

WHAT TEACHERS AND STUDENTS ARE SAYING

"I loved this book! It was sooo exciting and suspenseful that I literally jumped when something would happen. The narrator's voice was hilarious; I laughed out loud in the middle of my English class!"

—Hanna, Student

"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 time was up!"

—Terri Smith, Teacher

"Unbelievable...My kids and I can't wait for #3. Thanks for penning such thought-provoking, action-packed literary experiences."

—Jill, Teacher

"An incredible book...manages to deal with issues and experiences that every child goes through."

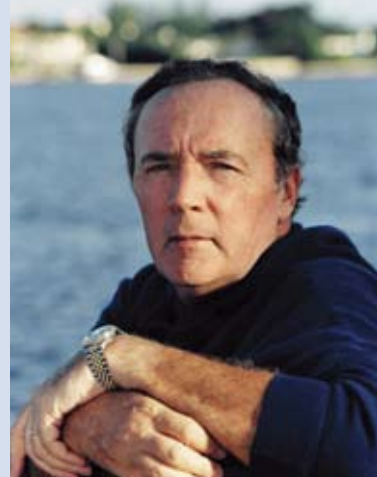
—Jenna, Student

"As teacher and a bibliophile myself, I am in love with your Maximum Ride series. Not since the likes of Harry Potter and The Series of Unfortunate Events have I seen kids so into books. My hats off to you sir, and thank you for writing something my students love!"

—Lynn, Teacher

"Thank you for writing such an engaging book that keeps the interest of even the low level readers in my class!"

—Christine, Teacher



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. Several years and 26 rejections later, his first book was published; *The Thomas Berryman Number* won the Edgar Award for Best First Mystery Novel.

An international bestselling author of adult thrillers, James Patterson has said he wants to be the "thrillingest thriller writer of all time," and he has captivated and thrilled new audiences with his outstanding **Maximum Ride** series for children and young adults. Mr. Patterson is the first author to have #1 titles simultaneously on both the *New York Times* adult and children's lists. In 2004 he started the James Patterson Page-Turner Awards, the name inspired by his personal desire to write real page-turners. This award recognizes individuals, companies, schools, and other institutions that find original and effective ways to spread the excitement of books and reading. It is this contribution to promoting literacy and the excellent body of work he has produced that led the International Thriller Writers to select James Patterson winner of its 2007 Thriller Master Award for outstanding contribution to the thriller genre.

Mr. Patterson and his family currently reside in Florida.

ABOUT THE BOOKS

Maximum Ride: *The Angel Experiment*

The Angel Experiment introduces six amazing children forced to take total responsibility for their lives. Born into the world as normal children, but kidnapped by scientists who genetically alter them, Max, Fang, Iggy, Nudge, Gasman, and Angel live in cages in the School, an experimental lab, where they are constantly being tested and enhanced. Using their unique ability to fly and their genetically-engineered superhuman powers, the children finally escape and discover a refuge from their lives of scientific experimentation. Unfortunately, mutant Erasers, other genetically-altered children who are able to morph instantly into wolf-like creatures, discover their hiding place and capture Angel, the youngest of the Flock. Now the remaining five children must leave the comfort and security of their newfound home to rescue her. Max, the oldest and the leader of the Flock, devises a plan, but in order to be successful, they must conquer the Erasers and return to the School. As the Flock undertakes an even greater challenge, the children desperately seek to discover who their parents are and to let them know the circumstances of their disappearance and the injustices they have suffered.

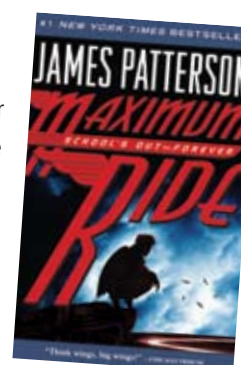
HC 0-316-15556-X • 978-0-316-15556-4 • MM 0-446-61779-2
978-0-446-61779-6 • Audio 1-59483-048-7 • 978-1-59483-048-8



Maximum Ride: *School's Out—Forever*

While the members of the Flock evade their captors and seek their real parents, the mysterious voice in Max's head still advises her and confirms that she is created to save the world. But for now, she is doing her best to save her friends and herself. After Fang is almost killed in a fight with Ari, he is taken to the hospital. When the doctors discover Fang's mutant nature, understandably they call the FBI. In an ironic twist, Anne Walker, one of the agents, invites Max and the Flock to stay at her ranch house to recuperate. For the first time in their lives, a "normal" life seems to be within reach—the children sleep and eat on a regular schedule, they attend school, and they even celebrate their first Thanksgiving dinner. After much searching, Fang and Max find Iggy's natural parents, and he leaves the Flock to return to his "real" home. But the scientists at the School want the Flock back intact and will stop at nothing to recapture them and return them to the School. Ultimately, the scientists kidnap Max and replace her with an imposter, as the not-so-dead Ari, with a new voice in his head, reappears with his own plans for Max. Max and her Flock must flee the "safety" of the ranch once again to live life on the run—and fight danger at every turn.

HC 0-316-15559-4 • 978-0-316-15559-5 • MM 0-446-61889-6
978-0-446-61889-2 • Audio 1-59483-246-3 • 978-1-59483-246-8



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 2006-2007 Florida Teen Book Award Master List title
- A 2007 New Hampshire Teen Readers Book Award Master List title
- A Missouri Teen Book Award Master List Title 2007–2008



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CURRICULUM GUIDE

MAXIMUM RIDE

Bestselling Series
from #1 International
Thriller Writer

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.

DISCUSSION QUESTIONS

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. While waiting for Max to return, Nudge and Fang improve their flying skills by watching hawks and flying with them. What other lessons do they learn from the hawks? How do the hawks help the Flock fight against the Erasers?
3. Max refuses to let Iggy and Gasman go with Fang, Nudge, and herself to rescue Angel. Why does that decision prove to be unwise? How would Gasman and Iggy benefit the rescue effort?
4. 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?
5. 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?

6. Why is Jeb’s betrayal more hurtful than even some of the experiments and tests the children have endured?
7. 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?
8. Max is forced to accept help from Dr. Martinez because of her bullet wound. Why does Dr. Martinez help Max without asking a lot of questions? How does Max feel about Ella and her mother? What does she learn from them?
9. Iggy is blinded when 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?
10. Ari is single-minded in his desire to kill Max. What prevents him from destroying her? How has their relationship changed since Max was in the School? What role does Jeb play in the animosity between Max and Ari?
11. 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?

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 measures does she take to ensure the Flock’s safety against her should she become an Eraser?
2. Life continues to spin out of control when Ari almost kills Fang in a fight and, once again, Max must make a decision that could endanger the Flock. Why does she decide to take Fang to the hospital?
3. 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 toward Anne?
4. Attending school for the first time affects each child differently. How do each of the children respond to school? Why is the transition to “normal” easier for Angel, Gazzy, and Nudge?
5. 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?
6. When Iggy leaves the Flock to return to his parents, the children’s feelings are conflicted. What are their feelings? What do they learn from this experience?
7. Why are Ari’s feelings for Max so confused? Does he feel more love for her or hate? How does he convey his feelings for Max?
8. What is Max’s concern for Angel’s ability to read and control minds? Is her concern justified? Why or why not?
9. When Max finally convinces herself that the Flock is being tracked because of the chip in her arm, she almost kills herself trying to remove it. Why does she finally break? How does her emotional breakdown affect the Flock? How does their response to her help her recover?
10. The people chasing the Flock are becoming more desperate to capture them, and Max’s voice is becoming more insistent that she save the world. But against her better judgment, she allows the Flock to take a day off from running for their lives and go to Disney World. How does this decision prove to be disastrous? What other decisions does Max make that put the Flock in danger?

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 genomics 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 negative impact it will have on society. The brochures should be presented to the class and displayed in the classroom.

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 write a summary of a story they find and read it to the class. Then have groups of students display their stories on a set of wings to suspend from the ceiling.

Writing/Poetry— Patterson’s writing is filled with imagery—fights between the Erasers and the Flock, views from the sky of the Earth below, insights into emotions and feelings of each character, mind maps of the various places the Flock slept or lived, and vivid portrayals of each character and the Erasers. Ask each student to find a descriptive passage and to write a poem using some of the same words and phrases that Patterson uses to convey the image. Then, illustrate the poems and display them as a class mural.

Art— In small groups, have students envision the Flock as a community of super heroes. Students will need to imagine where this community of super heroes 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 the super heroes. Students can present their Super Hero Communities to the class, and judges from outside of 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 the use of journals from the date of 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 super hero 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? On the other hand, how would 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 of 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? How is Ari’s hope similar to what the Flock wants?

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 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. For example, when Angel is kidnapped, the Flock is put in danger trying to rescue her; when Iggy returns to his biological family, the Flock is devastated at their loss but accepts it as the best thing for him; and when Fang goes to the hospital, the children risk discovery to save his life. How do Max’s decisions cement the bond between the children and make them a family?

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 the cause? How does loyalty help/hinder the Flock and their goal to stay free?