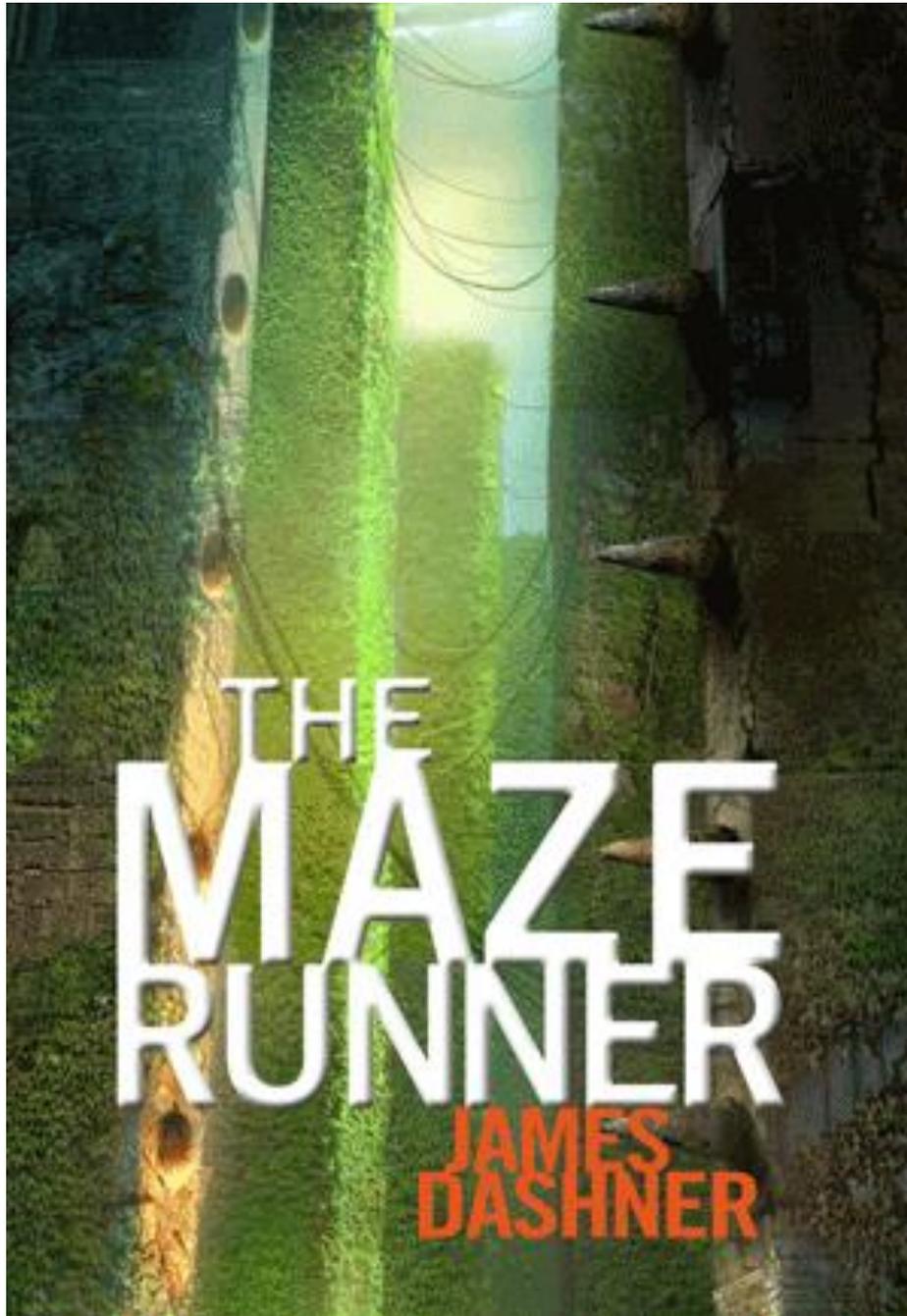


THE MAZE RUNNER – LESSON PACKAGE



By Simon Lambrechtsen and Alma Stans

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2. SUMMARY LESSON PACKAGE

This lesson package is designed with Dutch HAVO/VWO year 3 students in mind.

The following **goals and aims** are trying to be met:

- the students read an entire novel in English (and hopefully enjoy the experience)
- students can use their imagination while reading the book
- students explore how a story is build up in order to keep the attention of the reader
- students can make a distinction between main and secondary events and storyline
- students (learn) to use (reading) techniques such as distilling the meaning of words from their context
- students can explain why they (dis)like the novel and or certain storylines/events/characters

In this lesson package we have planned to read the book with the class over a total of 8 lessons. Each lesson is aimed to be around 50 minutes long and will be split into two halves (of around 25 minutes long).

The first halve will be used to do activities, the second halve will be used for silent reading. Homework for each lesson will be to finish reading the chapters for the next lesson. The following activities are provided:

- Making a timeline (personal / class)
- Reading circles
- Making a map
- Comparing characters
- Quiz
- Plot diagram

The book is rather long (96000 words) and is divided up into 62 chapters. This has been broken down into 8 weeks reading with an estimated 1.5 - 2 hours of student reading per week.

A summary of the planning of this lesson package can be found in the table below:

LESSON	ACTIVITIES	HOMEWORK TO BE FINISHED FOR THIS LESSON + SHORT DESCRIPTION STORYLINE
Lesson 1	Introduction: <ul style="list-style-type: none"> - Solve difficult maze - (Book)Trailer A. Blurb + questions B. Unknown words exercise (in Dutch)	
Lesson 2	A. Timeline exercise (<i>Denken-Delen-Uitwisselen</i>) B. Map the Glade	<i>Read chapter 1 – 9 (p. 1-64)</i> Ends with appearing of a girl (Teresa) with a note that everything's going to end. At the same time Thomas is wondering whether they're all prisoners and he wanders into the wood while chasing one of the beetle things.
Lesson 3	A. Timeline exercise (pick out + put in order) B. Reading Circles 1	<i>Read chapter 10 – 18 (p. 65-123)</i> Ends with Thomas hanging onto the wall and a Griever coming. This after he run into the Maze just before it closed because he wanted to save Alby and Minho.
Lesson 4	A. Timeline exercise (<i>Denken-Delen-Uitwisselen</i>) B. Comparing characters	<i>Read chapter 19 – 27 (p. 124-173)</i> Ends with Thomas witnessing Alby who tries to kill himself after he said strange things after going through the changing.
Lesson 5	A. Timeline exercise (pick out + put in order) B. Reading Circles 2	<i>Read chapter 28 – 36 (p. 174-235)</i> Ends with the 'sun' disappearing and the walls not closing. And Teresa who wakes up and finds Thomas in the woods, she wrote 'Wicked is good' on her arm.

Lesson 6	<p>A. Timeline exercise (<i>Denken-Delen-Uitwisselen</i>)</p> <p>B. Language: Kahoot-quiz + questions about jargon</p>	<p><i>Read chapter 37 – 45 (p. 236-285)</i></p> <p>Ends with them figuring out the code after the Grievors get their first Glader (Gally who sort of sacrificed himself since he doesn't want to go back to the real world he remembered when he went through the changing). Thomas and Teresa now talk to each other telepathically.</p>
Lesson 7	<p>A. Timeline exercise (pick out + put in order)</p> <p>B. Reading Circles 3</p>	<p><i>Read chapter 46 – 54 (p. 286-325)</i></p> <p>Ends with the Gladers running into the Maze for their final confrontation with the Grievors as they figured out they can escape through the 'Griever-hole'</p>
Lesson 8	<p>A. Timeline exercise (<i>Denken-Delen-Uitwisselen</i>)</p> <p>B. Fill in the chart</p> <p>C. Writing exercise (optional)</p> <p>D. Watch movie(trailer) (optional)</p>	<p><i>Read chapter 55 – 62 + epilogue (p. 326-371)</i></p> <p>Ends with about 20 Gladers escaping and Chuck being killed by Gally (who actually tried to kill Thomas). The Gladers then get 'rescued' and are transferred to a different place. In the Epilogue someone (Ava Paige, Chancellor) writes some evaluation notes on the experiment (which makes clear that there is another group and that the rescue wasn't real).</p>

Note: as can be seen in the table above, each lesson consists of more than one activity. Given the short amount of time it is up to the teacher to spend little time with each activity and do them all, or to choose from the activities and spend more time on fewer activities. This is why we haven't provided an in detail time planning for the activities.

Another option is to skip the silent reading and use that time for activities (or for a different subject when there is not enough time to spend 8 full lessons on the book). A third option is to give the students additional homework and let them work on their timelines before coming to class.

There is some repetition in activities to diminish the time spend on explaining the activities. Since we also wanted to prevent the students from getting bored by having to do the same activities too much, we decided to design two different *Timeline* activities. We decided to do the *Reading Circles* three times, with different activities in between them. Since the Reading Circles will take some time, we planned the shorter Timeline activity with the Reading Circles.

The way this package is used depends on the teacher's preferences and of course on the (amount of) students in the class. We have tried to design this lesson package in a way that provides the teacher flexibility and options to teach the Mazerunner in the way that suits him/her best.

3. BOOK SUMMARY

Book summary:

At the beginning of *The Maze Runner*, Thomas arrives in a place called the Glade, run by teenage boys, with no memory of their former lives. He becomes one of a special group mapping the Maze that surrounds the Glade. When Teresa, the only girl, arrives soon after Thomas, everything begins to change. After a harrowing escape from the Maze, the Gladers learn that their trial is not over.

-- Copied from: https://www.randomhouse.com/catalog/teachers_guides/9780385738774.pdf

Blurb:

If you ain't scared, you ain't human.

When Thomas wakes up in the lift, the only thing he can remember is his name. He's surrounded by strangers—boys whose memories are also gone.

Nice to meet ya, shank. Welcome to the Glade.

Outside the towering stone walls that surround the Glade is a limitless, ever-changing maze. It's the only way out—and no one's ever made it through alive.

Everything is going to change.

Then a girl arrives. The first girl ever. And the message she delivers is terrifying.

Remember. Survive. Run.

-- Copied from <http://dashnerarmy.com/the-maze-runner-series/>

4. LESSON 1

The first lesson consists of pre-reading activities in order to introduce the book and the language used and get the students interested (and hopefully) excited to read the book.

- A. To get the attention of the students, the lesson will start off by handing out a maze that is very difficult to solve. (You can use the one provided, or perhaps create one yourself through <http://xefer.com/maze-generator> or google one). The students are told that they have to solve the maze within a minute. Of course it won't be possible for them to solve the maze in this little time. The teacher will then explain that solving a maze is the main challenge for the characters in the book we're going to read as a class reader.
- B. To introduce the story the teacher can show the book trailer:
- book trailer: <https://www.youtube.com/watch?v=fD3zA3GI020> (2:46 min)
- C. Students now will have to read the blurb (as found on Dashner's website) and write down what they think the book will be about. To create awareness that the meaning of words can be distilled from their context, the students will do an exercise with a short Dutch text:

WELKE AARDAPPELEN KUN JE KOKEN?

Nederland is een echt aardappelelervolk. De ene houdt van een kruimige aardappel (bijvoorbeeld de Doré), terwijl de ander van een stevige aardappel (bijvoorbeeld de Nicola) houdt. Voordat je iets gaat maken is het belangrijk dat je weet welk soort aardappel je daarvoor het beste kunt gebruiken. Voor aardappelpuree of een stampotje kun je het beste een kruimige aardappel gebruiken, terwijl je voor bijvoorbeeld frietjes of gebakken aardappelen weer het beste een stevige aardappel kunt gebruiken.

Kruimige zijn de beste soort voor het aardappelen koken. Voordat we aardappelen koken moeten we ze eerst gaan schillen.

-- Copied from <http://www.aardappelenkoken.nl/>

For the exercise the word "aardappel" is changed into "jap" and the word "koken" is changed into "maven". Students will be asked to write down what they think the text is about and what both words mean and how they know these answers.

The teacher can now explain that students don't need to know every word to understand the big picture of the story. If needed, the teacher can now also introduce the special vocabulary of the book (see the list in the additional resources below).

D. Silent reading for the rest of the lesson (Ch 1-9).

5. LESSON 2

Homework for Lesson 2 is to read chapters 1-9.

A. Timeline exercise *Denken-Delen-Uitwisselen*. The students will have to write down 3 or 4 important that happened in the chapters they read for this lesson. They will then compare their events to that of their neighbour or group. Together they will have to decide which events were the most important and in which order they took place. The students can write down their findings into a given timeline in the workbook that they will complete further in the next lessons.

The Mazerunner is a book that is quite complicated due to the amount of events that happen, so it can be hard to keep track of the main story. The idea is that the timeline will give the students extra support in understanding the story while reading the book.

If a teacher prefers to do so, he can also make a class timeline. In this case during '*Uitwisselen*' the class will decide together which events should be put at what place in the class timeline. The timeline can be made on a big piece of paper or perhaps be an image that can be saved on the smartboard. The timeline will be completed by the class in the next lessons and will be a sort of summary and visual organizer the students can hold on to.

B. Drawing a map of the Glade. The students will have to draw a map of the Glade. This will serve 2 purposes: the students will get a visual image of the setting in which the story takes place (this is yet another visual organizer/aid) and they will use their own imagination and creativity when they translate the descriptions of the Glade into a drawing. By comparing their work to that of their neighbour/group they can check whether they put the elements in the right spot (and if they don't miss something) and they can hopefully see that people can visualise written descriptions in different ways.

A lot of descriptions of the Glade can be found in Chapters 7 and 9.

C. Silent reading for the rest of the lesson (Ch. 10-18).

6. LESSON 3

Homework for Lesson 3 is to read chapters 10-18.

- A. Timeline exercise *Pick out and put in order*. The idea is that the students will have to find the wrong statement. They then put the other statements in the correct order, decide what events are the most important and copy those into their timelines (and/or the class timeline).

The answers:

- A. A Runner returns and he has discovered a dead Griever.(3)
- B. While exploring the graveyard, Thomas is attacked by Ben. (1)
- C. Two runners go out to examine the dead griever and don't get back on time. (5)
- D. Ben gets killed. Thomas goes to work on the farm. (2)
- E. ~~Thomas hides in the vines to escape from the Grievers.~~ NOT TRUE.
- F. Ben is forced out into the Maze by the Keepers. (4)
- G. Thomas dives through the doors just as they are closing. (6)

- B. *Reading Circles*.

The students will discuss the chapters they have read in Reading Circles. They will have to form groups of 3 students. Each of the members will do 1 role in 1 lesson. At the end of the book everybody has done all the 3 roles. The students will first briefly discuss who will take what role today. The roles we use for the Mazerunner are:

- Discussion Leader
- Summarizer
- Word Master

The students will need some time to prepare their roles (information is provided to them in the appendix of the Workbook). They will then start their group discussion. The idea is that every student brings forward the things they prepared. The Discussion Leader makes sure everybody gets time to speak.

- C. Silent reading for the rest of the lesson (Ch. 19-27).

7. LESSON 4

Homework for Lesson 4 is to read chapters 19-27.

- A. Timeline exercise *Denken-Delen-Uitwisselen*. The students will have to write down 3 or 4 important that happened in the chapters they read for this lesson. They will then compare their events to that of their neighbour or group. Together they will have to decide which events where the most important and in which order they took place. The students can write down their findings into a given timeline in the workbook that they will complete further in the next lessons.

The Mazerunner is a book that is quite complicated due to the amount of events that happen, so it can be hard to keep track of the main story. The idea is that the timeline will give the students extra support in understanding the story while reading the book.

If a teacher prefers to do so, he can also make a class timeline. In this case during 'Uitwisselen' the class will decide together which events should be put at what place in the class timeline. The timeline can be made on a big piece of paper or perhaps be an image that can be saved on the smartboard. The timeline will be completed by the class in the next lessons and will be a sort of summary and visual organizer the students can hold on to.

- B. *Comparing Characters.* The students will do an exercise to think about the characters that are being described in the Mazerunner. They will have to write down 2 characters they like and 2 they don't like and a motivation why they (dis)like them. This way they will hopefully think more about what characters there are in the story and what their part in it is.
- They will then compare one of the characters they named to somebody else (can be anyone). Using a chart that consists of 2 circles that partially overlap, they can write down similarities and differences between the character and the person they are comparing the character with. The comparing will help the students to connect (characters) in the Mazerunner to different characters or real life people in a way that helps them by structuring this process for them. Hopefully this will lead to further insight into the character and perhaps the story as well.
- C. Silent reading for the rest of the lesson (Ch. 28-36).

8. LESSON 5

Homework for Lesson 5 is to read chapters 28-36.

- A. Timeline exercise *Pick out and put in order.* The idea is that the students will have to find the wrong statement. They then put the other statements in the correct order, decide what events are the most important and copy those into their timelines (and/or the class timeline).
- A. ~~Thomas finds a clue to where the maze entrance is.~~ NOT TRUE.
 - B. p. 29 The Council decides it's time for Thomas to start training as a Runner. (2)
 - C. p. 34 The Gladers wake to find the Sun did not rise that morning. (4)
 - D. p. 35 While out in the maze a mysterious invisible gateway doorway is discovered. (5)
 - E. p. 31,32 Minho starts training Thomas for his new job as runner. (3)
 - F. p. 36 Teresa wakes up and the Maze Doors stay open. (6)
 - G. p. 28 Thomas has his first experience of telepathic communication with Teresa. (1)
- B. *Reading Circles.*
- The students will discuss the chapters they have read in Reading Circles. They will have to form groups of 3 students. Each of the members will do 1 role in 1 lesson. At the end of the book

everybody has done all the 3 roles. The students will first briefly discuss who will take what role today. The roles we use for the Mazerunner are:

- Discussion Leader
- Summarizer
- Word Master

The students will need some time to prepare their roles (information is provided to them in the appendix of the Workbook). They will then start their group discussion. The idea is that every student brings forward the things they prepared. The Discussion Leader makes sure everybody gets time to speak.

C. *Silent reading* for the rest of the lesson (Ch. 37-45).

9. LESSON 6

Homework for Lesson 6 is to read chapters 37-54.

A. Timeline exercise *Denken-Delen-Uitwisselen*. The students will have to write down 3 or 4 important that happened in the chapters they read for this lesson. They will then compare their events to that of their neighbour or group. Together they will have to decide which events were the most important and in which order they took place. The students can write down their findings into a given timeline in the workbook that they will complete further in the next lessons.

The Mazerunner is a book that is quite complicated due to the amount of events that happen, so it can be hard to keep track of the main story. The idea is that the timeline will give the students extra support in understanding the story while reading the book.

If a teacher prefers to do so, he can also make a class timeline. In this case during '*Uitwisselen*' the class will decide together which events should be put at what place in the class timeline. The timeline can be made on a big piece of paper or perhaps be an image that can be saved on the smartboard. The timeline will be completed by the class in the next lessons and will be a sort of summary and visual organizer the students can hold on to.

B. *Mazerunner language: quiz + jargon*.

Kahoot quiz (5 questions): <https://play.kahoot.it/#/k/60a64152-19ca-426e-93f0-4f7d218d365a>

In addition to the exercise done in Lesson 1, we do another exercise to get the students to realize that they don't need to know the meaning of every single word in order to understand (or have an idea about) what something means. We will do this by zooming into the specific Glade-jargon that is being used in the Mazerunner. The students will think about what the words mean, but also why the author is using these made-up words in this book.

A list of Glade-words and their meaning can be found below with the additional resources.

C. *Silent reading* for the rest of the lesson (Ch. 46-54).

10. LESSON 7

Homework for Lesson 7 is to read chapters 46-54.

A. Timeline exercise *Pick out and put in order*. The idea is that the students will have to find the wrong statement. They then put the other statements in the correct order, decide what events are the most important and copy those into their timelines (and/or the class timeline).

- A. p. 47,48 Thomas goes through the Changing after attacking a Griever. (2)
- B. p. 53 The Gladers all agree they have to go and prepare for battle. (6)
- C. p. 46 The Grievers come to attack the Glade house. (1)
- D. p. 50 ~~Theresa tells all the Gladers that Thomas and her are telepathic.~~ NOT TRUE.
- E. p. 51 And that they both were at the start of the Maze planning. (4)
- F. p. 49 Thomas can explain why the Creators made the Maze and where the Gladers come from. (3)
- G. p. 52 Thomas volunteers to go through the Grievers Hole first. (5)

B. *Reading Circles*.

The students will discuss the chapters they have read in Reading Circles. They will have to form groups of 3 students. Each of the members will do 1 role in 1 lesson. At the end of the book everybody has done all the 3 roles. The students will first briefly discuss who will take what role today. The roles we use for the Mazerunner are:

- Discussion Leader
- Summarizer
- Word Master

The students will need some time to prepare their roles (information is provided to them in the appendix of the Workbook). They will then start their group discussion. The idea is that every student brings forward the things they prepared. The Discussion Leader makes sure everybody gets time to speak.

C. Silent reading for the rest of the lesson (Ch. 55-62 + epilogue).

11. LESSON 8 / AFTER READING

Homework for Lesson 8 is to read chapters 55-62 + epilogue.

A. Timeline exercise *Denken-Delen-Uitwisselen*. The students will have to write down 3 or 4 important that happened in the chapters they read for this lesson. They will then compare their events to that of their neighbour or group. Together they will have to decide which events were the most important and in which order they took place. The students can write down their findings into a given timeline in the workbook that they will complete further in the next lessons.

The Mazerunner is a book that is quite complicated due to the amount of events that happen, so it can be hard to keep track of the main story. The idea is that the timeline will give the students extra support in understanding the story while reading the book.

If a teacher prefers to do so, he can also make a class timeline. In this case during 'Uitwisselen' the class will decide together which events should be put at what place in the class timeline. The timeline can be made on a big piece of paper or perhaps be an image that can be saved on the smartboard. The timeline will be completed by the class in the next lessons and will be a sort of summary and visual organizer the students can hold on to.

- B. *Fill in the chart.* The students will fill in a plot structure diagram in order to help them once more to understand the structure of the book and why it is (and other books are as well) build up in a certain way. It will hopefully also help them to summarize the story/understand the big lines of the story. The students can use their timelines (or the class timeline) to fill in the diagram.
- C. *Writing exercise (own blurb or new ending).* As an after-reading exercise, students can write their own blurb for the Mazerunner. This will once again get them to think about the main storyline. More advanced students can write a new ending to the story. The story now has an open ending that leads into the next book. By asking the students to write a closed ending to the story they will be triggered to use their own imagination.
- D. Watch the (trailer of the) film and compare it to the book and the students own imagination. Watching the film that is made after this book is an activity that a lot of students probably will enjoy. If there is additional time available this can be a very useful exercise. If there is less time, only watching the film trailer can already be a useful exercise. When watching the trailer it comes apparent that there are quite some difference between the book and the film. It is a useful exercise to let the students compare the film (trailer) to the book. It is also a good idea to focus on the more subjective differences between the way the students have imagined certain events (or the way things look) and the way it is portrayed in the film (trailer).
- film trailer: <https://www.youtube.com/watch?v=64-iSYVmMVY> (2 min)

12. ADDITIONAL RESOURCES

EXAMPLES OF (BOOK SPECIFIC) SLANG USED IN THE MAZERUNNER.

The world of the Maze is completely artificial so this means that a lot of situations and language used is specific to the book. This means it is used only in the book and not in real life.

Slang used in the Mazerunner with their meaning:

-- Copied from: http://mazerunner.wikia.com/wiki/Glader_Slang

- **Klunk** - means "poop" or "crap."
- **Shank** - means "friend" or "fellow."
- **Shuck** - an expletive 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.
- **Jacked** - describing a person who is messed up in the head.
- **Bloody** - commonly used as "bloody hell" by Newt. An expression of strong emotion.

THE MAZE RUNNER CHARACTER LIST

-- Copied from: <http://www.gradesaver.com/the-maze-runner/study-guide/character-list>.

THOMAS

The protagonist of the story. He arrives in the Glade with no knowledge of who he is or was. He only remembers his name and nothing else about his life. Thomas proves to be brave, loyal, and clever, with isolated telepathic powers and a very limited memory of previous knowledge of the Maze. Soon after arriving in the Glade, Thomas makes both friends and enemies and proves a leader among the boys.

ALBY

The leader of the Gladers, Alby has authority over much of what goes on in the Glade. He is hot-headed but experienced. Only a few Gladers, those who have been there the longest like Minho, ever see fit to question Alby's decisions. After being stung by a Griever, Alby undergoes the Changing and becomes convinced that they should not return to the outside world. He wishes to stay in the Glade and even tries to sabotage an escape plan by burning the maps drawn by the Runners. Alby dies during the escape attempt by throwing himself onto a Griever.

NEWT

Named after Sir Isaac Newton, Newt is a tall, muscular boy with long blonde hair who operates as second in command in the Glade. Sarcastic and direct, Newt befriends Thomas early on and spends time explaining the way the Glade and Maze work to him. As Alby's leadership begins to erode, Newt steps in to fill the gap and support Thomas's plans to escape.

CHUCK

A chubby boy who is assigned to be Thomas's guide on his first night in the Glade. Chuck is awkward and one of the youngest Gladers. He is talkative, innocent and naive, and though he is also annoying at times Thomas comes to see Chuck as a friend and even as a sort of younger brother. Thomas takes it upon himself to ensure that Chuck gets out of the Maze and is reunited with his family. Chuck gives his life to save Thomas from Gally's knife. His character represents innocence.

BEN

A pale, thin boy who Thomas first hears screaming from the wooden building. He learns that Ben has been stung by a Griever. Ben later attacks Thomas in the graveyard and is struck by Alby's arrow. Ben claims that Thomas is the true criminal and needs to be punished, though Thomas is not sure for what. Following his attempt on Thomas's life Ben is banished to the Maze for his crime, eliciting great guilt in Thomas.

GALLY

An arrogant, dark-haired boy who bullies Thomas on his first day in the Glade. He tells Thomas he has seen him before, during the Changing, and sows suspicion amongst the Gladers. Gally is not particularly popular amongst the Gladers. Following a confrontation with Minho, Gally disappears but reappears to warn the Gladers that the Creators mean to kill them by sending in a Griever to take one of them every night until they are all dead. He is then taken by a Griever himself. Thomas and the other escapees encounter Gally again after escaping the Maze. Gally throws a knife at Thomas, but Chuck steps in the way and is killed. Thomas then attacks and beats Gally mercilessly.

FRYPAN

An older-looking, bearded boy who operates as the cook in the Glade. Frypan does his best to provide nutritious meals for the Gladers every day. He is very territorial about his kitchen and its contents but his ultimate aim is to provide for all the inhabitants. He demonstrates his appreciation of Thomas several times by cooking special meals for him.

CLINT

The shorter of the two Med-jacks, Clint has dark hair that is already graying at the sides. Along with Jeff, they are the only Med-jacks in the Glade. They operate as the medical first responders in the Glade, doing their best to look after Gladers who have been hurt or stung by Grievers.

JEFF

A large boy with a high-pitched voice. Jeff is one of the two Med-jacks, along with Clint. They operate as the medical first responders in the Glade, doing their best to look after Gladers who have been hurt or stung by Grievers.

WINSTON

The Keeper of the Blood House, the section of the Glade devoted to the slaughter of animals for food. The Blood House attendants have a reputation for being the more unusual and creepy Gladers, as they spend their days killing and dismembering livestock. Winston is no exception. After a short time around Winston, Thomas is sure he'd rather work somewhere else in the Glade.

MINHO

One of the first Gladers, and therefore one of the most senior, Minho is a sometimes brash but dependable leader. As Keeper of the Runners, he is charged with overseeing the daily searching and mapping of the Maze, a dangerous task. Although he and Thomas do not get along upon meeting they come to be close allies after becoming trapped in the Maze overnight.

THE GIRL / TERESA

A teenage girl who mysteriously arrives in the Glade the day after Thomas. She tells everyone that everything is about to change, before slipping into a coma. Thomas is sure that he knows Teresa from before, but cannot remember. Later, it is revealed that she shares a telepathic link with Thomas. They become close friends over the course of the novel and Teresa helps Thomas and Chuck deactivate the Maze during their escape. She is the only female character in almost the entire book, yet she serves little purpose except to catalyze plot and Thomas's character development.

ZART

The Keeper of the Track-hoes, the Gladers who work the Garden. Zart doesn't speak often and is described as being big and broody. He seems to like Thomas, supporting him during his trial and stating that Thomas should not be punished for saving Minho and Alby. He falls victim to a Griever during the second day of attacks.

AVA PAIGE

An administrator of some sort, who is cited as the author of a memo sent to the employees of WICKED. The memorandum reveals that Thomas and the other Gladers have not actually escaped but are simply entering the next phase of the experiment, without their knowledge. The memorandum also reveals there is another test group.

HIDEOUS WOMAN

A crazed woman covered in hideous sores who tells Thomas that he is meant to save them all from the Flare. She is subsequently run over by the bus driven by the rescue party the Gladers encounter after meeting the Creators.

THE CREATORS

The individuals who designed the experiments conducted on the Gladers, the ones who imprisoned them in the Glade. Thomas, Minho, Teresa, and Chuck encounter a few of them after escaping the Maze. They are described as having pale, deathly faces that betray little emotion.