________________________________
Assignment 13: Read Chapters 52-53

Task 7: Chapters 52-53 Group Response

Group 1 Members:

1. Based on what we have read in the book thus far, how can WICKED be good? Be specific and explain your answer in a few well-written paragraphs.
Task 7: Chapters 52-53 Group Response

Group 2 Members:

2. Some Gladers have decided to stay back and not go with the others during their escape attempt. Provide two reasons those boys might have for making their decision to stay in the Glade.

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Task 7: Chapters 52-53 Group Response

Group 3 Members:

3. Do you think Thomas and Teresa are helping or hurting Chuck by “sugarcoating” the details and dangers involved in the escape? Explain your answer with two reasons for whichever side you have chosen.
4. How convinced do you think Newt really is that the plan Thomas has created will work? Provide evidence for your answer.

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The Maze Runner Survival Guide
Task 7: Chapters 52-53 Group Response

Group 5 Members:

5. Of the weapons that have been created to help the boys with their escape, which do you think are the best? Explain why you feel that way.
6. Thomas tells Teresa that he is scared about their escape. However, he only tells Teresa that he feels that way. Why do you think that is the case? How would you explain the relationship between Thomas and Teresa?
Assignment 14: Read Chapters 54-56

Task 8: Summarize the main events in chapters 54-56 on the timeline below.

- pgs. 325-326
- pgs. 327-328
- pgs. 329-330
- pgs. 331-333
- pgs. 334-335
- pgs. 336-337
- pgs. 338-339
- pgs. 340-341
**Assignment 15: Chapters 57-59**

**Vocabulary:**

<table>
<thead>
<tr>
<th>WORD</th>
<th>PART OF SPEECH</th>
<th>DEFINITION</th>
<th>PICTURE OR SYMBOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>spewing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lacerations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mourning</td>
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<td></td>
<td></td>
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<tr>
<td>apparitions</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>convulsing</td>
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</tbody>
</table>

**Questions:**

1. Describe the Griever’s Hole. (pg. 342)

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

2. What unbelievable feat was Thomas able to accomplish? (pg. 344)

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

*The Maze Runner Survival Guide*
3. What do you notice is different about the word PUSH from the other words?

_____________________________________________________________________
_____________________________________________________________________

4. What did the word PUSH stand for? (pg. 346-347)

_____________________________________________________________________
_____________________________________________________________________

5. How many Gladers survived and made it into the Griever Hole? (pg.348)

_____________________________________________________________________

6. At the end of the long slides down from the tunnel they arrive in an underground chamber. What is standing behind large windows observing them? ( pg. 351)

_____________________________________________________________________

7. Who comes walking through the door to meet the Gladers? (pg. 353)

_____________________________________________________________________

8. Who is the boy in the hooded sweatshirt? What does the boy do? (pg. 354-355)

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

9. Does what Chuck does seem out of character, or is it believable that he would do what he did for Thomas? (pg. 356)

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

10. How does Thomas react to Chuck’s death? (pg. 357-358)

_____________________________________________________________________

11. What do you think the woman meant when she said she had one more variable to introduce? (pg. 355)

_____________________________________________________________________

The Maze Runner Survival Guide
Assignment 16: Read Chapters 60-Epilogue

Task 9: Summarize the main events in chapters 60-Epilogue on the timeline below.

pgs. 359-360

pgs. 361-362

pgs. 363-364

pgs. 365-367

pgs. 368-369

pgs. 370-372

pgs. 373-374
Task 10: Essay Question
Chuck and Alby both sacrifice themselves in the novel, though for different reasons. Compare these two characters and why they sacrifice themselves.
**Task II: Vocabulary Classification Activity**

Within the English language, vocabulary is constantly categorized or put into various classifications. In some cases, vocabulary might be placed into parts of speech, places, feelings, or even word origins (what language the word came from). There are some classifications listed below to provide a starting point of thought for what groups you might be collecting for your in-class assignment, described further below.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nouns</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sprint</td>
<td>Wall</td>
<td>Quickly</td>
</tr>
<tr>
<td>Yell</td>
<td>The Glade</td>
<td>Conveniently</td>
</tr>
<tr>
<td>Crumple</td>
<td>Cliff</td>
<td>Hurriedly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positive Feelings</th>
<th>Negative Feelings</th>
<th>Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecstatic</td>
<td>Disgust</td>
<td>Statue of Liberty</td>
</tr>
<tr>
<td>Happy</td>
<td>Nervous</td>
<td>California</td>
</tr>
<tr>
<td>Enthralled</td>
<td>Loathe</td>
<td>home</td>
</tr>
</tbody>
</table>

Your task, along with your group members, will be to take a collection of vocabulary words and terms from *The Maze Runner* and sort those terms into categories of your own creation. You should use your creativity on this project, and you should also be ready to write explanations of your category choices and the words that go into that category.

Your group, once together, will be provided with an envelope of vocabulary words and terms as well as a checklist so you know what to do and in what order things should be done. The key to doing a solid job on this assignment is working together and using your creativity.

**Checklist:**

- 1.) Open the envelope that is given to you. Take out all of the slips of paper. Each slip provides a different vocabulary word or term from *The Maze Runner*. There should be 24 slips of paper in your envelope.
- 2.) Look at each of the slips, reading them aloud so that all group members can see and/or hear the words provided on the slips of paper.
- 3.) As a group, discuss possible grouping methods. Remember that each group must be made up of at least three slips of paper.
- 4.) Finalize the groupings you have decided upon, create a Classifying Map, and glue the correct vocabulary words into the correct columns and onto a piece of construction paper. At the top of the Classifying Map, you should provide a title that makes it clear how the words share a common relationship.
- 5.) Repeat step 4 until all slips of paper have been classified.
6.) Using separate pieces of paper, write an explanation for each category’s commonalities and common characteristics. Each explanation should be approximately 3-5 sentences. You should then paste the notebook paper to the bottom of the construction paper, underneath the vocabulary terms.

7.) Ensure that your columns are color-coded and that your work is neat and organized. Once your group has finished up their work, turn it in to the teacher.

Vocabulary Words

<table>
<thead>
<tr>
<th>Beetle Blade</th>
<th>Gathering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homestead</td>
<td>The Box</td>
</tr>
<tr>
<td>Glade</td>
<td>Gardens</td>
</tr>
<tr>
<td>Serum</td>
<td>Changing</td>
</tr>
<tr>
<td>Greivers</td>
<td>Med-Jacks</td>
</tr>
<tr>
<td>Blood House</td>
<td>Cliff</td>
</tr>
<tr>
<td>Runner</td>
<td>Deadheads</td>
</tr>
<tr>
<td>Keeper</td>
<td>Slopper</td>
</tr>
<tr>
<td>Slammer</td>
<td>Bagger</td>
</tr>
<tr>
<td>Wicked</td>
<td>Maze</td>
</tr>
<tr>
<td>Creators</td>
<td>The Flare</td>
</tr>
<tr>
<td>Scorch</td>
<td>Experiment</td>
</tr>
</tbody>
</table>

The Maze Runner Survival Guide 50