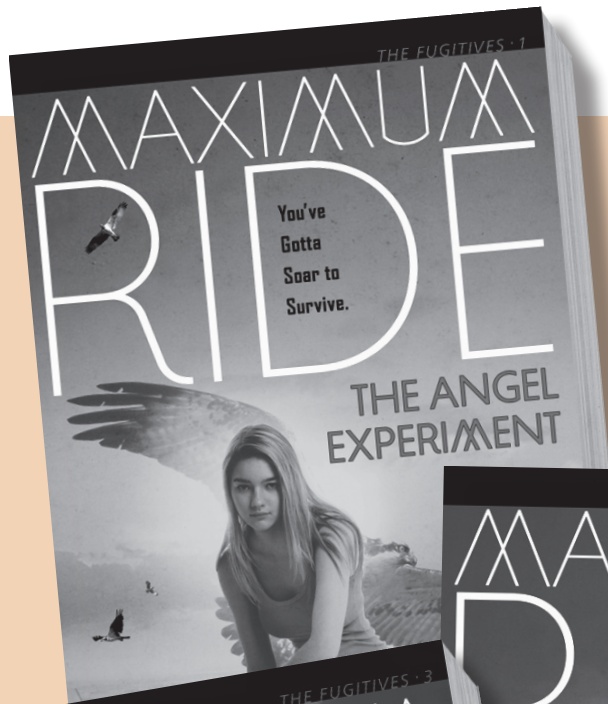
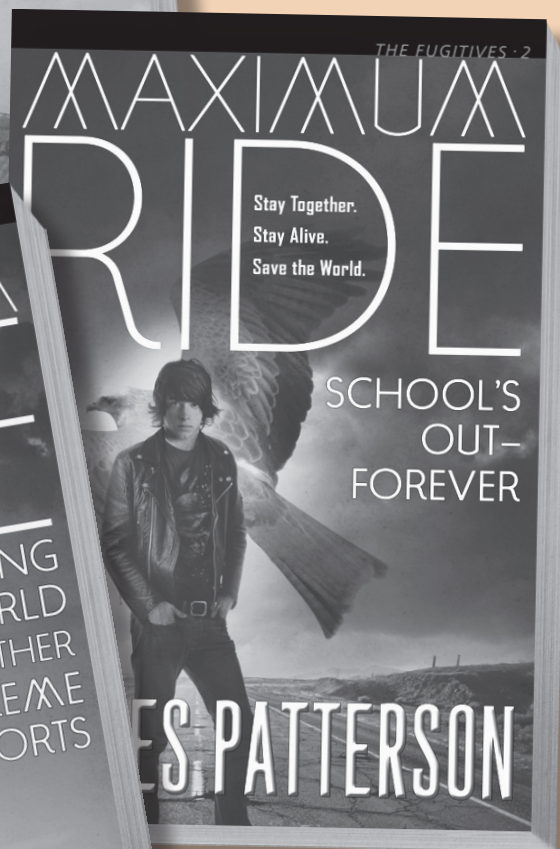


educator's guide

MAXIMUM RIDE THE FUGITIVES



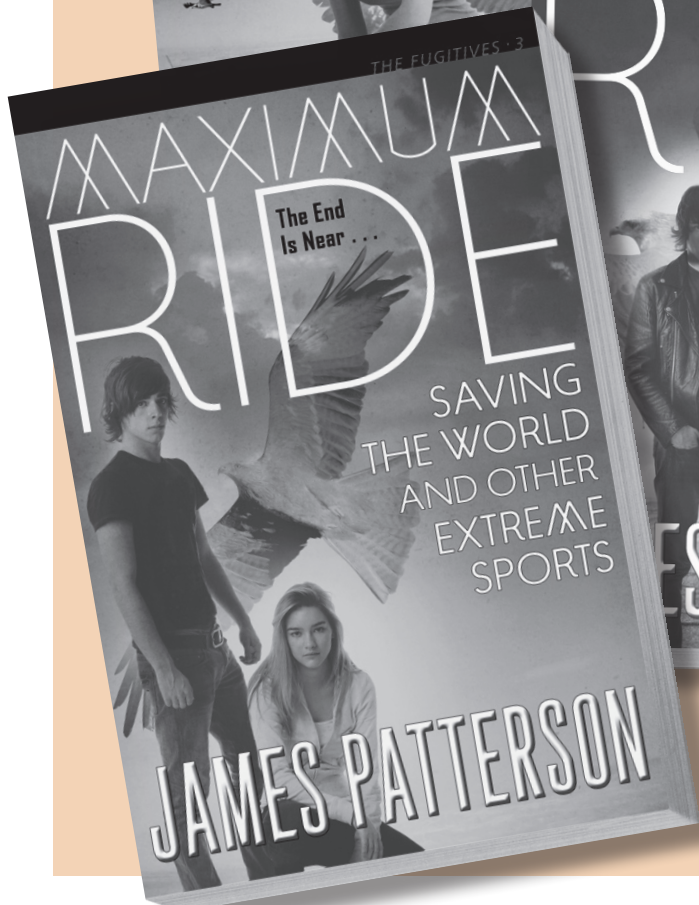
BESTSELLING SERIES FROM
THE #1 INTERNATIONAL
AUTHOR



Thematic connections

- ❖ Teamwork
- ❖ Responsibility
- ❖ Hope
- ❖ Family
- ❖ Loyalty

All Ages



BY
JAMES
PATTERSON

PRE-READING ACTIVITIES

Display a model of a DNA strand. Have students brainstorm traits that they believe they have inherited from their parents, as well as traits that they know can be inherited: physical traits, mental abilities, emotional or chemical make-up, and genetic disorders. Ask students to identify and write about one personal characteristic, whether it is genetically transmitted or not, that they would like to pass on to their children and why. Have students share with the class what they have written.

QUESTIONS FOR *MAXIMUM RIDE: THE ANGEL EXPERIMENT*

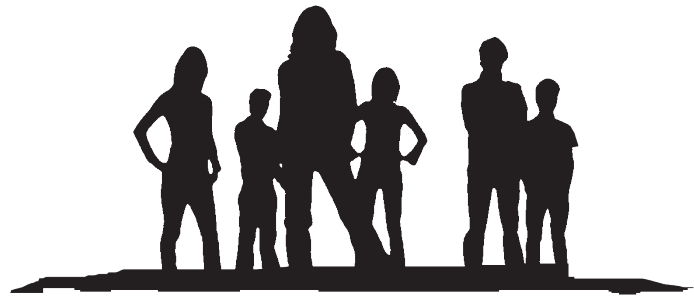
1. When Angel is taken, the Flock is devastated because they know she has been taken back to the School for more tests and experimentation. What options do they have for rescuing her? Why are they willing to put themselves in harm's way to save her?
2. Each of the six children in the Flock possesses a supernatural skill. How do these skills work together to make the Flock stronger? How does each child's strength contribute to the Flock? What similar characteristics do all six children possess?
3. Max and Fang are the same age, so why is Max the leader instead of Fang? What characteristics does she possess, which Fang lacks, that enable her to safely lead the Flock? What are the drawbacks to her leadership? Would Fang be a better leader? Why or why not?
4. Why is Jeb's betrayal more hurtful than even some of the experiments and tests the children have endured?
5. The Flock's search for their parents gives them hope for a new way of life. What do they expect to happen when they find them? Are their expectations realistic? Why or why not?
6. Iggy is blinded when the scientists operate on him to try to improve his night vision. What does this show about the character of the scientists at the School? How does Iggy adapt to his blindness? How does his blindness affect the Flock?
7. Max hears a voice in her head, but she doesn't know whose it is or if she can trust what it says. How does she determine whether or not she can trust it? To whom could the voice belong? Why?



MAXIMUM RIDE: THE FUGITIVES

QUESTIONS FOR *MAXIMUM RIDE: SCHOOL'S OUT—FOREVER*

1. When Max sees herself in the mirror as an Eraser, she panics. What is her biggest fear? What measure does she take to ensure the Flock's safety against her should she become an Eraser?
2. While Anne takes good care of the Flock and gives them a relatively normal life, Max is never convinced Anne is who she says she is. Why is Max so suspicious of Anne? What facts does she discover to support her suspicions? How does Max's jealousy play a role in her attitude towards Anne?
3. Attending school for the first time affects each child differently. How does each of the children respond to school? Why is the transition to "normal" easier for Angel, Gazzy, and Nudge?
4. Max is surprised to discover that she is jealous of the Red-Haired Wonder, and Fang is none too happy about Max's date. How is Max and Fang's relationship changing? How does this shift in their relationship affect the Flock?
5. What is Max's concern for Angel's ability to read and control minds? Is her concern justified? Why or why not?



QUESTIONS FOR *MAXIMUM RIDE: SAVING THE WORLD AND OTHER EXTREME SPORTS*

1. For the first time since the Flock escaped from the School, Max and Fang disagree about the direction the Flock should take. Justifiably concerned, Max feels bound to save the world for a common good, while Fang's priority lies with the safety of the Flock. Reread their conversation in Chapter 13. What is the basis for their disagreement? How does this difference of opinions affect the Flock?
2. How does the Flock react when they discover the Erasers are robots? How do the robotic Erasers differ from their predecessors? What advantages does the Flock have over the Robot Erasers? What disadvantages does the Flock face?
3. Why does the popularity of Fang's blog cause Max to feel threatened and offended? What are the positive aspects of the population-at-large knowing about the Flock and their situation? How does the blog negatively affect the Flock?
4. How does Max's decision to allow Ari to join the Flock affect them? Does Max have the right to make a decision that no one else in the Flock agrees with? What overriding emotion leads Max to make her decision? What emotion does Fang reveal when Max chooses Ari over him? Is he justified in his decision to leave the Flock? Based on what the readers know about these three characters and their pasts, are both emotions justified?
5. When Max and Fang split up, each member of the Flock is forced to make a hard choice. Why do Nudge and Angel stay with Max? Why do Iggy and Gazzy go with Fang? How do their choices affect the safety of the Flock?
6. Once Fang is away from Max, he realizes all the extra duties Max has had to perform and the pressure she has endured as the leader of the Flock. What effect does this realization have on Fang? How does it alter his perception of leadership?

CROSS CURRICULUM ACTIVITIES

Science

Unfortunately for Max and her Flock, the scientists experimenting with genomics use their knowledge to harm rather than aid society. But advances in genomic research continue to make our society and the products we need more efficient and helpful. In the future, scientists specializing in genomic research may develop new energy sources, and insect and drought-resistant crops, and may produce nutritionally-enriched food, along with highly productive farm animals and livestock. Assign students a partner and ask them to select one of the above fields to research. Each pair of students should make a brochure explaining the field of genomic research, detailing both the positive and the negative impact it will have on society. The brochures should be presented to the class and displayed in the classroom.

Technology

The science of robotics has dramatically advanced in the last 20 years due to the new computer technology available to scientists and engineers. Ask students to investigate the use of robotics in society today and to select an actual product or tool that utilizes robotics. Each student should make a visual aid showing the product they have selected, how it works, when it was invented, and its purpose. Display the projects in the school library.

English/Language Arts

Patterson uses historical and literary allusions to bring depth and understanding to his story. In groups of three, ask students to locate the allusions listed below or to find others, and to research how the reference helps bring understanding to the character and the situation. Ask students to prepare a visual artifact to reveal their new character insights.

Page 55 Thumper

Page 237 Harry Potter

Page 58 Tarzan

Page 312 C3PO

Page 141 The Terminator

Page 150 Stalin

Page 222 The British Invasion

History

Through the span of history, man has yearned to fly, and in many ancient myths and folklore people do have wings and can fly. Ask students to research fictional accounts, locate stories of people with wings, and find stories of people who can fly. Have each student display their stories on a set of wings to suspend from the ceiling.

Art

In small groups, have students envision the Flock as a community of superheroes. Students will need to imagine where this community of superheroes would live, how they would be called to action and by whom, what their costumes would look like, how their individual powers could be further enhanced, and a plethora of other possibilities. Have each group collaborate to write and illustrate a comic book introducing their superheroes. Students can present their Superhero Communities to the class, and judges from outside the class could select the most viable and creative community.

Media Studies

Many television shows are focused on locating criminals who have committed various crimes against citizens, including kidnapping. These television dramas often include descriptions of the victims and assailants, circumstances of their disappearance, reenactments of the crime, and reward information, to name a few elements. Assign students to small groups to write their own version of *Kidnapped—The FBI Files*. Students should script and present the television show based on details from the book and their own creative interpretations of the account. Students could incorporate journals from the date of the kidnapping until the present and/or Missing Persons Posters.

INTERNET RESOURCES

<http://en.wikipedia.org/wiki/Genetics>

—The history and definitions of terms regarding genetics

<http://www.greenpeace.org/international/campaigns/genetic-engineering>

—Greenpeace organization’s view on genetic engineering

<http://en.wikipedia.org/wiki/mutant>

—Defines mutants born in the natural world

<http://www.liquidgeneration.com/content/showMeDaContent.aspx?cid=183>

—Students can determine which superhero they are most like

THEMATIC CONNECTIONS

Teamwork

The Flock must cooperate and share the same goals in order to survive. What events force the Flock to work together as a team? What is their number one goal? How does their ability to focus on their goal help them stay alive? How are they stronger together than they would be individually?

In spite of their different motives and leadership styles, how do Max and Fang continue to prove they are working as a team? On the other hand, how would better teamwork help the scientists?

Responsibility

Max’s sense of responsibility to take care of the Flock and to keep them safe overwhelms her at times. How does the Flock share in this responsibility? What responsibility do the scientists share in the lives of the Flock? What special responsibilities do Jeb and Anne have? Do all the players share in the responsibility of what is happening to the Flock? Why or why not?

Hope

Hope is the driving force behind the Flock’s attempts to stay free and alive. What are they hoping for? How will they ultimately attain what they desire?

Family

The members of the Flock view themselves as a family—even though they are not related by blood. Why are their bonds so strong? What makes them a family? Max must continually weigh her decisions, decisions that often pit the needs of the individual member against the needs of the Flock as a whole. How do Max’s decisions cement the bonds between the children and make them a family? Why are Max’s feelings for Jeb so conflicted? Is her anger toward him justified? How is Max affected when she learns that Ari is her brother? How will the Flock adapt to their new family that now includes Jeb and Dr. Martinez?

Loyalty

The Flock is fiercely loyal to one another. What other characters in the books show themselves to be loyal to the Flock? What characters are disloyal to the Flock and to their cause? How does loyalty help/hinder the Flock and their goal to stay free? How does Fang’s departure prove the loyalty of the Flock? What role does Angel’s “defection” play in proving the members of the Flock are loyal to one another to the death?

What Teachers Are Saying...

“I am excited as a teacher to see a student get so into a book and will for sure keep copies in my classroom for other reluctant readers. THANK YOU James Patterson for doing what you do.”
—Karie, Teacher

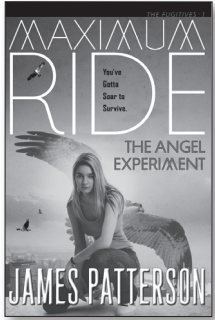
“The teachers read *Maximum Ride* again today, and the students begged them not to stop when the time was up!” —Terri S., Teacher

“This book deals with some heavy themes—the idea of social responsibility, activism, the importance of family, and the empowering idea that one person can change (save) the world.” —Brooke Y., Librarian

“Unbelievable...My kids and I can’t wait for #3. Thanks for penning such thought-provoking, action-packed literary experiences.”
—Jill, Teacher

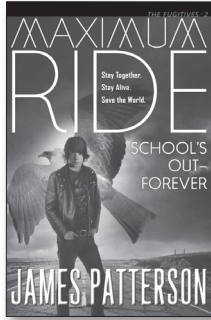
About the books

James Patterson's young adult masterpiece of non-stop action, mystery, and suspense soared to the top of the bestseller lists and created an explosion of new fans for this beloved, multimillion-selling author.



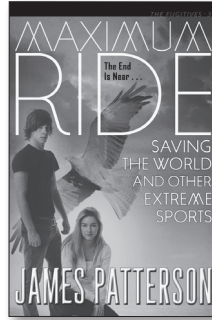
**Maximum Ride:
The Angel Experiment**

978-0-316-15556-4 HC
978-0-316-06795-9 PB
978-0-446-61779-6 MM
978-1-60024-226-7 Audio
AR 4.6 F&P X



**Maximum Ride:
Schools Out—Forever**

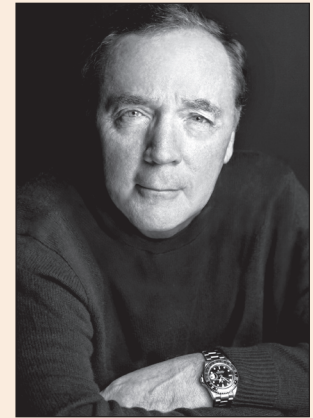
978-0-316-15559-5 HC
978-0-316-06796-6 PB
978-0-446-61889-2 MM
978-1-60024-262-5 Audio
AR 4.4 F&P X



**Maximum Ride:
Saving the World and
Other Extreme Sports**

978-0-316-15560-1 HC
978-0-316-15427-7 PB
978-0-446-19404-4 MM
978-1-59483-908-5 Audio
AR 4.8 F&P X

About the author



Valedictorian of his high school graduating class, James Patterson majored in English at Manhattan College in New York and earned a graduate degree at Vanderbilt University. Several years and 26 rejections later, his first book was published; *The Thomas Berryman Number* won the Edgar Award for Best First Mystery Novel.

In 2004 he started the James Patterson PageTurner Awards, the name inspired by his personal desire to write real page-turners. The award recognizes individuals, companies, schools, and other institutions that find original and effective ways to spread the excitement of books and reading.

Mr. Patterson and his family currently reside in Florida.

Praise for **James Patterson's Maximum Ride**

- An ALA/YALSA “Quick Pick” for Reluctant Young Adult Readers
- A VOYA 2005 Review Editor’s Choice Book
- A London Times Children’s Book of the Week
- A 2007 IRA Young Adult Choices title
- A 2006-2007 Florida Teen Book Award Master List title
- A 2007 New Hampshire Teen Readers Book Award Master List title
- A 2007-2008 Missouri Gateway Teen Book Award Master List title
- A 2007-2008 Colorado Blue Spruce Award Master List title
- An IRA/CBC Children’s Choice Nominee

Visit **James Patterson online** at:

www.maximumride.com
www.maximumread.com
www.jamespatterson.com
www.hachettebookgroup.com



www.lb-teens.com, www.maximumread.com
Educator Guide Prepared by Susan Geye