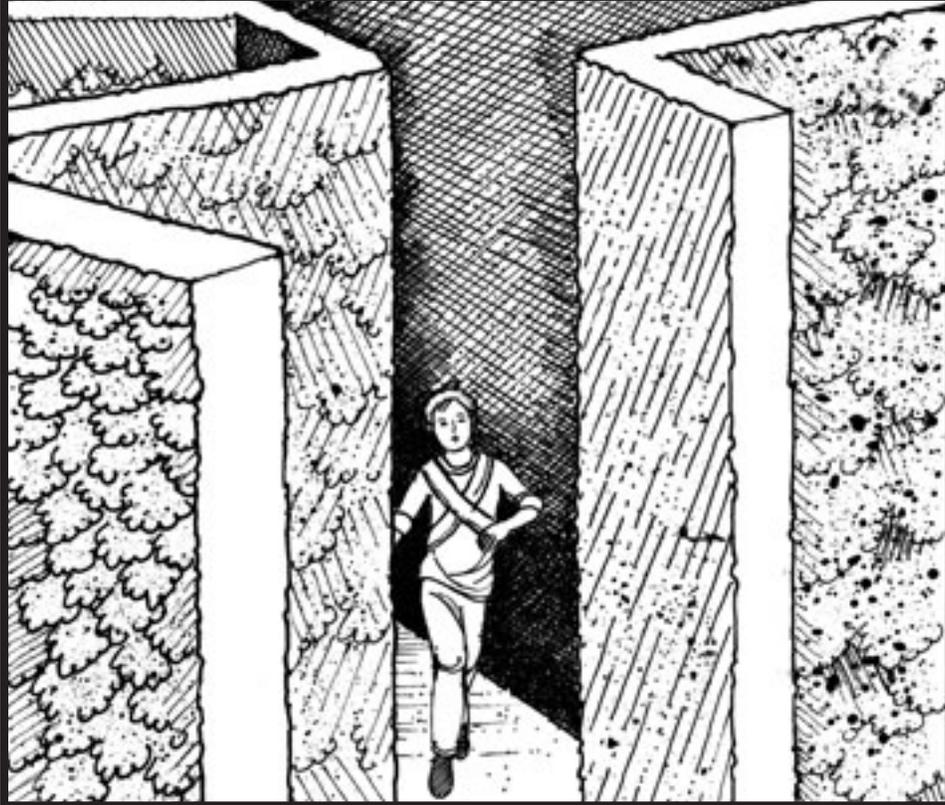


Novel·Ties

**THE
MAZE
RUNNER**

JAMES DASHNER



A Study Guide

Written By Joyce Friedland

LEARNING LINKS

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For the Teacher

This reproducible study guide consists of instructional material to use in conjunction with *The Maze Runner*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

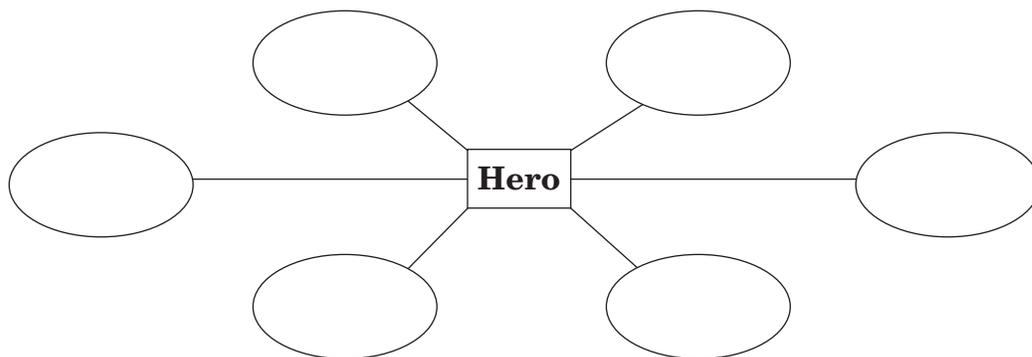
NOVEL-TIES are either for whole class instruction using a single title or for group instruction where each group uses a different book appropriate to its reading level. Depending upon the amount of time allotted to it in the classroom, each book, with its guide and accompanying lessons, may be completed in two to four weeks.

The first step in using NOVEL-TIES is to distribute to each student a copy of the book and a folder containing all of the duplicated worksheets. Begin instruction by selecting several pre-reading activities in order to set the stage for the reading ahead. Vocabulary exercises for each chapter or chapter unit always precede the reading so that new words will be reinforced in the context of the book. Use the questions on the chapter worksheets for class discussion or as written exercises.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits formed by practice in focusing on interpretive comprehension and literary techniques will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES

1. Preview the book by reading the title and the author's name and by looking at the illustration on the front cover. What do you think this book will be about? Do you think the book will be serious or humorous? Have you read any other books by James Dashner?
2. *The Maze Runner* is a post-apocalyptic novel. That means that the world of the book exists at a time after a major, earth-wide catastrophe. Read the Background Information on page three of this study guide and do some additional research to learn more about post-apocalyptic fiction.
3. Have you read any other books, seen any films, or played any video games that were set in a post-apocalyptic world? Make a list of these books, films, and video games and compare your list with the lists of your classmates. Did each of these media end on a hopeful or a tragic note?
4. The boys in this novel have had their memories erased, except for their first names. Imagine what it would be like if you remembered nothing about your past. Think about a typical day in your own life and write down each time a lack of memory might hamper your activities, making you frustrated and angry.
5. **Art Connection:** Try to imagine the world's largest, most disgusting, and most dangerous monster. Draw a picture of this creature and label the parts of its body that would make it dangerous. Compare your picture and description with the monsters your classmates envisioned. Then when you read the book, compare your monster with the terrifying Griever that the author describes.
6. The boys in this book who have become the Gladers speak English mixed with many words and phrases that they have developed over a two-year time span. Isolated from the world in the Glades, their language innovations have not spread to other populations. What are some words and phrases that you and others in your locale use to communicate, but might not be understood by people in another place?
7. What qualities must a person have to become a leader? Do you consider yourself a leader? Why? What words come to mind when you think of the word *hero*? On a word web, such as the one below, write a word or phrase in each circle that could describe a hero.



As you read *The Maze Runner*, determine whether Thomas, Newt, Minho, Gally, and Chuck each have these qualities.

CHAPTERS 15 – 18

Vocabulary: Word analogies are equations in which the first pair of words has the same relationship as the second pair of words. For example: ASCEND is to DESCEND as LENGTHEN is to SHRINK. Choose a word from the Word Box to complete each of the analogies below. Write the word you choose in the space provided.

WORD BOX			
content	nonchalant	taut	twilight
enormous	somber	timid	wince

1. ECSTATIC is to _____ as DEPRESSED is to SAD.
2. TENSE is to ANXIOUS as RELAXED is to _____.
3. _____ is to SHY as BOLD is to FEARLESS.
4. WEDDING is to JOYOUS as FUNERAL is to _____.
5. NIGHT is to _____ as MORNING is to DAWN.
6. TINY is to WEE as _____ is to MAMMOTH.
7. PAIN is to _____ as PLEASURE is to SMILE.
8. _____ is to LOOSE as SWEET is to SOUR.

Read to learn why Thomas breaks Rule #1.

Questions:

1. How has Ben's Banishment affected Thomas?
2. Why did Newt think the Maze was difficult and dangerous?
3. Why did Thomas think working in the Gardens was no better than working at the Blood House?
4. Why did Thomas break Rule #1 and run out into the Maze?
5. According to Minho, why had Gally and Ben been able to survive after being stung?
6. Why did Thomas become responsible for Alby's and his own survival?
7. Why did Thomas think that a beetle blade was a menace?